

**INSTITUTIONAL RESOURCES AND IMPLEMENTATION OF STRATEGIC
PLANS AMONG PUBLIC INSTITUTION OF HIGHER LEARNING IN KENYA.**

BY

FLORENCE KERUBO MECHA

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES &
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF PUBLIC POLICY AND
ADMINISTRATION OF KENYATTA UNIVERSITY**

JUNE, 2022

DECLARATION

This project is my own unique innovation and has not been given in for an award whatsoever to any learning institution.

Signature: -----

Date: -----

Kerubo Mecha Florence

C153/OL/CTY/32871/2016

I confirm that the work in this research project was done by the candidate under my supervision.

Signature: -----

Date: -----

Jane G. Njoroge, PhD

Department of Public Policy and Administration,

Kenyatta University

ACKNOWLEDGEMNT

I thank God for his mercies that have made me reach this far. Secondly I would like to appreciate my supervisor Dr. Jane Njoroge and Prof, David Minja for support and assistance with my project and ensuring that it's successful. Finally, my appreciation goes to Joshua my son in supporting me during the entire study period. Thank you.

DEDICATION

I dedicate this research project to Joshua for his patience, love and support during the research period. To family members, thanks for your financial support and encouragement.

TABLE OF CONTENT

DECLARATION ii

ACKNOWLEDGEMNT iii

DEDICATION iv

TABLE OF CONTENT v

LIST OF TABLES ix

LIST OF FIGURES x

OPERATON DEFINITION OF TERMS..... xi

LIST OF ABBREVIATION AND ACRONYM xiii

ABSTRACT xiv

CHAPTER ONE: INTRODUCTION..... 1

 1.1 Background to the study..... 1

 1.2 Human Resources 2

 1.3 Fiscal Resources 3

 1.4 Asset Resources 5

 1.5 Technical Resources..... 6

 1.6 Related Background Organization of Economic Cooperation Development 7

 1.6.1 Perception of public universities globally 7

 1.6.2 Public Universities in Kenya 8

 1.7 Statement of the Problem 10

 1.8 Study Objectives 11

 1.9 Specific objectives 11

 1.10 Research Questions 12

 1.11 Research Scope 12

 1.12 Justification of the study 13

CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction	15
2.2 Empirical Literature	15
2.2.1 Strategic Plan Implementation.....	15
2.2.2 Human Resources and Strategic Plan Implementation	16
2.2.3 Fiscal Resources and Strategic plan Implementation.....	18
2.2.4 Assets and Strategic Plan Implementation	19
2.2.5 Technical Resources and Strategic plan Implementation	20
2.3 Theoretical Literature.....	21
2.3.1 Resource-Based Theory.....	21
2.3.2 Theory of Human Resources Development.....	22
2.4 Research gap.....	24
2.5 Conceptual Framework	24
CHAPTER THREE	26
RESEARCH METHODOLOGY	26
3.1 Introduction	26
3.2 Research methodology	26
3.3 Research Design	26
3.4 Targeted Population	27
3.5 Sample and Sampling Procedure	27
3.6 Sampling Frame.....	29
3.7 Data Collection methods	29
3.8 Research tools.....	30
3.9 Research tools validity	30

3.10 Research tool reliability	31
3.11 Data Analysis	31
3.12 Ethical Considerations	33
CHAPTER FOUR	35
DATA ANALYSIS AND DISCUSSIONS	35
4.1 Introduction	35
4.2 Research tools reliability	35
4.3 Attributes of the Survey participants.....	36
4.4 Participants Demographic information	36
4.4.1 Participants Gender	37
4.4.2 Participants Age	37
4.4.3 Participants Level of Education	38
4.4.4 Participants work experience	38
4.5 Descriptive Statistics.....	39
4.5.1 Descriptive Analysis on Human resources and strategic plan implementation	39
4.5.2 Fiscal Resources and strategic plans implementation	41
4.5.3 Assets and strategic plans implementation	42
4.5.4 Technical resources and strategic implementation Descriptive Analysis	44
4.5.5 Strategic implementation Descriptive Analysis	45
4.6 Inferential Statistics	47
4.6.1 Multiple Regression Coefficient Results	48
CHAPTER FIVE	50
SUMMARY, CONCLUSION, AND RECOMMENDATION	50
5.1 Introduction	50
5.2 Summary of the Findings	50

5.4 Conclusion.....	52
5.5 Strategic Policy Recommendation.....	53
5.6 Suggestion for Further Research	54
REFERENCE	55
APPENDICES	63
APPENDIX 1: Questionnaire.....	63
APPENDIX II: List of public institutions of higher learning in kenya	67
APPENDIX III: Project Timeframe	68
APPENDIX IV: Budget	69
APPENDIX V: Approval	70
Appendix VI: Letter of Introduction.....	71
Appendix VII: NACOSTI.....	72

LIST OF TABLES

Table 3.1: Sampling Frame	29
Table 4.1: Research Tools Reliability	35
Table 4.2: Rate of response	36
Table 4.3: Participant Gender	37
Table 4.4: Participants Age	38
Table 4.5: Level of Education	38
Table 4.6: Participants work experience	39
Table 4.7: Human Resource and Strategic Plans Implementation	40
Table 4.8: Fiscal Resources and strategic plans implementation	41
Table 4.9: Assets and strategic plans implementation	43
Table 4.10: Technical resource and strategic implementation	44
Table 4.11: Strategic Implementation	46
Table 4.12: Model Summary	47
Table 4.13: ANOVA.....	47
Table 4.14: Multiple Regression Coefficient	48

LIST OF FIGURES

Figure 3.1: Conceptual Framework.....	25
---------------------------------------	----

OPERATON DEFINITION OF TERMS

Strategy	Is a framework that gives institutions operation direction within their process for purposes of attaining a competitive edge.
Strategic Management	Are devised decisions within institutions that attaining long and short term organization goals and objectives
Strategic Plan	A well-documented guide used in organization that direct, oversee and control daily activities for purposes of achieving institutional goals and objectives
Strategic Implementation	It's an actualizing process of policies within the organization through developing budgets, process and procedures that are important within the institution's processes.
Fiscal Resources	Are monetary or liquid assets accessible by the institution for purposes of sponsoring activities and institution operations. Liquid assess in this instance refers to institutions properties such as bank deposits, cash and financial investments that are liquid in nature for purposes of facilitating institutional operations.
Human Resources	Is a team that encompasses of personnel who are important to the institution when it comes to skills, abilities, expertise and knowledge?

Technical resources Refers to tangible, intellectual properties, expertise, skills, and experience, patent and software licenses. It also include tools that are necessary for generating services and products.

Assets Refers to tangible objects which are important and available for institutional operations. These resources occupy space, have value and are used within the insertion.

LIST OF ABBREVIATION AND ACRONYM

HEI-	Higher Education Institutions
HRDT-	Human Resources Development Theory
HR-	Human resources
ICT –	Information, Communications and Technology
KU-	Kenyatta University
KYU-	Kirinyaga University
MOE-	Ministry of Education
R&D-	Research and Development
RBVT-	Resource Based View Theory
ROK-	Republic of Kenya
SPSS –	Statistical Package for Social Sciences
SP-	Strategic Plan
UON –	The University of Nairobi

ABSTRACT

Strategic plan directs institutions to reach their destination and failure to successfully execute the plan leads to failure in achievement of organization goals and objectives. Education is important globally since it plays a major role towards development through research, industrialization and innovation. Institutions be it public or private require a well executed strategic plan in conjunction with relevant stakeholder who will help the institution attain its objectives. Public universities in Kenya play a major role in providing knowledge to students which is fundamental for a nation's growth by enhancing realization of national goals. To achieve these the government has issued a directive on strategic implementation that would help Kenyan universities prioritize and address strategic issues to provide improved service and efficiencies within institutions. The major aim of this research is to examine the effect of institutional resources on strategic implementation plan among public institutions of higher learning in Kenya. This was attained by examining how human, fiscal, assets and technical resources affected strategic implementation plan among the institutions of higher learning. The research was based on resource based and human resource development theories. The target population for the study was thirty one committee members of public institutions of higher learning in Kenya while the sample was derived from purposive non probabilistic sampling techniques which was used to pick the best and two worst public institutions of higher learning as per the 2019 webometric ranking. The research used descriptive research design and primary data gathered using questionnaire. Data collected was analyzed using SPSS. The outcome from the findings were represented using tables, regression and correlation analysis that were tested and determined the impact of institutions resources on strategic implementation plan. It also determined the importance of the study variables towards attaining strategic implementation among public institutions of higher learning in Kenya. The research findings indicated that institutional resources has important effect on strategic implementation among selected public institutions of higher learning. It also indicated that human resources, assets, monetary resources and technical resources (variables) had positive and important effect on strategic implementation among selected public institutions of higher learning in Kenya.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Numerous strategic plans produced in public universities, according to Wasike (2010), were ineffectively and inefficiently implemented, while others were not put in place. Institutions of higher learning in Kenya have plans and strategies on paper as formality, as evidenced by inadequate internal structure and incompetent employees, bad administrative arrangements, weak human resource practices, and poor institutional development structures (Nyakeriga 2015).

He also mentioned that the university's management's poor performance has resulted in the stalling of anticipated projects. The strategic execution task is a complex process that entails a set of resolutions and events by employees & managers influenced by variety of in-house and exterior issues in the endeavors to meet organizational goals by putting strategic plans into action (Samson & Bevington, 2012).

Blenko, Mankins & Rogers (2010), identifies major literatures concerning strategic plan as being major factors in business endeavours. Martínez-López (2014) also approves. Despite significant institutional growth, more than seventy percent of strategic change failed (Higgs & Rowland, 2011). Ninety percent of organizational strategies fail owing to the execution issues rather than formulation issues (Reeves, Haanaes & Sinha, 2015). According to Schilling (2014), the frequency of properly implemented plans is between 30-10%, with inability to execute successful strategies are attributed to huge institutional cost.

Failure of strategy execution, according to Sorooshian *et. al.* (2010), is wastage of time and resources which results in low productivity, low employee morale, lack of faith and trust in top management and reduced performance. According to Mukhwana (2016), nature of training provided by Kenyan public institutions of higher learning is insufficient in preparing higher cadre human resources for growth and progress. The country's terrible economic situation has impacted the salaries of lecturers in Kenya, prompting them to relocate to other nations in quest of better opportunities.

According to Mulinge Ara & Wawire (2017) 40% of employees in institutions of higher learning work in other institutions partially. Amidst competitiveness, institutions should improve and execute their strategies as this will allow them to be at their competitive edge. (Reeves, Haanaes & Sinha, 2015) posits that numerous institutions come up with brilliant strategies but it becomes difficult to adopt them as a result of weak implementations and development practices. Strategic plan according to Mulinge, Arasa & Wawire (2017) is a document that guides institutions on how to formulate strategies and that without the strategies the execution process will be useless.

1.2 Human Resources

A study conducted by Waithaka (2017) on factors affecting strategic plan implementation in institutions of higher learning in Kenya a case of Jomo Kenyatta university opined that institutions of higher learning should put in place support systems for purposes of increasing resources for implementing strategies such as employing skilled staff, training employs for purposes of ensuring that the institution is up to date

with new management methods. Jones (2016) confirms that lack of understanding a strategy results to its failure when implementing. Therefore, for purposes of attaining proper strategic implementation, there is need to prepare human resource adequately by training, communicating and creating awareness while quipping them with knowledge, skills and expertise to guarantee accomplishment of institutional objectives and goals.

