

MODERATING EFFECTS OF REACTIVE PLANNING TYPOLOGY ON THE RELATIONSHIP BETWEEN STRATEGY IMPLEMENTATION AND SOCIETAL EXPECTATIONS IN UNIVERSITIES IN KENYA

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Abstract

The role of reactive planning typology in moderating the relationship between strategy implementation and societal expectations in universities has not been established. The objectives of the study were to establish the effect of strategy implementation on societal expectations and to assess the moderating effect of reactive planning typology on the relationship between strategy implementation and societal expectations in universities in Kenya. The study used explanatory research design. The study was guided by the Balance Scorecard model. A structured questionnaire was used to collect data from 490 respondents distributed across 12 randomly selected universities. Pearson's Product Moment Correlation was used to test the relationship between the variables of the study while multiple regressions tested the hypothesis of the study variables. The study established that both leadership and culture were significant predictors of societal expectations in universities in Kenya. Leadership was found to positively enhance societal expectations and performance in the universities. Organizational culture was found to have a negative impact on societal expectations. The study further established that reactive planning typology predicted societal expectations in universities in Kenya. Also, reactive planning typology moderated the relationship between strategy

implementation and society expectations. The study concluded that reactive planning typology significantly and positively moderated the relationship between organizational culture and society expectations. However, reactive planning typology significantly but negatively moderated the relationship between organizational leadership and society expectations. The study recommends that there is need for the university leadership to indentify appropriate planning typologies to enhance performance.

Keywords: Reactive Planning Typology, Organizational Leadership, Organizational Culture, Universities in Kenya, Strategic Planning, Societal Expectations

INTRODUCTION

In response to increased global pressure where customers demand for superior quality products and services, organizations have become very competitive and most have adopted various approaches to strategic planning and implementation. Strategies are a critical element in organizational functioning and success. Drucker (1954) contends that strategic planning is a management and an analytical process that is focused on making optimal long-term plans. According to Crittenden and Crittenden (2000), strategic planning is a method of giving direction and alignment to an organization in relation to the operating environment and global trends in order to be competitive. It is an “attempt to systematize the process then enable an organization to achieve its goals and objectives”. Besides being as a management tool in an organization, strategic planning provides preparedness and modes of response to the environment (Wilson and Eilertsen, 2010).

Whereas most organizations have good strategies, successful implementation remains a major challenge. Crittenden and Crittenden (2000) posits that strategic planning entails giving direction and alignment to an organization in relation to the operating environment and global trends in order to be competitive and meet societal or stakeholders’ expectations. Johnson and Scholes (2007) point out that organization culture, leadership and societal or stakeholders’ expectations are closely linked and that they both influence each other. On the other hand, Hersey, Blanchard and Johnson (2001) define leadership as the process of influencing the activities of an individual or a group in efforts toward goal accomplishment. Further, Hersey et al. (2001), states that the essence of leadership involves achieving objectives with and through people and that (Alimo-Metcalfe, 1998) leaders now must simultaneously be agents of change and centers of gravity keep internal focus and enable people and organization to adapt and be successful, be customer focused and have an external perspective. Furnham (2002) assert that

the appropriate measurement outcome from leadership quality is effectiveness that reflects the leader's efficacy in achieving organizational outcomes, objectives, goals and subordinates' needs in their job. This to a large extent involves the implementation and realization of strategic plans and goals in an organization through responsible and effective leadership (Mark and Pless, 2006). Therefore, it is concluded that organizational leadership is largely responsible for the effective and efficient of strategic plans in organizations.

Organization culture has been defined as the climate and practices that leaders in organizations develop around their handling of people or to the promoted values and statement of beliefs of an organization (Schein, 2004). Watson (2006) asserts that an important trend in managerial thinking in recent decades has been one of encouraging managers to try to create strong organizational cultures.

