

**FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLAN IN
PUBLIC UNIVERSITIES IN TANZANIA-THE CASE OF UNIVERSITY OF
DODOMA**

By

Mohamed Habibu Mohamed

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Degree of Master of Science in Human Resource Management (MSc HRM) of**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “**Factors Influencing Implementation of Strategic Plan in Public Universities in Tanzania: The Case of University of Dodoma**” in fulfilment of the requirements for award of the degree of Master of Human Resources Management of Mzumbe University.

Signature_____

Major Supervisor

Date_____

Signature_____

Internal Examiner

Date_____

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DEDICATION

This work is dedicated to my Parents (The fountain of inspiration) who always prayed for me and whose love encouraged to accomplish this study and My family members for their support, patience and loneliness since I was away for some time but kept in touch and supportive throughout.

LIST OF ABBREVIATIONS AND ACRONYMS

CBSL	College of Business Studies and Law
CEO	Chief executive Officer
CIVE	College of Informatics and Virtual Education
DHRM	Directorate of Human Resource Management
HRMC	Human Resource Management Committee Meeting
ISSR	International Society of Scientific Research
PEFC	Planning, Estate and Finance Committee
RBV	Resource based view
SP	Strategic Plan
SPSS	Statistical Package for the Social Science Research
UDOM	University of Dodoma

ABSTRACT

The study investigated factors influencing implementation of strategic plan in Public Universities in Tanzania particularly UDOM. The study was guided by five specific objectives: to find out influence of organisational resources in implementing strategic plan at UDOM, to assess the extent to which stakeholders influence implementation of strategic plan at UDOM, to establish the extent to which communication influences implementation of strategic plan at UDOM, to examine how the existing structure affects the implementation of strategic plan at UDOM and to examine how leadership qualities and styles of UDOM affect implementation of strategic plan. The theories that were adopted include resource-based view theory and stakeholder theory. The case study research design was used employing both qualitative and quantitative approach. Random sampling and purposive sampling techniques were used to select a sample of seventy eight (78) respondents for the study. Respondents were chosen from College Principals, School Deans, HoDs, Directors, Academic and Administrative staff in their respective departments. Primary data were collected through questionnaires and interview whereas documentary review was used for secondary data. The data collected were analysed using SPSS, content analysis and explanation building. Descriptive statistics were used to describe both dependent and independent variables while multiple regressions tested if predictors had any influence on the implementation of strategic plan at UDOM. The result indicated that organisational resources ($0.001 < P < 0.05$); communications ($0.041 < P < 0.05$); and organisational structures ($0.002 < P < 0.05$) had significant positive relationship with SP implementation while stakeholders ($0.200 > P > 0.05$) and leadership qualities and styles ($0.163 > P > 0.05$) had no any significant correlation with implementation of SP. The findings suggested that university management should take further attention on stakeholders and leadership qualities and styles if it has to gain from those factors. Therefore, on the basis of the findings of the study, it was concluded that implementation of SP is influenced by predictors. Furthermore, the study recommended that the university management should find out solutions on the challenges imposed by stakeholders and ensure that UDOM leaders possess the required leadership qualities for smoothly implementation of SP.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGMENT	iii
DEDICATION	iv
LIST OF ABBREVIATIONS AND ACRONYMS.....	v
ABSTRACT	vi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the study.....	1
1.3 Statement of the Problem	3
1.4. Research Objectives	4
1.4.1 General objective	4
1.4.2 Specific objectives	4
1.5. Research questions	5
1.6 Significance of the study	5
1.7 Study delimitations	6
1.8 Study limitations	6
1.9 Organisation of the Dissertation.....	6
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 The concept of Strategic Plan	8
2.3 Factors influencing implementation of Strategic Planning.....	9
2.3.1 Organisational resources	9
2.3.2 Stakeholders	10
2.3.5.1 Categories of Stakeholders.....	10
2.3.5.2 Stakeholder’s involvement in Strategic Plan	11
2.3.3 Communication	12
2.3.3.1 The Communication Process.....	13

2.3.4 Organisational structure	14
2.3.1.1 Type of organisational structure.....	15
2.3.1.2 Role of organisational structure in organisations.....	16
2.3.5 Leadership qualities and style	17
2.3.2.1 Types of leadership Styles	18
2.3.2.2 Leadership qualities	20
2.4 Theoretical review.....	21
2.4.1 Organisational resource based theory	22
2.4.2 Stakeholder theory	23
2.4.3 Application of theories to the study	24
2.5 Empirical literature review.....	24
2.5.1 Organisational resources	25
2.5.2 Stakeholders	26
2.5.3 Communications	26
2.5.4 Organisational structures.....	27
2.5.5 Leadership qualities and styles.....	27
2.6 Synthesis of the literature review	28
2.7 Conceptual framework.....	28
2.7.1 Independent variables.....	28
2.7.2 Dependent variables	29
2.8 The knowledge gap	31
CHAPTER THREE	32
RESEARCH METHODOLOGY	32
3.1 Introduction.....	32
3.2 Philosophical paradigms and research approach.....	32
3.3 Area of the study	32
3.4 Research design.....	32
3.5 Study population	33
3.5.1 Unit of analysis	33
3.6 Sample size, sampling techniques and procedures	33
3.6.1 Sample size.....	33

3.6.2 Sampling techniques	35
3.6.3 Sampling procedure	36
3.7 Measurement of variables	36
3.7.1 Independent variables.....	36
3.7.1.1 Organisational resources	36
3.7.1.2 Stakeholders	37
3.7.1.3 Communication	37
3.7.1.4 Organisational structure	37
3.7.1.5 Leadership qualities	38
3.7.1.6 Leadership styles.....	38
3.7.2 Dependent variable.....	38
3.7.2.1 Strategic Plan	38
3.7.3 Demographic variables.....	39
3.8. Research validity and reliability.....	39
3.8.1 Research validity	39
3.8.2 Research reliability.....	40
3.9 Data analysis	41
3.9.1 Qualitative data analysis techniques	41
3.9.1.1 Qualitative content analysis	41
3.9.2.2 Qualitative explanation building technique	42
3.9.2 Quantitative data analysis techniques	42
3.9.2.1 Descriptive statistical analysis	42
3.9.2.2 Multiple regression model.....	43
3.10 Data collection methods	44
3.10.1 Primary data collection	44
3.10.1.1 Interview	44
3.10.2 Secondary data collection	45
3.10.2.1 Documentary review	45
3.11 Ethical consideration.....	45
3.12 Summary of the chapter	46

CHAPTER FOUR	47
PRESENTATION AND DISCUSSION OF FINDINGS	47
4.0 Introduction	47
4.1 Demographic Profile of Respondents	47
4.1.1 Respondent’s Cadre	47
4.1.2 Respondent’s Gender	48
4.1.3 Age of Respondents	48
4.1.4 Education level of the Respondents	49
4.1.5 Respondent’s Work Experience	50
4.1.6 Length of your Organisation Existence.....	50
4.2 Implementation of strategic plan.....	51
4.2.1 Development of strategic plan	51
4.2.2 Relevance of strategic plan in organisations	52
4.2.3 Period for strategic plan implementation	52
4.2.4 Plan reviewed	53
4.2.5 Feedback on implementation of SP.....	53
4.2.6 Success in planning and controlling SP	54
4.2.7 Anticipated time frame for SP implementation	54
4.3 Factors influencing implementation of strategic plan.....	55
4.3.1 Organisational resources in Strategic Plan Implementation	56
4.3.2 Stakeholders in Strategic Plan Implementation	66
4.3.3 Communication in Strategic Plan Implementation	75
4.3.4 Organisational structure in Strategic Plan Implementation	90
4.3.5 Leadership qualities and styles in SP Implementation.....	99
4.4 Multiple Regression Analysis	112
4.4.1 Organisational resources and Implementation of SP	113
4.4.2 Stakeholders and Implementation of SP	114
4.4.3 Communications and Implementation of SP	114
4.4.4 Organisational structures and Implementation of SP.....	114
4.4.5 Leadership qualities and styles and Implementation of SP.....	114
4.6 Summary of the chapter	115

CHAPTER FIVE	116
SUMMARY, CONCLUSION AND POLICY IMPLICATIONS	116
5.1 Overview	116
5.2. Summary	116
5.3 Data presentation.....	118
5.4 Conclusion	118
5.5 Policy implications.....	119
5.6 Recommendations	119
5.7 Suggestion for further research	120
5.8 Contribution to knowledge.....	120
5.8.1 To the Researcher.....	121
5.8.2 To the Other Researcher Student	121
REFERENCES	122
APPENDICES	132

LIST OF TABLES

Table 3.1 Sample size for study	35
Table 4.1 Respondent's Cadre	47
Table 4.2: Respondents gender distribution.....	48
Table 4.3 Age Distribution of Respondents.....	49
Table 4.4 Length of your Organisation Existence	51
Table 4.5 Development of strategic plan	52
Table 4.6 Relevance of strategic plan in organisations.....	52
Table 4.7 Period for strategic plan implementation	53
Table 4.8 Period for reviewing strategic plan	53
Table 4.9 Feedback on implementation of SP	54
Table 4.10 Extent of success in planning and controlling SP	54
Table 4.11 Anticipated time frames for SP implementation.....	55
Table 4.12 Organisational resources influence execution of SP.....	56
Table 4.13 Specific resources that hinder execution of SP	60
Table 4.14 Extent to which organisational resources influence SP implementation. 61	
Table 4.15 Extent to which human resources positively affect SP implementation.. 62	
Table 4.16 Extent to which financial resources affect achievement of strategic objectives.....	63
Table 4.17 Extent to which material resources affect implementation process of SP64	
Table 4.18 Extent to which informational flow affects execution process of SP	66
Table 4.19 University operates without the influence of stakeholders in SP.....	67
Table 4.20 Extent of contributions and funds in SP implementation	70
Table 4.21 Extent of Stakeholders time consciousness in implementing SP.....	72
Table 4.22 Compliance of stakeholders with government policies	73
Table 4.23 Communication influence SP implementation	75
Table 4.24 Extent to which communication flow permits and solicits questions from employees about SP implementation	77
Table 4.25 Multidirectional flow of communication affects implementation of SP.. 78	
Table 4.26 Top-down flow of communication affects implementation of SP.....	81
Table 4.27 Bottom-up flow of communication affects implementation of SP	82

Table 4.28 Specific communication channels that influence execution of SP	83
Table 4.29 Employees receive feedback on the implementation of SP	84
Table 4.30 Extent in which information on SP implementation is received through meeting channel	85
Table 4.31 Extent in which circulars channel positively affects execution of SP	86
Table 4.32 Challenges on SP implementation requiring involvement of College Principals, School Dean and HoD's	87
Table 4.33 Extent in which reliable and timely flow of directives affects execution of SP	88
Table 4.34 Identifiable gaps and challenges of communication in SP implementation	89
Table 4.35 Organisational structure influences SP	91
Table 4.36 Extent to which structural flexibility influence the implementation of SP	94
Table 4.37 Extent to which structuring of task and job positively affect implementation of SP	96
Table 4.38 Extent to which delegation of authority influence implementation of SP	97
Table 4.39 Interdepartmental team affects execution process of SP	98
Table 4.40 Leadership styles of leaders affect implementation of SP	100
Table 4.41 Effectiveness of leadership styles applied in SP implementation	101
Table 4.42 Extent to which employees involvement affects achievement of strategic objectives	102
Table 4.43 Speed of leader's decision making in SP implementation	104
Table 4.44 Enforcement of strategic decision in SP implementation	105
Table 4.45 Individual growth and freedom of action in SP implementation	106
Table 4.46 Leadership styles that influence SP implementation	108
Table 4.47 Leadership qualities are critical factor in successful implementation of SP	109
Table 4.48 Specific leadership qualities that hinder successful execution of SP	110
Table 4.49 Leadership qualities possessed by leaders	112
Table 4.50 Coefficients of factors influencing implementation of Strategic Plan	113
Table 4.51 Summary of Variable Testing	115
Table 4.52 Model Summary	115

LIST OF FIGURES

Figure 2.1: Communication model	13
Figure 2.2: Model for the leadership styles.....	20
Figure 2.3: Major traits/ qualities of leadership	21
Figure 2.4: Stakeholder model	24
Figure 2.5: Conceptual framework	30
Figure 4.1 Education levels of the Respondents	49
Figure 4.2 Respondent's Work Experiences.....	50
Figure 4.3 Factors hinder the implementation of SP within time frame.....	55
Figure 4.4 Ways in which organisational resources influence implementation of SP58	
Figure 4.5 Role of organisational resources in implementation of SP.....	59
Figure 4.6 Specific resources that hinder execution of SP.....	60
Figure 4.7 Ways in which stakeholders influence SP implementation.....	68
Figure 4.8 Role of stakeholders in implementation of SP	69
Figure 4.9 Government policies complied by stakeholders.....	73
Figure 4.10 Encountered challenges in organisation from stakeholders.....	74
Figure 4.11 Ways in which communication influence SP implementation.....	76
Figure 4.12 Communication channels that influence execution of SP	84
Figure 4.13 Identifiable gaps and Challenges of communication in SP implementation.....	90
Figure 4.14 Ways in which organisational structure influences SP implementation.	92
Figure 4.15 Role of organisational structure in SP implementation	93
Figure 4.16 Ways in which interdepartmental team affect execution of SP.....	99
Figure 4.17 Individual growth and freedom of action positively affect SP implementation.....	107
Figure 4.18 Leadership qualities that hinder successful execution of SP	111

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an introduction to this dissertation. It presented background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, limitation of the study and organisation of the dissertation.

1.2 Background to the study

The need for an organisation to proactively respond to environmental challenges has now become imperative, as it offers the organisation a competitive edge in today's business world. The discipline of strategic management originated in the 1950s which entail an aspect of strategic plan. Strategic plans are prepared as part of the large process of strategic management (Wheelen & Hunger, 2008). This process includes environmental scanning, strategy formulation, strategy implementation, control and evaluation.

Strategic planning emanates from Western countries and the United States in particular (Whittington & Mayer, 2000). The resulting frameworks may not necessarily be applicable to developing countries leading to questions about the suitability and efficacy of western management paradigms and practices for developing countries (Gelfand, 2007). Subsequently, scholars have been advised to research indigenous management practices. This reflects the overwhelming geographical bias of synthetic reviews of the field of strategic management (Pettigrew et al., 2002). Therefore, it is essential to examine how closely the results of research conducted in the USA apply to strategic planning in other parts of the world. While much is known of the practices of management in Western countries, comparatively little is known about their equivalent in Africa countries.

The concept of the strategic planning has been in Africa world for decades. Higher learning institutions as organisations have also engaged in strategic management practices. This is mainly clear in the management process of Planning. In Kenya, formulation and execution of strategic plan is a statutory requirement for state corporations (Rose, 2013). Whether it is merely an act of compliance to the law or

for the benefits derived from adoption of strategic plans, organisations are increasingly embracing them. In the sub-sector of Education, the Ministry of Education, Science and Technology (MoEST) has made it a requirement for all Public Secondary Schools to come up with Strategic Plans. These Plans are supposed to be formulated to run for a horizon of five years. (MoEST sessional paper 1, 2005).

Deogratius, (2009) asserts that in Tanzania context, few descriptive research studies were done on implementation of SP in higher learning institutions. Public universities are complex institutions with a strong sense of tradition and distinct culture. It is undoubtedly that the changing nature of internal and external environment has necessitated the need for public universities to embrace strategic management discipline as an important tool for formulation and implementation of strategic plan in order to achieve its mission (Pearce & Robinson, 2007).

Schroeder (2002) stated that in this era of globalization in which the world is regularly undergoing many rapid changes in all fields, the environment in which organisations now operate is no longer stable and predictable. Strategic planning provides an operational framework that allows organisations to cope with changes and gain a competitive edge. This statement can be construed to mean that Tanzania public universities always planned however the planning has always been the traditional one that followed the government's five year planning cycle. It is common known that government's five year planning cycles mostly involved adjusting strategic plans for political changes especially to accommodate the whims of the ruling regime. This makes some difficulties for public universities to find its competitive advantage within the ever turbulent operating environments.

Kotter (1997) is of the view that strategic plan implementation is relatively more important compared to the strategic plan formulation due to its connection with organisational performance. The most horrible thing is spending more time to develop the strategic plan and then finding unworkable or ignoring it. Hence, in view of the complex characteristics of public universities, the factors that influence the execution of SP often lead to incomplete implementation. Thus, public universities end up not achieving their main objectives fully. Therefore, with this background it

was worth to investigate factors influencing implementation of strategic plan in public universities in Tanzania.

1.3 Statement of the Problem

The grand promise of strategic planning in public management is to enable public sector organisations to manage the interrelationships and interconnectedness between the various internal and external organisational factors for the purpose of promoting public value. The organisation's strategic plan is expected to be a guiding document for the organisation; however, poor implementation of the plan can result in it becoming an ineffective document (Pfeffer and Sutton, 2006).

McNamara (2008) observes that a frequent complaint about the strategic planning process is that it produces a document that ends up collecting dust on a shelf. The organisation ignores or fails to make good use of the precious information depicted in the strategic planning document. Strategy implementation is a connecting loop between formulation and control. Herbiniak (2006) argued that while strategy formulation is difficult, making strategy work and executing it is even more difficult. Similarly, Cater and Pucko (2010) concluded that while 80% of firms have the right strategies, only 14% have managed to implement them well.

Nyakeriga (2015) affirms that in Kenya as a formality, all public universities have SP on paper. Most of them have not implemented their SP as evidenced by the poor performance in structural development, poor internal organisation and incompetent personnel, poor administrative systems and policies, and weak human resources practices. In that study it is further noted that poor performance of university activities by its management has led to stagnation of planned development project.

Deogratus (2009) in his study of the effectiveness of strategic planning implementation in higher learning institutions with a case study of Tumaini University Dar es Salaam College revealed that universities have not been able to effectively and efficiently accomplish strategic plans due to stringent budgets allocated for the implementation purpose, lack of coordinated efforts by the faculties and departments, management failure to sensitize its employees about strategic planning, unsatisfactory commitment by top management, poor participation by the

all stakeholders affected by plans and inability to identify relevant opportunities in the environment.

Locally, fewer studies have been conducted around this area (research context) in which there is scarcity of the papers on the factors influencing implementation of strategic plan in public university in Tanzania compared to Kenya. Likewise, there are particular difficulties associated with strategic planning in Tanzania Public Sector compared with the Private Sector due to its operational context. The strategic planning process in public organisations is not a simple process since it requires consideration of the characteristics of public sector organisations, their external environments, as well as the limitations of public organisation mandates. Therefore, it was imperative to study factors influencing implementation of strategic planning in public university in Tanzania. These factors were investigated in reference to the study case the University of Dodoma.

1.4. Research Objectives

The study intended to fulfil the following objectives:

1.4.1 General objective

The main objective of the study was to investigate factors influencing implementation of strategic plans at the University of Dodoma (UDOM).

1.4.2 Specific objectives

- i.To find out the influence of organisational resources in implementing strategic plan at UDOM.
- ii.To assess the extent to which stakeholders influence implementation of strategic plan at UDOM.
- iii.To establish the extent to which communication influences implementation of strategic plan at UDOM.
- iv.To examine how the existing structure affects the implementation of strategic plan at UDOM.
- v.To examine how leadership qualities of UDOM affect implementation on strategic plan.

1.5. Research questions

- i. What is the influence of organisational resources in implementation of strategic plan at UDOM?
- ii. What is the influence of stakeholders in implementation of strategic plan at UDOM?
- iii. What is the influence of communication on implementation of strategic plan at UDOM?
- iv. To what extent do the existing structures affect implementation of strategic plan at UDOM?
- v. To what extent do leadership qualities of UDOM affect implementation of strategic plan?

1.6 Significance of the study

The study is significant in the following ways:

The thrust of the study on factors influencing implementation of strategic plan in public university in Tanzania would help practitioners and managers to be proactive in identifying and addressing the factors that influence implementation and performance of their strategies.

The study would be useful for policy and decision makers at the level of higher learning institution in formulating appropriate policies and strategies which would be geared towards establishing mechanisms for implementing strategic plan. Likewise, the study would sensitize the government and other stakeholders of the public universities on the challenges facing the implementation of strategic plans.

The study would be used as an empirical literature and a benchmark for other researchers who might be interested in the related topics. The study would highlight other important areas that require further research. Also, the study to me is essential for fulfilment of the requirement for award of Master of Science in Human Resource Management (MSc. HRM)

1.7 Study delimitations

The study was confined to the Public Universities in Tanzania whereby UDOM was selected purposively due to the fact that strategic plan was implemented and the researcher was familiar with the university in which it provided opportunity for in-depth study. Therefore, the findings were confined to UDOM only; other universities were not included.

Since factors influencing implementation of strategic plan in Tanzania Public Universities are many and diverse, this study focused only on five predominant factors that influence the implementation process. The factors include organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles. The outcomes of the study would have impact on the prosperity of the universities in terms of accountability and decision making at university level. Therefore, the finding of this study should not be generalized beyond that particular unit of inquiry.

1.8 Study limitations

There several challenges that happened during research period hence made research to be difficult in its accomplishment. The researcher encountered a number of limitations during the study as noted: firstly, limited financial resources due to inadequate financial support. Thus, the researcher used his own financial resources not allocated for the study to accomplish the study however later on a little research fund was granted by the employer. Furthermore, the time allocated for the study was not enough to undergo an intensive study since the researcher was also busy with his office activities. Therefore the researcher extended duration for the study and dedicated an extra hours for accomplishment of this research. Despite the aforementioned limitations, the researcher achieved to collect sufficient information to enhance analysis and report writing.

1.9 Organisation of the Dissertation

This dissertation consists of five (5) chapters. The first chapter covers introduction, background of the study, statement of the problem, objectives of the study, research

questions, significance of the study, delimitation of the study, limitations of the study and organisation of the dissertation.

The second chapter revises literature review of the research topic. It focuses on the concept of strategic plan, factors influencing strategic plan implementation such as organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles, theoretical literature review, empirical literature review, and synthesis of literature review, conceptual framework and research gap.

The third chapter describes research methodology including area of the study, research design, study population, unit of analysis, sample size, sampling techniques and procedures, measurement of variables, research validity and reliability, data collection methods, analysis techniques, ethical consideration and summary of the chapter.

The fourth chapter presents the findings, analysis, discussion of the findings obtained from respondents during the study based on the objectives and research questions.

The fifth chapter covers summary, data presentation, conclusion, policy implications, recommendations, areas for further research and contribution to knowledge addressed to the public universities in Tanzania and for the later researchers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter enlightens materials related to the problems; it presents the analysis of materials on the subject matter from different authors and scholars. The chapter covers theoretical literature review, empirical literature review, conceptual framework and research gap.

2.2 The concept of Strategic Plan

According to Mintzberg (1994), Strategic planning in organisations originated in the 1950s. The concept was popular and widespread from mid-1960s through mid-1970s when people believed it was the answer to all problems and corporate America was "obsessed" with strategic planning. Strategic Plan which is a basic management tool in any organisation is a multidimensional concept that different authors have defined in diverse approach or ways. According to Barney (2008), Strategic plan is the match between an organisation's resources and skills and the environmental opportunities as well as the risks it faces and the purposes it wishes to accomplish.

Thomson and Strickland (2008) define Strategic Plan as a comprehensive game plan for achieving the organisation's mission and future direction, near-term and long term performance targets, how management intends to produce the desired results and fulfil the mission given its overall situation. The major goal of a strategic plan is to enable an organisation to be proactive rather than reactive. It gives an organisation a strategic approach to management.

Strategic Plan as a step by step guide for an organisation towards attaining its goals as well as setting a foundation for the organisation to know what will happen and what is expected of it (Pearce & Robinson, 1991). It entails institution's executives to react to challenges caused by the internal, immediate and remote environments.

Henry (2004) asserts that strategic plan is designed to meet specific need of the organisation. He further defined SP as a document usually set by the top management level and has a time horizon. The SP has consistent with the scanning abilities of the organisation and set the appropriate risk level for organisations. The

essentials aspects of SP should address questions of scope, resource requirements, competitive advantage, quality expectations, social responsibility issues and synergy.

Therefore, SP is a document used to illustrate the steps taken by an organisation in achieving its objectives and mission in which the mission is the first step that defines the long-term vision of the organisation. Thus, if an organisation does not have a vision in that case there is no reason for existing.

2.3 Factors influencing implementation of Strategic Planning

Sequentially to identify factors influencing implementation of Strategic Plans, it is imperative to understand organisational environment. This environment is of two kinds; internal environment and external environment. According to Hill- Mcshane (2009) internal environment is everything within organisation that affects manager's ability to pursue action or strategies. On the other hand, external environment is everything outside of the organisation that might affect the ability of an organisation to attain its objectives or goals. Different scholars have categorized these factors in various ways. Wheelen and Hunger (2008) group them broadly into organisational structure, culture and resources. For the aims of this research, these factors are grouped into organisational resources, stakeholders, communication, organisational structure, leadership qualities and styles.

2.3.1 Organisational resources

Barney (2008) defined organisational resources as all assets, capabilities, organisational processes, organisation attributes, information, and knowledge controlled by organisation which lead it to consider and execute strategies that improve its efficiency and effectiveness.

(Hill-Mcshane, 2009) the resources of organisation are the assets that managers have to work within their quest to improve the performance of the organisation. They include both tangible and intangible resources. Wheelen and Hunger (2008) assert that resources are organisations assets and are the basic building blocks of an organisation. Tangible resources are physical assets such as land, buildings, equipment, inventory, and money while Intangible resources are non-physical assets that are a creation of managers and other employees such as brand names and

reputation of the company. Therefore, implementation of any strategic plan considered allocations of resources on how it influences execution of strategies. Resources to be considered to include financial, human and material resources.