Further, creating good understanding of a strategic plans aids with the establishment of comprehensible methodology that can connect and coordinate different expertise and professionalism for purpose of working in harmony thus enhance task and objectives accomplishment. As a result, the executive team and staff involved in the strategic execution process should be extremely knowledgeable about their roles and responsibilities, as well as their contribution to the organization's overall success.

Furthermore, insufficient human resource capacity continues to be a major stumbling block in the implementation of strategic plans. As a result, participatory strategy implementation has an impact on personal engagement and dedication to the implementation of a successful strategic plan. Human resources are subjected to change while using a participative method, which is primarily geared at guaranteeing proper strategic implementation plan.

1.3 Fiscal Resources

Fiscal resources such as bank deposits, cash on hand, stocks, and other derivatives, according to Hitt *et al.*, (2017), influence institutional investment and allow it to take

advantage of different opportunities. In public organizations, a lack of sufficient funding is a key stumbling block to the implementation of strategic initiatives.

State-run organizations require monetary resources in order to provide effective services and initiatives (Mukhwana, 2016). According to Bryson, Crosby, and Bloomberg (2015), public institutions rely on government funding to survive. Public Institutions remain dependent on government thus have negatively affected their ability to create long-term activities and management techniques.

To improve policy execution, public entities should be able to freely obtain funds from banks (Saunders 2009). Further, it appears that institutions prefer managing available finances rather than generating other means of income. Thus there is need to get other means of finances since funds are essential component that enhances fiscal viability among public organizations.

As a result, strategy implementation can be defined as the methods and practices by which strategies and policies are carried out through the design and implementation of programs, budgets, and activities. This indicates that without financial means, implementing a strategic strategy is doomed to fail.

Budget, on the other hand, acts as a signal for efficient strategic execution because it acts as a plan outlining how strategies will be implemented to meet organizational goals. As a result, financial resources and their efficient administration are critical to the effective

implementation of strategic in a business setup. This demonstrates that greater value creation and performance toward the achievement of stated corporate goals characterize the relationship between strategy success and financial resources.

1.4 Asset Resources

All tangible goods required and available for the efficient operation and activities of an organization are referred to as assets. They include land, buildings, and equipment, raw materials and other facilities required for product manufacturing, as well as general supplies needed to keep the institution functioning smoothly (Denhardt & Catlaw, 2014).

Assets are less flexible than financial resources since that they are more closely related to institutional operations. Monetary resources, on the other hand, are more flexible and are utilized to buy equipment and pay people. Assets are strategically allocated to eliminate confusion and complexity in the educational system by optimizing performance and facilitating better implementation.

The procurement function within public institutions has shown to be the most important part in obtaining the necessary physical resources to support the implementation of good strategic plans.

Assets are defined by the Federal Accounting Standards Advisory Board as raw resources that a business uses to offer services and goods to customers (Srithongrung, Ermasova & Yusuf, 2019). Assets ascertain what institutions pose in terms of equipment, land, raw materials, supplies, furniture etc. Assets have a substantial and positive impact on an

organization's performance since majority advocate for good working environment which leads to improved performance (Srithongrung, Ermasova & Yusuf, 2019).

1.5 Technical Resources

In terms of competitive advantage and the entire management process, firms with modern technical resource are advantaged compared to the ones outdated technologies. Organizations may easily monitor, implement, and analyze their strategic processes using advanced technology (Hitt *et al.*, 2013).

Technical resources are activities that entail the creation of new knowledge as well as the transformation of existing knowledge into new outputs, processes and materials. According to Kepha (2013), technology aids an institution's implementation of new practices, strategies, and standards. Technology advancements in state-owned businesses make plan execution easier. A sudden technological innovation can have a significant impact on a company's environment in terms of emerging markets, product developments, and lower production time. Every organization should aim to gain a better understanding of current technical advancements that might affect services and goods (Burns, 2013).

Institutions of higher learning abilities to incorporate and execute their strategic plan based on technical advance are said to have improved performances. Likewise, the implementation of novel Information Technology methods has improved the competitiveness of institutions while also altering the academic structure within public institution of higher learning. Increased use of technology is regarded as a critical

component in achieving institutional goals. As a result, to lead in general performances and development there is need for public institutions to accomplish organizations objectives by acquiring technology to efficiently address and deal with strategic difficulties.

1.6 Related Background Organization of Economic Cooperation Development

1.6.1 Perception of public universities globally

Education systems adopted by institutions of higher learning have led to development and social economic growth. This is attributed to the fact that institutions of higher learning frameworks allow for tailored alignment within their systems thus enhancing social - economic and personal development. According to OECD (2016) empowering individual education in institutions of higher learning has resulted to increased social economic growth personally and nationally. This is attributes to enhanced health care system, social and economic cohesion, growth and development. In the previous year's university educations globally have seen exceptional growth as a result of better strategy execution within the educational system which guaranteed graduates competencies for purpose of meeting market employment demands.

Pillay (2010) asserts that globally successful university education has be attributed to effective execution of strategies designed on the basis of analyzing, planning and making informed decisions. However democratization of institution of higher learning, its growth and expansion have become a challenge to govern its resources and institutions thus in turn affect implementation plans thus making it hard for the institution to achieve high goals and objectives

From a global perspective, execution of strategic plan offer institutions of higher learning a framework for achieving their high goals. This is because strategies direct the strategic committee and empower employee and non-staff and those who are operating within their vicinity to align their goals with institutional objectives. However, the realization of these goals are grounded on availability of institutional resources.

1.6.2 Public Universities in Kenya

In Kenya, efforts to startup universities started in the year 1961. During the time, there was only one college – Royal College which was then promoted to University despite being a college. Through an agreement from London University, Royal College equipped students for degrees offered by the London University. With the advent of East African university in the 1960s, Royal College was upgraded as a university after independence it became the now University of Nairobi in the year 1970 with teachers College currently known as Kenyatta university being a proponents of University of Nairobi and fully acknowledge as Kenyatta University in the year in 1985.

Since independence educational institutions have been characterized by huge transformation with huge finances being allocated to the institutions of higher learning (Mukhwana, 2016). This was purported to produce enough professional who would help with national development and as well conducting research for purpose of getting solutions to social, economic and cultural issues nationally. This growth led to sustainability of job market demand thus generating more demand for university education. Up to date 31 public institutions of high learning have been established as a

result of industrial Act formulated under the 2012 University act whose obligation is to develop institutions of higher learning frameworks that are accredited and governed.

Lopes (2017) asserts most institutions of higher learning and colleges in Kenya have been strategically planning using traditional methods that made use of the five year plan as per the government interventions. This mechanism was subjected to inflation and politicization thus housed the notion of ruling government. Therefore, the planning could not achieve long term goals since a new regime came with new management and planning mechanism as well.

According to Sanaghan (2009), institutions of higher learning should embrace new strategic method in order to achieve their goals. This is because strategic planning encompasses making informed decisions and choices concerning the long term objectives of the organization. With proper strategic planning the public institutions of higher learning and colleges are in a position to advance and create a competitive edge and position within their operational environment thus a call for the institutions of higher learning in Kenya to rethink and redesign their strategic plan for proper execution of their operations (Rumelt, 2017).

Guidelines by the ministry of education shows that for universities to pursue high missions, there is need to establish and allocate resources that are important for the institutions of high learning to enable them respond to the dynamics of their operations and activities. The same finding was found by Goransson & Brundenius (2011) whose

research examined California education system and established that ineffective strategic implementation as the key to failure and linked problems associated with institutions of higher learning. However, credible and effective higher education learning system will remain contested in cases of lack of skills, expertise and knowledge by university graduates for purposes of meeting job market demand (Otieno, 2018). This means that graduates in competencies will indicate in effective strategic execution among the institutions of higher learning.

1.7 Statement of the Problem

Institutions of higher learning depicts government image by acting as an example and a model to their learning institutions by being an example to them in the way they have set up and executed their strategic plan in an effective manner. This is evidenced in the way universities produce graduates who are equipped for the job markets. A research conducted by Mwangi (2014) established that institutions of higher learning in Kenya acted as mentors for developing individuals who already to champion social and economic development of a country through industrialization, innovation and research.

This is made real by providing a course that is concerned with social and economic growth for purposes of enhancing national growth. In recent years, a lot of criticisms have been on the rise concerning graduate employers within Kenyan institutions of higher learning. That they don't poses necessary skills, expertise and knowledge requires by the current job market. Thus calling for the need to articulate and use effective implementation strategies and methodologies that could address the issues at hand.

Public institutions of higher learning in Kenya have a well-articulated document defining mechanism to be utilized, methodologies, and practices and are supposed to be used by the institutions for purposes of attaining their high objectives. Despite this effort strategic plan implementation remains a challenge within the institutions of higher learning in Kenya as they are revealed to have poor infrastructure, unskilled personnel, unfavorable human resource practices, inefficient in house institutional management and lack of proper strategic execution skills. Research conducted by Nyakeriga (2015) indicated that poor management strategies among universities resulted to absence of growth. Wasike (2010) supplemented that strategic plans articulated by institutions of higher learning were incompetent and unproductive and in some cases they were never implemented. Kitonga (2012) on the other hand indicated that different factors such as finances, assets, technology contributed to what we are currently experiencing with institutions of higher learning in Kenya. One of the key factors cited is the poor execution of strategic plan and lack of implementation and monitoring and evaluation process within the process. This has resulted to time wastage as a result of minimal resource allocation by the government thus resulting to flimsy service delivery within public institutions of higher learning. Again, this is reflected by the way graduates are said not to fit within the job markets.

1.8 Study Objectives

The main aim of this study is to examine the effect of institutional resources on strategic implementation plans in public institutions of higher learning.

1.9 Specific objectives

- i. Assessing the effects of human resources on strategic implementation plan of

public higher learning institutions

- ii. Ascertaining the effects of fiscal resources on strategic implementation plan of public higher learning institutions.
- iii. Establishing the effects of assets resources on strategic implementation plan of public higher learning institutions.
- iv. Examining the effects of technical resources on strategic implementation plan of public higher learning institutions.

1.10 Research Questions

1. What effect does human resources have on strategic implementation plan of public higher learning institutions?
2. Does the availability of fiscal resources have an effect on the implementation of a strategic plan of public higher learning institutions?
3. Does the availability of Assets have an effect on the strategic implementation plan of public higher learning institutions?
4. How do technical resources affect the strategic implementation plan of public higher learning institutions?

1.11 Research Scope

This research aimed at examining the effect of institutional resource on strategic implementation plan within public higher learning institution in Kenya. It targeted participant strategic planners with institutions of higher learning. It used the 2019 web metrics ranking to choose twobest and two worse universities.

1.12 Justification of the study

The study aimed at illustrating how institutional resources can influence strategic implementation plans among Kenyan public universities. Therefore the study will be important to university management so that they can understand how success strategy implementation can affect institutional performance.

It will also be beneficial to University management in understanding how tailored strategic plan enables them attain their institutional vision and mission through applying proper implementation methods. This is attributed to the fact that the research design implemented for this project will provide knowledge and information that will enhance effective and efficient strategic implements strategies that will enhance performance of public universities in Kenya by transforming policies and techniques that are crucial in enhancing institutional performance. Again, the research will provide detailed understanding of theories which have been implemented into strategic plan and which are successful.

This research will be important to the Ministry of Education by outlining a resource strategic framework that will help improve public universities as institutions of learning within the country. This will be done by offering evidences on the important of institutional resource and their impact on strategic implementation plan by examining how resources affect strategic implementation. The research will advise and give recommendation to the Ministry of Education to be vigilant when it comes to resource allocation to public institutions of higher learning. Furthermore, the research will offer valuable information concerning management of public, private and tertiary institutions of learning. By pinpointing on the importance of proper deployment of institutional

resources which will actually lead to the realization of their objectives for instance in providing quality education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature based on theoretical and empirical assessment. Further the literature elaborates theory of human resource development and resource based theory which were the basis of the study.