Schein (2004) suggests that culture and leadership are conceptually intertwined. Hence, it can be concluded that strategy implementation, organization culture, leadership and stakeholders' expectations are closely linked. Stakeholders' perception or expectations on an organization has two dimensions (Boyne and Walker, 2004). Strategic stance refers to the extent to which the organization is proactive or reactive towards its operating environment whereas strategic actions focuses on both external and internal substantive strategic approaches to strategic planning for competitiveness in order to improve stakeholder relations. In a reactive approach, the choice of a method for strategy implementation will depend upon situational factors such as size of the institution, complexity of programs, institutional culture and the leadership of the organization.

Statement of the Problem

Institutions of higher education such as universities are complex organizations with a strong sense of tradition and a distinct culture. They play an important role in addressing many policy priorities as sources of new knowledge, centers of innovation and research. However, managing universities in these times of increased global pressure is becoming a challenge due to high competition occasioned by the prevailing economic situation and changes in technology both globally and locally. To overcome the challenges, universities in Kenya have started to put more emphasis on their strategy formulation and implementation process (GOK, 2006).

While most studies (Deming, 1986; Sandra, 2009; Howard and Gould, 2000; Chege, 2009; Owolabi and Makinde, 2012; Lee, 2014; Fairholm, 2009) have established the impact of organizational leadership on the effectiveness of employees in organizations, the most effective approach to strategic planning by leaders as a way of enhancing employee effectiveness in universities in Kenya is unknown. Also, little attention has been paid to reactive planning

typology in universities and its role in enhancing society expectations in universities has not been established. There is lack of a strong empirical work that has focused on the moderating role of reactive planning typology on the relationship between strategy implementation and societal expectations on universities in Kenya.

Therefore, this study sought to establish the moderating role of reactive planning typology on the relationship between strategy implementation and societal expectations in universities in Kenya.

Research Objectives

- i. To establish the effect of strategy implementation on societal expectations in universities in Kenya
- ii. To assess the moderating effect of reactive planning typology on the relationship between strategy implementation and societal expectations in universities in Kenya

Research Hypothesis

H01. There is no significant effect of strategy implementation on societal expectations in universities in Kenya

H02. Reactive planning typology has no moderating effect on the relationship between strategy implementation and societal expectations in universities in Kenya

Significance of the Study

This study contributes to both research and practices related to strategic planning, implementation and societal expectations in universities. Various scholars will benefit from this research as source of literature in reactive planning typology, strategic planning, strategy implementation and societal expectations on universities in Kenya. This study could enhance the level of strategic decision making in the universities in relation to better working relationship between the society and the universities.

Scope of the Study

The study was conducted in public and private universities in Kenya that were registered by Commission of University Education to operate and offer degree programmes. Among the issues investigated and discussed included strategy implementation, reactive planning typology and societal expectations.

LITERATURE REVIEW

Organizational Leadership and Societal Expectations

Hersey et al. (2001) defined leadership as the process of influencing the activities of an individual or a group in efforts toward goal accomplishment. According to Senge (1990), leadership is associated with stimulants and incentives that motivate people to reach common objectives. Hersey et al. (2001), states that the essence of leadership involves achieving objectives with and through people.

With a mammoth of today's globalization and organizations coping with rapidly changing environments, leaders face a new reality. Working in flexible contexts and with changes in information technology, increasingly mobile employees have themselves become the critical resource of their organizations (Reger, 2001). Leaders now must simultaneously be agents of change and centers of gravity keep internal focus and enable people and organization to adapt and be successful, be customer focused and have an external perspective (Alimo-Metcalfe, 1998). Furnham (2002) assert that the appropriate measurement outcome from leadership quality is effectiveness that reflects the leader's efficacy in achieving organizational outcomes, objectives, goals and subordinates' needs in their job. This to a large extent involves the implementation and realization of strategic plans and goals in an organization through responsible and effective leadership (Mark and Pless, 2006). Crittenden and Crittenden (2000) posits that strategic planning entails giving direction and alignment to an organization in relation to the operating environment and global trends in order to be competitive and meet stakeholders' expectations. Hence, it is concluded that organizational leadership should provide guidance to stakeholders and the organizations itself in realizing objectives and set goals through effective strategic planning and implementation.