2.3.2 Stakeholders

According to Freeman (2001) stakeholders are groups or individuals who can affect or are affected by the achievement of an organisation's mission. The organisational theory that has been used comprehensively to administer stakeholder management is the stakeholder theory.

The main idea of the stakeholder concept is a redefinition of the organisation. Generally, the concept is about what the organisation should be and how it should be conceptualised. The organisation itself should be thought of as grouping of stakeholders and the aim of the organisation should be to manage their interests, needs and opinions (Friedman, 2006). The concept of stakeholder management is a thought needed to be fulfilled by the managers of a organisation. Managers in organisation should manage the organisation for the benefits of its stakeholders for ensuring their rights and the participation in decision making. Also, Management must act as the stockholder's agent to ensure the survival of the firm to safeguard the long term stakes of each group. Consequently, in this study, implementation of strategic plan considered stakeholders' contributions and funds, time consciousness, stakeholders' roles, challenges and government policies on how it influences implementation of strategies in organisation.

2.3.5.1 Categories of Stakeholders

Usually there various ways of recategorizing stakeholders. But in terms of effect, there are two categories that are primary stakeholders and secondary stakeholders.

a) Primary stakeholders

These are stakeholders who are directly affected either positively or negatively by an organisation's actions. Stakeholders of this category their continuing participation is necessary for the survival of the organisation. Matten & Crane (2005) Primary stakeholders include employees, investors, shareholders, customers and suppliers.

b) Secondary stakeholders

According to Matten & Crane (2005) secondary stakeholders include individuals, groups or organisations that can not directly influence or be influenced by the organisation's. These stakeholders are not vital to the operations of the organisation however their actions can significantly damage or benefit the organisation (Freeman et al., 2001). These stakeholders include public groups such as the community.

It has been argued in various literatures that all stakeholder entities have legitimate values, equal interests and a mutual dependency exists between them and the organisation (Ballantyne & Christopher, 2005). Therefore, these stakeholders can be internal or external. Baraldi, Tunisini & Zolkiewski (2007) the internal stakeholders are those stakeholders that are inside the organisation include managers and employees while external stakeholders are those stakeholders that are outside the organisation and have effects on the survival of the organisations. Stakeholders who are outside tend to include suppliers, government agencies, customers, local communities and unions.

2.3.5.2 Stakeholder's involvement in Strategic Plan

The moral and values for managing organisational business is critical in stakeholders' involvement. Stakeholders are owners of the organisation and the organisation has binding duty to put their needs first. The organisation converts the inputs of investors, employees and suppliers into usable output which will return some benefit to the organisation. According to Bryson (2006) a range of strategic planning team is four to six persons and certainly no more than nine. The team should be representative of large groups this is so because there is a trade - off between getting people involved and getting some result coming from the process. However, the team needs to be as inclusive as possible. Keeping participants involved and highly engaged is the most important thing to the success of a strategic planning process as this increases ownership of the process by the stakeholders. Bryson (2006) says that an effective communication plan to keep participants informed of the strategic planning process is often very important for the process and the success.

Bryson (2006) states that the participation of stakeholders in the SP process needs to be guided by particular guidelines and timelines. It is very essential that the strategic planning process stipulates very clearly about what specifically each stakeholder is supposed to achieve, his unique importance and the purpose of his involvement. This will ensure that the process of stakeholder involvement in the strategic planning process is not unnecessarily lengthy without achieving any meaningful results. Another significant facet needs to be observed in the strategic planning process is the stakeholder's expectation. It is important that the expectations of the stakeholders in the SP process are well managed and rationalized.

The stakeholders depending on the groups that they have been drawn from have different expectations about the outcomes of the SP process. To be successful, the management of the planning process must think about these expectations before they start the process. Once they have completely thought out this process they should clearly describe why the stakeholder involvement exercise is being carried out and how its joint results will be important. The management of the process needs to be explicit about the strategy that is being used, what can change and what the options are. Explaining to the stakeholders on any constraints on what can be done at the beginning of the process is very important. The management should also not raise expectations where matters are pre-determined by other factors outside their control, for example, government statutes, policy or financial considerations (Brown, 2005). Therefore, some stakeholders are difficult to avoid given their importance towards successful implementation of strategic plan such as politicians and government in Tanzania public agencies (Lynch, 2012; Gebhardt & Eagles, 2014).

2.3.3 Communication

According to Keith (2001), communication is a process of conveying information and understanding from one person to another. It is regarded as effective when it attain the needed response or feedback from the receiver. Communication should clarify expectations and create in an employee a feeling of involvement and allow both employee and employer to discuss and agree on the organisational and individual objectives. Some scholars argued that communication tend to be effective

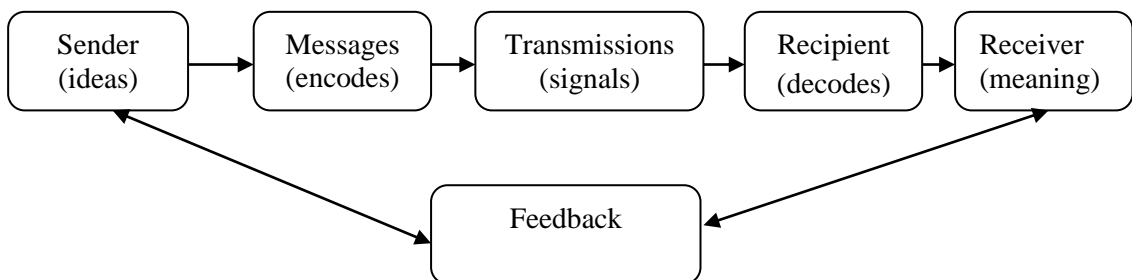
and possible only when a common language is used between sender and receiver Wolfgang (2006).

Smoothly operation of activities in organisations relied on communication which is defined as the exchange of information, messages, signals, ideas and writing. Communications enable organisations to carry out its activities well. It has been argued that if communication is diminished the entire organisation tend to suffocate. Organisation with a thorough, accurate, and timely communication is vibrant and effective. Therefore, implementation of any strategic plan entails consideration on how communication influences execution of strategies. Communication aspects to be considered include timely delivery of information, communication modes and styles and directives and feedback mechanisms whereby multidirectional flow of communication, top – down flow of communication, bottom – up flow of communication, meeting and circulars would be studied.

2.3.3.1 The Communication Process

Benowitz (2001) the aim of communication is to transmit information and the understanding of that information from one person to another person or from one group to another group. This communication process is splited into three main components: A *sender* transmits a message through a *channel* to the *receiver*. The sender first develops an idea in form of message which is transmitted to the receiver whereby receiver interprets the message. Information theorists considered an act of developing a message is *encoding* and interpreting the message is *decoding*.

Figure 2.1: Communication model



Source: Benowitz, 2001

According to Aosa (1992) posits that effective communication takes place across all levels of organisation on all aspects of strategic plan including formulation, development and execution that motivates personnel in owning the strategic plan and may therefore have positive outcome on the implementation. Lam and Mickee (2004) Effective communication to the employees builds trust and confidence and therefore helps the employee to relate to others and determine how their contribution will be at departmental level and influence to the organisational performance in overall strategy. Nutt (1986) suggest that having top management comprehend the strategies and take responsibilities in being champion of communication of the strategies to the lower level may help in overcoming resistance to strategy implementation from lower level personnel.

In communication participatory approach involving top-down and down-up consultation other than top-down imposing may yield better results (Noble, 1999). Strategy implementation may not be successful if issues concerning the implementation are not disseminated to lower level managers and the other employees. This may be compounded further if several layers of management are involved as there could be lack of consensus of the various levels hence creating barriers that slow down the implementation of strategy. Some scholars argued that Alexander (1985) effective communication is a significant aspect that leads to the achievement of the implementation of strategy. Once strategy is formulated and an implementation plan is drawn the new responsibilities and roles therefore need to be communicated to the employee to ensure that they understand them and access if they are ready for change. Although communication has been demonstrated to be important, challenges do exist (Heide and Johannessen, 2002). The communication challenges could be due to the organisation layer of the institution which may lead to the formation of obstacles to the execution of the strategic plan activities which had been planned.

2.3.4 Organisational structure

Griffin & Moorhead (2010) define structure as how different parts of an organisation fit together as evident from an organisational chart. Nelson & Quick (2011) argued

that the organisation's structure offers the form to execute its functions in the environment.

According to Aquinas (2008) organisational structure comprise four elements which are assignment of tasks and responsibilities that define individuals jobs and units, the grouping of individual positions into units as well of units into departments, the different methods are required to facilitate vertical coordination such as the number of individuals reporting to any given managerial position and the degree of delegation of authority and the different methods needed to foster horizontal coordination such as task forces and interdepartmental teams.

The major concern in designing organisational structure are how to group tasks, functions and divisions, how to allocate authority and responsibility and how to use integrated mechanisms to improve coordination between functions such as direct contacts, liaison roles, and teams (Nelson & Quick, 2011). Successful execution of strategic plan depends on the organisation's structure. Thus organisation's structure is a means that enable management to attain its goals because goals are derived from the organisation's overall strategy, it is merely logical that the two must be linked. Hence, implementation of any strategic plan considers how an organisational structure affects execution of strategies. Organisational structure aspects to be considered include structural flexibility, structring of task and job and delegation of authority and team working (interdepartmental team).

2.3.1.1 Type of organisational structure

a) Mechanistic organisational structure

This organisational structure relied on formalized system which is rigid in nature. Mechanistic structure is used to those organisations that are not influenced by technological, product, market changes and generally maintains a constant pattern. This structure centralised authority at the top level of management and there is a rigid hierarchy of authority. Decision making is usually reserved at the top level (Kondalkar, 2007). Mechanistic structure has a tendency to define well all tasks for ensuring the goals of the organisation set by the top management are accomplished

however sometimes structure is characterised by plenty of written orders and instructions.

Organic organisational structure

Newstrom (1993) organic organisational structure is subject to change due to environmental factors like technology and market changes. For example software industry. Under organic structure authority tend to be delegated to various functional levels or individuals. This structure includes decentralised decision making whereby people make their own decisions based on the environment. Organic structure involves few levels of hierarchy hence there is flexibility in reporting system. Besides; jobs are fairly well defined with few orders and instructions (Kondalkar, 2007). Currently, organic form of organisational structure support working independently on a particular activities as the result team member/group report directly to top management. Staffs working under this structure are self-supervised, self-directed and self-controlled and self-accounted for their performance and attainment of organisational goals. The structure is more loosely and subject to changes very frequently to adapt to the environmental changes.

2.3.1.2 Role of organisational structure in organisations

It is important to note that, organisational structure can be administered and modified through the process of organisational design. According to Chitale, Mohanty & Dubey (2013) Organisational design is defined as the process by which leaders or managers select and control elements of structure in order for an organisation to control the activities required to achieve its goals. Organisational structure is the tool manager uses to achieve its goals.

According to Kumar and Meenakshi (2009), organisational structure supports effective controls. Accountability for performance is important in decentralised organisations. It is important to ensure that every unit has appropriate control over its performance. Organisational structure should acknowledge the problem of blurred responsibilities and fuzzy measures. Chitale, Mohanty and Dubey (2013) state that organisational structure also enables organisations to gain competitive advantage.

Therefore, organisation design is the means to implement strategic plan and it is significant determinant of organisation value.

Rajasekar (2014) contends that the organisational structure gives an optimal explanation of two major things: resource allocation and the decision-making process. The organisation structure has a tendency to affect the ability of employees to learn, innovate, and participate in decision making. From a worker's perspective, different structural configurations affect not only economic results defined by the market place but also the job satisfaction, commitment, motivation, attitude, prospect and responsibility. Redesigning organisational structure, therefore, will affect the intangible "psychological contract" of each individual worker (Mills *et al.*, 2007). Unclear organisational structure makes employees confused and frustrated, and impedes successful implementation of strategic plan (Pella *et al.*, 2013).

2.3.5 Leadership qualities and style

Leadership is defined as the process of influencing others which lead to the accomplishment of intended purposes (Davis, 2011). According to Aldag (1998) Leadership involve the use of influence to direct and coordinate the activities of the members of an organised group toward the accomplishment of the team member's goals or objectives.

Newstrom (1993) Leadership style is an approach or a manner of providing direction, implementing plans and motivating people. The employees consider leadership style as an aspect that includes the total pattern of explicit and implicit actions performed by their leader.

Leadership qualities refer to the potential traits possessed by a leader which shape a leader to behave in a particular manner whereby the traits do not make a leader rather it is how you shape and develop these qualities that allow you to successfully lead others. Leadership qualities include ambitions, creativity, empathy, confidence and trustworthiness (Kondalkar, 2007).

2.3.2.1 Types of leadership Styles

Since leaders carry different skills and traits but their skills and traits do not matter sometimes because leader carry out their roles in a wide variety of styles rather than skill and traits. There several types of leadership styles such as autocratic, democratic and laissez-faire (Benowitz, 2001). Usually, leadership styles are used depending on the situation. The following are universal leadership styles:

a) Autocratic leadership style

This type of leadership is practised by the managers with power and authority within themselves. In this leadership style a leader expects high degree of compliance by subordinates. Manager who employed this type of style has the ability to enforce decision by use of rewards and punishment (Kondalkar, 2007). This leadership style use one way communication style that is giving direction from manager to follower. Some autocratic leaders are seen as benevolent autocrat since they listen considerably followers' opinion before making any decision however the decision remains to be their own. These leaders consider their subordinate's ideas but when it comes to decision making they are more autocratic than benevolent. The benefit of autocratic leadership is the speed of decision-making because leader does not have to obtain followers' approval (Okumus, 2003). This style on other side create low morale syndrome to the followers because their views are not considered sometimes and may resent the decision and support the same as little as possible.

b) Participative/ Democratic leadership style

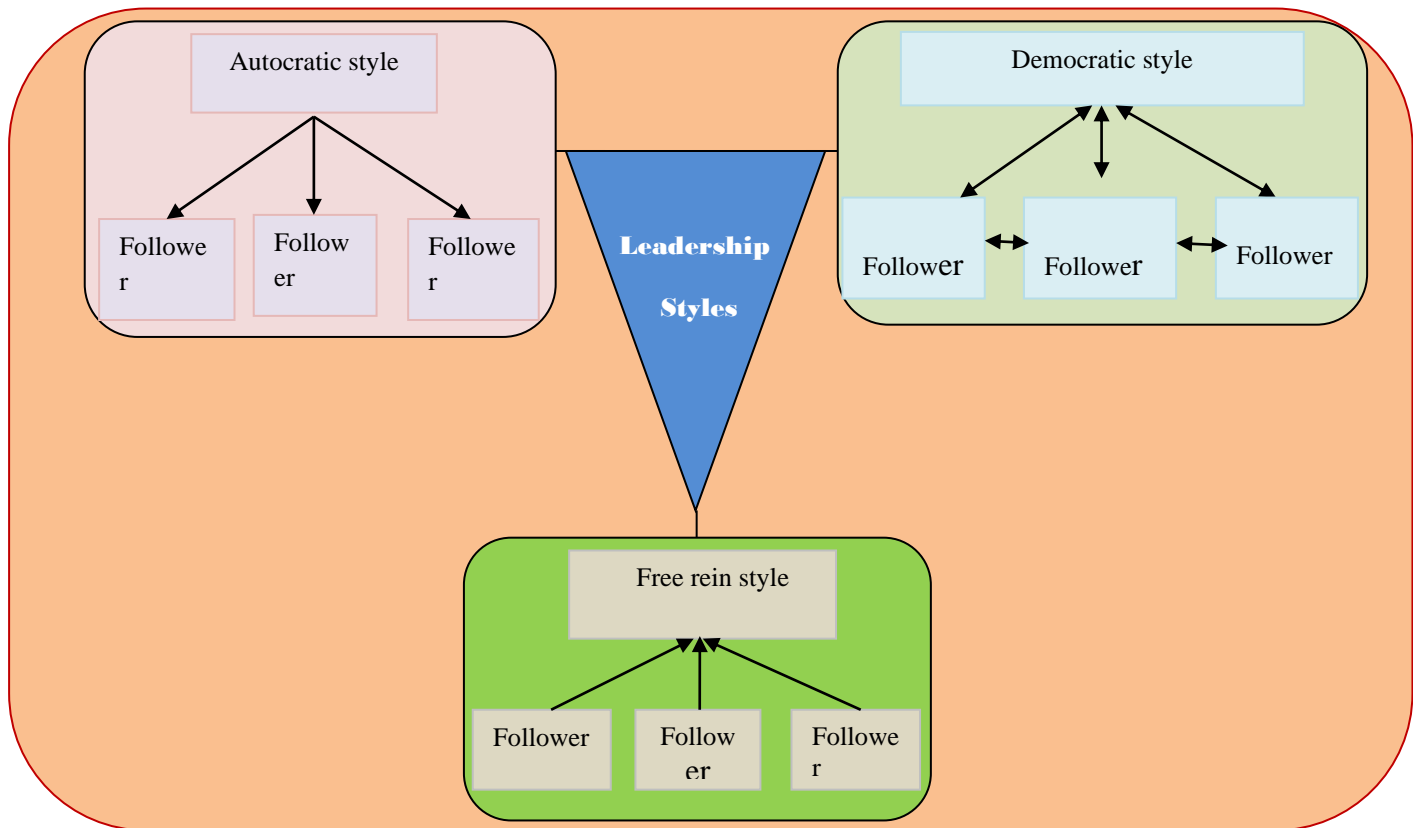
This type of leadership involves the subordinates in decision making by consulting team members as the result employees have ownership in decision making. Leader under this category encourages participation and delegates' subordinate while at the same time maintaining control over what has been delegated (Benowitz, 2001). The leader tends to appreciate group discussions and input from team members. The participative leaders have a tendency to motivate team members by empowering them to direct themselves (Sisk, 1995). The disadvantage of this style is that a participative leader may be seen as not sure of what he is doing and team members may feel that everything is a matter of group discussion.

c) Laissez-faire leadership style

According to Benowitz (2001) this style is also called free-rein. The leader under this approach motivates team members to work independently and is available for advice and assistance. Under this style leaders have little control over group or team members. Generally, this approach leaves the team floundering with little direction or motivation. Laissez-faire is more suitable when the team members are highly motivated, skilled and has a history of producing excellent work.

It is believed that, leadership style depends largely on a manager's beliefs, values, and assumptions. The manner in which managers or leaders approach the following three elements such as decision making, motivation and task orientation affect much their leadership styles. Therefore, based on the aforementioned it is obvious that implementation of strategic plan entails consideration on how leadership styles affects execution of strategies. Leadership styles aspects to be considered include involvement/participation, speed of leaders decision making, enforcement of strategic decision and freedom of action and individual growth.

Figure 2.2: Model for the leadership styles

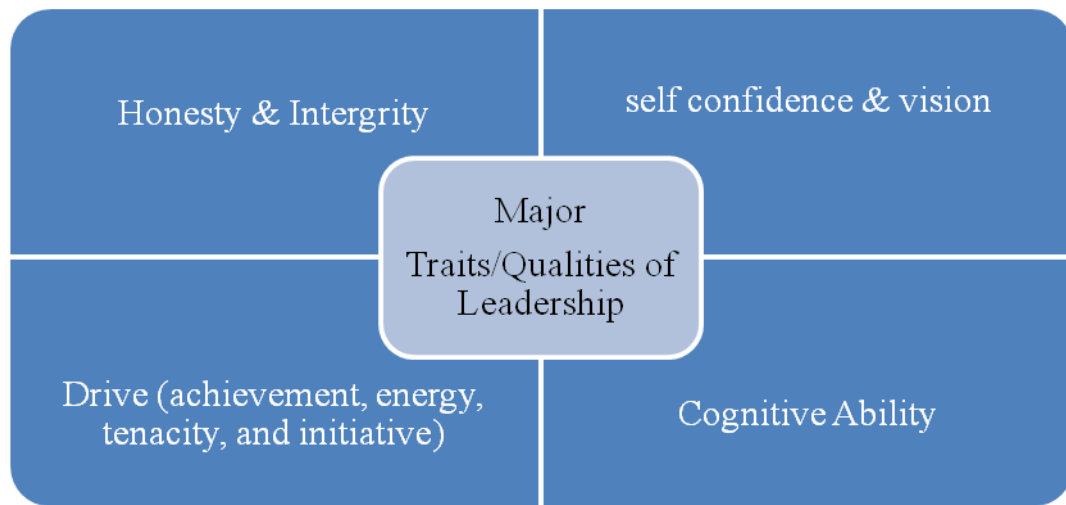


Source: Kondalkar, 2007

2.3.2.2 Leadership qualities

The study of leadership qualities has a long and controversial history. While research shows that the possession of certain traits alone does not guarantee leadership success; there is evidence that effective leaders are different from other people in certain key respects (Shin, 1998). Key leadership qualities include: drive (a broad term which includes achievement, motivation, ambition, energy, tenacity, and initiative); leadership motivation (the desire to lead but not to seek power as an end in itself); honesty and integrity; self-confidence (which is associated with emotional stability); cognitive ability; and knowledge of the business. It is less clear evidence for traits such as charisma, creativity and flexibility (Parry, 2002). We believe that the key leadership qualities help the leader acquire necessary skills; formulate an organisational vision and an effective plan for pursuing it and take the necessary steps to implement the vision in reality.

Figure 2.3: Major traits/ qualities of leadership



Source: ISSR, 2014

Davis (2011) in SP, the vision and moral purpose are defined and translated into action through strategic leadership. Strategic leadership is a delivery mechanism for an organisation to build its direction and capacity to achieve the directional shift or change. Barney (2008) observes that lack of strategic leadership in an organisation would influence formulation of strategy because the CEO affects other critical factors such as resource allocation and culture among others. Therefore, implementation of any strategic plan considers leadership qualities on how it affects execution of strategies. Leadership qualities to be considered in this study include honesty and integrity, self-confidence, problem solver, cognitive ability, delegates, communicator, collaborator, motivator, respect to others and initiatives.

2.4 Theoretical review

According to Zikmund, Babin & Griffin (2010) theory is a formal, testable and explanation about events that includes how things relate to one another. Usually, theory is built through a process of reviewing previous findings of similar studies and simple logical deduction. Some scholars argued that theoretical framework guides research, determining what variables to measure and what statistical relationships to look for in the context of the problems under study (Trochim & Tormo, 2006). This study was anchored in two theories that are organisational resource based theory and stakeholders' theory. These theories are explained in details below;

2.4.1 Organisational resource based theory

The resource based theory was first advanced by Penrose in 1959. According to Penrose (1959) organisation with managers who are familiar with the resource capability of the firm will outperform other firms. The explanation was that the manager's decisions are highly supported by the available resources. Burnes (2008) The resource-based view indicates that in strategic management the fundamental sources and drivers to organisation's competitive advantage and superior performance are mainly associated with the attributes of their resources and capabilities which are valuable and costly-to-copy.

The theory builds the assumptions that strategic resources are heterogeneously distributed across organisations and that these differences are constant overtime. Some literatures reveal that there is a link between organisation resources and sustained competitive advantage. Four empirical indicators of the potential organisation resources that generate sustained competitive advantage can be value, rareness, inimitability and non-substitutability. According to Barney (1991) organisation resources comprise all assets, capabilities, organisational processes, firm attributes, information and knowledge controlled by a organisation that enables the organisation to envisage and implement strategies for improvement of efficiency and effectiveness.

Barney (1991) also argued that to have the potential to generate competitive advantage, a organisation's resources must have four attributes: it must be valuable, in the sense that it exploits opportunities and neutralizes threats in a organisation's environment; it must be rare among a organisation's current and potential competition; it must be imperfectly imitable; and there cannot be strategically equivalent substitutes for this resource. The resource-based view of the firm (RBV) has emerged in recent years as a popular theory of competitive advantage and also contends that the possession of certain key resources having the characteristics of value and barriers to duplication lead to better performance of an organisation (Fortune, 2007). Therefore, given the importance of resources in the process of implementation of strategic plans, this theory is linked to the first independent

variable and specific research objective: “*To find out influence of organisational resources in implementing strategic plan at UDOM*”.

2.4.2 Stakeholder theory

An introduction of the stakeholders’ theory was developed firstly by Freeman in 1984 (Barros *et al.*, 2009). Jones & Wicks (1999) contend that the organisation has co relationships with several constituent groups and that it can engender and maintain the support of these groups by considering and balancing their relevant interests. Stakeholder theory has a vital message that organisations should aim at maximizing not only their own profits but also maximizing benefits or minimizing damages to other organisations and individuals on their activities.

(Donaldson & Preston, 1995) stated that stakeholder theory is considered as managerial theory because it depicts managers as individuals who pay simultaneous attention to the legitimate welfares of all suitable stakeholders. The theory further provides a comprehensive picture about the role that stakeholders play in the strategic decisions and strategic future of the organisation (Eden and Ackermann, 1998).