2.2 Empirical Literature

2.2.1 Strategic Plan Implementation

According to Singh & Singh (2019) execution of strategies is strategic management action. It shows that strategies should be converted to concrete deed for effective implementation to ensure achievement of institutional goals. Huber (2011) posit that its a managerial work in which top manager examines and established numerous mechanism, practices, tools and procedures that can aid in converting the strategy into reality.

Implementation of a strategy can be termed as procedure which enhance accomplishment of a strategy (Speculand, 2009). The process include making decisions that are mandatory in executing institutional plan in a manner that utilizes effective use of resources. De (2010) posits that implementation of a strategy works best when stakeholders with an institution are fully engaged. That the success of strategic implementation plan start with an individual and how they control and coordinate the process. Reeves, Haanaes & Sinha (2015) puts to it that there are numerous factors that affect effective implementation of a strategic plan within institutions and thus call for the

need of recognizing this issues for purpose of effective implementation. (Bryson, Crosby & Bloomberg, 2015).

Implementing strategies is a major challenge to many institutions. Thus its described as a path for future institutions when their process are clear define for purposes of increasing productivity and revenue collection (Pettyet.al., 2010). Li,Guohui and Eppler (2010) view implementation of strategies as sophisticated phenomenon that can be viewed from different theories and thus refers combined theoretical perceptions to explain its complexities.

2.2.2 Human Resourcesand Strategic Plan Implementation

In organizations, strategic execution encompasses making judgment on activities. For instance institutions of higher learning in Kenya, its management and employee are affected in external and internal elements in implementing a strategic plan. Evans, Biles & Bae, (2019) ascertained that different factors that affected strategy implementation were communication, execution of a plan by using different mechanism, management and coordination of the implementation process.

Rackowski (2016) showed that implementation of strategies fail within public sector due to botch interpretation, adaptation and failures to long term transformation. However, Robertson & Caldart (2009) confirmed that by using dynamic methodologies within strategic implementation, it helps overcome traditional administrative restriction that are high seen within the public sectors. Thus a dynamic methodology can play a very important role in guiding institutions of higher learning to deliver their strategic plans for purpose of attaining their goals

Leinwand, Mainardi & Kleiner (2016), posit that there are challenges the lead to poor strategic implementation process within public sectors which include, weak execution management, inefficient communication mechanism, lack of commitment , unfamiliar strategy, unaligned organization resources and systems, poor coordination of activities, lack of capabilities and competition from environmental aspects that are uncontrollable. This shows that for a public institution of higher learning to attain its goals within the strategic implementation process, then they have to commit all stakeholders, staff, top and middle managers within the process.

A study conducted by Alston & Bryson (2013) find out that commitment is crucial in any strategic plan within the public segment. Longoni (2014) found out that for an institution to realize its objectives, it must instill organizational cultures that will adapt to new methodologies, principles and standards.

Kitonga (2012) analyzed factors affecting strategic plan execution at Nairobi city water and Sewer Company and noted that political forces, training availability of resources and organizational cultures and structures are some of the major factor affecting strategic implementation process. In another research by Mwangi (2014) that assessed factors affecting strategic performance among public institutions of higher learning in Kenya showed that resource availability, management styles and institutional structures significantly affected strategic plan implementation process. Chege (2011) examined the factors affecting strategic plan accomplishments. The results from the study indicated that factors such as institutional structure, resources, governance, culture and technology and politics were significant factors affecting strategic implementation process. Study by Machuka (2011) examining challenges faced in the process of strategy implementation

among Kenyan local authorities found out that institutional cultures, training, governance, policies, resources and institutional procedures affect the strategic implementation process. In a research conducted by Belcourt & Podolsky (2019) realized that human resources are very significant to strategic implementation process since it aided organization to attain their objectives. This was attained through training, awareness and creating workshop delegated towards achieving organizational goals. Kumar (2011) affirmed that Ulrich model act as human resource constituent in a strategic planning process based on the aspect of: - human resource as a tool for applying strategic plan, human resources as partner to the process, human resources as a tool for engaging people into the planning process and human resources as a tool for innovation with the strategic implementation plan.

Thus grounded the evidence from the empirical review, human resources can't be ignored in strategic execution plan. This is because human resource is the major enabler of efficient strategic implementation plan that drive and institutions towards attaining its goals.

2.2.3 Fiscal Resources and Strategic plan Implementation

Numerous empirical literature have linked failure within strategic planning with lack of monetary resources which catalyzes all the activities within the implementation process. This argument has been supported through scorecards which stressed on the importance of monetary resources within operation undertaken in the strategic implementation process. Ng'ambi *et. al.*, (2011) indicated that lack of fiscal resources have led to ineffective execution of strategic plan with public organizations. This is attributed to the fact that most public organization in Africa rely on government funding's which are not

adequate thus hindering effective strategic implementation. This was also confirmed by Darvas (2013) who found out that public organizations are stuck due to dependencies from government thus reducing their abilities to implement strategic plans. Overdependence's to the government are attributed to late disbursement of funds which also affect the implementation process (Kenya & Kenya. 2009). Thus stalling lots of project a result of poor implementation process. Mukhwana (2016) agreed that Kenyan institutions of higher learning have failed when it comes to the implementation of plans as a result of poor funding. Saunders (2009) suggested that public organization should be excused from accessing funds to enhance effective strategic implementation. That delayed funding's have positioned public institutions of higher learning in financial strains thus deterring effective strategic implementation. This is confirmed by Morgan *et al.*, (2015) who posits that public institutions of higher learning are handicapped thus cannot raise funding's to meet strategic plan needs. This evidences shows that fiscal resources are very critical for effective and efficient strategic implementation plan within those institutions.

2.2.4 Assets and Strategic Plan Implementation

According to Pate & Buchner (2014) efficient and effective strategic implementation in public organization is dictated by accessibility and availability of assets, employees, finances and technical resources. For instance the main aim of strategic implementation in public institutions of higher learning is to ensure that they offer quality education among students to enable them meet job market. Hitt *et al.*, (2017) opines that assets are linked to effective operation which in turn affect strategic implementation.

Pane *et al.*, (2018) puts to it that assets in public institutions constitutes of land,

equipment's, buildings, machinery and raw materials all working in a coordinated manner to enhance successful strategic implementation process. That without land institutions will find it has to construct building that are essential for providing good learning sphere. Likewise equipment's, machinery and raw materials ascertain that student's access practical knowledge thus helps them acquire skills in real life situation. Denhardt & Catlaw (2014) is in support for this and he acknowledges that assets are less flexible but are directly linked in the overall institutional operations geared toward achievement of objectives and goals.

2.2.5 Technical Resources and Strategic plan Implementation

Technological innovations have resulted to revolutions in majorly education and areas of research. This has led to transformation in the way education is delivered in workshops and classrooms. McIntyre, Ivanaj & Ivanaj (2013) posits that technical resources in public institutions have enhanced new educational methodologies and established new knowledge and skills that are easy to convert into practice, process and eventual resulting to better outcome. With the advent of technical resources strategic implementation has been eased and made convenient thus leading to rapid transformation within institutions of higher learning.

A research by Reeves, Haanaes & Sinha (2015) ascertained that technical resources have led to innovation in research which have resulted to new patterns within educational institution bringing about rapid change. Thus technical resources have hastened strategic implementation process among institutions of higher learning. Gray & Silver-Pacuilla (2011) also indicated that technical resources have enhanced institutional breakthrough as a result of competitiveness due to new market penetration globally thus technical

resources as seen to propel efficient strategic implementation across institutions of higher learning. Generally it's evidenced the effective and efficient execution of strategies is influenced by internal and external factors. Thus the theory and empirical literatures provide important frameworks from which one can research on the impact of institutional resources on strategic implementation plan among public institutions of higher learning in Kenya.

2.3 Theoretical Literature

2.3.1 Resource-Based Theory

Resource based theory was coined in 1959 by Penrose who revealed that institutions can enhance their performances when they are able to combine resources within their departmental processes. It indicates that once an organizations administration is familiar with its resources then it's capable of planning strategically and execute its operations efficiently since its planning decision making and operational execution are based on available resources. Collins (2014) puts to it that the theory asserts that institutions can be on its competitive edge when it executes strategies that are exceptional and irreplaceable by its competitors. This means that being at a competitive edge is an indication of planned, unique and appropriate use of strategic plan (Huber, 2011).

Under the theory organization are able to link its internal and external abilities into a strategic design and formulate the same to attain competitive edge. This is an indication that institutional performance are driven by exceptional resources that are hard to copy, reliable and unique within firms (Kapferer, 2009). However, strategies that are implemented should be in a position to support organizational competencies so that they

are aligned to resource availability for purposes of making the best use of development opportunities. This is because institutional competencies, internal weakness and strengths reports resources values and exceptionalities, imitability and institutional ability to efficiently use its resources. Gitau (2012) affirms that institution examines values, imitability, and uniqueness in order to guarantee resource sustainability for an efficient strategic implementation plan. Resource based theory emphasizes on institutional internal assets, process, capabilities, knowledge to allow for efficient execution of organizations strategies. Thus institutional resources are key to achieve a competitive edge via proper execution of strategies that venture into performance opportunities for purposes of minimizing threats by external factors by presenting a unique product as rare competitors substitutes (Kim & Mauborgne, 2015).

According to Davis, Frechette & Boswell (2010) resource based theory posits that organizational competitive advantage is rooted on internal rather than external environment. The research indicated that institutions resources and abilities include assets, human resource, monetary funding's and technical resources. In simple words resource based theory on institutional context opines that specific resources which are owned and controlled by a company have a prospective of being at its competitive edge as a result of enhanced performance

2.3.2 Theory of Human Resources Development

According to Jorgensen & MC Guire (2010) the theory of human resource development act as a context for enhancing and building employee knowledge, skill set, expertise and capabilities within the organization and individually. Therefore it works on a platform of training which is the most efficient way of attaining development in human resource thus

enhances institutional performances. The impact of this theory offers an important opportunity to a workforce through personal development. Within institutions, this theory is motivational framework that enhances employee retention (Gold. *et al.*, 2013). Simply because it includes training, professional development, performance management (mentoring, appraisal etc) for purposes of identifying employee capability and thus institutional growth development. This theory dictates the magnitude employee contribution is mirrored with organizational success. Both theoretical and empirical research have indicated that this theory enhances institutional performance by planting numerous aspect linked with individual performance. These aspects include, personality, team work, motivation, structure, ethics, culture technical innovation, knowledge and development. From institutional perspective employee development equip staff with the required skill set and capabilities for purposes of enhancing positive contribution to institutional accomplishment.

According to Deneulin & Shahani (2010) the theory empowers and nurture human abilities that enhance employee outcome. it is a strategy where institutions offer freedom to employees so that they can partake their work in a professional manner. Robert & John (2010) also supports human resource development as a process of ensuring that the institutions and individuals have the needed knowledge, skills and abilities so that they can be able to attain their goals. Which is attained through development, execution and activity evaluation attained through training. In public setting, the major resources to any organization is the employee without them no objective can be attained.