Organizational Culture and Societal Expectations

There are a wide variety of factors which influence the expectations that individuals and groups are likely to have of an organization. Johnson and Scholes (1997) opine that these factors are largely categorized into two including internal and external that both make the culture of the organization. Organizational culture is a widely used term and cited as a major strategy implementation that affects successful strategy implementation (Aldehayyat and Anchor, 2010) Watson (2006) emphasizes that the concept of culture originally derived from a metaphor of the organization as 'something cultivated'. Most academics and practitioners studying organizations suggest the concept of culture is the climate and practices that organizations develop around their handling of people or to the promoted values and statement of beliefs of an organization (Schein, 2004).

Watson (2006) asserts that an important trend in managerial thinking in recent decades has been one of encouraging managers to try to create strong organizational cultures. Schein (2004) argues that culture and leadership are conceptually intertwined.

Organizational culture is one of the resources that cannot be easily imitated. O'Farrell (2006) supports that it is the job of administrators, managers and leaders to actualize organizational culture through effective and responsible leadership whilst implementing the strategic plan of the organization. Similarly, Bartell (2003) pointed out that culture can lead to successful governance through trust between managers and employees. However, Johnson and Scholes (2007) point out that organization culture, leadership and societal expectations are closely linked and that they both influence each other. It is concluded that the strategic planning process, strategy implementation and organizational leadership all influence the societal expectations just like organization culture does.

Reactive Planning Typology, Strategy Implementation and Societal Expectations

According to Messa (2015), higher education institutions have many stakeholders who must be involved in the strategic planning and implementation process. Apart from administrators, faculty, staff, and students, the institutions also need to account for the interests of other players such as students' parents, government agencies, benefactors, alumni, the community, and accreditation agencies. Each of these stakeholders have certain levels of expectations and make demands upon the institution and the strategic planning and implementation process must bring these stakeholders together into the whole process to maximize stakeholders' expectations. Thus, an all-inclusive culture in an organization would go a long way into enhancing stakeholders' expectations.

According to Miles and Snow (2003) and Porter (1985), strategic planning typologies have had significant effect on sector-oriented research. Boyne and Walker, (2004) argued that there are two dimensions of stakeholders' expectations on organizations that include strategy stance and strategic planning actions. Strategic stance refers to the extent to which the organization is proactive or reactive towards its operating environment whereas strategic actions focuses on both external and internal substantive strategic approaches to strategic planning for competitiveness in order to improve stakeholder relations. In a reactive approach, the choice of a method for strategy implementation will depend upon situational factors such as size of the institution, complexity of programs, institutional culture and the leadership of the organization while a proactive approach strategically plans based on anticipations in the operating environment. Moreover, the link between organization culture, a reactive approach and stakeholders' expectations is unknown.

This study sought to establish the relationship between strategy implementation and societal expectations. In addition, the current study sought to establish the moderating role of reactive planning approach on the relationship between strategy implementation and societal expectations.

RESEARCH METHODOLOGY

Study Area and Target Population

The study was conducted in chartered universities in Kenya. There were 22 public universities and 17 private universities in Kenya according to the Commission for University Education (2015) records. The universities were spread across the counties in the country. The target population comprised of a total of 2652 middle level managers (staff) of the universities in Kenya.

Research Design

The study was conducted using the explanatory survey design. An explanatory study which looks at a cross-section of each population at a single point in time and period enabled the gathering of data from a large number of respondents (Lebo, 2015). Consistent with positivists' studies, a quantitative approach was adopted and it aimed to collect a large data sample to generate findings that are statistically significant and which could be generalized. Quantitative methods, according to Neuman (1997), have been described as "an organized method for combining deductive logic (inferential) with precise empirical observations in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of activities". Applying explanatory research helps the researcher to establish statistical evidence on the strengths of relationships between both exogenous and endogenous constructs.

Sampling Design

While there are no definite guidelines for sample size determination that have been established, scholars have proposed that an optimal ratio of numbers of research respondents to the number of parameters estimated in confirmatory factor analysis to be at least 1:4 and at most 1:10 (Kline, 2013 and Brown 2006). However, Kline (2013) further states that testing more complex models that include moderating hypotheses require even larger sample sizes. Therefore, since the number of items in the structured questionnaire was 49, the higher ratio of 1:10 was applied, yielding a sample size of 490. The sample was distributed among the targeted respondents as shown in Table 1.