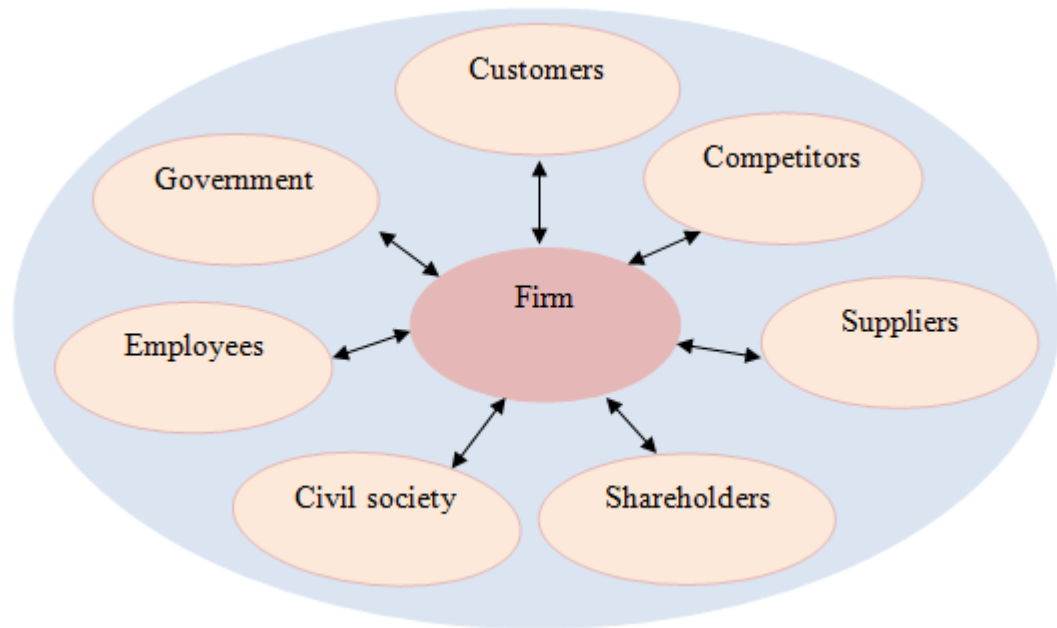
Freeman (1984) splited stakeholder groups into two groups such as internal groups (customers, employees, suppliers, owners) and external groups (governments, competitors and special interest groups). The internal stakeholders are classified as key stakeholder and the external stakeholders become more important and they are a priori and cannot be transferred to a subsidiary position (Donaldson and Preston, 1995). According to Kipley *et al.* (2009) stakeholders are viewed in three ways,

- i.) Stakeholders with an interest in the success rather than failure of the organisation;
- ii.) Stakeholders whose stake in the organisation is focused on disrupting the strategy if they feel that it threatens their own interests; and
- iii.) Stakeholders whose interests are neither pro nor con with respect to the organisations success but merely regulatory such as governmental agencies.

Freeman (1984) described the stakeholder model as a map in which the organisation is the hub of a wheel and stakeholders are at the ends of spokes around the rim

(Freeman, 1999). Therefore, stakeholder theory is linked to the second independent variable and research objective: *“To assess the extent to which stakeholders influence implementation of strategic plan at UDOM”*.

Figure 2.4: Stakeholder model



Source: Freeman, 1984

2.4.3 Application of theories to the study

In this study, organisational resource based theory paid a particular attention to both tangible and intangible resource. The major elements include physical, financial, informational and human resources. Certain types of resources the organisation owns have the potential promise to the implementation of strategic plan which ultimately leads to better organisational performance. Likewise, stakeholder's theory was used to identify the stakeholders in public university and their influence in the implementation of SP. In this regard the stakeholder theory would help in building and illustrating clear relationships of various actor groups in public university.

2.5 Empirical literature review

Kumar (2011) Empirical studies are those studies relied on examined and evaluated phenomena and draw knowledge from real experience rather than from theory or belief.

Lewa, Mutuku and Mutuku (2009) studied Strategic planning in the Higher Learning Institution in Kenya. The study revealed that Public universities in Kenya are essentially traditional in orientation and thus must find new means to deal with the issues facing them include increasing of competition from other universities. The study indicated that SP is among the major steps the universities can take to address the challenges they face. The development of a university wide SP by the Ministry of Education (2006) to be followed by all universities in Kenya in their strategic planning processes is regarded as a welcome move since it gives a basic framework that could bear out useful to the universities. The study suggested that universities should consider incorporation of strategic thinking in their process of strategic planning in order to make their planning more useful in view of the failures of strategic planning in public universities. The research was candid that strategic thinking enables maximisation of the critical issues in every situation and help public universities to be flexible and open in their planning efforts. The study recommended that public universities should encourage active participation of as many stakeholders as possible including the faculty, administration, industry, education authorities, students, and alumni. This way synergy and ownership are built in the process.

Therefore, with the above preamble this section presents previous studies which have been done on factors influencing implementation of strategic plans. These factors include organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles.

2.5.1 Organisational resources

Abok, Gakure, Waititu and Ragui (2013) conducted a study on the factors influencing the implementation of strategic plans in non-governmental organisations (NGOs) in Kenya. The study revealed that organisations with available resources and supportive environment were successful in incorporating culture that stimulated togetherness, teamwork spirit and willingness to share and implement organisation objectives or goals. Likewise, Deogratus (2009) in his study of the effectiveness of strategic planning implementation in higher learning institutions with a case study of Tumaini University Dar es Salaam College established that universities in Tanzania

have not been able to effectively and efficiently accomplish strategic plans due to stringent budgets allocated for the implementation purpose.

2.5.2 Stakeholders

Rajaseker (2014) in his study of factors affecting effective strategy implementation with a case study of Electricity Distribution Companies in the Sultanate of Oman revealed that stakeholder engagement is very important in managing organisations towards its growth. The study further showed mutually interior stakeholders and exterior stakeholders are directly and indirectly involved in organisation operations such as the execution of a strategic plans. Similarly, Waiyego (2009) studied strategy implementation at Kenya Electricity Generating Company Ltd observed that for dominant players in the market; the strategy implementation process has changed recently due to more scrutiny from the government and stakeholders in general. She therefore observed that such firms should be adaptable to the changing environment including environments in which various stakeholders operate.

2.5.3 Communications

Gedi and Muturi (2016) on their study of influence of communication on stakeholder's strategy implementation in Garissa County, Kenya established that there was no significant influence of communication towards implementation of strategy. Therefore, the study suggested the need to plan for public relations and communication which is fully funded.

Nyakeriga (2015) on his study of factors influencing strategic plan implementation in the newly established public universities in Kenya reveled that effective communication is a fundamental requirement for any effective strategy implementation. He further argued that effective communication and consensus play a significant role in training, knowledge acquisition and applied learning during the process of implementation. Therefore, communication is essential in each aspect of strategy execution as it relates to the organisational context, organising processes and the execution of objectives.

2.5.4 Organisational structures

Kipprop (2016) on his study of challenges of strategy implementation at Kenya Wildlife Service revealed that successful strategy implementation must consider organisational structure as part and parcel of its internal capability. Structural design usually starts by an organisational chart. It relates to managers' responsibilities, departmental divisions, tasks design and their degree of authority. The study further revealed that organisational structure has the potential of either facilitating or impeding successful strategy implementation.

Also, Hitesh (2012) suggested that adjusting organisational structure in accordance to the perfect strategy may ensure successful implementation of strategy because it shall have to fit the organisational functions or activities. The greater consideration should be designed in accordance to the needs of the strategy. The connection between strategy and structure can be thought of in terms of utilising structure for implementation of strategy.

2.5.5 Leadership qualities and styles

Heerden (2000) argued that effective execution of strategic plan cannot take place unless the proper leadership style and individuals are in position to drive the implementation. But this will not ensure effective execution if the required resources are not available. Therefore, much emphasize should be given in allowing freedom in decision-making regarding allocation of resources and choice of strategies to be implemented. In favour of successful implementation and monitoring of SP it is essential that the management information systems be sophisticated enough to accurately scrutinize and control the execution process.

Mwangi (2014) has argued that leadership qualities are the key to effective strategy implementation. The role of the Chief Executive is fundamental because a CEO is seen as a catalyst closely associated with and ultimately is accountable for the success of a strategy. The Chief Executive Officer's actions and the perceived seriousness to a chosen strategy will influence subordinate manager's commitment to execution. Several leadership qualities have been cited to have contributed in the

implementation of SP such as motivation, communication, self-confidence, collaborator, and honesty.

To wind up the above empirical literature review, it has been renowned that though several SP have been developed in the public universities they were ineffectively and inefficiently executed in some cases not implemented at all (Wasike, 2010). According to Kitonga (2012) several factors have been cited to have contributed to this scenario one of the reasons is failure to effectively monitor and evaluate execution of the SP at the public universities leading to massive misuse of limited government allocations as well as time wasting and poor services delivery.

2.6 Synthesis of the literature review

The above relevant literature review revealed that the public universities have not been able to effectively and efficiently accomplish strategic plans as the result of a variety factors. Perhaps the most significant cause might be management failure to sensitize its employees about strategic planning, lack of coordinated efforts by the faculties and departments, stringent budgets allocated for the implementation purpose, poor participation of all stakeholders affected by plans, unsatisfactory commitment by top management and inability to identify relevant opportunities in the environment. Therefore, strategic plan should be efficiently and effectively implemented in Tanzania public universities.

2.7 Conceptual framework

Conceptual framework was used in this study for outlining possible causes of action and present preferred approach to an idea or thought. In this study the researcher developed a framework that guide presentation of the theoretical ideas on which this study hinged the explanation of the phenomenon. The framework was illustrated and diagrammatically presented and encompassed independent and dependent variables related to the five research questions.

2.7.1 Independent variables

In this framework, the independent variables were factors that influence implementation of strategic plan (organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles) which

would be taken into consideration during data analysis as explanatory variables of the study.

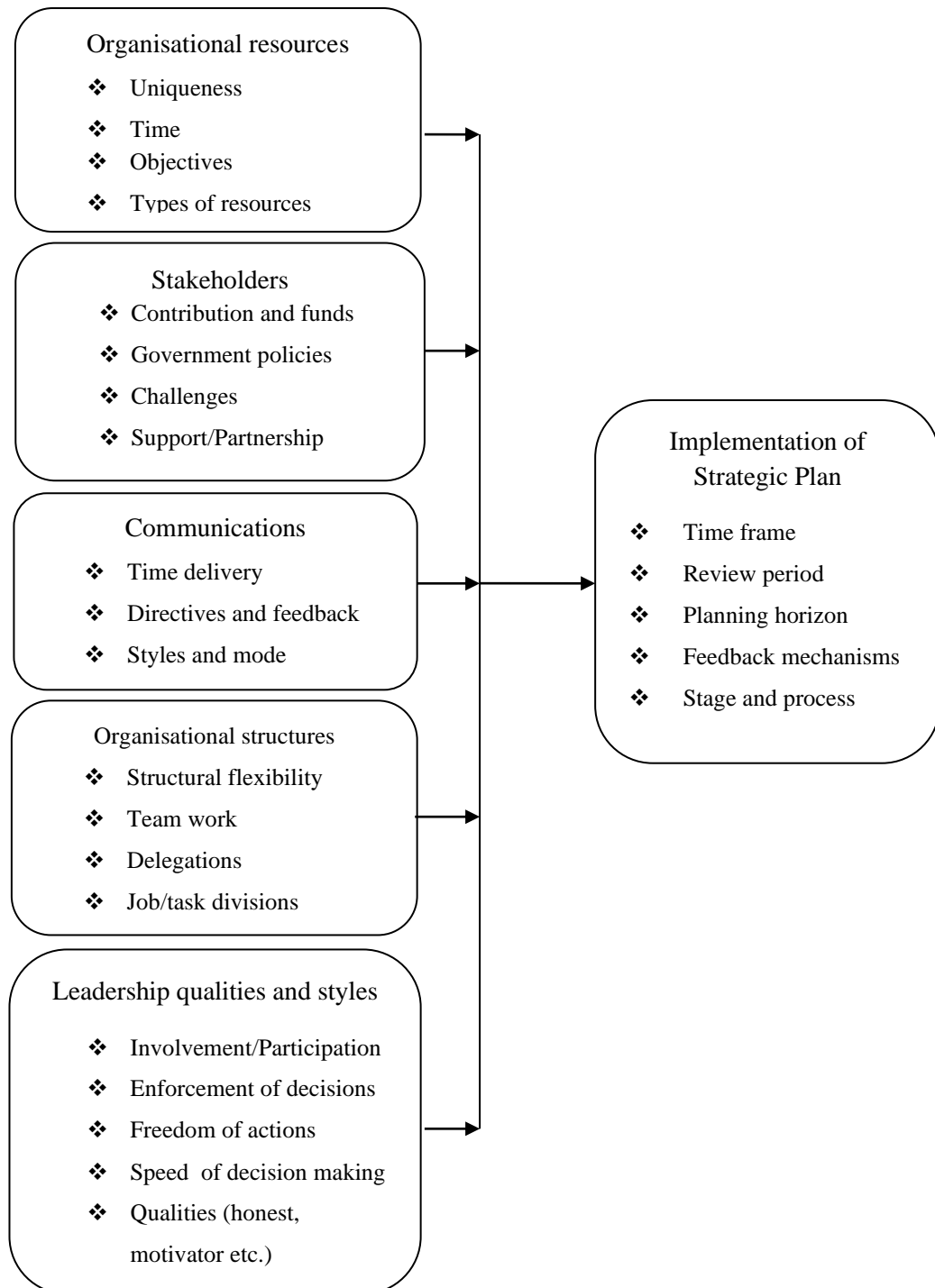
2.7.2 Dependent variables

The implementation of SP in this study was regarded as dependent variable. The dependent variable (implementation of strategic plan) depends on independent variables that are factors (organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles). This implies that the successfulness of the implementation of SP would be determined much by these factors since might positively or negatively influence the implementation of SP in the public universities.

Figure 2.5: Conceptual framework

Independent variables

Dependent variable



Source: Researcher's initiative, 2019

2.8 The knowledge gap

The problem of ineffective SP execution in organisation has been trending for a number of years. This has created an area of interest with many studies being conducted to investigate the reasons and provide remedies. Kitonga (2012) noted that several factors have contributed to this scenario; one of the reasons cited is failure to effectively monitor and evaluate implementation of the SP at the public universities leading to massive misuse of limited government allocations as well as time wasting and poor services delivery including education and health.

Heerden (2000) in his study concluded that effective implementation of SP cannot take place unless the proper leadership style and individuals are in position as well necessary resources are available to drive the implementation. Deogratus (2009) conducted his study on the effectiveness of SP implementation in higher learning institutions with a case study of Tumaini University Dar es Salaam College. In his study he failed to consider that the public universities are located in different macro environments and have different managements. He failed to generalise his findings and link them to all universities in Tanzania. Despite the ideas developed from all past studies still strategic plans implementation in public universities have not been implemented fully and Tanzania has so far not been the subject of much empirical research on the topic. Thus, the studies left the gap in knowledge. Therefore, this study sought to investigate the factors influencing implementation of strategic plan in public universities in Tanzania with a study case of UDOM.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes methods and procedures which were used to carry out the study. The chapter presents type of the study, area of the study, research design, study population, unit of analysis, sample size, sampling techniques and procedures, measurement of variables, data collection methods and data analysis.

3.2 Philosophical paradigms and research approach

According to Saunders *et al.* (2012) philosophy is a central term associating to the knowledge development and the nature of that knowledge in relation to research. The well recognized philosophical paradigms are positivism and interpretivism. Therefore, the type of the study was a mixed study since the research philosophies guiding this study were both positivism and interpretivism paradigms in relation to research objectives and research questions (Creswell, 2015; Cohen, West & Aiken, 2013. Equally questionnaires and interviews were employed as instruments for data collections). Both qualitative and quantitative approaches were aimed at eliminating the weakness of one approach by being complimented by another approach in this study (Fuller *et al.*, 2015; Gibson, 2017).

3.3 Area of the study

This study was conducted at the University of Dodoma. UDOM is a public university in central Tanzania located in Dodoma, the country's capital. Building is taking place on a 6,000 hectare site in the Chimwaga area about 8 kilometers (5.0 mi) east of downtown Dodoma. The area was proposed because the organisation portrays a significant problem of strategic plan implementation. Despite the fact that various policies exist such as health policy, human resource policy still they are not well implemented hence this fact made the place an interesting area to conduct this study.

3.4 Research design

Kumar (2011) stated that research design is detailed blueprint employed to direct a research study toward its objectives. The study employed a case study design which essentially gave in depth explanation about the phenomenon by narrowed down a

broader area of research and make it small for managing the resources available to the researcher. Moreover, the study used this design because it answers the research questions and objectives of the study.

3.5 Study population

Mugenda & Mugenda, (2003) defined population as an entire group of individuals, events or objects having common observable characteristics. Population encompasses all the members of a particular group who are of interest to the researcher with a meticulous uniqueness. Therefore, the study population comprised UDOM staff where College Principals, School Deans, HoD's, Directors, Academic and Administrative staff. The population size in the University is 1387.

3.5.1 Unit of analysis

The units of analysis comprise employees at the University of Dodoma that are College principals, School Deans, Heads, Directors, Academic and Administrative staff. The total units of inquiry also include all Colleges such as College of Humanities and Sciences, the College of Education, the College of Natural and Mathematical Sciences, the College of Earth Sciences, the College of Informatics and Virtual Education, the College of Health Sciences and the College of Business Studies and Law. The aforementioned unit if analysis were selected due to its representativeness.

3.6 Sample size, sampling techniques and procedures

3.6.1 Sample size

Sampling is the process of using or taking a sample. According to Krishnaswamy (2003), sample size refers to the exact number of items selected from a sample frame to constitute a sample. As quoted from Adam and Kamuzora (2008), "The exact number of items selected from a population to constitute a sample is what we call sample size". By considering the costs that would be incurred and the nature of the study, the study did not cover the whole population of the UDOM instead a sample size of 30% from each stratum was selected for data collection. The researcher selected the sample that completed the requirements of efficiency, representativeness, consistency and flexibility as College principals, School Deans,

HoDs, Directors, Academic and Administrative staffs are directly concerned with the implementation of strategic plan in the University.

The university consists of seven (7) Colleges. Each college has got a number of schools and each school has different units or departments. In favour of this study two (2) colleges out seven (7) colleges were sampled that is College of Business Studies and Law (CBSL) and College of Informatics and Virtual Education (CIVE). CBSL has two (2) schools, one school was sampled i.e. School of business and Mathematics which comprise five (5) departments, in which out of those five departments, two departments were sampled. From two departments' thirteen (13) Academic staff and thirteen (13) Administrative staff were sampled. Likewise, CIVE has two (2) Schools; one school was sampled i.e. School of informatics which comprises five (5) departments, in which two (2) departments department were sampled. From two departments' eighteen (18) Academic staff and eight (8) Administrative staff were sampled (See Table 3.1).

Table 3.1 Sample size for study

No.	Departments	Actual number	Sample (30%)	Total
1.	Dept. of Statistics & Economics			
	Academic staff	23	7	
2.	Dept. of Account and Finance			13
	Academic staff	20	6	
	Administrative staff	42	13	13
	Total staff to be sampled	26		
3.	Dept. of Business Information Technology			
	Academic staff	25	8	18
4.	Dept. of Computer Sciences	34	10	
	Administrative staff from College	25	8	8
	Total staff to be sampled	26		
5.	Management staff			
	College principals	7	2	2
	School Deans	17	5	5
	Heads of Depart	54	16	16
	Directors	9	3	3
	Total management staff to be sampled	26		
	Grand total sample size	78		

Source: Field data, 2019

3.6.2 Sampling techniques

Sampling technique gives a range of tactics that enable the researcher to minimize the amount of data required by considering only data from a sub group rather than all possible cases or elements (Saunders *et al.*, 2007: 204). The study applied probability and non-probability sampling techniques. The purposive sampling technique and simple random were employed at different stages of this study to obtain the sample.

Purposive sampling is a non-probability sampling technique where the researchers used prior knowledge to purposively choose respondents with rich information for the sample (Monnette *et al.*, 2008). Through this technique units of inquiry were obtained as per researcher's subjective judgment since a list of respondent's with potential information was known. In this study, the researcher's knowledge and judgment were used to sample the university, colleges, schools and departments. Likewise College principals, School Deans, HoDs and Directors were sampled purposively to constitute as sample because they are directly involved in all activities related to strategic plan at UDOM.

Simple random sampling technique was also used to sample Academic staff and Administrative staff in each department. The entire process of sampling the academic and administrative staff was done in a single step with each subject selected independently of the other members of the population. Thirty per cent (30%) of academic staff and administrative staff were picked randomly to make a sample. These were selected because members from two groups (academic and administrative staff) each group had similar characteristics and the researcher wanted to give equal chance for every unit of population to be included.

3.6.3 Sampling procedure

The researcher started by collecting the list of College principals, School Deans, HoDs, Directors, Academic and Administrative staff from the Directorate of human resource management which includes staff from different departments. Random and purposeful sampling procedures were used. These formed two sampling frames.

3.7 Measurement of variables

The dependent and independent variables in this study were measured as shown below:

3.7.1 Independent variables

3.7.1.1 Organisational resources

The organisational resource variable was measured by three items: whether or not the resources contributed to the achievement of objectives, uniqueness of resources and whether the resources were available on time. Resources measured for the study

include human resources, physical resources and financial resources. On the measurement of the availability of resources on time, percentages were calculated based on respondent's response.

3.7.1.2 Stakeholders

Johnson, Scholes & Whittington (2008) Stakeholders are unequal and various stakeholders are entitled to various consideration. Stakeholders were measured by asking the respondents to mention any contributions, funds and government policies that they know have an influence of SP implementations. In addition, respondents were asked to mention any challenges facing SP implementation in the organisation and the country in general. It was assumed that stakeholder's time consciousness has an influence on SP implementations.

3.7.1.3 Communication

Communication plays a very important role which needs managers to enforce a strong culture that embraces clear understanding of effective communications from all angles of the organisation. The communication variable was measured by three items such as time delivery of information, communication modes and styles and directives and feedback mechanisms. Respondents were asked how flows of communication such as top-down, bottom-up and multidirectional, meeting and circulars influence the implementation of SP at UDOM. The respondents were required to respond from "strongly agree" to "strongly disagree". Basing on the frequencies of the responses, percentages were calculated.

3.7.1.4 Organisational structure

Organisational structure is the extent to which a formal system of coordination, task allocation and supervision are directed towards the accomplishment of organisational goals or aims. This construct was measured by four items as follows: structural flexibility in providing opportunity for resource allocation on implementing SP, the degree of the delegation of authority, task/job- how is fairly well defined with few order and instructions and team working independently on a particular project that reports directly to top management. Respondents were asked how structural flexibility, delegation of authority, grouping of job/task and interdepartmental team

influence the implementation of strategic plan. Basing on the respondents' responses, frequency scores and percentages were calculated.

3.7.1.5 Leadership qualities

Leadership qualities are seen as the key ingredient in the effective implementation of SP towards attaining the organisational strategic direction. Ten leadership qualities of UDOM leaders were measured by using leadership quality index. Ten qualities that were measured are: honesty and integrity, self-confidence, problem solver, cognitive ability, delegates, communicator, collaborator, motivation, respects others and initiatives. Basing on the respondents' responses, frequency scores and percentages were calculated.

3.7.1.6 Leadership styles

Since leadership styles depends on the circumstance or situation including where the organisation is in its life cycle. The study measured the extent to which leadership styles at UDOM have influence on SP implementation. Leadership styles were measured in terms of involvement/participation, enforcement of decisions through punishments, speed of decision making and freedom of actions and promotion of individual growth for goal setting. Leadership styles for the study include authoritative, participative/democratic and laissez-faire leadership style. On the measurement of the available styles, percentages were calculated based on respondent's responses and frequency score.

3.7.2 Dependent variable

3.7.2.1 Strategic Plan

The implementation of SP in public university in Tanzania was dependent variable in this study. Implementation of SP was measured along five dimensions, namely time frame, stages and process, review period, planning horizon and feedback mechanisms. Data on SP implementation dimensions was obtained by asking respondents various questions. The response for "Yes" and "No" were considered. Likewise, percentages were calculated.

3.7.3 Demographic variables

Demographic variables that were measured and taken into consideration in this study were sex, age, education level and working experience that may influence employees in implementing strategic plan. The age structure was a giant implication on the implementation of strategic plan as different age-groups have various significant values and perceptions on strategic plan implementation. Sex was related to SP implementation as each gender category has different leadership styles. The difference in level of education (upper and lower level) and working experience also have an impact in implementing SP.

3.8. Research validity and reliability

Research reliability and validity are two principles used to judge the quality of all standardised quantitative measures.

3.8.1 Research validity

Research validity is the matter of whether an indicator that is planned to test a concept really measures that concept (Brayman, 2012:118). The purpose of measuring validity is to ensure that instruments such as questionnaires are consistently and reliably measuring something (Giddings & Grant, 2009:124). Creswell and Clark (2011:239) state that achieving validity involves using tactics that attend potential issues in data collection, data analysis and the interpretations that might compromise the integration of the quantitative or qualitative methods of the study and the conclusion drawn from either qualitative or quantitative or both. Therefore, it was essential for the researcher to choose the most suitable and accurate instrument as measurement tool for the study.

Prior to data collection the researcher used face validity to review and develop an informal opinion as to whether or not the instrument was measuring what it was supposed to measure. Also, content validity was used to pre-test the instruments whereby the researcher checked whether the items in the questionnaire answered the research objectives.

Validity also was enhanced by the triangulation of data gained from different methods. This study used multiple methods of data collection. The use of multiple

methods helped to enhance validity of information and the interpretability of the findings. Another way of enhancing validity was to share the research findings with the respondents (Creswell, 2009). The aim here was to make sure that the accounts provided represented the participants' understanding of the issues in question. To enhance validity the summary of the major study findings were discussed with the experts of SP in UDOM, Principals, Directors, Deans and HoD's who were available in briefing meetings that were conducted in January, 2019. In such meetings the comments about the findings were sought and those found useful were used to make some corrections in order to strengthen the arguments in the report.