A confirmation by Leberman, McDonald& Doyle (2016) shows that human resources, educational level enhances employee productivity through conveying important and

essential skills, knowledge and expertise to enable performance at personal and institutions level. This means that education, training as human capital enhance individual capabilities thus bring about dynamic changes within economic environments (Wilson, 2012). Human resource development adds value by creating human capital in organization. Again it rationalizes how organization strategic plan gives knowledge and work force that are competitive and also an added advantage to the organization through expansion of strategic plan and technical innovations. Human resource development theory thus helps to shape and understand the importance of human resource in strategic implementation plan within public institution of higher learning in Kenya

2.4 Research gap

Despite there being numerous studies on strategic implementation in and outside Kenya, no study had analytically examined the effect of institutional resources of strategic implementation among public institutions of higher learning. This study thus inspected the effects of institutional resource on strategic plans execution among public institutions of higher learning in Kenya.

2.5 Conceptual Framework

Ravitch & Riggan (2012) define conceptual framework as a diagrammatic presentation of model and theories that link research variables. This relation is important in answering research questions and summarizing research findings for purposes of achieving research goals and objectives. Thus below is a graphic presentation of a conceptual framework.

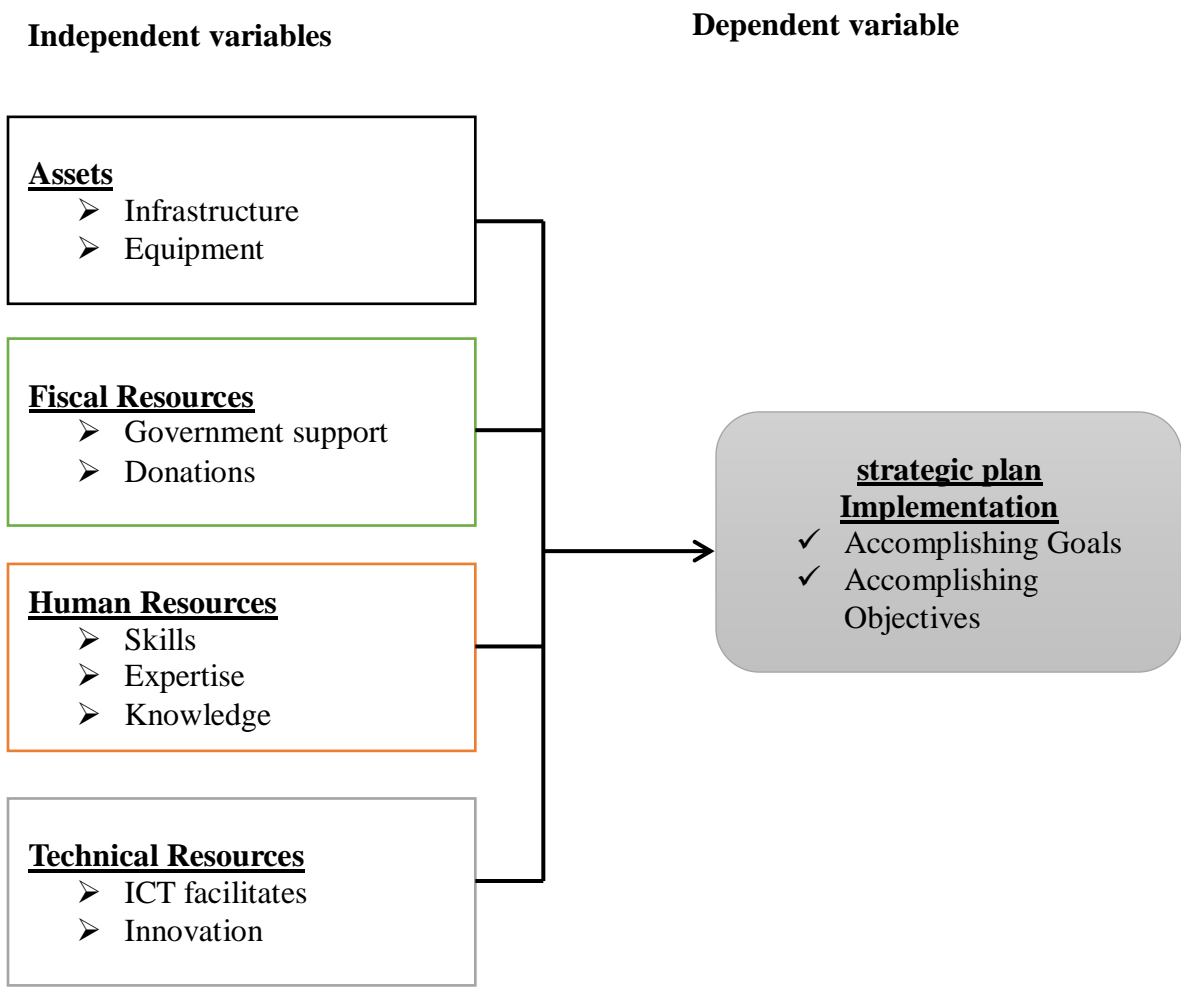


Figure 3.1: Conceptual Framework

Source: (Researcher 2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines and discusses the methodologies used in establishing the link between instructional resources and strategic implementation within institutions of higher learning in Kenya. Discussion and study presentations includes research methods, design, target populace, sampling techniques and procedures, data analysis, presentation, validity, reliability, tools for data collection and ethical concerns

3.2 Research methodology

Scientific research are known to shape knowledge and support assumption based on discussion from a particular field within a research. The frequently used research method are epistemology, axiology and otology which are grounded in fundamental assumptions ad opined by Saunders, Lewis, and Thornhill, (2009). This study, therefore adopts a positive theoretical approach that emphasizes the use of theory to distinguish between what is true and what is not true. This was achieved by use of empirical evidences in order to validate the truth. From the discoveries, the theory put into operation, measures & a conclusions made in a generalized perception. (Saunders et al., 2009).

3.3 Research Design

This reached used a descriptive approach that is grounded on the aspects of financial, assets, human and technical resources. Research design being a dominant plan, it

specifies techniques and processes used in data collection and analyzing for purpose of acquiring the needed information. According to Wilson (2010) it is a framework or action plan for carrying out a research. Mills (2009) on the other hand opines that descriptive design aid with the cross examination of large populations in order to come up with conclusion pertaining to the research variables. The research design therefore is important when it comes to perceiving the effect of institutional resources on strategic plan implementation among public high learning institutions in Kenya. Its practicability enables the researcher to come up with questionnaire that will be useful for data collection and ultimately will be used to compare variables from the study.

3.4 Targeted Population

According to Daniel (2011) targeted pollution refers to gathering participant who are referred to by the researcher for purposes of clarifying study interests. Therefore this study targeted population will aim at respondents who are planning committee board within public institutions of higher learning in Kenya. The research will concentrate on the thirty one chartered universities in Kenya which have well defined structure and are mandated to operate. This population helped the researcher to establish the relationship among the variables. Thus public institution of higher learning formed the analysis unit from selected universities planning board committees.

3.5 Sample and Sampling Procedure

Research sample according to Daniel (2011) refers to a fraction of total populace which the researcher is interest in with an ultimate goal of examining information about the

targeted population of a research. Sampling procedure refers to utilized practices used to acquire study sample. Sampling procedures aids in conceptualizing the different features and character of a targeted populace in accordance with research sample. (Thompson, 2013; Lim, 2013). The research therefore choose a precise cluster of respondents who represented the targeted populace for main aim of steering the research. Therefore, the researcher purposeful used a sample method by selecting four (4) public institutions of higher learning using the 2019 webometric report to choose two best and two worst universities. This allowed the researcher to fine tune and focus on resourceful participants who was used to represent the larger population. The 2018 webometrics ranking lists Nairobi and Kenyatta universities as the best institutions of higher learning while Kirinyaga and Garrisa universities listed as worst institutions of higher learning.

The research sample size constituted of 15 members from every planning committee of the four public institutions of higher learning in Kenya. This was to ensure that the sample would reflect a real picture of strategic implementation plan among different public institutions of higher learning as tabulated in table 3.1.

3.6 Sampling Frame

Table 3.1: Sampling Frame

Strata as per Webometrics	Public institutions of higher learning Ranking	Strategic committee sample size.
First placed Public institution higher learning	University of Nairobi	15
Second placed Public institution of higher learning	Kenyatta University	15
Second last placed Public institution of higher learning	Kirinyaga University	15
Last placed Public institution of higher learning	Garissa University	15
Total		60

Source: Researcher (2019)

3.7 Data Collection methods

This research use primary data which was collected using structured research tool by picking and dropping. The questionnaires so far was justified as the best data collection tool grounding it on the fact that it's easy to issues, manage and that it's also inexpensive method of data collection. The research tool address has a section dealing with personal information in Section A, section B consist of questions addressing research independent variables while Section C consists of questions addressing the research dependent variables. The research used rating scale in its research tool where participants were to respond on a five -point Likert scale.

The questionnaire being the primary tool for data collection in this research, it was made up of closed and open ended question for purposes of enhancing response at a high rate. (Larinii, 2018). This is design enabled the researcher to get information that was used for qualitative and quantitative analysis. Further, questionnaires gave an opportunity for collecting detailed data and information and a lower rate. Since the data collection was systematic, the researcher acquires a letter of introduction from Kenyatta university

as we as NACOSTI (National Council for Science and technology) for purposes of enabling the researcher conduct the study with the sole aim addressing research questions while at the same time attaining the goals of the research. (Olsen, 2012).

3.8 Research tools

The main instrument used for this research was a questionnaire. Its applicability and appropriateness was used because it gives the participants confidence to communicate what they understand and belied through open ended questions. It also gave the researcher an opportunity to collect critical and essential data the facial expression during the process of explaining the question by the participants (Remenyi, 2012). The questionnaires was designed in a way that it addressed all the study objectives inform of a questions. The research tool was timely and cost effective and further they were structured on institutional resources as they link to strategic execution plan. (Murchison, 2013). Each resource item had its inquiries which examined its effects in a strategic implementation plan among public institution of higher learning. The scale developed in the questionnaire classified response as; 5-Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree and 1- Strongly Disagree. The investigator was in position to acquire consistent data about respondents view, understanding & opinion (Trochim, Donnelly &Arora, 2016).

3.9 Research tools validity

Validity refers to research analysis accuracy and strength and its impact on the research findings. Validity defines the ability to measure outcome of a research (Brzoska & Razum, 2010). Result validity are safeguarded through precise design when constructing research questionnaires. This research attained questionnaire validity by ensuring that it covers all

the main objectives of the study. Further it ensured that the questionnaires inquire and gave detailed information for data analysis. On the same note, questionnaires validity were tested and accuracy was met during data collection by ensuring participants had an ideas of what the researcher expected (Nyika, 2018). Lastly the research was validated by my research supervisor who supervisor who checked my work for consistency while underpinning areas for correction.

3.10 Research tool reliability

Research tools reliability refers to the credibility and trustworthiness of data collected for purposes of analyzing the result (Franzen, Robbins & Sawicki, 2013). Based on the sentiments, the research tools used for the study were suitable and reliable for purposes data collecting from the sampled population. Accurate data thus generated perfect data analysis process that enhanced unswerving dependable result (Baumgarten, 2012). Reliability is attained when a study process is repeated severally and it gives the same results Yin (2010). This shows that the study reliability has been demonstrated by matching it to what other academicians and scholars have established. Thus Cronbach alpha analysis was carried out to ensure research tool reliability. Statistically, the tests requires a mean consistency level of 0.70 and above for research variables (Sekaran & Bougie, 2016).

3.11 Data Analysis

Data analysis refers to event sequence and practice that are used to evaluate, ascertain illustrate and plot data collected in accordance with the objectives for purposes of producing important and helpful proves that will facilitate a conclusion of the research

topic as well as to support the process of decision making on the grounds of the research findings. There are numerous ways of conducting a research analysis (Lista, 2017). In this research quantitative data was analyzed and results obtained that addressed the research intentions by giving a consistent answer to the research questions.