Table 1: Sample Size Distribution

Target Population	Population	Ratio of Representation (%)	Sample Size (n = 490)
Deans	390	14.71	72
Directors	156	5.88	29
Heads of Department/Section	1950	73.53	360
Registrars/Administrator	156	5.88	29
TOTAL	2652	100	490

Multi stage sampling methods were employed for this study. The first stage of sampling categorized the universities into Public and Private and further grouped into old and new, as per their year of establishment in the Commission for University Education (2015) records. The universities were randomly selected from the emerging strata. In the second stage, stratified random sampling was used to identify the 4 categories of the respondents (Deans, Directors, HoDs and Registrars) and thereafter in the third stage, simple random sampling was used to select respondents from the 4 categories of respondents within the universities.

Data Collection Instrument

Structured questionnaires were used to collect data from the respondents in the selected universities. The questions in the questionnaires were developed based on the objectives of the study. The questions had a five-point Likert scale items ranging from (1) strongly disagree to (5) strongly agree and have been successfully used in the Drory and Gluskinos (1980), and Gemmill and Heisler (1972) studies. Demographic information about the respondents such as their job title, length of service in current station and academic qualifications was collected. The questionnaire also collected information relating to planning typology, university leadership, university culture and society expectations.

Reliability and Validity of Instruments

The reliability of the instruments was established through the Cronbach Alpha method. Cronbach's alpha is the most widely used measure of the reliability of instruments in the social sciences for establishing internal consistency of data. Although there is no prescribed standard, a Cronbach alpha of 0.50 has however been regarded in other studies as acceptable for basic research (Tharenou, 1993 and Pierce and Dunham, 1987). In this study, the reliability coefficients (α) of each of the variables are as follows. Societal Expectations = 0.934,

Leadership = 0.872, Culture = 0.913, Reactive = 0.851. Internal consistency reliabilities for the study variables were above the cutoff alpha value of 0.6, hence the instrument was reliable.

The validity of the instrument was verified through factor analysis. Societal expectations was explained by 19 items on the questionnaires. This represented the factor by 66.53%. The independent variable items were subjected to factor analysis. There were 15 questionnaire items measuring the independent variable. From the factor analysis output, all the 15 items had factor loadings of 0.5 and above. Two factors, organizational leadership and Organizational Culture, with Eigen values greater than 1 were extracted which cumulatively explained 65.87% of variance on strategy implementation. The moderating variable that is reactive planning typology was subjected to factor analysis. There were 10 questionnaire items measuring the moderating variable. From the factor analysis output, 9 items had factor loadings of 0.5 and above. This cumulatively explained 65.457% of variance on reactive planning typology. Based on these findings, the instrument was deemed valid for the study.

Data Analysis Approach

Data was analyzed using quantitative methods. Data was collected, screened for errors, coded and analyzed. Further, erroneous entries were cleaned through simple frequency runs. Quantitative data analysis methods were used to analyze data. Pearson's Product Moment Correlation Test was used to analyze data so as to establish the relationship between the variables of the study.

The hypotheses of the study testing the effects of independent variables on the dependent variables and the effect of the moderating variable on the relationship between the independent variables and dependent variables were tested using multiple regression analysis as posited in Hypothesis H₀₁. Hierarchical multiple regression analysis was conducted to establish the moderating effect of reactive planning typology on the relationship between strategy implementation and societal expectations as posited in hypotheses H₀₂.

The study had three analytical models. Model I had the dependent variable (Societal Expectations) regressed against the control variables (Age and Size of university) and the independent variables (Organizational Leadership and Organizational Culture) cumulatively. In Model II, the dependent variable was regressed against the control variables, independent variables and the moderating variable (reactive planning typology). In Model III, the interaction terms (independent variable and moderator) were computed and regressed against the dependent variable. This method was applied to predict the relationship between a dependent and independent variables as well as the impact of the moderator on the relationship between the dependent and independent variables as postulated by Osen and Onen, (2009).