3.8.2 Research reliability

Lodico, Spaulding & Voegtle, (2010) consider reliability as the consistency of scores that involve the ability of an instrument to produce approximately the same score for an individual over repeated testing. Furthermore reliability measure the degree to which a research instrument yields consistent results or data after repeated trials. For ensuring reliability the results of interview obtained and interpreted were taken back to the participants as a test in order to affirm and validate. Through this, the plausibility and truthfulness of the information were recognised and supported. The interview questions were also pre-tested to College principals, School Deans and HoD's in order to determine their understanding of the questions however thereafter no minor changes were made.

Likewise in this study reliability of the research instruments was done through test-retest technique. This involved administering of the same questionnaires and interview guide twice to the same group of subjects with a period drift between the earliest test and the next test in order to determine consistency of the results. Therefore, (Mulusa, 1998) argued that any reliable instrument should produce the expected results when used more than once to collect data from two samples drawn from the same population.

3.9 Data analysis

Data analysis is a process of examining what has been collected in a research and making deductions and inferences (Kombo & Tromp, 2009). Data analysis involves computation of scores for different measures. In addition, data analysis involves identifying and explaining issues, events or the models of relationship that exist among data groups (Kothari, 2004). The data analysis process can be qualitative or quantitative technique. In this study both were used.

3.9.1 Qualitative data analysis techniques

This approach involves analysis of qualitative data such as text data from interview transcripts. Qualitative analysis is greatly dependent on the researcher's analytical, integrative skills and individual knowledge of the social context where the data is collected. Qualitative data analysis entails organisation, identification of major categories, scrutiny, integrating and summarising data (Leedy & Ormrod, 2010:153). Qualitative techniques, namely qualitative content analysis and qualitative explanation building were used to analyse primary data obtained from interview as well as secondary data obtained from documentary review.

3.9.1.1 Qualitative content analysis

Bhattacharjee (2012) Qualitative content analysis is the systematic analysis of the content of a text (for example who says what, why, to whom, to what extent and with what effect) in a quantitative or qualitative manner. It is an approach that seeks to interpret big volumes of qualitative data by classifying it into different categories and themes. In this study, the primary data obtained from interview was analysed through qualitative content analysis. Since there were many texts to analyse, the researcher began by sampling a chosen set of texts from the population of texts for analysis. This process was not random instead texts that had more pertinent content were selected selectively. The researcher besides identified and applied rules to split each text into segments that were treated as separate units of analysis and the researcher applied one or more concepts to each unitised text segment in a process called coding. For the purposes of coding, a coding scheme was used based on the themes searched for or uncovered by the researcher as he classified the text. Ultimately, the researcher analysed the coded data, regularly both quantitatively and qualitatively in

order to determine which themes occur most frequently, in what contexts and how they are related to each other.

3.9.2.2 Qualitative explanation building technique

Kumar (2011) to explain a phenomenon is to stipulate a presumed set of causal link about it. These causal links are similar to the predictor variables in the formerly described use of rival explanations. Explanation of a phenomenon is to show how it is influenced by some contextual factors (Yin, 2003). This study focused on the influence of organisational resources, stakeholders, communication, organisational structure and leadership qualities and styles in implementing strategic plan at UDOM. The findings obtained from the study were used to build explanations about the implementation of SP in relation to the theoretical assumptions. The purpose of building explanation about the phenomena under the study was to arrive at conclusions about the influence of organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles on SP implementation in the study area i.e. UDOM.

3.9.2 Quantitative data analysis techniques

This approach requires the breaking down of data into constituents' part to obtain data to research questions (De vaus, 2002). The approach involves quantitatively analysis of numeric data collected in a research project using different statistical tools. Primary data obtained through questionnaire were analysed quantitatively using descriptive statistical analysis and multiple regression analysis.

3.9.2.1 Descriptive statistical analysis

De vaus (2002) defined descriptive analysis as an approach that statistically describing, combining and presenting the constructs of interest or associations between those construct The descriptive statistics were used for an analysis of the ordinal Likert scale data. Likert items include simply worded statements in which respondents indicate their extent of agreement or disagreement on a five-point scale ranging from "strongly agree" to "strongly disagree". The scale might be: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = strongly disagree and 5 = disagree (Bhattacharjee, 2012). This is expected to be valid since several studies have used

similar items and found them to be valid and reliable measures. In this study, most used Likert scale was 1= Very great extent 2= Great extent 3= Moderate extent 4= Less extent 5= Not at all. Percentages of respondents who picked each of the frequency measures above were computed to determine how organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles influencing implementation of strategic plan.

3.9.2.2 Multiple regression model

Multiple regression analysis is an approach used when the researcher has one dependent variable that is presumed to be a function of two or more independent variables. The aim of multiple regression analysis is to make a prediction about the dependent variable based on its covariance with all the concerned independent variables (Kothari, 2004). This study applied multiple regression analysis to determine a combination of predictor variables which forecasts dependent variables. This type of analysis furthermore measures the power of the relation between one or more independent variables and a target variable. In reference to this study, this type of analysis would be used to test whether the regression model holds under:

$$ISP = \beta_0 + \beta_1OR + \beta_2ST + \beta_3CO + \beta_4OS + \beta_5LQS$$

Whereby:

ISP = Implementation of Strategic Plan

OR = Organisational resources

ST = Stakeholders

CO = Communications

OS = Organisational structures

LQS = Leadership qualities and styles

β = Coefficients

Likewise, Statistical Package for the Social Sciences (SPSS) was used to analyse data and gave information on key demographic variables in this study. Statistical procedures in type of frequencies and percentages were used in which simple

comparison among variables were made. The results from the research were presented through graphs, pie charts and tables.

3.10 Data collection methods

Data collection method is about providing reliable and valid answers to investigative research questions (Ndunguru, 2007). In social science research investigative research questions usually focus on describing, explaining and correcting phenomenal social aspect such as conditions, behaviours, events, processes, or expectations. Both primary and secondary source were used to gather data and information from the UDOM employees. The fresh data were collected through questionnaires and interview guides and secondary data were secured through documentary review.

3.10.1 Primary data collection

3.10.1.1 Interview

Burns (1997: 329) defined an interview as a verbal interchange, regularly face to face though telephone could be used whereby an interviewer tries to elicit information, beliefs or opinions from another person. This consists of presentation of oral verbal stimuli and reply in terms of oral verbal responses. Mutually structured and unstructured interview were administered to get information on how organisational resources, stakeholders, communication, organisational structure and leadership qualities and styles influencing implementation of strategic plan at UDOM. Structured interview was used to the College principals and Directors because it follow a rigid procedure and unstructured was used to interview School Deans and HoD's due to its flexibility. The researcher used this method for the aim of finding the facts and opinions from College principals, School Deans, HoD's and Directors concerning to the problem. This method was used because College principals, School Deans and HoD's have no enough time to fill the questionnaires and fear of respondent to give irrelevant data due to the misunderstanding of the questionnaires.

3.10.1.2 Questionnaire

According to Kothari (2004) questionnaire comprise a number of questions printed or typed in a specific order on a form or set of forms The researcher used both

structured and unstructured questionnaires in order to obtain quantitative and qualitative data from employees. Questionnaires as the main data collection instrument composed of the form of closed and open ended questions. Closed questions were aimed at providing respondent's limited freedom to choose options offered while open ended questions gave respondents freedom to explain more on what she/he knows. Questionnaires were administered to Academic staff and Administrative staff in different departments. These helped to obtain information on how organisational structure, leadership qualities and styles, communication, organisational resources and stakeholders influencing implementation of strategic plan at UDOM.

3.10.2 Secondary data collection

3.10.2.1 Documentary review

In this study documentary review was used to collect secondary data. The researcher reviewed the existing literature for the purpose of complimenting the primary data. The researcher reviewed both published and unpublished documents related to this subject like books, journals, magazines and other findings from internet, research reports and policies. The researcher used documentary review since was helpful in acquiring statistical information as well other literature which could not be simply obtained through questionnaires. However with this method the researcher anticipated that some of documents would not be given out due to confidentiality hence some information would not be obtained easily by researcher.

3.11 Ethical consideration

Gravetter & Forzano (2016:99) contended that in order to avoid collisions between the researcher and participants ethical issues are integral throughout the research process. Based on that, the researcher complied with MZUMBE research ethics codes or protocol in which researcher secured introduction letter from the university which explained the aim of the study prior to field visit. Moreover, the researcher requested permission from the UDOM Vice Chancellor before conducting the study. Prior to the study the researcher obtained informed consent from the respondents Miller and Bell (2012:71) stressed that, consent must be obtained before the commencement of any research. In view of this, participants were fully informed

about a research scheme, purpose and probable outcomes of the study before they concurred to take part in order to comprehend and agreed willingly to the nature of the research and their role within it.

Also, the participants or respondents were given assurance that all information given would be used for academic purposes only and would be confidential. Moreover, in the reporting no individual names of respondents would be revealed. Loue (2002:147) affirmed that research involves collecting and storing data relating to individuals and groups where such data if disclosed to third parties can cause harm or distress. Therefore, in this study researcher protected such data by omitting information that might lead to the identification of individual subjects. Anonymity of respondents was ensured by limiting names identification. In this study participants or respondents were asked to participate voluntarily by responding to the questionnaires and interview without any intimidation.

Since it is unethical for researcher to provide invalid and unreliable data. Therefore to ensure validity and reliability of the research, researcher avoided creating, inventing or forging data that would be reported. Likewise, manipulation of materials, instruments, processes, omission of some data, changing results or findings were avoided since the involvement of researcher in these practices would violate the primary objective of research ethics which could mislead other scholars while at the same time undermining their own academic right.

3.12 Summary of the chapter

This chapter presented the research methodology and research techniques that were used to gather and analyse data for the present study. The study used both purposive and simple random sampling techniques to get the sample. The research methods used to collect data included questionnaires and interviews for primary data and documentary review for secondary data. This chapter also has explained how data were interpreted and presented. The next chapter four provides a detailed presentation, analysis and discussion of findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents discussion of the research findings with regards to the data collected from the respondents. The discussion of findings has been presented in line with specific objectives and research questions that guided the study. Therefore, the first section provides background information of the respondents and section two presents finding and discussion.

4.1 Demographic Profile of Respondents

This sub segment provides a clear understanding of the background information relating to the respondent in terms of cadre, gender, age, educational level, working experience and length of organisation.

4.1.1 Respondent's Cadre

According to *Business Dictionary (2013)* cadre refers to a little group of people mainly trained for a particular use or profession. Generally, every organisation has its own manager and chain of command. The study involved respondents from two cadres, namely Academic staff and Administrative staff. Academic staff constituted of twenty two (22) respondents comprising (37.93%) and Administrative staff constituted thirty six (36) respondents comprising (62.07%). This triangulation is important to the study as it enabled the researcher to obtain a representative sample which ultimately increased the reliability and validity of this study. This is clearly shown in Table 4.1.

Table 4.1 Respondent's Cadre

Cadre of Respondents	Frequency	Response (%)
Academic	22	37.93
Administrative	36	62.07
Total	58	100

Source: Field data, 2019

4.1.2 Respondent's Gender

Gender is defined by FAO (2003) as the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organising principle of societies and often governs the processes of production and reproduction, consumption and distribution. The respondent's gender was sought to establish the majority of employees in term of gender at UDOM. The findings revealed that forty one (41) were males amounting to (73.21%) and fifteen (15) were females comprising (26.79%) this suggests that still there is unfair gender balancing in Tanzania public sector despite of gender mainstreaming campaign. Some scholars such as Eden and Ackermann (2013) pointed out gender as among the cultural issues that affects execution of strategic plan in organisations. This is clearly shown in Table 4.2.

Table 4.2: Respondents gender distribution

Gender of Respondents	Frequency	Response (%)
Male	41	73.21
Female	15	26.79
Total	56	100

Source: Field data, 2019

4.1.3 Age of Respondents

Out of the total respondents of the university, 34.48% were less than 30 years of age while 50% were between the ages of 31-40 years. On the other hand, 15.52% of the respondents were between the ages of 41 and above. This indicates that the University of Dodoma is mainly dominated by the youth age group of the population. Similarly, the data reveal that majority of the University of Dodoma were men who comprised 73.21% of the total respondents. This is clearly shown on Table 4.3.

Table 4.3 Age Distribution of Respondents

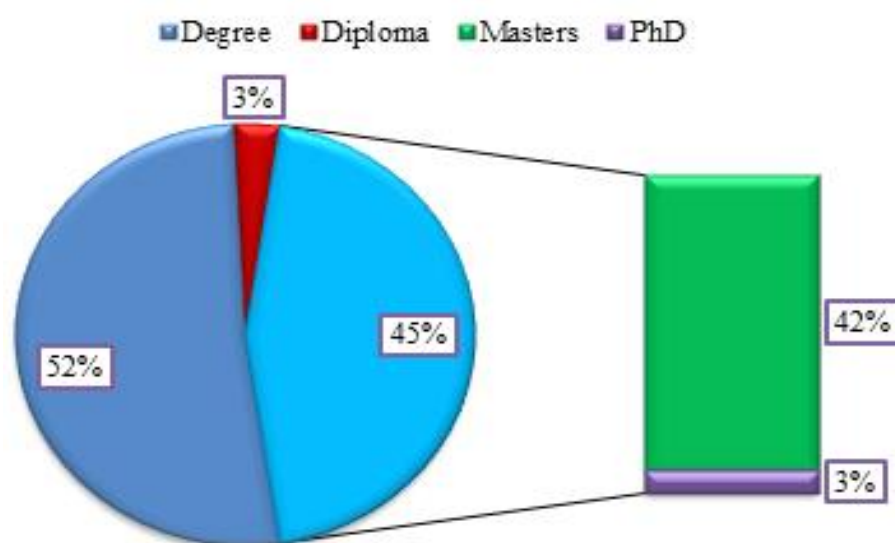
Age of Respondents	Frequency	Response (%)
Less than 30	20	34.48
31-40	29	50.00
41 and above	9	15.52
Total	58	100

Source: Field data, 2019

4.1.4 Education level of the Respondents

Education is one of the most important characteristics that may affect a person's attitude and the way of looking and understanding any particular social phenomenon. It is very important to know educational level of the respondents since their responses are likely to be determined by their education status. Table 4.3 shows that 3.23% have a Diploma level. It was further realised that mass of the respondents 51.61% had a Bachelor's degree, 41.94% had completed Master's degree and 3.23% had PhD level. Ferlie and Ongaro (2015) argued that strategic plans are not simple, but rather complex, requiring people with high level logistical skills. Data pertaining to education is presented in Figure 4.1.

Figure 4.1 Education levels of the Respondents

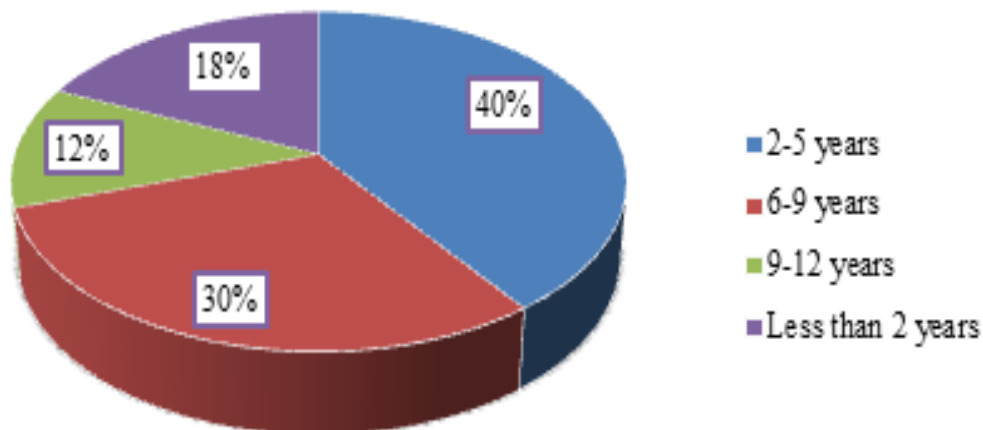


Source: Field data, 2019

4.1.5 Respondent's Work Experience

Long working duration of employees is very important that enabled the researcher together information applicable to the study. The researcher intended to extract information on the respondents working experience in the University of Dodoma for the purpose of knowing the length of service for each respondent. 18.33% of the respondents have worked with the university for less than two (2) years whilst the majority 40% had worked for two (2) to five (5) years. This shows that knowledge and experience matters where being able to understand the execution of strategic plan. It was also noted that 30% had worked for six (6) to nine (9) years and 11.67% had worked from nine (9) to twelve (12) years. Ghafoor (2013) noted employees with long services translate into valuable experience in the execution of strategic plans. This is shown in Figure 4.2.

Figure 4.2 Respondent's Work Experiences



Source: Field data, 2019

4.1.6 Length of your Organisation Existence

Ideally large organisations are expected to have existed for a long time. According to the contacted respondents, 9.68% said they existed in organisation for less than 5 years. 88.71% of respondents said they existed in organisation for the period of five (5) to fifteen (15) years and 1.61% of respondents said they existed in organisation for the period of fifteen (15) to twenty five years (25) however this was not realistic

based on the historical background of the university's establishment. This is shown in Table 4.4.

Table 4.4 Length of your Organisation Existence

Length of organisation	Frequency	Response (%)
Under 5 years	6	9.68
5 years - 15 years	55	88.71
15 years - 25 years	1	1.61
Total	62	100

Source: Field data, 2019

4.2 Implementation of strategic plan

Strategic plan is not enough without implementation. The implementation of strategic plan enables organisation to translate their strategies into actions (Pearce & Robinson, 1991). Therefore, this section investigated the dependent variable, whether the implementation of strategic plan is fully done in Tanzania Public Universities. Respondents were asked about:-

4.2.1 Development of strategic plan

A question on the development status of strategic plan at UDOM was asked. Respondents were given the main question which required them to answer yes or no. The question asked that "Does the University of Dodoma develop strategic plans?" As Table 4.5 indicates, the majority (96.72%) affirmed that the university develops strategic plan while very few (3.28%) did not see if the university develops a strategic plan. The 3.28% of respondents who disagreed was considered to be an issue of lack of awareness of employees.

Table 4.5 Development of strategic plan

Development of strategic plans	Frequency	Response (%)
Yes	59	96.72
No	2	3.28
Total	61	100

Source: Field data, 2019

4.2.2 Relevance of strategic plan in organisations

A question on the relevance of strategic planning in public organisations was asked. Respondents were given the main question which required a response of yes or no. The question asked that “Do you think strategic planning is relevant in public organisations?” As Table 4.6 indicates, the majority (91.94%) affirmed that SP is relevant in public institutions while (8.06%) did not see if SP is relevant in public institutions.

Table 4.6 Relevance of strategic plan in organisations

Relevance of strategic plan	Frequency	Response (%)
Yes	57	91.94
No	5	8.06
Total	62	100

Source: Field data, 2019

4.2.3 Period for strategic plan implementation

A question on the period of implementing strategic plan was asked. Respondents were given the main question which required a response of short term, medium term or long term. The question asked that “Over what period of time has your organisation been implementing strategic plans?” As Table 4.7 indicates, the majority (49.15%) affirmed that strategic plan is implemented over long term period while (40.68%) affirmed that strategic plan is implemented over medium term period and (10.17%) affirmed that strategic plan is implemented over short term period.

Table 4.7 Period for strategic plan implementation

Period for strategic plan implementation	Frequency	Response (%)
Short term	6	10.17
Medium term	24	40.68
Long term	29	49.15
Total	59	100

Source: Field data, 2019

4.2.4 Plan reviewed

A question on the period for reviewing strategic plan was asked. Respondents were given the main question which required a response of After 1 years, After 3 years or After 5 years. The question asked that “How often are these plans reviewed?” As Table 4.8 indicates, the majority (41.07%) affirmed that strategic plan is reviewed after each 5 years while (37.50%) affirmed that strategic plan is reviewed after each 3 years and (21.43%) affirmed that strategic plan is reviewed after 1 year.

Table 4.8 Period for reviewing strategic plan

Plan reviewed	Frequency	Response (%)
After 1 year	12	21.43
After 3 years	21	37.50
After 5 years	23	41.07
Total	56	100

Source: Field data, 2019

4.2.5 Feedback on implementation of SP

A question about feedback on implementation of strategic plan was asked. Respondents were given the main question which required a response of yes or no. The question asked that “Does the organisation gives feedback on the implementation of strategic plan on structured durations?” As Table 4.9 indicates, the majority (56.67%) affirmed that the organisation gives feedback on the execution of SP on structured durations while (43.33%) did not see if the organisation gives feedback on the execution of SP on structured durations.

Table 4.9 Feedback on implementation of SP

Feedback on implementation of SP	Frequency	Response (%)
Yes	34	56.67
No	26	43.33
Total	60	100

Source: Field data, 2019

4.2.6 Success in planning and controlling SP

A question on what extent has university succeeded in planning and controlling strategic plan was asked. Respondents were given the main question which required a response of very great extent, great extent, moderate extent and little extent. The question asked that “To what extent has university succeeded in planning and controlling SP? As Table 4.10 indicates, the majority (52.54%) affirmed that the university has succeeded in planning and controlling strategic plan at great extent. (35.59%) affirmed that the university has succeeded in planning and controlling strategic plan at moderate extent. (10.17%) affirmed that the university has succeeded in planning and controlling strategic plan at very great extent while (1.69%) affirmed that the university has succeeded in planning and controlling strategic plan at very little extent.

Table 4.10 Extent of success in planning and controlling SP

Extent of success in planning & controlling SP	Frequency	Response (%)
Very great extent	6	10.17
Great extent	31	52.54
Moderate extent	21	35.59
Little extent	1	1.69
Total	59	100

Source: Field data, 2019

4.2.7 Anticipated time frame for SP implementation

A question on the implementation of strategic plan within anticipated time frame was asked. Respondents were given the main question which required a response of yes or no. The question asked that “Does the implementation of SP at UDOM happen within the anticipated time frame? If “No” what factor (s) hinder the implementation process? As Table 4.11 indicates, the majority (53.06%) affirmed that the implementation of SP at UDOM happen within the anticipated time frame

while (46.94%) did not see if the implementation of SP at UDOM happens within the anticipated time frame.

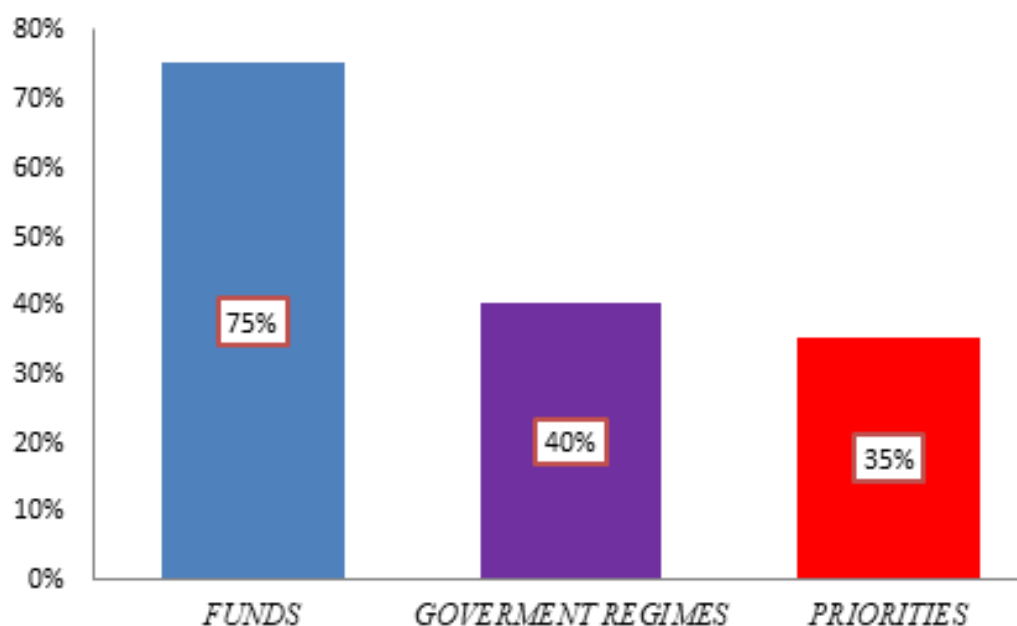
Table 4.11 Anticipated time frames for SP implementation

Anticipated time frame for SP implementation	Frequency	Response (%)
Yes	26	53.06
No	23	46.94
Total	49	100

Source: Field data, 2019

Since the question required respondents said “No” to stipulate out factors which hinder the implementation process within anticipated time. The responses were as follows: 46.94% of respondents stipulated those factors such as shortage of funds, change of priorities according to the existing government regime and lack of top management support. These factors are indicated in Figure 4.3.

Figure 4.3 Factors hinder the implementation of SP within time frame



Source: Field data, 2019

4.3 Factors influencing implementation of strategic plan

The general purpose of this study was to investigate factors influencing implementation of strategic plan in public universities in Tanzania. This is in the

light of the fact that in Tanzania, public universities have started getting serious about strategic plan implementation because of the recognition of challenges they faced today. This research aimed to find out influence of organisational resources in implementing strategic plan at UDOM, to assess the extent to which stakeholders influence implementation of strategic plan at UDOM, to establish the extent to which communication influence implementation of strategic plan at UDOM, to examine how the existing structure affect the implementation of strategic plan at UDOM and to examine how leadership qualities of UDOM affect implementation on strategic plan.