Data collected was investigated and examines using an application known as SPSS for purposes of generating outcome in form of tables, charts and graphs (Stehlik-Barry, 2017). Descriptive statics used included the use of average, frequencies and percentage. This helped in reducing respondents' response while explaining the extent of variation and resemblance.

Multiple regression test was carried out to predict the effects of institutional factors as independent variable on strategic implementation (dependent variables). The test allowed the researcher to determine the general effect of institutional resources on strategic implementation among public institutions of higher learning in Kenya. The study result is important and necessary in attaining study conclusion and recommendations. Credible research outcome and deliberation depended in the data gathered through the questionnaire, its ability to persuade respondents through ethical consideration. (Miles, Huberman & Saldaña, 2014). Further, the research inference consistence is dependent on a successful data collection and statistical tests undertaken.

Thus regression model formula was used

$$SPI = \beta_0 + \beta_1HR + \beta_2FH + \beta_3AR + \beta_4TR + \varepsilon$$

Where:

SIP = Strategic Plan Implementation plan in public institutions of higher learning

HR = Human Resource

FR = Fiscal Resource

AR= Asset Resource

TR = Technical Resource

β_0 = Regression intercept

$\beta_1 - \beta_4$ = Regression coefficients

3.12 Ethical Considerations

Miller (2012) opines that researches are obligated to ethical concerns which defines aspect of participations by respondents. Ethical concern acknowledges moral behavior and awareness among research participant and the researcher. Further it create a good connection for conducting researcher for the two parties. This is because as a result of ethical concerns, participants confidence are boosted through awareness thus driving participant desire to get involved into the research. Additionally as per Hammersley & Traianou (2012) established that respecting participants ideas and opinions enhances the researcher ability to get proper information that facilitate a successful research. As a result the researcher is guaranteed to collect reliable primary data to purposes of facilitating the research.

Ethical concern deal with security of participants and researchers. Thus the research was guided by ethical concerns that ensures professionalism and reliability of the study.

Further the research tools calls for the need of effective communication to the respondents for purposes of understanding the objectives of the study. Therefore it as mandatory in defining issues related to how confidentiality and privacy is obtained during the data collection phase of the research. (Cooper, 2016).

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter shows and presents analyzed research findings and deliberation with numerous segment structured to cover research instruments reliability, response rate analysis, inferential and descriptive analysis.

4.2 Research tools reliability

To test reliability of the research tools, questionnaires were gauged using Cronbach alpha coefficient of 0.7 as at the beginning. Sekaran and Bougie, (2009) opines that alpha level are proposed to be good when a reliability measure of 0.70 or above is attained. The table below outlines shows the results.

Table 4.1: Research Tools Reliability

Type of resources	α Coefficient	Comment
Human	.750	Consistent
Fiscal	.709	Consistent
Assets	.791	Consistent
Technical	.757	Consistent
Mean	0.7518	Consistent

Source: Research Data (2021)

From the tabulation above, consistency test indicated that the variables within the study have reached the recommendable and accepted level as per α coefficient of 0.70. Human resources, when measures with other five items gave a result of 0.709, Assets as resource 0.791 and technical resources at 0.757. This is an indication that the four study variables had α values above the required entry mark of 0.70 and thus the general reliability for the

twenty research tools were at 75%.

4.3 Attributes of the Survey participants

A sum of 60 self-administered questionnaires were disseminated and 59 participant managed to successful fill and return the questions while one participant was not fully attended to. The score card for successfully filled questioners were 98% of the total response rate and 2% were deemed as not fully attended to as a result of COvid 19 curfew restriction. As per Mugenda & Mugenda (2003); Saundere *et,l*, (2007) and Kinyua (2015) response rate of 50% is measured as enough for data analysis as per the research, 70 '5 reporting is assumed to be perfect. Thus the response rate report of 98% is satisfactory, reasonable and recommended for purposes of coming up with a conclusion from data analysis concerning the research objectives. (Babbie 2004) as indicated in table 4.2 below

Table 4.2: Rate of response

Questionnaires	Number of object	Percentage (%)
Received	59	98.33
Not Retrieved	1	1.67
Sum	60	100

4.4 Participants Demographic information

This section of the research elucidate on demographic data pertaining to the research participants. The data was analyzed using participants' gender, age, level of education and years of experience at the public institutions as indicated below.

4.4.1 Participants Gender

From table 4.3, the male participants were the largest with 67.7% while female participants were 32.3%. Male participants were approximately double compared than female. This is an indication that in public institution of higher learning there are more males employed when compared to the female counter parts. Thus the one third gender rule has not been attained in this institution thus bringing about gender biasness.

Table 4.3: Participant Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	39	67.7	67.7	7
Female	20	32.3	32.3	32.9
Total	59	100.0	100.0	100.0

Source: Research Data (2021)

4.4.2 Participants Age

From the table 4.4 indicates the participants age distribution where participants ages between 21 years and 31- 40 years covered the lower category with 18.7% and 52.6% respectively while participants of age group 41- 50 and 51 and above years were many and scored 72.8% and 93.7% respectively. From participant age distribution it's evidenced that most public institutions of higher learning has more mature people. This is in support to the fact that individuals with high knowledge and experienced are elderly thus they comprise the strategic committee as compared to those of middle age.

Table 4.4: Participants Age

Age	Frequency	%	Valid %	Cumulative %
21-30 Years	12	18.7	18.7	18.6
31-40 Years	21	34.0	34.0	52.6
41-50 Years	11	20.2	20.2	72.8
>= 51 Years	14	25.3	25.3	98.2
5.00	1	1.7	1.7	100.0
Sum	59	100.0	100.0	

Source: Research Data (2021)

4.4.3 Participants Level of Education

Among the four selecting public institutions of higher learning, participant's level of education in terms of qualification is shown in table 4.5. From the table, majority of the participants were degree holders scoring 40.7%, followed by master at 30.6% and PhD holder accounting got 28.9%. Its evidenced that majority of the participants were degree holders thus they provided the researcher with suitable feedback since they were well educated and able to understand the study research tool

Table 4.5: Level of Education

Level of education	Frequency	%	Valid%	Cumulative %
Degree	24	40.7	40.7	40.7
Masters	19	30.6	30.6	71.3
PhD	18	28.9	28.9	100.0
Sum	59	100.0	100.0	

Source: Survey Data (2021)

4.4.4 Participants work experience

Table 4.6 indicates the highest distribution of work experience being of between 0-5 years with 40.8% followed this those having experience between 6-10 years with 27.0 while those aged 21 and above holding 15.2% while those having a work experience of 11-15 and 16-21 holding 11.9% and 5.3% respectively.

This shows that most participant had work experience ranging from 0-5 meaning they were either newly recruited within the strategic board. Those have 21 years of experience were 15.3% which is an indication the universities had high turnover rates.

Table 4.6: Participants work experience

Years of experience	Frequency	%	Valid %	Cumulative%
0-5 years	23	40.8	40.8	40.8
6-10 years	15	27.0	27.0	67.7
11-15 years	7	11.9	11.9	79.7
16-20 years	5	5.3	5.3	84.7
>= 21 years	8	15.2	15.2	100.0
Sum	59	100.0	100.0	

Source: Survey Data (2021)

4.5 Descriptive Statistics

This section provides analyzed descriptive results as per the study. It includes results on human resources, fiscal resources, assets and technical resource and its relation on strategic implementation plan on a likert scale. Information have been presented by means of average and standard deviations.

4.5.1 Descriptive Analysis on Human resources and strategic plan implementation

In study sought to examine the effect of human resources on strategic implementation plan among public institutions of higher learning. The questions needed participants to select responses that were related to human resources and strategic implementation plan by selecting an agreement level via the five point likert scale with 1= strongly disagree, 2=disagree, 3=not aware, 4=agree and 5=strongly disagree. Table 4.7 a means score at 3.7763 and standard deviation of 1.1086 respectively was attained. The average

approximate response of “agree” =4, on the five pointed likert scale shows that participants agreed that human resources is one of the institutions resources within strategic implementation plan among the selected public institutions of higher learning Kenya as indicated by the mean score of the five items.

Table 4.7: Human Resource and Strategic Plans Implementation

Items	N	Average	Std. Dev
The university employs the best people for the task.	59	4.0508	.89873
Employees have received adequate training in order to add to their skill sets, knowledge, and competence.	59	3.7119	.96581
The university has great incentive schemes in place to keep personnel on board and prevent turnover.	59	3.2542	1.18312
The university pays salaries and other incentives on schedule, as stipulated.	59	3.8475	1.24310
Human resources have a significant impact on the entire strategic plan since without employees, the plan will collapse.	59	4.0169	1.25247
Mean		3.7763	1.1086

Source: Survey Data (2021)

The 1st and 2nd items have a mean of 4.0508 and 3.7119 and a standard deviation of 0.8978 and 0.9658 correspondingly agreed that institutions with the right employees, training for purposes of acquiring expertise and knowledge had an effect on human resources and strategic implementation plan among selected public institutions of higher learning in Kenya. There was a standard deviation of 0.8987 and 0.9658 correspondingly. The 3rd 4th and 5th statements had a mean of 3.2542, 3.8475 and 4.0169 with a standard deviation of 1.1831, 1.2431 and 1.2524 correspondingly shows that the respondents agreed that timely wages and incentive had an effect on strategic implementation plan with more deviation on views.

From the findings human resources is one of the institutional resources which as effect on strategic implementation plan. The mean and deviation of 3.7763 and 1.1086 correspondingly shows that respondents responded in unison with five statements while more deviation on human resource items importantly measured the metrics of expertise, skills and knowledge. Thus the outcome is in unison with statements from the literature which showed that factors such resource availability, style, institutional structure and management had an effect on implementation strategies. This correspondence to the study done by Chege, 2011, Kitonga, 2012, Mwangi 2014).

4.5.2 Fiscal Resources and strategic plans implementation

Second objectives independent variables for this research examined the effect of fiscal resource on strategic execution among public institutions of higher learning in Kenya. Five questions were measured from the questionnaire. Participants were obligated to use the likert scale to respond by choosing point from the scale. The results are tabulated below.

Table 4.8: Fiscal Resources and strategic plans implementation

Items	N	Average	Std. Dev
Within the university strategies, funds are adequately aligned in institution and departments.	59	3.6610	1.07656
All schools and departments have sufficient funding to carry out their functions properly and efficiently.	59	3.2203	1.27398
In order to keep and maintain donors, the university's department that deals with them accounts for openness.	59	3.5763	1.03729
The finances and donations available are sufficient/adequate to cover all of the university's expenses.	59	3.0000	1.18903
Financial resources are quite important when it comes to carrying out operations that support strategic implementation.	59	4.3729	.82834
Mean	59	3.5661	1.0810

Source: Survey Data (2021)

The outcome indicated an average and a Std.dev of 3.5661 and 1.0810 correspondingly. The mean indicated that the participants agreed that monetary resources had an effect on strategic implementation among institutions of higher learning.

The 1st, 2nd and 3rd statement had an average of 3.6610, 3.2203 and 3.5763 and a deviation of 1.07656, 1.2739 and 0.0372 correspondingly. This shows that funds within institutions, transparency of management on donor account enhances fiscal resource. The 4th and 5th had a mean of 3 and 4.3729 and a standard deviation of 1.189 and 0.8 283 respectfully.

The second statement on fund adequacy and fourth statement on availability of donation produced an average of 3.2203 and 3.0000 while the standard deviation was at 1.2740 and 1.1890 correspondingly. This is an indication that the respondents were not sure thus their agreement were not for or against the statement thus the high standard error indicated the different opinions.