EMPIRICAL RESULTS

Influence of Strategy Implementation on Societal Expectations in Universities in Kenya

Hypothesis 1 sought to establish the effect of strategy implementation on society's expectations in universities in Kenya. A model was developed to establish the effect of the independent variables on the dependent variable. The control variables of the study (Age and Size of the University) were entered first into the model, followed by the independent variables (leadership and culture) as shown.

$$y = \alpha_1 + age + size + \beta_1 X_1 + \beta_2 X_2 + \varepsilon \dots \dots \dots (1)$$

Where: y was societal expectations, α_1 was a constant, X_1 was organizational leadership, X_2 was organizational culture, β_1 and β_2 were coefficients and ε was the error term.

A summary of the model indicated that R^2 was .425 while the adjusted R^2 was .420. The Change in the F-value was 136.71. Table 2 presents this model summary.

Table 2: Model Summary for Leadership, Culture and Society Expectations

Model	R	R^2	Adjusted R^2	S.E. of the Estimate	Change Statistics				
					ΔR^2	ΔF	df1	df2	Sig. ΔF
1	.652 ^b	.425	.420	.764	.374	136.71	2	420	.000

a. Predictors: (Constant), Culture, Size, Age of University, Leadership

b. Dependent Variable: Society Expectations

The regression output indicated that Organizational Leadership positively and significantly predicted societal expectation by 83.3% ($\beta=.833$; $p=.000$) while culture negatively but significantly predicted societal expectations by 32.4% ($\beta= -.324$; $p=.000$). Table 3 present the summary of the findings.

Table 3: Leadership, Culture and Society Expectations

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	S.E.	Beta		
(Constant)	2.040	.135		15.091	.000
Size	-.047	.014	-.125	-3.284	.001
1 Age of University	.079	.016	.192	5.065	.000
Leadership	.833	.076	1.045	10.939	.000
Culture	-.324	.067	-.458	-4.815	.000

a. Dependent Variable: Society Expectations

The above findings implied that both leadership and culture were significant in predicting the society expectations on universities in Kenya. However, a change in the university's culture would yield a negative impact on the societal expectations.

Moderating Effects of Reactive Planning Typology on the Relationship between Strategy Implementation and Societal Expectations

Hypothesis 2 of this study sought to establish the moderating effects of reactive planning typology on the relationship between strategy implementation and society expectations. Having established the effects of strategy implementation on employee effectiveness in Model 1, a composite variable representing reactive planning typology was added into the model yielding Model II as shown.

$$y = \alpha_1 + age + size + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \dots \dots \dots (2)$$

Where:

y was employee effectiveness; α_1 was a constant; X_1 was organizational leadership; X_2 was organizational culture; X_3 was reactive typology; β_1 , β_2 and β_3 were coefficients and ε was the error term.

Thereafter, in Model III, the interactions between leadership and reactive and culture and reactive were entered into Model II as shown.

$$y = \alpha_1 + age + size + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + Z_1 + Z_2 + \varepsilon \dots \dots \dots (3)$$

Where:

y was employee effectiveness; α_1 was a constant; X_1 was organizational leadership; X_2 was organizational culture; X_3 was reactive typology; β_1 , β_2 and β_3 were coefficients; Z_1 and Z_2 were the interactions between leadership and reactive typology and culture and reactive typology and; ε was the error term.

The study regressed society expectations as the dependent variable against the leadership and culture as independent variables. The change of coefficient of determination (R-square) was compared across Models 1, 2 and 3.

In Model II, the change of coefficient of determination (R-square) was compared across Models 1, 2, 3 and 4. The R-square change from model 1 to model 2 was .023 and was significant ($p=.000$). From model 2 to 3, the R-square change was .052 and was significant ($p=.000$). Table 4 presents the model summary.