4.3.1 Organisational resources in Strategic Plan Implementation

This segment investigated the influence of organisations’ resources on the implementation of strategic plans at UDOM. The respondents were asked “Do you think the organisation’s resources influence implementation of strategic plans in your organisations?” As Table 4.12 indicates that the majority (78%) agreed on the influence of an organisation’s resources on executing strategic plan while (22%) did not see any influence of organisational resources on the implementation of strategic plans. The finding implied that in the university the successfulness of strategy implementation is more dependent on various resources such as financial, human and material resources. Therefore, the university should have a basis for mobilisation and effective utilisation of these resources.

Table 4.12 Organisational resources influence execution of SP

Organisational resources influence SP	Frequency	Response (%)
No	13	22
Yes	48	78
Total	52	100

Source: Field data, 2019

The finding is further supported by Director of planning and investment who said;

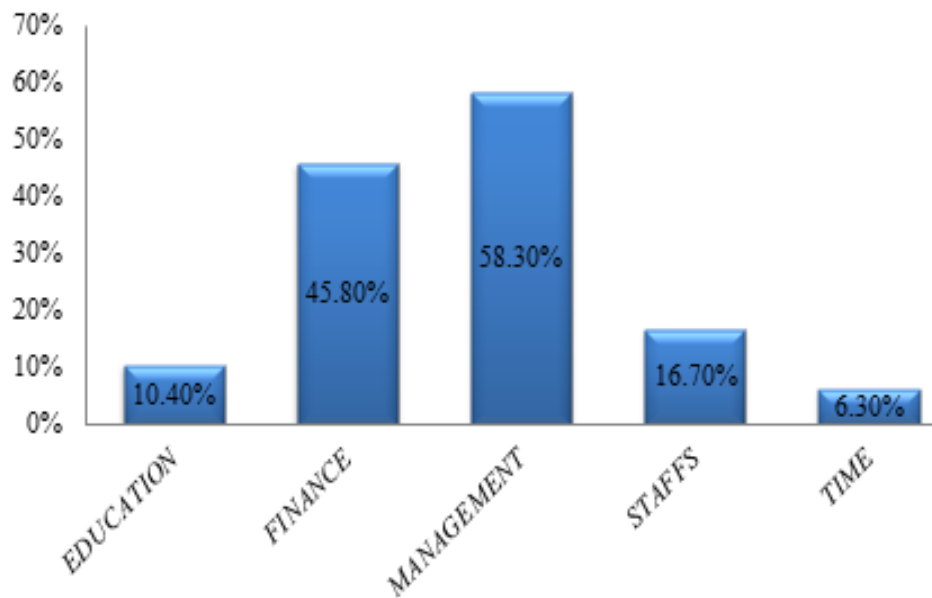
This is our third strategic plan which we are implementing now since the establishment of the university. But the successfulness of our strategic plan implementation depends on the availability of resources such as human, financial and materials (physical) such as infrastructure whereby without resources we could hardly implement our strategic plan.

Also during interview, Chief internal auditor complained that;

Implementation of our strategic plan through annual budget sometimes fails since it has many cost implications. Therefore, financial resources should be taken as key than other resources for successful implementation of SP.

Besides; the question required respondents said “Yes” to explain in which ways organisational resources influence implementation of SP. The majority (58.3%) see organisational resources influence SP implementation through Management by sharing various SP objectives with all staffs. (45.8%) said organisational resources influence SP implementation through financial by funding various activities stipulated out in SP. (16.7%) said organisational resources influence SP implementation through the presence of competent staff in various vacant. (10.4%) said organisational resources influence SP implementation through education in which on job training regarding SP issues are offered and (6.3%) said organisational resources influence SP implementation through time management since university SP is implemented as per the phase. The results concur with those of other scholars who argued that failure to effectively implementation of SP in public universities relies on the ways of utilising resources as result leading to massive misuse of limited government allocations as well as time wasting and poor services delivery (Kitonga, 2012). These ways are indicated in Figure 4.4.

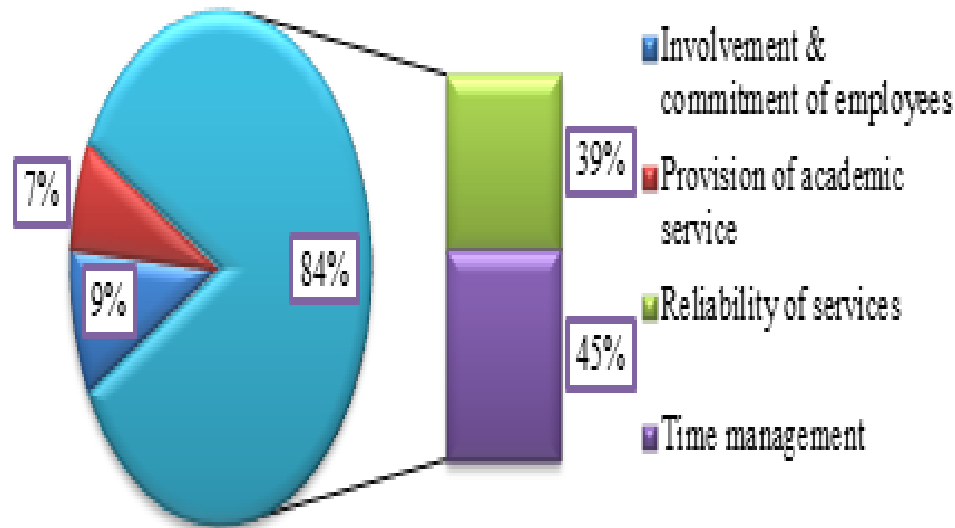
Figure 4.4 Ways in which organisational resources influence implementation of SP



Source: Field data, 2019

Also, the study investigated the role of organisational resources in implementation of strategic plan in UDOM. As Figure 4.5 indicates, the majority (45.49%) stated that organisational resources play a role of time management in executing strategic plan while (38.58%) see that organisational resources has a role in ensuring reliability of service all the time. (6.76%) of respondents stated further that resources play a great role of ensuring provision of academic services and (9.15%) see that organisational resources has a role of strengthening employees involvement and commitment. However the finding stipulated the aforementioned roles of organisational resources but still the implementation of SP is not smoothly in the university since the university depends on receiving the main bulk of financial resources from student's fees as well government allocations to perform its roles. The result concurs with other scholars who argued that organisational resources have a vital role in implement strategic plan (Abok, Gakure, Waititu and Ragui, 2013).

Figure 4.5 Role of organisational resources in implementation of SP



Source: Field data, 2019

The finding is further supported by Director of ICT during an interview who claimed that;

At our university organisational resources play a great role in implementing SP. For instance, financial resource is used to fund activities established in strategic plan under directorate especially payment of internet bundle with, development of market driven software and payment of labour charges. It is clear that without resources we can't implement our strategic plan.

Moreover, the study investigated that if there specific resources which hinder successful execution of SP in organisation. The results in Table 4.13 indicates that the majority (68.3%) affirmed that lack of availability of organisational resources acts as an obstacle towards strategic plan implementation while (31.7%) did not see if there specific resources that hinder execution of strategic plan. The finding implied that 31.7% are unaware as to whether specific resources are closely linked with strategic planning and has a great impact on its implementations. However, it is clear that allocation of resources is of vital to support a chosen strategy.

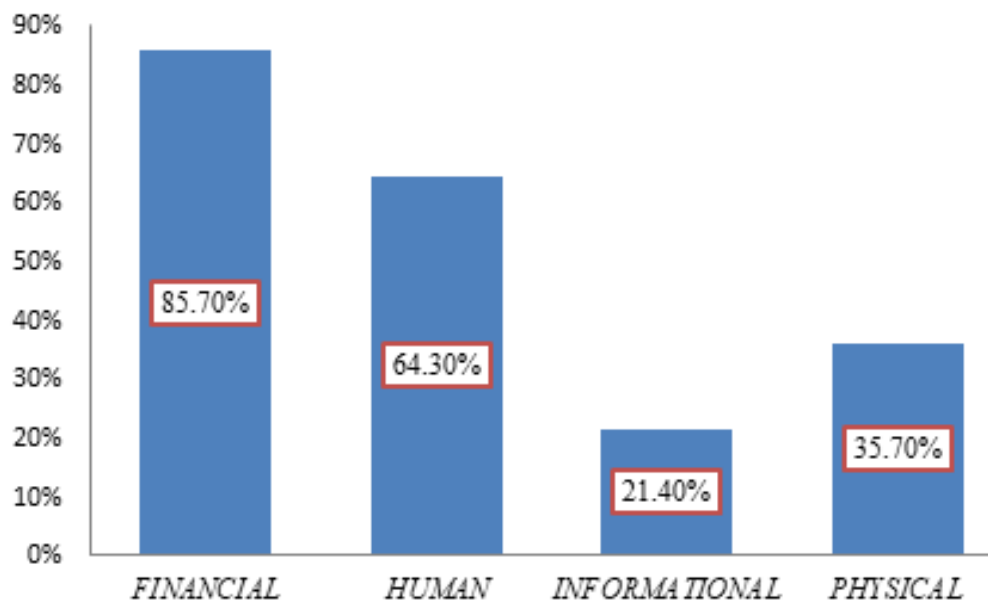
Table 4.13 Specific resources that hinder execution of SP

Specific resources hinder successful execution of SP	Frequency	Response (%)
No	19	31.7
Yes	41	68.3
Total	60	100

Source: Field data, 2019

The most mentioned resources by majority (68.3%) which hinder successful execution of strategic plan in organisation includes financial resource, Human resource, Physical resource and Informational resource. The finding implied that without resources strategic planning implementation is difficult and may cause hurdles no matter how good SP it is. The finding concurs with other scholars who argued that implementation of some SP fail since enough resources were not allocated to ensure successfully and smoothly implementation (Sterling, 2003). These resources are indicated in Figure 4.6.

Figure 4.6 Specific resources that hinder execution of SP



Source: Field data, 2019

The finding above is also supported by Dean School of informatics and virtual education. When researcher interviewed he said;

Lack of skilled and dedicated staffs in areas of market driven software and insufficient fund resulted in failure of achievement of objectives established in the university strategic plan as well it's general implementation.

Table 4.14 Extent to which organisational resources influence SP implementation.

Extent to which organisational resources influence execution SP	Frequency	Response (%)
Very great extent	19	32.2
Great extent	22	37.3
Moderate extent	9	15.3
Less extent	2	3.4
Not at all	7	11.9
Total	59	100

Source: Field data, 2019

Also, with the use of five-point Likert scale the study investigated four sub-variables which were considered include (a) human resources, (b) financial resources, (c) material resources and (d) information resources on how they influence implementation of strategic plans in public universities in Tanzania. The questions in relation to sub-variables required respondents to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all.

Human Resources

In respect to human resources, the question investigated to what extent human resources positively affect implementation process of SP. The results in Table 4.15 indicate that the majority (47.5%) affirmed that human resources positively affect implementation process of SP to the very great extent while (36.1%) see that human resources positively affect implementation process of SP to the great extent. (6.6%) also affirmed that human resources positively affect implementation process of SP to the moderate extent while (3.3%) see the human resources positively affect implementation of SP to the less extent. It was further noted that (6.6%) did not see at all if human resources positively affect implementation process of SP in organisation. This finding implied that human resources positively affect

implementation process of SP in the university due to the tendency of recruiting, training and retaining adequate number of staff to cope with the expanding enrolment. This makes the academic programmes of UDOM marketable and acceptable throughout the country.

Table 4.15 Extent to which human resources positively affect SP implementation

Extent to which human resources positively affect SP implementation	Frequency	Response (%)
Very great extent	29	47.5
Great extent	22	36.1
Moderate extent	4	6.6
Less extent	2	3.3
Not at all	4	6.6
Total	61	100

Source: Field data, 2019

The finding above is also supported by the one of key informants during interview, who said;

Presence of many skilled and expertise human resources in various university positions affect positively the implementation of a previous strategic plan since the nature of work in the university is very tedious. It is clear that the university always focuses in hiring and motivating human resources for the better attainment of SP objectives.

Since the question required respondent to explain how human resources positively affect implementation process of SP. The majority (78.3%) see human resources positively affect implementation of SP due to the availability of enough staff filled various positions while (17.4%) see effectiveness of human resource at managerial level being a reason and (4.3%) see good communication of employees being a reason. The finding implied that it is significant for the university to instill confidence among the employees about their future and future career growth as an incentive for SP implementation in the organisation. This result concurs with other researchers who argued that human resources have fundamental position in the implementation of any strategy (Nyakeriga, 2015).

Financial Resources

Regarding financial resources, the question investigated to what extent financial resources affect achievement of strategic objectives in an organisation. The outcomes in Table 4.16 signify that the majority (65.0%) affirmed that financial resources affect achievement of strategic objectives in an organisation to the very great extent while (21.7%) see that financial resources affect achievement of strategic objectives in an organisation to the great extent. (8.3%) also affirmed that financial resources affect achievement of strategic objectives in an organisation to the moderate extent while (5.0%) did not see at all if financial resources affect achievement of strategic objectives in an organisation. Besides; no one (0.0%) said financial resources affect achievement of strategic objectives in an organisation to the less extent. The results implied that financial resource in the university is directly linked to the activities of SP in which cost cutting strategies are used to ensure efficient use of attained funds. This strategy (cost cutting) minimized dependence of government support with consideration that the government has many financial commitments. This arguments has been concurred with other scholars who argued that effectively and efficiently implementation of strategic plan relies on the stringent budgets allocated (Deogratus, 2009).

Table 4.16 Extent to which financial resources affect achievement of strategic objectives

Extent to which financial resources affect achievement of strategic objectives	Frequency	Response (%)
Very great extent	39	65.0
Great extent	13	21.7
Moderate extent	5	8.3
Not at all	3	5.0
Total	60	100

Source: Field data, 2019

Likewise, the question required respondent to explain why financial resources affect achievement of strategic objectives in an organisation The majority (80.0%) see financial resources affect achievement of strategic objectives in an organisation due to the lack financial support from various donors while (8.9%) see delay of fund due to poor organisation being a reason and (11.1%) see absence of financial goals and

mission being a reason. The results suggest that the University of Dodoma should try to find out other sources of revenue to finance the execution of SP activities and increasing the level of the university's contribution to its recurrent budget. In order to achieve this, university should establish investments and resources mobilization units.

Material Resources

In respect to material resources, the question investigated to what extent adequate and valuable material resources affect implementation process of SP. The results in Table 4.17 indicate that the majority (44.6%) affirmed that adequate and valuable material resources affect implementation process of SP to the very great extent while (26.8%) see that adequate and valuable material resources affect implementation process of SP to the great extent. (17.9%) also affirmed that adequate and valuable material resources affect implementation process of SP to the moderate extent while (10.7%) did not see at all if adequate and valuable material resources affect implementation process of SP. Besides; no one (0.0%) said adequate and valuable material resources affect implementation process of SP to the less extent. The above results suggest that adequate and valuable material resources affect implementation process of SP through sufficient infrastructures such as lecture rooms, office spaces and accommodation facilities which accommodate diversity groups. Despite the presence of these infrastructures still the university lack specially designed outdoor spaces for students learning and limited outdoor, wireless and reliable internet access.

Table 4.17 Extent to which material resources affect implementation process of SP

Extent to which material resources affect implementation process of SP	Frequency	Response (%)
Very great extent	25	44.6
Great extent	15	26.8
Moderate extent	10	17.9
Not at all	6	10.7
Total	56	100

Source: Field data, 2019

The finding above is also supported during interview by one of the key informant from Directorate of human resources and administration who said;

Material resources such as building and teaching facilities affect implementation of previous strategic plan whereby the enrolment of students increased due to the availability of enough accommodation. The university still focus on the accomplishment of construction phase for the improvement of learning as well working environment.

Moreover, the question required respondent to explain how adequate and valuable material resources affect implementation process of SP. The majority (86.1%) see that adequate and valuable material resources affect implementation process of SP through the availability of quality materials (tools and equipment) while (5.6%) see that material resources help human resources to implement their objectives and (8.4%) see that adequate and valuable material resources reduce unnecessary expenses (financial expenditure). The above result implied that SP implementation is very demanding and without adequate and valuable material resources it is difficult to implement and may end up putting it aside. Therefore, the university management should ensure the availability of different resources to make a formulated strategy into reality.

Information Resources

Regarding information resources, the question investigated to what extent reliable and timely information flow affects execution process of SP in organisation. The results in Table 4.18 indicate that the majority (43.9%) affirmed that reliable and timely information flow affects execution process of SP in organisation to the very great extent while (29.8%) see that reliable and timely information flow affects execution process of SP in organisation to the great extent. (12.3%) also affirmed that reliable and timely information flow affects execution process of SP in organisation to the moderate extent while (3.5%) said reliable and timely information flow affects execution process of SP in organisation to the less extent and (10.5) did not see at all if reliable and timely information flow affects execution process of SP in organisation. The finding implied that employees of the university are not on the same information level since there many layers in the university. This sometimes

results in lower level of consensus in regards to strategic plan implementation. The results concur with those of other scholars who argued that there is a necessity to plan for communication and public relations which is fully funded for easy execution of strategy (Gedi and Muturi, 2016).

Table 4.18 Extent to which informational flow affects execution process of SP

Extent to which informational flow affects execution process of SP	Frequency	Response (%)
Very great extent	25	43.9
Great extent	17	29.8
Moderate extent	7	12.3
Less extent	2	3.5
Not at all	6	10.5
Total	57	100

Source: Field data, 2019

The finding above is further supported by Dean School of Business and Mathematics who said;

Timely information flow from top to down and down to top in large university like this is very essential because with timely sharing of information of SP, employees feel a sense of ownership hence easily execution process of SP.

The question further required respondent to explain how reliable and timely information flow affects execution process of SP in organisation. The majority (57.6%) see that reliable and timely information flow affects execution process of SP in organisation through provision of feedback timely while (15.2%) see that reliable and timely information create awareness of activities stipulated in SP and (27.3%) see that reliable and timely information flow enable employees to assess well the target and objectives stipulated in SP. The results suggest the need for university to strengthen information flow among its stakeholders in which current and correct information about the university developments, SP implementation should be shared on the website and other media.

4.3.2 Stakeholders in Strategic Plan Implementation

This section examined the influence of stakeholders on the implementation of SP at UDOM. The respondents were asked “Does the university operate without the influence of stakeholders in implementing strategic plan?” Table 4.19 shows that the widely respondents (59.6%) did not agreed if the university operates without the influence of stakeholders in executing strategic plan while (40.4%) see that the

university can operate without the influence of stakeholders in implementing strategic plans. The finding implied 40.4% affirmed the operation of the university without the influence of stakeholders due to unawareness. It is clear that the university has many stakeholders include among others, students, parents, the government, staff, service providers, development partners, mass media, financial institutions, employers, alumni, Ministry of Education, Treasury Registrar, Parliament and the general public. All these stakeholders in one way or another have influence in SP implementation since each stakeholder has own expectations in accordance to the service offered to them by the university.

Table 4.19 University operates without the influence of stakeholders in SP

University operates without the influence of stakeholders in SP	Frequency	Response (%)
No	34	59.6
Yes	23	40.4
Total	57	100

Source: Field data, 2019

The finding above is further supported by Principal College of informatics and virtual educations who said;

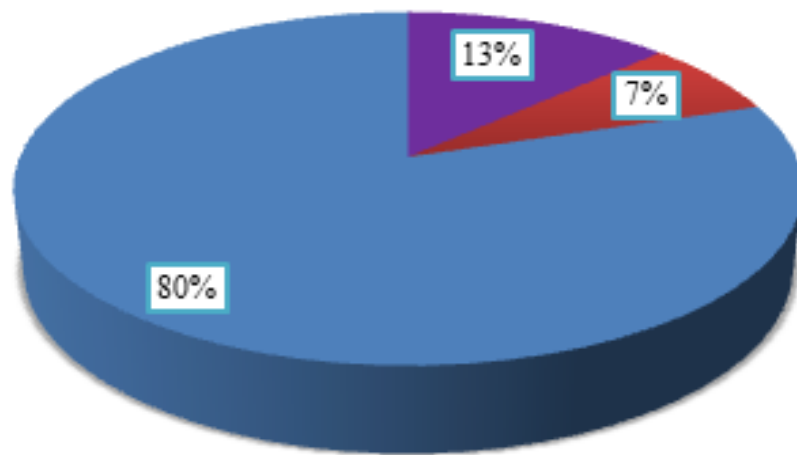
This is our third strategic plan which we are implementing now. The successfulness of our strategic plan implementation depend on the university stakeholders include among others, students, parents, the government, staff, service providers, development partners, mass media, financial institutions, employers, alumni, Ministry of Education, Treasury Registrar, Parliament and the General public whereby without these stakeholders we could hardly implement our strategic plan.

Besides; the question required respondents said “No” to explain in which ways stakeholders influence implementation of SP. The majority (80.0%) see that stakeholders influence SP implementation through executing themselves what has been stipulated in SP. (13.3%) said that stakeholders influence SP implementation through fund/financial contribution while (6.7%) said stakeholders influence SP implementation through implementing directives issued. This finding implied that stakeholders should be well handled through trust building and transparency since without them strategic plan will be devoid. The results concur with other scholars

who argued that stakeholders have direct and indirect influence on execution of SP in any organization (Abok, 2013; Rajasekar, 2014). These ways are indicated in Figure 4.7.

Figure 4.7 Ways in which stakeholders influence SP implementation

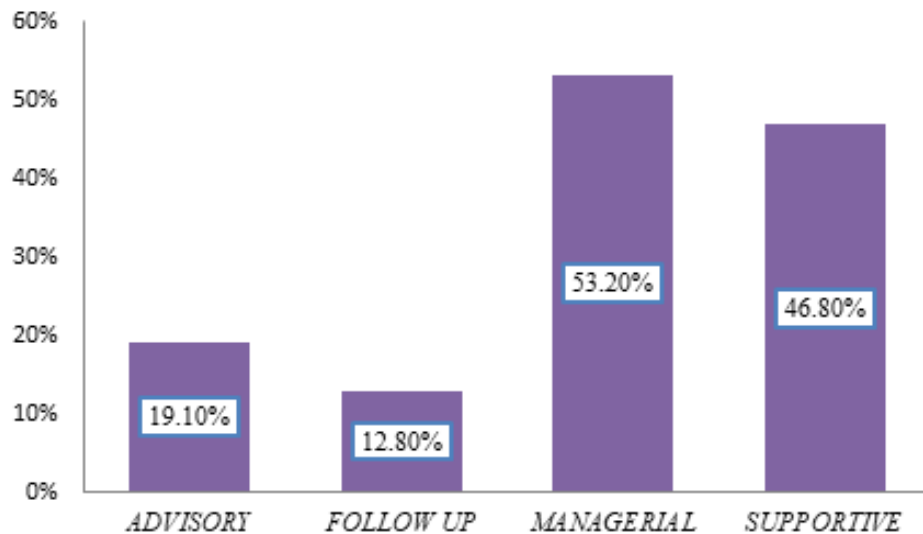
■ Directve implementations ■ Financial contributions ■ SP activities



Source: Field data, 2019

Also, the study investigated the role of stakeholders in implementation of SP at UDOM. As Figure 4.8 indicates, the majority (53.2%) stated that stakeholders play a role of advisory by advising management on various issues regarding SP implementation. (46.8%) see that stakeholders have a supportive role in ensuring SP execution. (19.1%) of respondents stated further that stakeholders play managerial role while (12.8%) see that stakeholders have a follow up role in various decision regarding service delivery as indicated in SP of the university. Based on these result stakeholders need to understand their roles and engage in SP implementation. Without playing their roles then the strategy will fail. The results consent with other scholars who argue that the role of stakeholders in implementation of SP cannot be ignored (Lynch, 2012; Gebhardt & Eagles, 2014).

Figure 4.8 Role of stakeholders in implementation of SP



Source: Field data, 2019

The finding above is further supported by Acting Principle College of business studies and law who identified some roles of stakeholders during interview, he said;

Students have a financial role of paying the university fees in order to support various activities need to be carried out as per SP; Staff have a role of carrying out their duties diligently to meet the strategic objectives of the university and Government has a role of ensuring strategic plan implementation adhere with national policy, ruling part manifestly plan as well as government priorities and other guidelines.

Moreover, with the use of five-point Likert scale the study investigated two sub-variables which were considered include (a) contributions and funds and (b) time consciousness on how they influence implementation of SP in public universities in Tanzania. The questions in relation to sub-variables required respondents to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all.

Contributions and funds

In respect to contributions and funds, the question investigated to what extent contributions and funds from stakeholder's influences implementation of strategic

plan in organisation. The results in Table 4.20 indicate that the majority (37.9%) affirmed that contributions and funds influence implementation of SP in organisation to the great extent while (6.9%) see that contributions and funds influence implementation of SP in organisation to the less extent. (31.0%) also affirmed that contributions and funds influence implementation of SP in organisation to the very great extent while (13.8%) see that contributions and funds influence implementation of SP to the moderate extent. It was further noted that (10.3%) did not see at all if contributions and funds have influence in implementation of SP in organisation. The results suggest contributions and funds from stakeholder's influences implementation of strategic plan in the university since the fund for development activities from government has been declining year after year. For the financial year 2016/2017 the University of Dodoma did not receive any fund from the government for both development and OC activities.