The mean findings from this section shows that fiscal resources has effect on strategic implementation among public institution of higher learning in Kenya. Therefore the study established that the position of finances as a resources is very important to enable effective and efficient operation of institutional strategic plans. (Ng'ambi,*et al*, 2011, Daryas,2013, Mukwana, 2016).

4.5.3 Assets and strategic plans implementation

The third objective on assets as resources and strategic implementation were measures

using a likert scale with five points. The results are tabulated in the table below.

Table 4.9: Assets and strategic plans implementation

Items	N	Average	Std. Dev
The university has adequate facilities to facilitate the strategic plan's implementation.	59	3.6949	1.11810
The university has unique and important facilities that provide a competitive advantage over other institutions of higher learning	59	4.0169	1.05849
The university's physical infrastructure is sufficient for students and employees.	59	3.6949	1.08682
The institution is well-equipped to oversee the successful implementation of strategic plans.	59	3.6949	1.05462
Assets facilitates effective and efficient university operations and strategic execution.	59	4.1017	.82410
Mean		3.8407	1.0285

Source: Survey Data (2021)

The mean average and deviation indicated that 3.8407 and 1.0285 correspondingly shows an agreement by the respondent indicating that assets were vital resources within the public institutions of higher learning thus affected strategic implementation since it was associated with high deviation error. The 1st, 2nd and 3rd statement scored mean that agreed (=4) that sufficient exceptional facilitates within public institutions of higher learning offer a competitive advantage attributed to their adequacy of infrastructure and equipment with a mean of 3.6949, 4.0169, 3.6949 and 3.6949 with standard deviation at 1.1181, 1.05849, 1.08682 and 1.05462 correspondingly.

The fifth statement on assets on in-house operations within the institutions scored an average of 4.1017 and a deviation of 0.8241 correspondingly. This means that assets were considered as a major concern and thus a moderate standard deviation was arrived at meaning it implied as a true meaning of the population. The outcome therefore was in unison with literature findings of Hitt *et al.*, (2017), Panel, *et al.*, (2018). That assets as

resource are linked to effective operation thus helps accomplish strategic plans

4.5.4 Technical resources and strategic implementation Descriptive Analysis

Technical resources on strategic implementation plan is the fourth study objective. It aimed at examining the effect of technical resources on strategic implementation plan among public institutions of higher learning in Kenya which was measures using a five point likert scale where the respondents rated their views stating from 1= strong disagree to 5-strongly agree. The table below shows computed average and standard deviation.

Table 4.10: Technical resource and strategic implementation

Items	N	Mean	Std. Deviation
The institution has a modern ICT infrastructure that will help it achieve its strategic goals.	59	4.0339	.90907
The university has dependable technology in place and it is kept in a secure location.	59	3.9492	.79706
Within the institution, there is a constant flow of information and communication.	59	4.1356	.75333
The institution has a well-established research and innovation center that prepares graduates for post-university employment and boosts their employability.	59	3.6949	1.08682
Technical resources are essential for a long-term and effective strategic plan. Through innovation and invention, the implementation process can be accelerated.	59	4.4237	.79228
Average Score	59	4.04746	0.867712

Source: Survey Data (2021)

The average and standard deviation stood at 4.04746 and 0.86771 respectively. This shown that respondents were in agreement than technical resources had an effect strategic implementation. From the options provided, all the points had an aggregate mean of 4 in the likert scale with a moderate standard deviation except for the fourth point (well

established research and innovation center increase employment) that scored 3.6949 and 1.08682 as mean and standard deviation respectively. This mirrored a true population estimator mean.

Equipping institutions of higher learning with current ICT resources, reliable technology, timely communication and technical resources for sustainability indicated an average of 4.0339, 3.9492, 4.1356, 4.4237 and deviation of 0.9090, 0.7971, 0.7533 and 0.7923 correspondingly, the standard error indicated was low thus respondents variability with an average of 4 was an indication of true average of population estimation. This is in support to Haanes & Sinha, 2015. The study findings confirms findings by & Silver-Pacuilla (2011) who found out those technical resources facilitates innovations within organization and thus enhance competitiveness and offers chance to enter into new markets globally attributed to the level of education. Thus the five items concerning technical resources are observed as motivators to efficient strategic implementation among public institutions of higher learning.

4.5.5 Strategic implementation Descriptive Analysis

Strategic implementation plan for the four selected public institutions of high learning in Kenya and dependent variables indicators for this research were measured through superficial metrics aimed at meeting targets and objective achievements. The strategic implementation plan analysis presented here is using two objects built and designed to test study output variables. The respondents were asked to respond to the objects using a likert scale with five point where strongly agree-1 to strongly disagree-5 and the computed result presented as mean and standard deviation as shown below in table.

Table 4.11: Strategic Implementation

Items	N	Mean	Std. Deviation
Do you believe that institutional resources have an impact on the university's strategic plan implementation?	59	3.8727	.80262.
How do you think institutional resources support the effective strategic implementation plan within the institution?	59	4.1182	.75092
Mean Score	59	3.9955	.65591

Source: Survey Data (2021)

From the study result, a mean of 3.9955 and standard deviation score of 0.65591 respectively were reported using a 5- point Likert. An aggregate mean of 4 in the likert scale showed the respondents agreed on the two objects indicators of strategic implementation plan. The first point on whether institutions resources affected strategic implementation plan attained an average of 3.8727 and standard error of 0.8.2626, while the second point on timely implementation attained an average of 4.1182 and standard deviation of 0.75092. Response from point one and two attained an aggregate score 4 from the likert scale. The standard deviation reports shows little variability in respondents opinion thus the sample constrain mean was true representation of a good mean population estimator

The tabulated result above shows that the participants agreed that strategic implementation plan was presented in a way that some measures in public institutions of higher learning in Kenya attained their targets and objectives. Thus the assertion from the empirical literatures that numerous factors affected effective and efficient strategic plan implementation within institutions was important. (De, 2010, Reeves,Haanaes &

Sinha,2015).

4.6 Inferential Statistics

Research inferences were grounded on sample parameters where multiple regression model was tested to ensure model suitability and appropriateness and as well to verify violation of assumed multiple regression.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 ^a	.681	.666	.356023

a. Predictors: (Constant), Technical resources, Human resource, Assets resources, Fiscal resources

b. Dependent Variable: Strategic Plan implementation

Source: Survey Data (2021)

From the above findings, the R Square (coefficient of determination) obtained was 0.681. This value implied that the institutional resources (Assets, Human, financial and technical resources) considered in this study explained 68.1% of the variance in the implementation of strategic plans in public institutions of higher learning. The rest of the variance (31.9%) in the implementation of the strategic plans was explained by other factors left out in this study.

Table 4.13: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.592	3	5.864	46.264	.000b
	Residual	8.239	65	0.127		
	Total	25.831	68			

a Dependent Variable: Strategic plan implementation

b Predictors: (Constant), Technical resources, Human resource, Assets as resources, Fiscal resources

Source: Survey Data (2021)

The study tested whether the regression model for the study was a good fit for the data based on the ANOVA results outlined in Table 4.4. In this case, the F statistic and the associated significance value were examined. The results show that $F(3, 65) = 46.264$ and associated $p=0.000$. Given that the p value associated with the F statistic was less than 0.05, it was inferred that the model used in this study was a good fit for the data, that is, it was significant and this also suggested that Technical resources, Human resource, Assets as resources, Fiscal resources significantly predicated the implementation of strategic plan.

4.6.1 Multiple Regression Coefficient Results

Results represented in table 4.14 is a model test fit that tests the effect of institutional resources on strategic implementation plan among public institutions of higher learning in Kenya.

Table 4.14: Multiple Regression Coefficient

Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.148	.268		8.020	.000
Human Resources	-.112	.051	.224	2.197	.030
Fiscal Resources	.014	.057	-.025	-.247	.043
Assets Resources	-.026	.061	-.043	-.422	.021
Technical Resources	-.049	.064	-.076	-.757	.044

a. Dependent Variable: Strategic plan implementation

Source: Survey Data (2021)

$$Y = 2.148 - 0.112HR - 0.014FR - 0.026AR + 0.049TR + e$$

Based on the coefficients, there was a negative cause-effect relationship between human resource and strategic plan implementation at $\beta=-.112$. Human resource had a significant effect on strategic plan implementation at P value of 0.030 where $P<0.05$. Fiscal

resources had a negative effect on strategic plan implementation with a $\beta=-.014$ and a significant effect on strategic plan implementation at 0.043 where $P<0.05$. Assets had a negative effects on strategic plan implementation with a $\beta=-0.026$ and was significant at 0.021 where $P<0.05$. Technical resources had a negative on strategic plan implementation with $\beta=-0.049$ and was significant at 0.044 where $P<0.05$. The study findings are supported by Pate & Buchner (2014) who found out that implementation of strategic plan does not only depend on assets but also on efficient, effective, accessible and available other resources. Further a study conducted by Alston & Bryson (2013) is in agreement with the study findings that resources donot directly affect the strategic plan implementation but commitment is crucial in any strategic plan implementation within the public segment.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter provides a research summary, conclusion, policy and other recommendations as well areas for further research.

5.2 Summary of the Findings

According to the study for an institution to be relevant and at its competitive edge globally around the globe amidst the COVID 19 pandemic, organizations have to invest more on outstanding strategic implementation plan. The main objective of this study was to examine the effect of institutional resources on strategic execution plan among public institution of higher learning in Kenya. A committee consisting of 60 was selected as a sample size from four public universities by use of a purposive sampling.

The findings indicated that implementation plans that were successful in public universities were largely dependent on resource availability. Physical, human, financial and technological resource was helpful in the process of strategic implementations plan. The study showed that institutional resources directed the strategic implementation plan within public institutions of higher learning Kenya. From the finding most of the participant agreed that institutional resources had a great effect on strategic implementation plan within Kenyan public universities.

Further the result indicated that resource shortage impeded strategic plan implementations with Kenyan public universities. This is one of the limiting issues that affect successful implementation of strategies within educational institutions. Moreover, the findings indicated that public universities culture such as competition, availability of learning resource, equipment and suppliers affect implementations strategies when it comes employee motivations within the process. This leads to declined performance among students as they such for their lost marks in a tedious process therefore resulting in unit retakes. This is an indication that lack of resources have impeded implementations strategies which could have in turn saved the students marks from getting lost. Also lack of staff motivation leads to a failed implementation process.

The researcher having had access to numerous literatures on different perspectives have enabled him establish direct significant and insignificant link between institutional resources and strategic implementation plan results. Empirical research that were supporting negative and positive effect of institutional resources on public institutions of high learning are not existing in Kenya and especially with the Covid 19 pandemic which has affected institutions of higher learning resulting to suspension of operation within the learning institution and as well forcing other to exit the market. As a result this study's major aim was determining the effect of institutional resources on strategic implementation plan among public institutions of higher learning in Kenya and had four areas of determination which included human resources, assets, fiscal resources and technical resources. The research methodology was grounded on positivism, validity and reliability checks on research tools, data collection through structured research tools, descriptive and inferential research design which facilitate the summary of the research as

outlined by drawn inferences and observed variables.

This research examined study objectives by using a multiple regression model and the results showed that human resources had negative but significant effect on strategic implementation plan among public institutions of higher learning in Kenya. Fiscal resources findings revealed a negative but significant effect on strategic plan implementation among the selected public institutions of higher learning in Kenya. Assets had a negative but significant effects on strategic plan implementation among public institutions of higher learning and lastly technical resources had negative but significant effect on strategic plan implementation.