Table 4: Model Summary

Model	R	R Square	Change Statistics				Sig. F Change		
			Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change		df1	df2
1	.652 ^a	.425	.420	.764	.374	136.713	2	420	.000
2	.669 ^b	.448	.440	.750	.023	8.598	2	418	.000
3	.707 ^c	.500	.488	.718	.052	10.667	4	414	.000

a. Predictors: (Constant), Age of University, Size, Culture, Leadership
b. Predictors: (Constant), Age of University, Size, Culture, Leadership, Reactive
c. Predictors: (Constant), Age of University, Size, Culture, Leadership, Reactive, Leadership*Reactive, Culture*Reactive

From the findings, the interaction between leadership and reactive typology had a beta coefficient of $-.326$ with a t-value of -2.962 and a p-value of $.003$. The interaction between culture and reactive typology had a beta coefficient of $.358$ with a t-value of 3.141 and a p-value of $.002$. Table 5 presents this information.

Table 5: Moderating Effect of Reactive Planning Typology on the Relationship between Strategy Implementation and Society Expectations

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	-.008	.037		-.220	.826
	Size	-.123	.039	-.123	-3.145	.002
	Age of University	.179	.039	.179	4.564	.000
	Leadership	.648	.044	.640	14.895	.000
	Culture	-.039	.043	-.039	-.908	.364
2	(Constant)	-.010	.036		-.265	.791
	Size	-.102	.039	-.102	-2.597	.010
	Age of University	.182	.039	.181	4.688	.000
	Leadership	.478	.061	.472	7.869	.000
	Culture	-.043	.043	-.042	-.996	.320
3	(Constant)	.049	.042		1.184	.237
	Size	-.093	.038	-.093	-2.459	.014
	Age of University	.178	.037	.178	4.760	.000
	Leadership	.429	.060	.423	7.106	.000
	Reactive	.254	.068	.252	3.757	.000

Culture	-.024	.041	-.024	-.574	.567
Reactive	.181	.068	.180	2.677	.008
Leadership*Reactive	-.326	.110	-.502	-2.962	.003
Culture*Reactive	.358	.114	.486	3.141	.002

a. Dependent Variable: Society Expectations

Reactive typology was significant in moderating the relationship between leadership and societal expectations and culture and society expectations. However, it was observed that reactive typology significantly but negatively moderated the relationship between organizational leadership and societal expectations while the relationship between organizational culture and societal expectations was positively and significantly moderated by reactive typology.

DISCUSSION OF RESULTS

The findings of this study indicated that leadership in universities was found to influence societal expectations ($p < 0.05$). It implies that leadership influences societal expectations in universities in terms of provision of extension services to the local communities and good relationship with the local leaders. Further, organizational culture influenced societal expectations ($p < 0.05$). These findings are consistent with the findings of Lord and Brown (2001) who posit that responsible leadership may result in the creation of value networks within the society where the organization is operating, and thus the society will have high and good expectations on the organization in terms of their corporate social responsibility. These findings, again, concur with Mark and Pless (2006), who stated that responsible leadership contributes to building social capital in terms of positive high expectations towards an organization, and ultimately to both the organization and the society, a sustainable business and goodwill. Also, Ogbonna and Harris (2002) established that there is a link between organizational culture and societal expectations in organizations. They established that the view of the society towards an organization is intertwined with the culture of the organization. On matters relating to strategy implementation, reactive planning typology was found to negatively influence the relationship between organizational leadership and societal expectations. This implied that a change in leadership or a change in leadership approach would negatively impact the societal expectations in matters relating to strategy implementation.

CONCLUSIONS AND LIMITATIONS OF THE STUDY

The study concludes that both organizational leadership and culture influence the expectations of the society towards a particular organization. In relation to strategic planning, a reactive approach would yield a negative effect on the way organizational leadership relates to societal

expectations. However, a reactive approach towards strategy implementation would yield a positive effect on the way the culture of an organization relates to the expectations of a society towards the organization.

Concerning limitations of the Study, the questionnaires of the study were close ended and did not give room for respondent to give their views. To overcome the challenge the researcher increased the number of question items of the variables of the study. Also some respondents were not accessible due to the nature of their work in the university administration that the researcher to rearrange for appointments so as to fill the study questionnaires.

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