Table 4.20 Extent of contributions and funds in SP implementation

Extent of contributions and funds in SP implementation	Frequency	Response (%)
Very great extent	18	31.0
Great extent	22	37.9
Moderate extent	8	13.8
Less extent	4	6.9
Not at all	6	10.3
Total	58	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of Business and Information Technology who said;

Contribution and fund from stakeholders increase the level of university income to its recurrent budget in implementing strategic plan. It is clear that UDOM investments and resource mobilization unit was established in 2018 for the purpose of mobilizing funds from various stakeholders of the university.

Besides; the question further required respondent to explain how contributions and funds from stakeholder's influences implementation of strategic plan in organisation. The majority (39.3%) see that contributions and funds influence SP implementation due to the availability of financial resources in most time while (25.0%) see that

contributions and funds facilitate provision of feedback on various project timely and (35.7%) see that contributions and funds ensure time management in carrying out various activities planned in the university SP. The results concur with other scholars, who argued that contributions and funds are apparent during strategic planning in public entities (Gedi & Muturi, 2016). Therefore, there is a need for university to use fund obtained from stakeholders to implement some planned activities such as completion of construction of the remaining colleges. These are College of Natural and Mathematical Sciences and College of Earth Sciences. These two colleges each have only one building.

Time consciousness

Regarding time consciousness, the question investigated the extent to which stakeholder's time consciousness positively affects execution process of SP in organisation. The outcomes in Table 4.21 indicates that the majority (42.6%) affirmed that stakeholder's time consciousness positively affects execution process of SP in organisation to the great extent while (9.3%) see stakeholder's time consciousness positively affects execution process of SP in organisation to the less extent. (18.5%) also affirmed that stakeholder's time consciousness positively affects execution process of SP in organisation to the very great extent while (18.5%) see that stakeholder's time consciousness positively affects execution process of SP in organisation to the moderate extent. It was further noted that (11.1%) did not see at all if stakeholder's time consciousness positively affects execution process of SP in organisation. The results suggest stakeholder's time consciousness positively affects execution process of SP. The time available to complete the implementation of SP activities within the university has an impact on stakeholder's roles. The finding concurs with other scholars who argued that some strategies fail because of stakeholder's time unconsciousness to successfully implement those strategies (Sterling, 2003).

Table 4.21 Extent of Stakeholders time consciousness in implementing SP

Extent of stakeholders time consciousness in implementing SP	Frequency	Response (%)
Very great extent	10	18.5
Great extent	23	42.6
Moderate extent	10	18.5
Less extent	5	9.3
Not at all	6	11.1
Total	54	100

Source: Field data, 2019

Since the question required respondent to explain how stakeholder's time consciousness positively affects execution process of SP in organisation. The majority (66.7%) see that stakeholder's time consciousness positively affects execution process of SP by speeding up various decision agreed regarding SP while (33.3%) stakeholder's time consciousness positively affects execution process of SP in organisation by scheduling of strategic plan activities to be carried out as per the university almanac. The finding implied that stakeholders received timely various report regarding SP implementation. These reports were prepared on quarterly, semi-annually, annually, or on demand basis from time to time. The reporting plans were in accordance to requirements as directed.

Additionally, the study investigated if the compliance of stakeholders with government policies influences implementation of strategic plan in organisation. The respondents were asked "Do you think compliance of stakeholders with government policies influence implementation of strategic plan in your organisation?" As Table 4.22 indicates that the majority (64.3%) agreed that compliance of stakeholders with government policies influences implementation of strategic plan in organisation while (35.7%) did not see if compliance of stakeholders with government policies influences implementation of strategic plan in organisation. The finding suggests the compliance of stakeholders with government policies should also be aligned with various national and International development strategies and planning frameworks such as Tanzania Development Vision 2025, National Five Year Development Plan (2016/17–2020/21), Ruling Party Manifesto (2015–2020) and Sustainable Development Goals (SDGs) 2015. This argument concurs with other scholars who

argue that the government policies and other tools can directly or indirectly influence SP implementation (Hrebiniak, 2013; Rajasekar, 2014; Gebhardt, & Eagles, 2014).

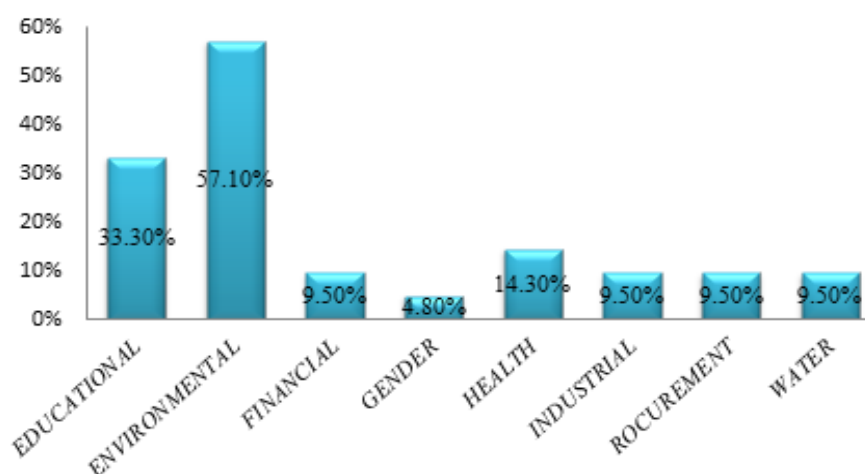
Table 4.22 Compliance of stakeholders with government policies

Compliance of stakeholders with government policies	Frequency	Response (%)
No	20	35.7
Yes	36	64.3
Total	52	100

Source: Field data, 2019

Since the question required respondents said “Yes” to stipulate out which government policies do stakeholders complied in implementation of SP. (64.3%) of Respondents stipulated those policies as procurement policy, financial policy, education policy, industrial and investment policy, health policy, water policy and gender policy. This finding suggests the need for university to analyse government policies which are politically driven activity. The analysis could deduce stakeholder’s challenges in SP implementation. These policies are indicated in Figure 4.9.

Figure 4.9 Government policies complied by stakeholders



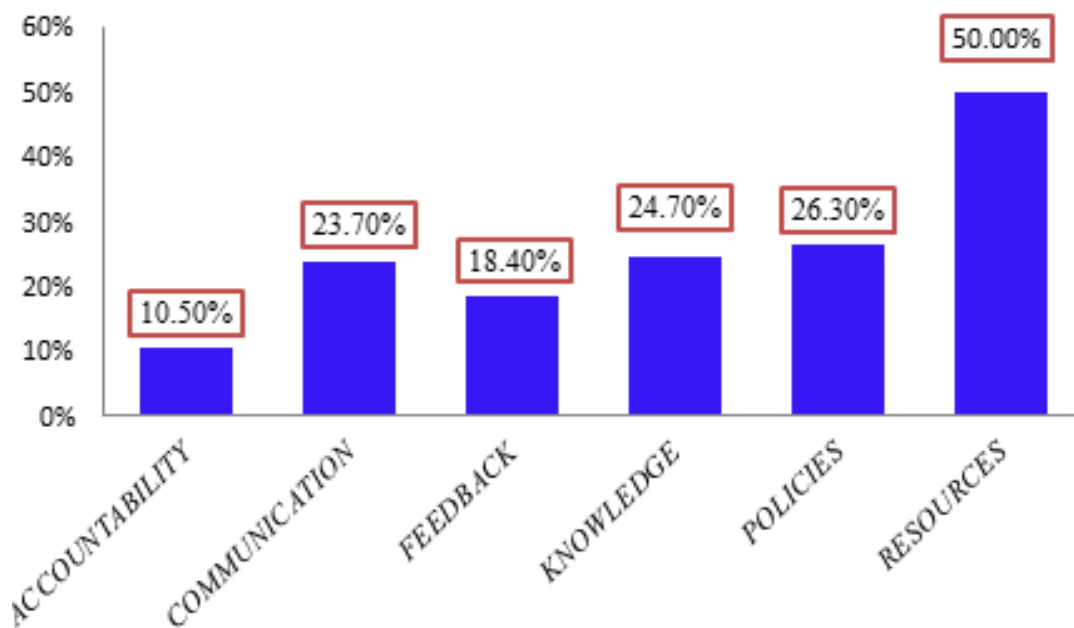
Source: Field data, 2019

The above finding is further supported by HoD Department of information systems who claimed that;

We are now implementing a third university strategic plan. The successfulness of previous strategic plan implementation was influenced by various government policies including, among them, education policy, gender policy and industrial policy. It is undoubtedly that the university lacks some internal policies such as gender policy. However, such policy started to be developed and required to operationalize by June, 2020.

Finally, in the aspect of stakeholders, the study investigated challenges from stakeholders that organisation encounter in implementing strategic plan. The respondents were asked “What challenges from stakeholders your organisation encounter in implementing strategic plans? As Figure 4.10 indicates that the majority (26.3%) stated that change in policies and regulation is a great challenge while minority (7.9 %) stated that competition and technology is a great challenge. Other mentioned challenges include delay of the resources, untimely feedback, poor knowledge, ineffective communication and absence of accountability and transparency. The finding indicates the need for the University to develop strong relationship with all stakeholders based on mutual trust and cooperation in order to minimize stakeholder’s challenges and gain competitive advantage over other universities that do not. These challenges are shown below:

Figure 4.10 Encountered challenges in organisation from stakeholders



Source: Field data, 2019

The above finding is also supported by one key informant from School of Physical Sciences who identified some challenges organisation encountered from stakeholders in implementing SP, he said;

The implementation of third strategic plan is a great challenge due to shortage of funds to implement some planned activities, shortage of qualified students to meet the university demand, inadequate number of senior academic and administrative staff and inadequate infrastructure such as offices, lecture rooms, and accommodation facilities in some colleges.

4.3.3 Communication in Strategic Plan Implementation

This part investigated the influence of communication on the implementation of SP in organisation. The respondents were asked “Do you think communication influence implementation of strategic plans in your organisations?” As Table 4.23 indicates that the majority (81.4%) agreed that communication has an influence on executing strategic plan in organisation while (18.6%) did not see any influence of communication on the implementation of strategic plans. 18.6% see communication has no influence in SP implementation due to their unawareness. The finding concur with other scholars who argues that effective communication systems are required in implementing SP to make sure that everyone within the organisation shares the vision, mission, objectives and values (Dransfield, 2001).

Table 4.23 Communication influence SP implementation

Communication influence SP implementation	Frequency	Response (%)
No	11	18.6
Yes	48	81.4
Total	59	100

Source: Field data, 2019

The finding is further supported by HoD Economic and statistics who said;

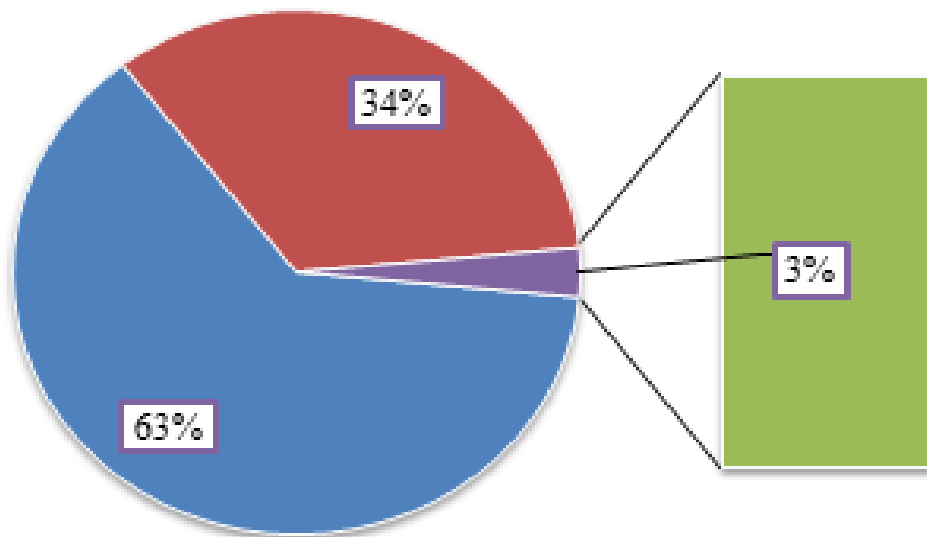
Successfulness of our strategic plan implementation depends on the effectiveness of communication both vertically and horizontally whereby reports such as monthly report, quarterly report, semi-annually report and

annually report are well communicated to all stakeholders of the university particularly staff.

Furthermore; the question required respondents said “Yes” to explain in which ways communication influence implementation of SP. The majority (62.9%) see that communication influence SP implementation through decision making. (34.3%) said communication influence SP implementation through feedback while (2.9%) said communication influence SP implementation through delivering instructions and orders on time. The result suggests that communication promotes successful strategy implementation in the university since it conveys information as to why the new strategic decision was made. This argument concur with other scholars who argued that communication has a vital role of describing what new responsibilities, tasks, and duties need to be carried out by the staff or employees so as to implement the SP (Heide & Johannessen, 2002). These ways are shown in Figure 4.11:

Figure 4.11 Ways in which communication influence SP implementation

■ Decision making ■ Feedback ■ Instructions and order



Source: Field data, 2019

Likewise, the study investigated to what extent communication flow in organisation permits and solicits questions from employees about the implementation of SP. The results in Table 4.24 indicates that the majority (30.9%) affirmed that communication flow in organisation permits and solicits questions from employees about the implementation of SP to the great extent while (5.5%) see that communication flow in organisation permits and solicits questions from employees about the implementation of SP to the less extent. (18.2%) also affirmed that communication flow in organisation permits and solicits questions from employees about the implementation of SP to the very great extent while (29.1%) see that communication flow in organisation permits and solicits questions from employees about the implementation of SP to the moderate extent. It was further noted that (16.4%) did not see at all if communication flow in organisation permits and solicits questions from employees about the implementation of SP. The finding implied that communication flow in the university determine the reporting channels in which employees are in good position to make informed decisions and allow clear flow of information from the top to the bottom of the pyramid in regards to SP implementation.

Table 4.24 Extent to which communication flow permits and solicits questions from employees about SP implementation

Extent to which communication flow permits and solicits questions	Frequency	Response (%)
Very great extent	10	18.2
Great extent	17	30.9
Moderate extent	16	29.1
Less extent	3	5.5
Not at all	9	16.4
Total	55	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of Management Sciences who said;

While implementing our third strategic plan; Directorates, Colleges, Schools and Departments has adopted two-way-communication program that permits and solicits questions from employees about issues regarding the formulated

strategy and thus informing the employees about the new requirements, tasks and activities to be performed by the affected employees.

Similarly, with the use of five-point Likert scale the study investigated three sub-variables which were considered include (a) multidirectional flow of communication (b) top – down floor of communication and (c) bottom – up flow of communication on how they influence implementation of strategic plans in organisation. The questions in relation to sub-variables required respondents to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all.

Multidirectional flow of communication

In respect to multidirectional flow, the question investigated to what extent multidirectional flow of communication affects implementation of SP in organisation. The results in Table 4.25 indicate that the majority (29.4%) affirmed that multidirectional flow of communication affects implementation of SP in organisation to the great extent while (15.7%) see that multidirectional flow of communication affects implementation of SP in organisation to the less extent. (15.7%) also affirmed that multidirectional flow of communication affects implementation of SP in organisation to the very great extent while (19.6%) see that multidirectional flow of communication affects implementation of SP in organisation to the moderate extent. It was further noted that (19.6%) did not see at all if multidirectional flow of communication affects implementation of SP in organisation. The finding implied that SP is communicated well to all employees in the university and not limited to the top managers only because employees are the ones who participated much in its execution in most cases.

Table 4.25 Multidirectional flow of communication affects implementation of SP

Multidirectional flow of communication affects implementation of SP	Frequency	Response (%)
Very great extent	8	15.7
Great extent	15	29.4

Moderate extent	10	19.6
Less extent	8	15.7
Not at all	10	19.6
Total	51	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of Economic law who said;

Multidirectional flow of communication facilitates sharing of information to employees as the result of active participation and engagement of employees in various dialogues regarding university strategic changes and its implementation.

Besides; the question further required respondent to explain why multidirectional flow of communication affects implementation of SP in organisation. The majority (31.6%) see that multidirectional flow of communication affects implementation of SP in organisation due to presence of many communication barriers while (15.8%) see that multidirectional flow of communication affects implementation of SP in organisation due to the presence of different communication channel. (26.3%) see that multidirectional flow of communication affects implementation of SP in organisation due to ineffective chain of command and (26.3%) also see that multidirectional flow of communication affects implementation of SP in organisation due to untimely flow of information. The results concurs with other scholars who argued that in organisation there must be multidirectional flow of communication using different medium that connect individuals and their roles to the vision and success of the strategic planning (Lam & Mickee, 2004).

Top-down flow of communication

In respect to top-down flow, the question investigated to what extent top-down flow of communication affect implementation of strategic objectives in an organisation. The results in Table 4.26 indicates that the majority (39.6%) affirmed that top-down flow of communication affect execution of strategic objectives in an organisation to the very great extent while (3.8%) see top-down flow of communication affect execution of strategic objectives in an organisation to the less extent. (37.7%) also

affirmed that top-down flow of communication affect execution of strategic objectives in an organisation the great extent while (15.1%) see that top-down flow of communication affect execution of strategic objectives in an organisation to the moderate extent. It was further noted that (3.8%) did not see at all if top-down flow of communication affect execution of strategic objectives in an organisation. The result indicates that in the university there is two ways communication process that provide information to improve understanding about SP and motivating staff towards its implementation. Therefore, communication in the university is not seen as a one-off activity owned by to management only throughout the implementation process.

Table 4.26 Top-down flow of communication affects implementation of SP

Top-down flow of communication affect implementation of SP	Frequency	Response (%)
Very great extent	21	39.6
Great extent	20	37.7
Moderate extent	8	15.1
Less extent	2	3.8
Not at all	2	3.8
Total	53	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of Business Administration who said;

Effective communication between top managers and subordinates contributed to the successfulness of our previous strategic plan. It is clear that information regarding strategic plan is well disseminated from top to down levels through staff circulars, meeting and letters whereby without this we could possibly fail in its implementation.

Further, the question required respondents to explain why top-down flow of communication affects implementation of strategic objectives in an organisation. The majority (73.3%) see that top-down flow of communication affects implementation of strategic objectives in an organisation due to ownership in decision making by every organisation member while (26.7%) see that top-down flow of communication affects implementation of strategic objectives in an organisation due to provision of chances to give out their views. The result corresponds with other scholars who argued that top down flow of communication ensure the organisations operate as one unit which is bounded by the focus of strategic planning at all level of organisation (Keith, 2001).

Bottom-up flow of communication

In respect to bottom-up flow, the question investigated to what extent bottom-up flow of communication affects implementation process of SP. The results in Table 4.27 indicate that the majority (34.6%) affirmed that bottom-up flow of communication affect implementation process of SP to the very great extent while (9.6%) see that bottom-up flow of communication affect implementation process of SP to the less extent. (30.8%) also affirmed bottom-up flow of communication affect

implementation process of SP to the great extent while (13.5%) see bottom-up flow of communication affect implementation process of SP to the moderate extent. It was further noted that (11.5%) did not see at all if bottom-up flow of communication affect implementation process of SP. This result suggests that in the university bottom up flow of communication sometimes do not help top management to easily receive feedback about SP implementation from employees and middle management without fear of distortion.

Table 4.27 Bottom-up flow of communication affects implementation of SP

Bottom-up flow of communication affects implementation of SP	Frequency	Response (%)
Very great extent	18	34.6
Great extent	16	30.8
Moderate extent	7	13.5
Less extent	5	9.6
Not at all	6	11.5
Total	52	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of Private law who said;

Bottom up flow of communication positively affects the implememntaion of strategic plan by ensuring feedback is provided timely to the top managers however this is not always the case because of some communication barriers in implementing SP.

The question again required respondent to explain why bottom-up flow of communication affect implementation process of SP. The majority (43.4%) see that bottom-up flow of communication affect implementation process of SP due to delay in information and feedback while (30.0%) see that bottom-up flow of communication affects implementation process of SP due too much involvement of staff and (26.7%) see that bottom-up flow of communication affect implementation process of SP due poor communications from top management. The finding implied

that the university is compounded with several layers of management which are involved in SP implementation which lead to the lack of consensus of various level hence creating barriers that slow the implementation of strategy. Therefore, bottom up flow of communication may yield better results in SP implementation only if it is more participatory and well monitored.

Additionally, the study investigated that if there specific there specific communication channels that influence execution of SP in organisation. The results in Table 4.28 indicate that the majority (58.2%) did not see if there specific communication channels that influence execution of strategic plan in organisation while (41.8%) affirmed that there specific communication channels that influence execution of strategic plan in organisation. 58.2% who see that communication channels have no influence in SP implementation is due to their unawareness.

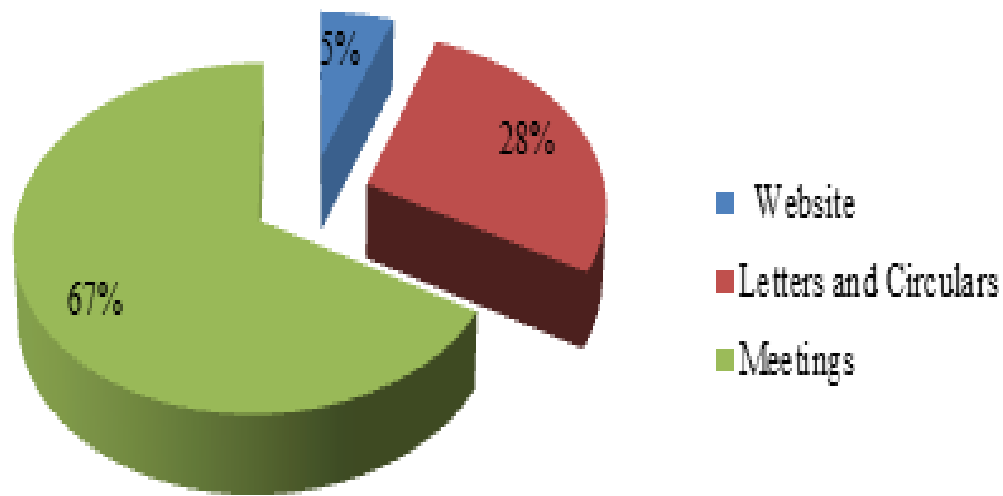
Table 4.28 Specific communication channels that influence execution of SP

Specific communication channels that influence execution of SP	Frequency	Response (%)
No	32	58.2
Yes	23	41.8
Total	55	100

Source: Field data, 2019

Since respondents who said “Yes” were required to mention those communication channel that influence execution of SP. The most mentioned communication channels include meeting (66.7%), letters and circulars (27.8%) and website (5.6%). The finding implied that the most used communication channel in the university in regards to SP implementation is meeting where several university management formal meeting are carried out such as HRMC, PEFC and Council. The result concurs with other scholars who argued that organisations where staffs have simple access to the top management through supportive communication channels outperform in strategic planning than those with more restrictive communication environments (Hrebiniak, 2013). These communication channels are indicated in Figure 4.12.

Figure 4.12 Communication channels that influence execution of SP



Source: Field data, 2019

The study also investigated if employees receive feedback on the implementation of SP. The results in Table 4.29 indicate that the majority (55.8%) did not see if they do receive feedback on the implementation of SP while (44.2%) affirmed that they do receive feedback on the implementation of SP. The result coincide with those of other scholars who argued that feedback mechanism is a key factor in strategic planning implantation since with continuous feedback, organisations are able to determine whether strategies are producing the intended outcomes (Heide & Johannessen, 2002).

Table 4.29 Employees receive feedback on the implementation of SP

Employees receive feedback on the implementation of SP	Frequency	Response (%)
No	29	55.8
Yes	23	44.2
Total	52	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

We normally received feedback on our strategic plan implementation however not timely. To facilitate feedback mechanism, currently the university management agreed to establish college level newspaper across the entire university starting from December, 2018. With this, SP could easily be implemented.

The study further investigated the extent to which information on SP implementation is received through meeting channel. Five-point Likert scale was used in which respondents were required to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all. The results in Table 4.30 indicate that the majority (26.4%) affirmed that information on SP implementation is received through meeting channel to the very great extent while (9.4%) see information on SP implementation is received through meeting channel to the less extent. (26.4%) also affirmed that information on SP implementation is received through meeting channel to the great extent while (18.9%) see that information on SP implementation is received through meeting channel to the moderate extent. It was further noted that (18.9%) did not see at all if information on SP implementation is received through meeting channel. This result implied that the university has consistent meetings on various days based on the department level where they discuss any change within the university including SP matters. Those meetings includes Departmental Meeting, School Board, College Board, PEFC, HRMC, Senate as well Council. UDOM decision making in regards to SP implementation is highlighted as a pyramid starting from the bottom being functional level to business level and finally to the corporate level and opposite to that.

Table 4.30 Extent in which information on SP implementation is received through meeting channel

Extent in which information on SP implementation is received through meeting channel	Frequency	Response (%)
Very great extent	14	26.4
Great extent	14	26.4
Moderate extent	10	18.9
Less extent	5	9.4
Not at all	10	18.9
Total	53	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

The successfulness of previous strategic plan implementation depends on the availability of information regarding SP. The university management provides information related to SP through various meeting such as Planning and Estate Committee (PEFC), Human Resource Management Committee (HRMC) as well the university council. It is clear that without these meeting we could hardly implement our strategic plan.