5.4 Conclusion

In examining the effect of institutional resources of strategic implementation plan among public institution of higher learning in Kenya conclusions and recommendations were made through four distinct categories that were divided to create the study goals as combined construct of institutional resources within the study findings. From objective one, the study confirmed that the effect of human resources on strategic execution was statistically significant within institutions of higher learning in Kenya based on descriptive results.

The second objectives through descriptive statistics showed that fiscal resources had positive importance on strategic implementation among public institutions of higher learning in Kenya while the third objective on assets established a negative effect on strategic implementation plan among public institutions of higher learning. Finally,

technical resources was statistically significance on strategic plan implementation.

The third evidence shows that assets has a negative effect on the strategic plan implementation among public institutions of higher learning in Kenya. This is because they provide a framework and structures that enhance effective execution of activities and operations that enhances strategic implementation process. Assets such as land, building. Materials, equipment's were significant in strategic plan implementation plan.

Lastly, the study showed that there was a negative and significant effect of technical resources on strategic implementation plan among public institutions of higher learning in Kenya. This is attributed to the use of technical advancement and innovations within the strategic implementation process thus enhancing performance among public institutions of higher learning. From the research majority of the participants agreed the technical resources were important for purposes of sustaining strategic implementation process through innovation and invention. and improve their structure, system and operational modes to enhance success strategic execution.

5.5 Strategic Policy Recommendation

The study implications found from study conclusion and recommendations can help in guiding the institutions management on how to male policy recommendations that are effective and efficient. This makes the findings from this study very beneficial in cases where emphasis is put team strategic management from purpose of attaining strategic implementations goals within public universities. Further a general idea can be made to other institutions since human resources was positively significant, fiscal resources were

statistically significance, assets resources were positively and statistically significant while technical resources had a positive as well as significant effect on strategic implementation plan. This is an indication that the research findings had important effect with numerous implication presently and in future strategic implementation plan among public institutions of higher learning in terms of human, fiscal, assets and technical resources.

5.6 Suggestion for Further Research

The researched aimed at ascertaining the effects of institutional resources on strategic implementation plan among public institutions of higher learning in Kenya and thus gave knowledge concerning institutional resources and its impact among private and public Kenyan institutions of higher learning. The research aimed at providing information on how institutions of higher learning could improve their strategic execution. The study findings were positively important and had limitations as well which are fundamental to future research and also calls for need to disentangle the impact of institutional resources.

In the future research should be done in a longitudinal manner so that it can necessitate navigation concerning the connection between institutions and the process of strategic execution among public institutions of higher learning in Kenya. This study was conducted within Kenyan public institutions of higher learning and the result generalized to other African nations as a result of social, economic and political difference. Thus calls for the need to conduct more research in the future in other African countries as well to give a direction & understanding of the connection between institutional resources and

strategic execution plan.

REFERENCE

- Alston, F. K., & Bryson, J. M. (2013). *Creating and implementing your strategic plan: a workbook for public and nonprofit organizations*. San Francisco, Calif, Jossey-Bass. <http://rbdigital.oneclickdigital.com>.
- Baumgarten, M. (2012). *Paradigm Wars - Validity and Reliability in Qualitative Research*. München, GRIN Verlag GmbH. <http://nbn-resolving.de/urn:nbn:de:101:1-20120206270>.
- Belcourt, M., & Podolsky, M. (2019). *Strategic human resources planning*. Toronto: Nelson Education Ltd.
- Blair, E., & Blair, J. (2015). *Applied survey sampling*.
- Blenko, M. W., Mankins, M. C., & Rogers, P. (2010). *Decide & deliver: 5 steps to breakthrough performance in your organization*. Boston, Mass, Harvard Business Review Press.
- Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2015). *Public value and public administration*. Washington, DC, Georgetown University Press.
- Bryson, J. M., Bryson, & Lastbryson. (2004). *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. <http://ebookcentral.proquest.com/lib/qut/detail.action?docID=221229>.
- Brzoska, P., & Razum, O. (2010). *Validity issues in quantitative migrant health research: the example of illness perceptions*. Frankfurt am Main, Peter Lang.
- Burns, P. (2013). *Corporate entrepreneurship: innovation and strategy in large organizations*. Houndmills, Basingstoke, Palgrave Macmillan. <http://www.myilibrary.com?id=977525>.
- Chege, M.S. (2011) *Investigation of the factors influencing the Implementation of*

Strategic plans in the Nairobi Water and Sewerage Company. Unpublished MBA Project Kenyatta University

- Collis, D. (2014). *International Strategy: Context, Concept and Implications*. Great Britain, Wiley.
- Cooper, H. M. (2016). *Ethical choices in research: Managing data, writing reports, and publishing results in the social sciences*.
- Daniel, J. (2011). *Sampling essentials: practical guidelines for making sampling choices*.
- Darvas, P. (2013). *Basic education beyond the millenium development goals in Ghana: How equity in service delivery affects educational and learning outcomes, May 2013*.
- Davis, J., Frechette, H., & Boswell, E. H. (2010). *Strategic Speed Mobilize People, Accelerate Execution*.
- De, F. J. (2010). *Strategy execution heroes: Business strategy implementation and strategic management demystified : a practical performance management guidebook for the successful leader*. Brussels, Belgium: Performance Factory.
- Deneulin, S., & Shahani, L. (2010). *An Introduction to the Human Development and Capability Approach: Freedom and Agency*. London, Earthscan.
- Denhardt, R. B., & Catlaw, T. J. (2014). *Theories of public organization*.
- Evans, G. W., Biles, W. E., & Bae, K.-H. G. (2019). *Analytics, operations, and strategic decision making in the public sector*. <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2007176>.
- Franzen, M. D., Robbins, D. E., & Sawicki, R. F. (2013). *Reliability and Validity in Neuropsychological Assessment*. New York, NY, Springer. <http://public.eblib.com/choice/publicfullrecord.aspx?p=5590294>.
- Gatrell, J. D., Bierly, G., & Jensen, R. R. (2012). *Research design and proposal writing in spatial science*. Heidelberg, Springer. <http://www.myilibrary.com?id=133003>.
- Gitau, G. (2012). *Factors influencing implementation of strategic plans: A case study of veterinary department*. Grant, R. (1991). *The resource- based theory of competitive advantage; Implication for strategy*.
- Gold, J., Beardwell, J., Holden, R., Iles, P., & Stewart, J. (2013). *Human Resource*

- Development*. Palgrave Macmillan.
- Goransson, B., & Brundenius, C. (2011). *Universities in transition: the changing role and challenges for academic institutions*. New York, NY, Springer. <http://www.deslibris.ca/ID/436353>.
- Gray, T. C., & Silver-Pacuilla, H. (2011). *Breakthrough teaching and learning: How educational and assistive technologies are driving innovation*. New York: Springer.
- Greenfield, T., & Greener, S. (2016). *Research methods for postgraduates*.
- Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research*.
- Hitt, M. A., Jackson, S. E., Carmona, S., Bierman, L., Shalley, C. E., & Wright, M. (2017). *The Oxford handbook of strategy implementation*.
- Huber, A. J. (2011). *Effective Strategy Implementation: Conceptualizing Firms' Strategy Implementation Capabilities and Assessing Their Impact on Firm Performance*. Wiesbaden, Gabler. <http://dx.doi.org/10.1007/978-3-8349-6595-0>.
- Jones, P. (2016). *Communicating strategy*. London: Routledge.
- Jones, C., Finkler, S. A., & Kovner, C. T. (2012). *Financial Management for Nurse Managers and Executives - E-Book*.
- Jørgensen, K. M., & McGuire, D. (2010). *Human resource development: theory and practice*. London, SAGE.
- Kapferer, J.-N. (2009). *The new strategic brand management: creating and sustaining brand equity long term*.
- Kenya., & Kenya. (2009). *District development plan, 2008-2012*. Nairobi: Office of the Prime Minister, Ministry of State for Planning, National Development, and Vision 2030.
- Kerzner, H. (2019). *USING THE PROJECT MANAGEMENT MATURITY MODEL: strategic planning for project management.*, JOHN WILEY & Sons.
- Kim, W. C., & Mauborgne, R. (2015). *Blue ocean strategy: How to create uncontested market space and make the competition irrelevant*. Massachusetts, Harvard Business School Publishing Corporation.
- Kitonga, E. (2012). *Challenges in implementation of strategic plans in Public secondary school*. Kotter, J. (1995). *Leading change: why transformation efforts fail*. HBR,

59-67.

- Kumar, R. (2011). *Human resource management: Strategic analysis text and cases*. New Dehli: I.K. International.
- Kunert, S. (2018). *Strategies in failure management: Scientific insights, case studies and tools*.
- Larinii, M. I. C. H. E. (2018). *Quantitative and statistical data in education: From data collection to data processing*. JOHN WILEY.
- Leberman, S., McDonald, L., & Doyle, S. (2016). *The transfer of learning: participants' perspectives of adult education and training*. London, Routledge. <http://www.tandfebooks.com/isbn/9781315552118>.
- Leinwand, P., Mainardi, C., & Kleiner, A. (2016). *Strategy that works: how winning companies close the strategy-to-execution gap*. Boston, MA, Harvard Business Review Press.
- Lim, W. M. (2013). *Research methodology: a toolkit of sampling and data analysis techniques for quantitative research*. Grin Verlag.
- Lista, L. (2017). *Statistical methods for data analysis in particle physics*. <http://dx.doi.org/10.1007/978-3-319-62840-0>.
- Longoni, A. (2014). *Sustainable operations strategies: the impact of human resource management and organisational practices on the triple bottom line*. <http://public.eblib.com/choice/publicfullrecord.aspx?p=1802808>.
- Lopes, C. (2017). *Macroeconomic policy framework for Africa's structural transformation*. <http://public.eblib.com/choice/publicfullrecord.aspx?p=4946537>.
- Machuka, L.S., (2011). *An Investigation of the Challenges facing Implementation of Strategies in Local Authorities in Kenya: The case of Kisii Municipal Council*. Unpublished MBA project Kenyatta University
- Martínez-López, F. J., & Martínez-López, F. J. (2014). *Handbook of Strategic e-Business Management*.
- Medlin, D. (2013). *Integrations of technology utilization and social dynamics in organizations*. Hershey, Pa, Information Science Reference. <http://site.ebrary.com/id/10571105>.
- McIntyre, J. R., Ivanaj, S., & Ivanaj, V. (2013). *Strategies for sustainable technologies*

and innovations.

- Mills, J. A. D. (2009). *Encyclopedia of case study research (9781412956703)*. Sage Publications, Inc.
- Miller, T. (2012). *Ethics in qualitative research*. Los Angeles, Calif: London.
- Miles, M. B., Huberman, A. M., &Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook*.
- Mwangi, L.W (2014). *Factors affecting strategy implementation in public universities in Kenya.Masters project.Eastern Kenya University. Kenya*
- Morgan, D. F., Green, R. T., Shinn, C. W., & Robinson, K. S. (2015). *Foundations of public service*.
- Mukhwana, E. J. (2016). *State of university education in Kenya*.
- Mulinge, M. M., Arasa, J. N., &Wawire, V. K. (2017). *The status of student involvement in university governance in Kenya: the case of public and private universities*.
- Müller, R., & Turner, J. R. (2010). *Project-oriented leadership*.Burlington, VT, Gower.<http://site.ebrary.com/id/10400561>.
- Murchison, J. (2013). *Ethnography essentials: designing, conducting, and presenting your research*. San Francisco, Calif, Jossey-Bass.<http://rbdigital.oneclickdigital.com>.
- Ng'ambi, F., AfriMAP,& Open Society Initiative for Southern Africa. (2011). *Malawi: Effective delivery of public education services : a review*.
- Nyakeriga, C.K. (2015). *Factors influencing strategic plan implementation in the newly established public universities in Kenya.Masters project.Eastern Kenya University. Kenya*
- Nyika, A. (2018). *Postgraduate handbook: a comprehensive guide for PhD and Master's students and their supervisors*.
- Olsen, W. K. (2012). *Data collection: key debates and methods in social research*.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=820085>.
- Organisation for Economic Co-operation and Development (PARIS). (2016). *Education at a glance 2016: OECD indicators*. Paris, OECD.
- Otieno, I. A. (2018). *Kenyan public universities in the age of internationalization: challenges and prospects*.