Also, the study the investigated to what extent circulars channel positively affects execution of SP implementation in organisation. The results in Table 4.31 indicate that the majority (31.4%) affirmed that circulars channel positively affects execution of SP implementation in organisation to the moderate extent while (7.8%) see that circulars channel positively affects execution of SP implementation in organisation to the less extent. (27.5%) also affirmed that circulars channel positively affects execution of SP implementation in organisation to the great extent while (13.7%) see that circulars channel positively affects execution of SP implementation in organisation to the very great extent. It was further noted that (19.6%) did not see at all if circulars channel positively affects execution of SP implementation in organisation. The result above suggest that circulars positively affect execution of SP in which the university management tend to disseminate circulars during budget preparation to heads of Section, Units and Directorate as a reminder to ensure they are actively participating in the exercise and their budget are submitted timely for further actions.

Table 4.31 Extent in which circulars channel positively affects execution of SP

Extent in which circulars channel positively affects execution of SP	Frequency	Response (%)
Very great extent	7	13.7
Great extent	14	27.5
Moderate extent	16	31.4
Less extent	4	7.8
Not at all	10	19.6
Total	51	100

Source: Field data, 2019

Besides, the study investigated to what extent challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely. The results in Table 4.32 indicate that the majority (30.6%) affirmed that challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely to the great extent while (10.2%) see that challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely to the less extent. (18.4%) also affirmed that challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely to the very great extent while (26.5%) see challenges on SP implementation which require involvement of college principals, school deans or HoD's were communicated to them timely to the moderate extent. It was further noted that (14.3%) did not see at all if challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely. The implication of this finding is, in the university successfulness of SP implementation relied on sharing of SP challenges timely whereby HoDs, Deans and Principals are assigned responsibilities and roles which need to be communicated to the employee, ensure they understand them and are ready for changes. This argument concurs with those of other scholars who argued that the communication challenges could be due to the organisation layer of the institution which may lead to the creation of hurdles to the execution of the strategic activities which had been planned (Heide and Johannessen, 2002).

Table 4.32 Challenges on SP implementation requiring involvement of College Principals, School Dean and HoD's

Extent in which Challenges on SP implementation requiring involvement of College Principals, School Dean and HoD's	Frequency	Response (%)
Very great extent	9	18.4
Great extent	15	30.6
Moderate extent	13	26.5
Less extent	5	10.2
Not at all	7	14.3
Total	49	100

Source: Field data, 2019

More to the point, the study investigated the extent to which reliable and timely flow of directives affects execution process of SP in organisation. The results in Table 4.33 indicate that the majority (46.0%) affirmed that reliable and timely flow of directives affects execution process of SP in organisation to the great extent while (8.0%) see that reliable and timely flow of directives affects execution process of SP in organisation to the less extent. (16.0%) also affirmed that reliable and timely flow of directives affects execution process of SP in organisation to the very great extent while (16.0%) see reliable and timely flow of directives affects execution process of SP in organisation to the moderate extent. It was further noted that (14.0%) did not see at all if reliable and timely flow of directives affects execution process of SP in organisation. The results suggest that reliable and timely flow of directives affect execution process of SP whereby the top management disseminates directives to middle and lower level managers and other employees. Furthermore, the results implied that in the university reliable and timely directives affect SP implementation because it lead to the consensus at various level of university hence foster the implementation of strategy despite of several management layers compounded in the university.

Table 4.33 Extent in which reliable and timely flow of directives affects execution of SP

Extent in which reliable and timely flow of directives affects execution of SP	Frequency	Response (%)
Very great extent	8	16.0
Great extent	23	46.0
Moderate extent	8	16.0
Less extent	4	8.0
Not at all	7	14.0
Total	50	100

Source: Field data, 2019

With the use of five-point Likert scale, the study further investigated if in the university there are identifiable gaps and challenges of communication on SP implementation. Respondents were needed to select the following options: 1 = strongly agree, 2 = agree 3 = neutral 4 = disagree and 5 = strongly disagree.

The results in Table 4.34 indicate that the majority (30.0%) agreed that in the university there are identifiable gaps and challenges of communication on SP implementation while (16.0%) disagreed that in the university there are identifiable gaps and challenges of communication on SP implementation. (20.0%) strongly agreed that in the university there are identifiable gaps and challenges of communication on SP implementation while (16.0%) strongly disagreed that in the university there are identifiable gaps and challenges of communication on SP implementation. It was further noted that (18.0%) were neutral if in the university there are identifiable gaps and challenges of communication on SP implementation. The result suggests that there are identifiable gaps and challenges of communication on SP implementation and this result concurs with other scholars who argue that communication has been demonstrated to be important in strategy implementation however challenges of communication do exist (Lam & Mickee, 2004).

Table 4.34 Identifiable gaps and challenges of communication in SP implementation

Identifiable gaps and challenges of communication in SP implementation	Frequenc y	Response (%)
Strongly agree	10	20.0
Agree	15	30.0
Neutral	9	18.0
Disagree	8	16.0
Strongly disagree	8	16.0
Total	50	100

Source: Field data, 2019

Moreover, the question required respondent to mention identifiable gaps and challenges of communication in SP implementation in the university. The majority (30.0%) mentioned those challenges are the university is scattered, unawareness of staff members and influence of stakeholders. The finding implied the need for the university to consider effective communication as vital in every aspect of strategy implementation in order to overcome any communication challenges which may cause barriers in its implementation. The finding further concurs with those of other scholars who argued that communication challenges could be due to the organisation layer of the institution which may lead to the creation of obstacles to the

implementation of the strategic activities which had been planned (Heide and Johannessen, 2002). The results are shown in Figure 4.13 below.

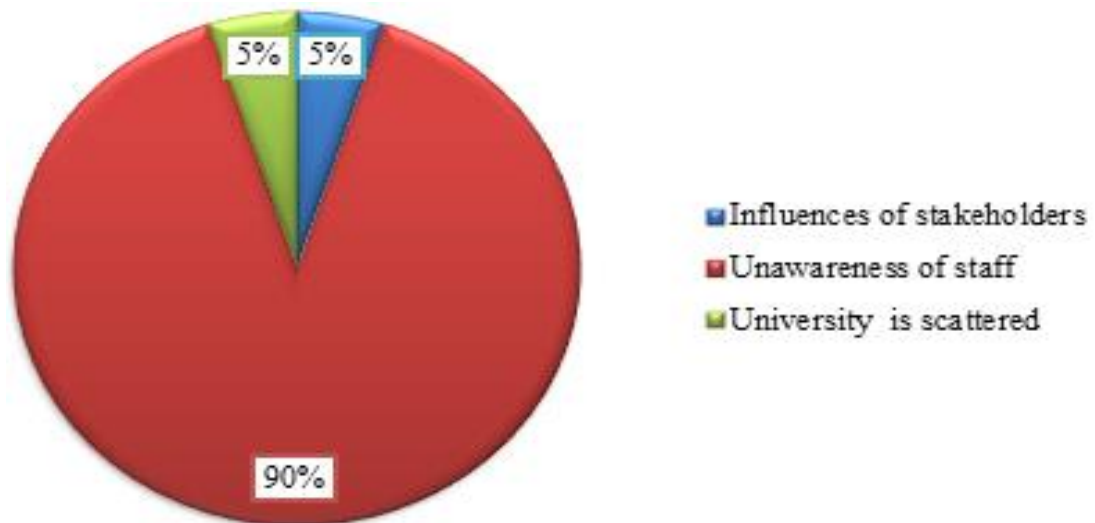


Figure 4.13 Identifiable gaps and Challenges of communication in SP implementation

Source: Field data, 2019

4.3.4 Organisational structure in Strategic Plan Implementation

This segment investigated the influence of organisational structure on the implementation of SP at UDOM. The respondents were asked “Does the organisational structure influence implementation of strategic plan in your organisation?” As Table 4.35 indicates that the majority (68.5%) agreed that organisational structure has influence on executing strategic plan while (31.5%) did not see any influence of organisational structure on the execution of strategic plans. The finding concur with other scholars who argue that successful strategy implementation depends to a large extent on the organisation’s structure because it is the structure that identifies key activities within the organisation and the manner in which they will be coordinated to achieve the strategy formulated (Mwangi, 2014).

Table 4.35 Organisational structure influences SP

Organisational resources influence SP	Frequency	Response (%)
No	17	31.5
Yes	37	68.5
Total	54	100

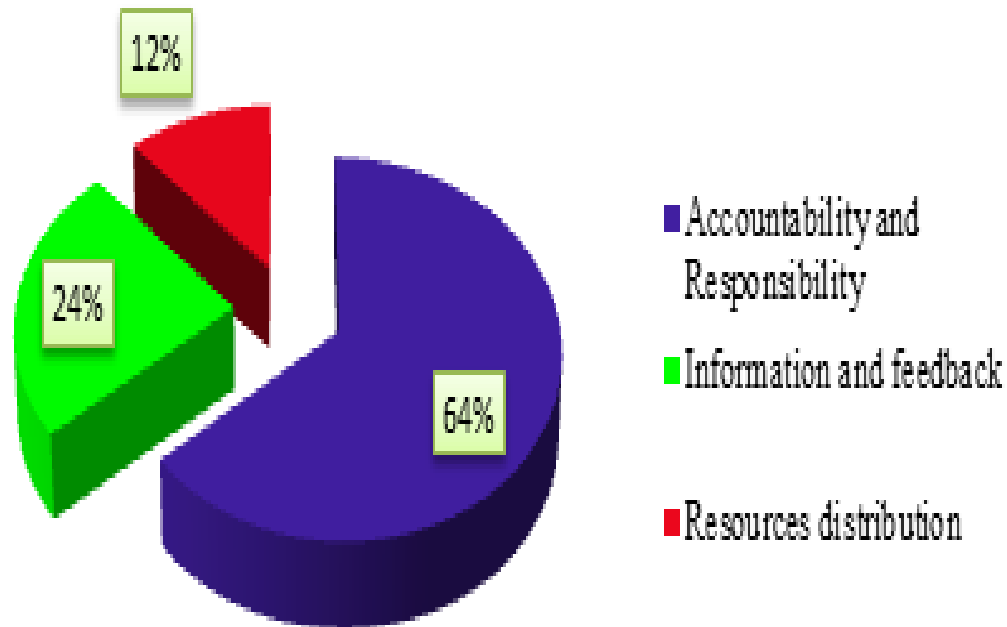
Source: Field data, 2019

The finding above is further supported by one of the key informant while interviewing. He said;

This is our third strategic plan we are implementing now. The successfulness of previous strategic plan implementation depends on the university structure. The university structure is of decentralisation in which Colleges, Directorates, Schools and Departments have semi-autonomous in some issues and others have a full autonomy. It is clear that without this structure we could hardly implement our strategic plan.

Also; the question required respondents said “Yes” to explain in which ways organisational structure influence implementation of SP. The majority (61.5%) see that organisational structure influence SP implementation through accountability and responsibility as per hierarchy. (23.0%) said organisational structure influence SP implementation through timely flow of information and feedback as per structure while (15.5%) said that organisational structure influence SP implementation through distribution of resources as per structure. These findings reveal that although public universities are structured as bureaucracies still the structure inherent some characteristics and ways that make successfully implementation of strategic planning. The result concurs with those of other scholars who argue that an organisation should be structured in manner that it can respond to pressure from the environment (Thompson and Strickland, 2008). These ways are indicated in Figure 4.14.

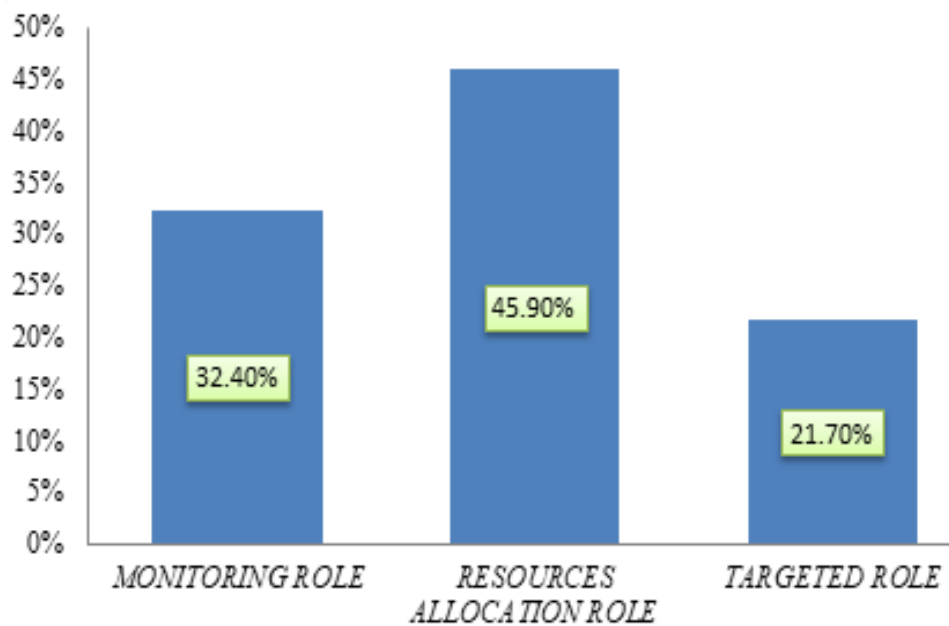
Figure 4.14 Ways in which organisational structure influences SP implementation



Source: Field data, 2019

The study further investigated the role of organisational structure in implementation of SP in UDOM. As Figure 4.15 indicates, the majority (45.9%) stated that organisational structure has a resources allocation role in executing strategic plan while (32.4%) see that organisational structure facilitates monitoring the implementation of SP. (21.6%) of respondents stated further that organisational structure enhances ensuring that objectives and target of organisation are achieved as per SP. This finding suggests that the university structure is complex due to different interactions between people involved in the academic arena. Therefore, the structure acknowledges the problem of blurred responsibilities through monitoring the SP implementation, ensures resources allocation and achievement of target established. The finding concurs with those of other scholars who argued that organisational structure helps in giving out a visual description of two major things; resource allocation and the decision-making process (Rajasekar, 2014).

Figure 4.15 Role of organisational structure in SP implementation



Source: Field data, 2019

The finding above is further supported by HoD Department of Virtual Education Delivery who identified some roles of organisational structure during interview, he said;

The university structure plays a pivotal role of facilitating equal distribution of resources among its units. Besides; with organisational structure some activities such as budgeting has been smoothed hence easy execution of strategic plan.

Likewise, with the use of five-point Likert scale the study investigated three sub-variables which were considered include (a) structural flexibility (b) structring of task and job and (c) delagation of authority on how they influence implementation of strategic plans in organisation. The questions in regards to sub-variables required respondents to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all.

Structural flexibility

In respect to structural flexibility, the question investigated to what extent structural flexibility influence the implementation of strategic plan in organisation. The results in Table 4.36 indicate that the majority (31.3%) affirmed that structural flexibility influences the implementation of strategic plan in organisation to the great extent while (10.4%) see that structural flexibility influences the implementation of strategic plan in organisation to the less extent. (22.9%) also affirmed that that structural flexibility influences the implementation of strategic plan in organisation to the very great extent while (18.8%) see that structural flexibility influences the implementation of strategic plan in organisation to the moderate extent. It was further noted that (16.7%) did not see at all if structural flexibility influences the implementation of strategic plan in organisation. The finding suggests that in implementing SP the university is flexible in reporting system in which job are fairly well defined with some instruction and orders. Sequentially, goals set by the top level management are attained.

Table 4.36 Extent to which structural flexibility influence the implementation of SP

Extent to which structural flexibility influence the implementation of SP	Frequency	Response (%)
Very great extent	11	22.9
Great extent	15	31.3
Moderate extent	9	18.8
Less extent	5	10.4
Not at all	8	16.7
Total	48	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informants from Department of Accounting and Finance who said;

The university structure flexibility determines our ability to adapt to the changes in the factors of environment, strategy and growth. It is clear that UDOM structure exhibits higher flexibility because it is less formalized, more flat, has horizontal and diagonal communication networks and emphasises on team working arrangements.

Besides; the question further required respondent to explain how structural flexibility influences the implementation of strategic plan in organisation. The majority (44.4%)

see that structural flexibility influences the implementation of strategic plan in organisation through decision making process in SP while (27.8%) see that structural flexibility influences the implementation of strategic plan in organisation through participation and involvement of all units and (27.8%) see structural flexibility influences the implementation of strategic plan in organisation though time management of SP activities. The finding concurs with those of other scholars who argued that structural flexibility is among the mainly significant aspects in SP which allows the organisation to cope with the dynamic environment in which it operates (Pella *et al.*, 2013).

Structuring of task and job

In respect to structuring of task and job, the question investigated the extent to which task and job positively affect implementation process of SP. The results in Table 4.37 indicate that the majority (39.1%) affirmed that structuring of task and job positively affect implementation process of SP to the great extent while (6.5%) see that structuring of task and job positively affect implementation process of SP to the less extent. (30.4%) also affirmed that structuring of task and job positively affect implementation process of SP to the very great extent while (6.5%) see that structuring of task and job positively affect implementation process of SP to the moderate extent. It was further noted that (17.4%) did not see at all if structuring of task and job positively affect implementation process of SP. The finding implied that few staff in the university are self-supervised, self-directed and self-controlled in implementing SP since their task and job are well structured. The result concurs with those of other scholars who argue that strategy implementation is depended on the institution's ability to reconfigure its operations and work designs (Pella, 2013).

Table 4.37 Extent to which structuring of task and job positively affect implementation of SP

Extent to which structuring of task and job positively affect implementation of SP	Frequency	Response (%)
Very great extent	14	30.4
Great extent	18	39.1
Moderate extent	3	6.5
Less extent	3	6.5
Not at all	8	17.4
Total	46	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of public law who said;

The university jobs and tasks are structured in the manner that administrative and academic staff are not feeling if the works are tedious hence affect the execution process of strategic plan.

Delegation of authority

In respect to delegation of authority, the question investigated the extent to which delegation of authority enhanced by organisational management structure influences implementation of strategic plan. The results in Table 4.38 indicate that the majority (43.1%) affirmed that delegation of authority enhanced by organisational management structure influences implementation of strategic plan to the great extent while (3.9%) see that delegation of authority enhanced by organisational management structure influence implementation of strategic plan to the less extent. (17.6%) also affirmed that delegation of authority enhanced by organisational management structure influences implementation of strategic plan to the very great extent while (15.7%) see that delegation of authority enhanced by organisational management structure influences implementation of strategic plan to the moderate extent. It was further noted that (19.6%) did not see at all if delegation of authority enhanced by organisational management structure influence execution of SP. The results suggest the existence of delegation in the university whereby leaders value

subordinate’s input in implementing SP. The university leader delegate wisely to subordinate while still maintaining control. The results concur with those of other scholars who argue that superior emphasize should be given to allow the individuals freedom of decision-making in regards to the resources allocation and choice of strategies to be implemented (Heerden, 2000).

Table 4.38 Extent to which delegation of authority influence implementation of SP

Extent to which delegation of authority influence implementation of SP	Frequency	Response (%)
Very great extent	9	17.6
Great extent	22	43.1
Moderate extent	8	15.7
Less extent	2	3.9
Not at all	10	19.6
Total	51	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

In our university top leaders tends to delegate the authority to others. For stance you may find Director of Post Graduate is Acting DVC PFA and Director of undergraduate is Acting DVC ARC. Therefore, without delegation of authority we could hardly implement our strategic plan because some activities will be required to awaiting them for the implementation.

Furthermore, the study investigated if interdepartmental team affects execution process of SP in organisation. The respondents were asked “Does interdepartmental team affects execution process of SP in your organisation?” As Table 4.39 indicates that (50.0%) agreed that interdepartmental team affects execution process of SP in organisation while (50.0%) did not see if interdepartmental team affects execution process of SP in organisation. 50.0% affirm interdepartmental team has no effect in SP execution due to unawareness about departmental interaction and team working in the university. The findings concur with those of other scholars who argue that the organisational relationships among different units or departments play a major role in the outcome of SP implementation (Chitale, Mohanty & Dubey, 2013).

Table 4.39 Interdepartmental team affects execution process of SP

Interdepartmental team affects execution process of SP	Frequency	Response (%)
No	25	50.0
Yes	25	50.0
Total	50	100

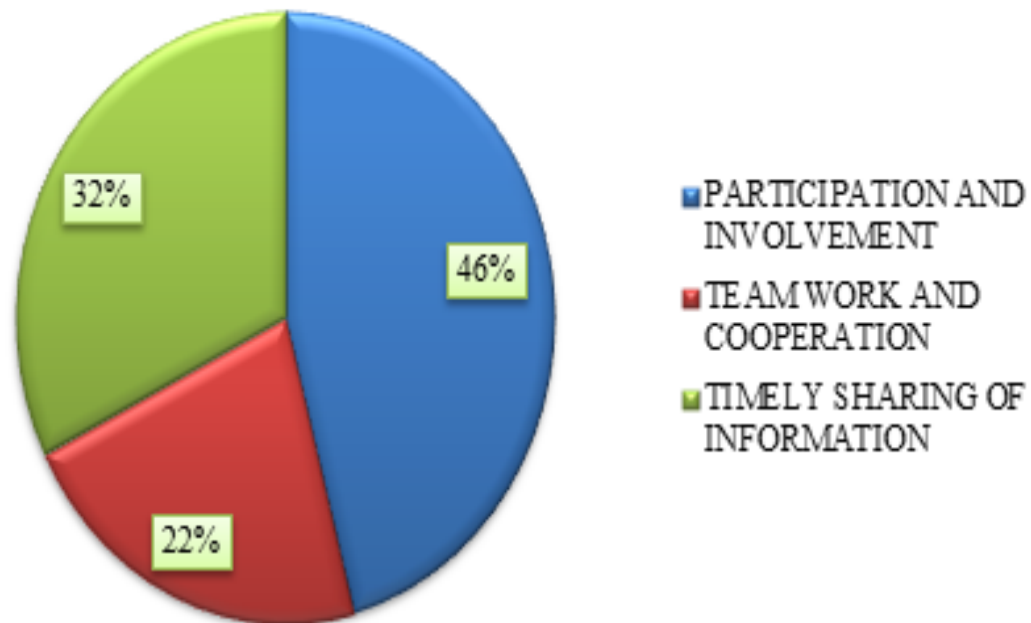
Source: Field data, 2019

The finding above is further supported during interview by one of the key informant from Department of marketing and entrepreneurship who said;

The successfulness of our third strategic plan implementation depends on team working spirit. The university Directorates and Departments such as Directorate of HRM, Directorate of ICT, Directorate of Research and Publications and Directorate of Quality Assurance should work jointly towards attainment of a common goal.

The question further required respondents said “Yes” to explain in which ways interdepartmental team affects execution process of SP. The majority (50.0%) see that interdepartmental team affects execution process of SP through team work and cooperation. (28.6%) said that interdepartmental team affects execution process of SP through participation and involvement while (21.4%) said that interdepartmental team affects execution process of SP through timely sharing of information. The findings reveal that SP implementation in the university involves assignment of tasks and responsibilities that define the job of an individual within a respective department whereby staff tend to cooperate to achieve organisation goals. The findings concur with those of other scholars who argued that various mechanisms needed to foster implementation of strategic planning include interdepartmental teams and task forces and (Hill & Jones, 2013). These ways are indicated in Figure 4.16.

Figure 4.16 Ways in which interdepartmental team affect execution of SP



Source: Field data, 2019

4.3.5 Leadership qualities and styles in SP Implementation

This section investigated if leadership styles of leaders affect implementation of SP. The respondents were asked “Do leadership styles of leaders affect implementation of SP?” As Table 4.40 indicates that the majority (58.9%) strongly agreed that leadership styles used by leaders affect implementation of SP while (5.4%) strong disagreed that leadership styles used by leaders affect implementation of SP. (19.6%) agreed leadership styles used by leaders affect implementation of SP while (7.1%) disagreed that leadership styles applied by leaders affect implementation of SP. It was further noted that (8.9%) were neutral if leadership styles applied by leaders affect implementation of SP. The results concur with those of other scholars who argued that Public leaders need to promote democratic principles during strategic planning process by involving key stakeholders in order to reach consensus when different views are presented (Kaplan, 2001).

Table 4.40 Leadership styles of leaders affect implementation of SP

Leadership styles of leaders affect implementation of SP	Frequency	Response (%)
Strongly agree	33	58.9
Agree	11	19.6
Neutral	5	8.9
Disagree	4	7.1
Strongly disagree	3	5.4
Total	56	100

Source: Field data, 2019

The finding above is further supported by Director, HRM & A who said;

This is a third strategic plan which we are implementing now. The successfulness of this strategic plan will depend on leadership styles available at the university. It is clear that some of our leaders take into account opinions and views of other stakeholders towards attainment of strategic objectives and its implementation.

The study also investigated the effectiveness of leadership styles in SP implementation. The respondents were asked “Is leadership styles applied effectively for implementation of SP?” As Table 4.41 indicates that the majority (38.2%) strongly agreed that leadership styles is applied effectively for implementation of SP while (9.1%) strong disagreed that leadership styles is applied effectively for implementation of SP. (30.9%) agreed that leadership styles is applied effectively for implementation of SP while (1.8%) disagreed that leadership styles is applied effectively for implementation of SP. It was further noted that (20.0%) were neutral to whether leadership styles is applied effectively for implementation of SP. The finding suggests that in the university there is effective exercise of power by leaders in SP implementation whereby leaders have capability to get things done in the way they want them to be done. The findings concur with other scholars who argue that effectiveness of leadership styles is widely recognised as being fundamental in the integration of strategy in an organisation (Zyngier *et al.*, 2006).