- Pane, J. F., Rand Education (Institute), & Rand Corporation.(2018). *Strategies implementing personalized learning while evidence and resources are underdeveloped.*
- Pate, R. R., & Buchner, D. (2014). *Implementing physical activity strategies.* Champaign, IL: Human Kinetics.
- Pless, N. M., &Maak, T. (2011). *Responsible leadership.* Berlin, Springer.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=972026>.
- Preciado, J. D., Kirlin, M., &Lascher, E. L. (2015). *Strategic planning in the public sector: a case study.* Thesis (M.P.P.A., Public Policy and Administration)--California State University, Sacramento, 2015.
- Prescott, R. K., &Rothwell, W. J. (2012). *Encyclopedia of Human Resource Management, Key Topics and Issues.*Hoboken, John Wiley & Sons.<http://www.myilibrary.com?id=365236>.
- Pride, W. M., Hughes, R. J., &Kapoor, J. R. (2010). *Business.* Australia, South-Western/Cengage Learning.
- Rackowski, K. (2016). *Public management: theory and practice.*
<http://rave.ohiolink.edu/ebooks/ebc/9783319203126>.
- Rahman, H., & Sousa, R. D. D. (2014). *Information systems and technology for organizational agility, intelligence, and resilience.*
- Ravitch, S. M., &Riggan, M. (2012). *Reason & rigor: how conceptual frameworks guide research.* Thousand Oaks, Sage Publications.
- Remenyi, D. (2012). *Field methods for academic research: interviews, focus groups and questionnaires.* Reading, Academic Publishing International Ltd.
- Reeves, M., Haanaes, K., &Sinha, J. (2015). *Your Strategy Needs a Strategy How to Choose and Execute the Right Approach.*
- Robert L. M. & John H. J. (2010). *Human Resources Management.*
- Robertson, D. A., &Caldart, A. A. (2009). *The dynamics of strategy: mastering strategic landscapes of the firm.* Oxford, Oxford University Press.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=886449>.
- Robertson-Smith, G. (2009). *Employee engagement: a review of current thinking.*

- Institute for Employment Studies.
- Rumelt, R. P. (2017). *Good strategy, bad strategy: the difference and why it matters*. London, Profile Books.
- Sanaghan, P. (2009). *Collaborative strategic planning in higher education*. Washington, DC, National Association of College and University Business Officers.
- Samson, D., & Bevington, T. (2012). *Implementing strategic change: managing processes and interfaces to develop a highly productive organization*. London, Kogan Page.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach*.
- Singh, J., & Singh, H. (2019). *Strategic implementation of continuous improvement approach: Improving the performance of small and medium-sized enterprises*.
- Schilling, M. A. (2014). *Strategic management: theory - an integrated approach*.
- Snell, S., & Bohlander, G. W. (2013). *Managing human resources*. Mason, Ohio, South-Western.
- Speculand, R. (2009). *Beyond strategy: The leader's role in successful implementation*. Singapore: Jossey-Bass.
- Srithongrung, A., Ermasova, N., & Yusuf, J.-E.W. (2019). *Capital management and budgeting in the public sector*. <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-5225-7329-6>.
- Stehlik-Barry, K. (2017). *Data Analysis with IBM SPSS Statistics*. Packt Publishing. <http://public.eblib.com/choice/publicfullrecord.aspx?p=5058271>.
- Thompson, S. K. (2013). *Sampling*. Hoboken, N.J., Wiley. <http://www.myilibrary.com?id=362172>.
- Thompson, N. (2013). *People Management*. Palgrave Macmillan. <http://public.eblib.com/choice/publicfullrecord.aspx?p=4763302>.
- Tress, A. (2017). *Effect of empowering leadership on work engagement in an organizational change environment. an ... investigation of the mediating roles of self-effic.*, ANCHOR ACADEMIC PUBLISHIN.
- Trochim, W. M. K., Donnelly, J. P., & Arora, K. (2016). *Research methods: the essential knowledge base*. <http://www.r2library.com/Resource/Title/1133954774>.
- Ulrich, D., & Ulrich, W. (2010). *The why of work: how great leaders build abundant*

organizations that win. New York, McGraw-Hill. <http://www.books24x7.com/marc.asp?bookid=35941>.

Wasike, T (2010). *Factors influencing Strategy implementation in Public Universities in Kenya. Case study of JKUAT.*

Wilson, J. (2010). *Essentials of Business Research: a Guide to Doing Your Research Project.* London, Sage Publications.

Wilson, J. P. (2012). *International human resource development learning, education and training for individuals and organizations, third edition.* London, Kogan Page. http://www.123library.org/book_details/?id=98954.

Wright, P. L. (2012). *Goal setting theory: a macro study.* Dissertation (Ph.D.) -- Dallas Baptist University, 2012.

Yin, R. K. (2010). *Case study research: design and methods.* Los Angeles, Sage.

APPENDICES

APPENDIX 1: Questionnaire

My name is Florence Mecha. A student at Kenyatta University currently undertaking master's degree course in Public policy and administration. The purpose of this research is to examine the effects of institutional resources on strategic implementation among public institutions of higher learning in Kenya. Data collection is strictly for academic endeavors. Therefore for this stud to be successful you must be candidate honest when filling this form

Section A: Personal Data *(Tick the boxes that apply.)*

Gender: Male Female

Highest educational level

KCSE
Degree
Masters
PHD

Identify you age bracket

21-30
31-40
41-50
51-60
Above 60

Years of experience in the institution

0-5 years
6-10 years
11-15 years
16-20 years
21 and above

Section B: Effects of institutional resources on strategic implementation plan

Tick the boxes that apply on the Likert-scale: 1-Strongly Disagree; 2-Disagree; 3-Not Aware; 4-Agree; 5- Strongly Agree

a) Human resources and strategic implementation

	5	4	3	2	1
The university employs the best people for the task.					
Employees have received adequate training in order to add to their skill sets, knowledge, and competence.					
The university has great incentive schemes in place to keep personnel on board and prevent turnover.					
The university pays salaries and other incentives on schedule, as stipulated.					
Human resources have a significant impact on the entire strategic plan since without employees, the plan will collapse.					

b) Fiscal resources and strategic implementation

	5	4	3	2	1
Within the university strategies, funds are adequately aligned in institution and departments.					
All schools and departments have sufficient funding to carry out their functions properly and efficiently.					
In order to keep and maintain donors, the university's department that deals with them accounts for openness.					
The finances and donations available are sufficient/adequate to cover all of the university's expenses.					
Financial resources are quite important when it comes to carrying out operations that support strategic implementation.					

Assets and strategic implementation

	5	4	3	2	1
The university has adequate facilities to facilitate the strategic plan's implementation.					
The university has unique and important facilities that provide a competitive advantage over other institutions of higher learning					
The university's physical infrastructure is sufficient for students and employees.					
The institution is well-equipped to oversee the successful implementation of strategic plans.					
Assets facilitates effective and effectient university operations and strategic execution.					

c) Technical resources and strategic implementation

	5	4	3	2	1

The institution has a modern ICT infrastructure that will help it achieve its strategic goals.					
The university has dependable technology in place and it is kept in a secure location.					
Within the institution, there is a constant flow of information and communication.					
The institution has a well-established research and innovation center that prepares graduates for post-university employment and boosts their employability.					
Technical resources are essential for a long-term and effective strategic plan. Through innovation and invention, the implementation process can be accelerated.					

strategic implementation plan

	5	4	3	2	1
Do you believe that institutional resources have an impact on the university's strategic plan implementation?					
How do you think institutional resources support the effective strategic implementation plan within the institution?					

Section C: Individual insight toward strategic implementation plan

Do you believe that institutional resources have an impact on the university's strategic plan implementation?

Yes

No

If No, which feature (s) discourage strategic implementation process?

.....

Does the implementation process take place within the expected timelines?

Yes

No

How do you think institutional resources support the effective strategic implementation

plan within the institution?

.....
.....
.....

Thank you for taking your time to complete the questionnaire.

APPENDIX II: List of public institutions of higher learning in kenya

1. Chuka University
2. Co-operative University College of Kenya
3. DedanKimathi University
4. Egerton University
5. Embu University College of Kenya
6. Garissa University College of Kenya
7. JaramogiOgingaOdinga University of Science and Technology
8. Jomo Kenyatta University of Agriculture and TechnologyEgerton University
9. Karatina University
10. Kenyatta University
11. Kibabii University
12. Kirinyaga University College
13. Kisii University
14. Laikipia University
15. Maasai Mara University
16. Maseno University
17. MasindeMuliro University
18. Meru University of Science and Technology
19. Moi University
20. Multimedia University of Kenya
21. Muran'ga University College
22. Pwani University
23. Rongo University College of Kenya
24. South Eastern Kenya University
25. TaitaTaveta University College
26. Technical University of Kenya
27. Technical University of Mombasa
28. The University of Nairobi
29. University of Eldoret
30. University of Kabianga
31. Machakos University College of Kenya

Source: Commission of University Education (CUE) 2016

APPENDIX III: Project Timeframe

Time Period	Activity
November 2018	Identifying the research problem and developing a proposal
September 2019	Submission of proposal
October 2019	Data collection
March 2021 2021	Data analysis and presentation
November 2021	Project finalization and submission

Source: Researcher (2021)

APPENDIX IV: Budget

Expenditure	Amount (Kshs.)
Typing, printing and binding	20,000
Cost of travelling	40,000
Miscellaneous expenses	20,000
Total Expenditure	80,000

Source: Researcher (2021)

APPENDIX V: Approval



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 18th February, 2020

TO: Kerubo Mecha Florence
C/o Public Policy & Public Administration Dept.

REF: C153/OL/CTY/32871/2016


SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 15th November, 2019 Entitled "Effects of Organizational Resources on the Implementation of Strategic Plans in Public Universities in Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Public Policy and Public Administration

Supervisors:

1. Dr. Jane Njoroge
C/o Department of Public Policy and Public Administration
Kenyatta University

EM/inn

Appendix VI: Letter of Introduction



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C153/OL/CTY/32871/2016

DATE: 18th February, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR KERUBO MECHE FLORENCE – REG. NO. C153/OL/CTY/32871/2016.

I write to introduce Kerubo Mecha Florence who is a Postgraduate Student of this University. The student is registered for MPPA degree programme in the Department of Public Policy and Public Administration.

Florence intends to conduct research for a MPPA Project Proposal entitled, “Effects of Organizational Resources on the Implementation of Strategic Plans in Public Universities in Kenya”.

Any assistance given will be highly appreciated.






Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL



EM/inn

Appendix VII: NACOSTI

 REPUBLIC OF KENYA	
Ref No: 950227	Date of Issue: 19/March/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. Florence Kerubo Mecha of Kenyatta University, has been licensed to conduct research in Garissa, Kiambu, Kirinyaga, Nairobi on the topic: EFFECTS OF ORGANIZATION RESOURCES ON IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC UNIVERSITIES IN KENYA for the period ending : 19/March/2021.</p>	
License No: NACOSTI/P/20/4318	
950227	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	