Table 4.41 Effectiveness of leadership styles applied in SP implementation

Effectiveness of leadership styles applied in SP implementation	Frequency	Response (%)
Strongly agree	21	38.2
Agree	17	30.9
Neutral	11	20.0
Disagree	1	1.8
Strongly disagree	5	9.1
Total	55	100

Source: Field data, 2019

Since the question further required respondent to explain how the effectiveness of leadership style is applied in SP implementation. The majority (48.0%) see that effectiveness of leadership style is applied in SP implementation through involvement of staff in various strategic decisions while (36.0%) see that effectiveness of leadership style is applied in SP implementation through provision of freedom to staff to allow creativity and innovation and (16.0%) see that effectiveness of leadership style is applied in SP implementation through staff motivation such as payment of overtime, honoraria and off the job training. The finding implied that effectiveness of leadership styles in SP implementation should not end in decision making, freedom of action and motivation rather effective leadership styles should further coordinate and ensure proper management of organisational resources which are normally scarce for driving forward SP implementation.

Moreover, with the use of five-point Likert scale the study investigated three sub-variables which were considered include (a) employee involvement/participation (b) speed of leaders decision making and (c) Enforcement of strategic decision, how they affect implementation of strategic plans in organisation. The questions in relation to sub-variables required respondents to choose the following options:

1 = Very great extent, 2 = Great extent 3 = Moderate extent 4 = Less extent and 5 = Not at all.

Employee involvement/participation

In respect to employee involvement, the question investigated to what extent employee's involvement affects achievement of strategic objective of organisation. The results in Table 4.42 indicate that the majority (50.0%) affirmed that employee's involvement affects achievement of strategic objective of organisation to the very great extent while (1.9%) see that employee's involvement affects achievement of strategic objective of organisation to the less extent. (27.8%) also affirmed that employee's involvement affects achievement of strategic objective of organisation to the great extent while (13.0%) see that employee's involvement affects achievement of strategic objective of organisation to the moderate extent. It was further noted that (7.4%) did not see at all if employee's involvement affects achievement of strategic objective of organisation. The result implied that SP implementation in the university involve encouraging employees to perform better by communicating the value of SP and encourage individual and team contributions. The results also concur with those of other scholars who argued that employees participation had little effect on implementing strategic objectives among local organisations but significant among modern organisations (Pella, 2013).

Table 4.42 Extent to which employees involvement affects achievement of strategic objectives

Extent to which employees involvement affects achievement of strategic objectives	Frequency	Response (%)
Very great extent	27	50.0
Great extent	15	27.8
Moderate extent	7	13.0
Less extent	1	1.9
Not at all	4	7.4
Total	54	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

Leaders left chances to the staff to implement the strategic plan; employees have to figure out strategic changes, what and why we need these changes. It

is clear that at our university strategic plan implementation is not a single decision or action but a cluster of structured and sustained activities which involved staff over a period of time.

Besides; the question further required respondent to explain how employee's involvement affects achievement of strategic objective of organisation. The majority (87.9%) see employee's involvement affects achievement of strategic objective of organisation through decision making while (3.0%) see that employee's involvement affects achievement of strategic objective of organisation through awareness and knowledge sharing and (9.1%) see that employee's involvement affects achievement of strategic objective of organisation through creativity and innovation. The result suggests that the university applied democratic leadership that maximizing \ involvement of team members simultaneously with empowerment for decision making with the ultimate goal of enhancing implementation practices of SP.

Speed of leader's decision making

Regarding speed of leader's decision making, the question investigated the extent to which speed of leader's decision making is considered to be critical in the implementation of SP in organisation. The results in Table 4.43 indicates that the majority (40.4%) affirmed that speed of leader's decision making is considered to be critical in the implementation of SP in organisation to the great extent while (3.8%) see that speed of leader's decision making is considered to be critical in the implementation of SP in organisation to the less extent. (32.7%) also affirmed that speed of leader's decision making is considered to be critical in the implementation of SP in organisation to the very great extent while (13.5%) see that speed of leader's decision making is considered to be critical in the implementation of SP in organisation to the moderate extent. It was further noted that (9.6%) did not see at all whether speed of leader's decision making is considered to be critical in the implementation of SP plan in organisation. The result suggests that speed of leader's decision making is a key to the university management in ensuring actualization of planned strategies which have an impact on the implementation of SP. The results concur with other scholars who argued that the operational or low-level managers and supervisors require detailed data and speed in decision making for the immediate or day to day operations (Pearce and Robinson, 2009).

Table 4.43 Speed of leader’s decision making in SP implementation

Speed of leader’s decision making in SP implementation	Frequency	Response (%)
Very great extent	17	32.7
Great extent	21	40.4
Moderate extent	7	13.5
Less extent	2	3.8
Not at all	5	9.6
Total	52	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

Previous strategic plans were implemented successfully due to higher speed of our leaders in decision making. It is clear that our university is decentralised into college level. Therefore, with this decentralisation some decisions are made quickly due to less formally prescribed bureaucratic hierarchies.

Enforcement of strategic decision

Regarding enforcement of strategic decision, the question investigated the extent to which enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation. The results in Table 4.44 indicates that the majority (34.7%) did not see at all whether enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation while (8.2%) affirmed that enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation to the very great extent. (20.4%) also affirmed that enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation to the great extent and (16.3%) see that enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation to the moderate extent. It was further noted (20.4%) affirmed that enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation to the less extent. The results concur with those of other scholars who argued that leader expects high degree of compliance by subordinates in implementing strategic plan

hence they enforce decisions by use of rewards and punishment sometimes (Kondalkar, 2007). The results are shown below in Table 4.44.

Table 4.44 Enforcement of strategic decision in SP implementation

Enforcement of strategic decision in SP implementation	Frequency	Response (%)
Very great extent	4	8.2
Great extent	10	20.4
Moderate extent	8	16.3
Less extent	10	20.4
Not at all	17	34.7
Total	49	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

Previous strategic plans were implemented successfully since the university use punishments to its staff. It is clear that through warning and termination, unwanted behaviours of staff were controlled; however combination of punishment and reward can be more effective than punishment alone. Therefore, with punishment some of activities stipulated in strategic plan are implemented smoothly.

Besides; the question further required respondent to explain how enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation. The majority (45.5%) see that enforcement of strategic decisions through punishment affects achievement of strategic objectives by changing staff negative behaviors while (18.2%) see that enforcement of strategic decisions through punishment affects achievement of strategic objectives by increasing level of accountability and responsibility to staff and (36.3%) see that enforcement of strategic decisions through punishment affects achievement of strategic objectives by lowering employees level of confidence in performing unnecessary tasks during working hours. The results implied that important challenges usually occur during the subsequent execution process of SP as the result punishment and reward cannot be isolated. Therefore, university leaders need both the ability to craft the right punishment and reward to implement SP.

Also, the study investigated if individual growth and freedom of action given by leaders affecting positively execution of SP. The respondents were asked “Is individual growth and freedom of action given by leaders affecting positively execution of SP?” As Table 4.45 indicates that (57.4%) affirmed that individual growth and freedom of action given by leaders affecting positively execution of SP while (42.6%) did not see individual growth and freedom of action given by leaders affecting positively execution of SP due to their unawareness. The results suggest that individual growth and freedom of action positive affect execution of SP whereby employees in the university are given opportunity to learn, create, innovate and involve in decision making. With individual growth and freedom of action employees are not confused or frustrated to obstruct successful strategy implementation. The result further concurs with those of other scholars who argue that freedom of action in strategy implementation motivates team members by empowering them to direct themselves (Benowitz, 2001).

Table 4.45 Individual growth and freedom of action in SP implementation

Individual growth and freedom of action in SP implementation	Frequency	Response (%)
No	23	42.6
Yes	31	57.4
Total	54	100

Source: Field data, 2019

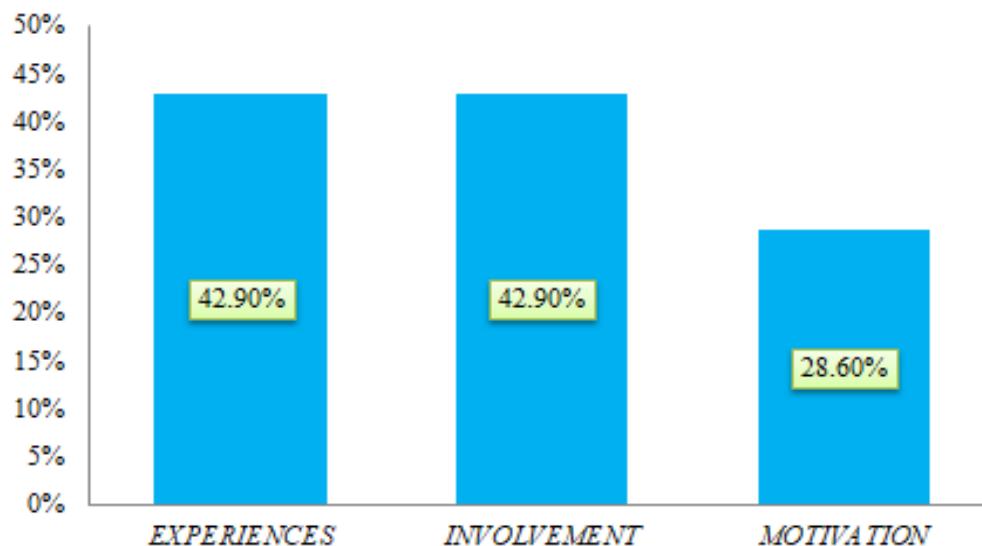
The finding above is further supported during interview by one of the key informant who said;

The university has a training program and succession planning that promotes individual growth towards strategic plan implementation. It is undoubtedly that employees are given freedom in executing strategic plan objectives according to their levels and their job descriptions.

The question further required respondents said “Yes” to explain in which ways individual growth and freedom of action given by leaders affecting positively execution of SP. The majority (42.9%) see that individual growth and freedom of action given by leaders affecting positively execution of SP through involvement. (28.6%) said that individual growth and freedom of action given by leaders affecting positively execution of SP through motivation while (42.9%) said that individual

growth and freedom of action given by leaders affecting positively execution of SP through experience gained from other leaders. The finding indicates that the university leaders promote democratic principles during strategic planning process. These principles provide not only individual growth and freedom of action to the key stakeholders but also the consensus when different views are presented. These ways are indicated in Figure 4.17.

Figure 4.17 Individual growth and freedom of action positively affect SP implementation



Source: Field data, 2019.

Furthermore, the study investigated the influence of leadership styles in SP implementation. The respondents were asked “In your opinion which leadership style do you think influence implementation of SP?” As Table 4.46 indicates that (89.7%) were of opinions that democratic leadership style influence SP implementation while (7.7%) were of opinions that autocratic leadership style influences SP implementation. (2.6%) were of opinions that free rein leadership style influences SP implementation. The finding suggests that in implementing SP at the university there is no one way of leading. Each leadership style is used based on a given situation. The finding further concurs with those of other scholars who argued that effective execution of SP cannot take place unless the correct leadership styles are in place to drive the execution (Heerden, 2000).

Table 4.46 Leadership styles that influence SP implementation

Leadership style that influence SP implementation	Frequency	Response (%)
Authoritarian/Autocratic	3	7.7
Democratic/Participative	35	89.7
Lassies Faire/Free rein	1	2.6
Total	39	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

There is no single leadership style applicable in implementing strategic plan at UDOM. Leadership styles vary according to the nature of leader and nature of the activities to be carried out. For instance the first DVC PFA was more Authoritative while the second DVC PFA was more Democratic. It is clear that without mixed leadership styles we could hardly implement our strategic plans.

The question further required respondents to explain why the most selected leadership style i.e. democratic style influences SP implementation. The majority (33.3%) see that democratic style influences SP implementation due to good communication between leaders and subordinates. (29.2%) said that democratic style influences SP implementation due to presence of motivations given by leaders while (29.1%) said that democratic style influences SP implementation due to individual freedom given in decision making. The results concur with those of other scholars who argue that democratic styles in strategic planning smooth implementation due to subordinates being party of decision making (Pella, 2013). However, at UDOM the style sometimes resulted in the compromise in the process of trying to please majority of the people involved in decision-making hence slower implementation of strategic plan.

The study also investigated if leadership qualities are a critical factor in successful implementation of organisation's SP. The respondents were asked "Do you think leadership qualities are a critical factor in successful implementation of your organisation's strategic plan?" As Table 4.47 indicates that (70.9%) affirmed that

leadership qualities are a critical factor in successful execution of organisation's strategic plan while (29.1%) did not see if leadership qualities are a critical factor in successful execution of organisation's strategic plan. The results suggest that leadership qualities in organisation influence implementation of strategy because leaders affect other critical factors such as resource allocation and culture among others. This concurs with those of other scholars who argued that leadership qualities help the leader to take the necessary steps to implement the vision into reality (Parry, 2002).

Table 4.47 Leadership qualities are critical factor in successful implementation of SP

Leadership qualities are critical factor in successful implementation of SP	Frequency	Response (%)
No	16	29.1
Yes	39	70.9
Total	55	100

Source: Field data, 2019

The finding above is further supported during interview by one of the key informant who said;

This is our third strategic plan which we are implementing now since the establishment of the university. The successfulness of our strategic plan implementation depends on the leadership qualities available such as self-confidence, collaborator, initiatives, problem solver, integrity, delegates and motivator whereby without these qualities we could hardly implement our strategic plan.

The question further required respondents said "Yes" to explain in which ways leadership qualities are a critical factor in successful implementation of strategic plan in organisation. The majority (82.8%) see that leadership qualities are a critical factor in successful implementation of strategic plan in organisation through communication whereby leaders are good communicator in regard to SP. (13.8%) said that leadership qualities are a critical factor in successful implementation of strategic plan in organisation through awareness whereby leaders are good in concertizing staff on strategic objectives of the institution while (3.4%) said leadership qualities are a critical factor in successful implementation of strategic plan in organisation through team work whereby leaders are good collaborators to their

subordinates. The finding implied that the university culture and individual skills manifest leadership qualities in which university leaders tend to adopt different leadership styles to fit their role within their respective Department, Directorate, School and College.

Likewise, the study investigated specific leadership qualities that hinder successful execution of strategic plan in organisation. The respondents were asked “Are there specific leadership qualities that hinder successful execution of strategic plan in your organisation?” As Table 4.48 indicates that (67.3%) affirmed that there specific leadership qualities that hinder successful execution of strategic plan in organisation while (32.7%) did not affirmed if there specific leadership qualities that hinder successful execution of strategic plan in organisation. The result implied that without leaders with leadership qualities required strategic planning implementation in the university is difficult no matter how good strategic planning it is. Therefore, university leaders must have leadership qualities in order to foresee and comprehend the working environment in broader picture. The results are shown below.

Table 4.48 Specific leadership qualities that hinder successful execution of SP

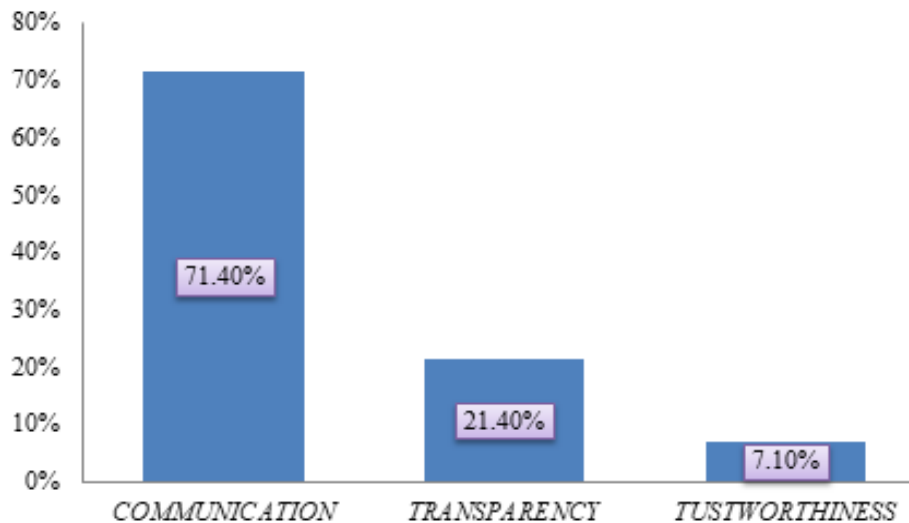
Specific leadership qualities that hinder successful execution of SP	Frequenc y	Respons e (%)
No	18	32.7
Yes	37	67.3
Total	55	100

Source: Field data, 2019

The question further required respondents said “Yes” to mention those leadership qualities that hinder successful execution of strategic plan in organisation. The majority (71.4%) see communication as one of the qualities that hinder successful execution of strategic plan in organisation. (21.4%) see transparent as one of the qualities that hinder successful execution of strategic plan in organisation while (7.1%) see trustworthy as one of the qualities that hinder successful execution of strategic plan in organisation. The result suggests that university leaders lack some important leadership qualities which are predictors of strategic plan intensity within organisation which determine direction of the university. The result further concurs with those of other scholars who argued that some strategies fail because some

leaders lack leadership qualities needed for successful implementation of strategic plan (Gebhardt & Eagles, 2014). These results are shown in Figure 4.18.

Figure 4.18 Leadership qualities that hinder successful execution of SP



Source: Field data, 2019

Lastly, with the use of five-point Likert scale, the study further investigated the degree to which organisation leaders possess leadership qualities for effective implementation of strategic plan. The respondents were asked “For each of the leadership qualities below, tick the number that indicates the degree to which you feel your organisation leaders possess such qualities for effective implementation of strategic plan”. Therefore, respondents were requested to choose the following options: 1 = strongly agree, 2 = agree 3 = neutral 4 = disagree and 5 = strongly disagree.

The results of the finding are shown in Table 4.49 below;

Table 4.49 Leadership qualities possessed by leaders

Variable	Strongly agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly disagree N (%)
Honesty and integrity	20(32.3)	20(32.3)	9(14.5)	4(6.5)	1(1.6)
Self confidence	14(22.6)	25(40.3)	11(17.7)	4(6.5)	0(0.0)
Problem solver	13(21.0)	21(33.9)	13(21.0)	4(6.5)	1(1.6)
Cognitive ability	10(16.1)	18(29.0)	18(29.0)	5(8.1)	2(3.2)
Delegates	10(16.1)	23(37.1)	11(17.7)	3(4.8)	2(3.2)
Communicator	15(24.2)	19(30.6)	12(19.4)	5(8.1)	0(0.0)
Collaborator	12(19.4)	29(46.8)	6(9.7)	4(6.5)	1(1.6)
Motivator	16(25.8)	16(25.8)	14(22.6)	5(8.1)	2(3.2)
Respect to others	17(27.4)	23(37.1)	9(14.5)	2(3.2)	1(1.6)
Initiatives	13(21.0)	23(37.1)	10(16.1)	2(3.2)	6(9.7)

Source: Field data, 2019

The above results concur with those of other scholars who argue that the possession of certain traits or qualities only do not guarantee leadership achievement however leadership qualities assist the leader in taking necessary steps to implement the vision into reality (Davis, 2011). Furthermore, the result agreed with those of Barney (2008) who argued that lack of strategic leadership in an organisation would influence implementation of strategy because the CEO affects other critical factors such as resource allocation and culture among others. Therefore, based on the aforementioned in strategic plan, leadership qualities should be used to define the vision, translate the vision and moral purpose into action.

4.4 Multiple Regression Analysis

In this study multiple regression analysis was used to determine the actual implication of data collected and draw conclusions regarding existence of the relationship among variables. Statistical significance between independent variables (organisational resources, stakeholders, communications, organisational structure, leadership qualities and styles) and the dependent variable (ISP = implementation of

strategic plan) was stated. The regression coefficients and their associated values were offered in Table 4.50.

Table 4.50 Coefficients of factors influencing implementation of Strategic Plan

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	0.137	0.136		1.008	0.318
Organisational resources (OR)	0.322	0.089	0.370	3.618	0.001
Stakeholders (ST)	-0.116	0.090	-0.125	-1.296	0.200
Communications (CO)	0.245	0.117	0.221	2.089	0.041
Organisational structures (OS)	0.315	0.096	0.338	3.287	0.002
Leadership qualities and styles (LQS)	0.125	0.089	0.145	1.415	0.163

a. Dependent Variable: Implementation of Strategic Plan

Source: Field data, 2019

The following observation can be made from the table:-

Table 4.50 indicates that among five predictors only three predictors (organisational resources, communications and organisational structures) have a positive and significant effects on the implementation of strategic plans at significant level ($P < 0.05$) while two predictors (stakeholders and leadership qualities and styles) have no positive significant effects on the implementation of strategic plan ($P > 0.05$).

4.4.1 Organisational resources and Implementation of SP

The study sought to establish the relationship of organisational resources and the implementation of strategic plan at UDOM. Organisational resource shows a Standard error of 0.089, T value of 3.618 and the Probability value of 0.001 ($0.001 < P < 0.05$). The result implies that the increase of one unit of organisational resource results in the increase of one unit of the implementation of SP. Therefore, organisational resources have positive and significant effects on the implementation of strategic plan.

4.4.2 Stakeholders and Implementation of SP

Regarding stakeholders variable, the study aimed to find the relationship between stakeholders and implementation of strategic plan at UDOM. Stakeholders show a Standard error of 0.090, T value of -1.296 and the Probability value of 0.200 ($0.200 > P > 0.05$). The result implies that the increase of one unit of stakeholders does not result in the increase of one unit of the implementation of SP. Hence, stakeholders have no any positive and significant effects on the implementation of strategic plan.

4.4.3 Communications and Implementation of SP

In respect to this variable, the study sought to establish the relationship of communications and the implementation of strategic plans at UDOM. Communication shows a Standard error of 0.117, T value of 2.089 and the Probability value of 0.041 ($0.041 < P < 0.05$). The result indicates that the increase of one unit of communication results in the increase of one unit of the implementation of SP. Consequently, communications have positive and significant effects on the implementation of strategic plan.

4.4.4 Organisational structures and Implementation of SP

In regard to organisational structure, the study sought to establish the relationship of organisational structure and the implementation of strategic plans at UDOM. Organisational structure shows a Standard error of 0.096, T value of 3.287 and the Probability value of 0.002 ($0.002 < P < 0.05$). The outcome indicates that the increase of one unit of organisational structure results to the increase of one unit of the implementation of SP. Thus, organisational structures have positive and significant effects on the implementation of strategic plan.

4.4.5 Leadership qualities and styles and Implementation of SP

Finally, the study established the relationship between leadership qualities and styles and implementation of strategic plan at UDOM. Leadership qualities and styles show a Standard error of 0.089, T value of 1.415 and the Probability value of 0.163 ($0.163 > P > 0.05$). The result implies that the increase of one unit of leadership qualities and styles does not result in the increase of one unit of the implementation

of SP. Therefore, leadership qualities and styles have no any positive and significant effects on the implementation of strategic plan.

The ascertained regression equation is:-

$$BB = 0.137 + 0.322OR - 0.116ST + 0.245CO + 0.315OS + 0.125LQS$$

Table 4.51 Summary of Variable Testing

No.	Variables	Testing	Significance
1.	Organisational resources	Multiple Regression	Significant
2.	Stakeholders	Multiple Regression	Insignificant
3.	Communications	Multiple Regression	Significant
4.	Organisational structures	Multiple Regression	Significant
5.	Leadership qualities and styles	Multiple Regression	Insignificant

Source: Field data, 2019

Table 4. 52 Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.702 ^a	.492	.446		0.307

a. Predictors: (Constant), organisational resources, stakeholders, communications, organisational structures and Leadership qualities and styles
b. Dependent variable: Implementation of Strategic Plan

Source: Field data, 2019

Table 4.52 indicates that Predictors: (Constant), organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles influence the implementation of strategic plan. The model fit summary shows that the coefficient of determination R square is 0.492 which implies that 49.2% of variation in the dependent variable is determined by the independent variables (predictors). Therefore, this means the goodness of fit test is fulfilled.

4.6 Summary of the chapter

Under this chapter different issues about strategic plan implementation at the University of Dodoma were discussed including demographic characteristics, implementation of SP, factors influencing implementation of SP and correlation among variables (multiple regressions). The findings were obtained through questionnaires and interviews on understanding the implementation of SP. The discussion facilitated making of conclusions and recommendations on SP implementation to Tanzania Public Universities particularly UDOM.

CHAPTER FIVE

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

5.1 Overview

The purpose of any research is to make an investigation that will come up with findings. This chapter presents the summary, conclusion and policy implications based on objectives of the study. Various recommendations are addressed to Public Universities and for afterward researchers.

5.2. Summary

The study was conducted with the main objective of investigating factors influencing implementation of strategic plan in public universities in Tanzania particularly UDOM by looking into organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles. The study adopted a case study research design with seventy eight (78) respondents. Simple random and Purposive sampling techniques were used to choose respondents where College principals, School Deans, HoDs, Directors and other employees (administrative and academic staff) were involved in the study. Questionnaire, interview, and documentary review were used as data collection methods. The research questionnaire was splited into three parts. Part A comprised demographic information, Part B comprised information regarding implementation of SP and Part C comprised closed and open ended questions on factors influencing implementation of SP. The data were analysed basing on the computation of various percentages and coefficients using SPSS. Based on the objectives, the study came out with the following findings/results:-

(a) Organisational resources on Implementation of Strategic Plan

The study sought to find out the influence of organisational resources in implementation strategic plan. The findings revealed that the majority consent on the influence of organisational resources towards strategic plan implementation. Moreover, the study found that there are specific resources which hinder successful implementation of strategic plan such as human, financial and material resources.

Consequently, the study confirms that organisational resources are very important for effective implementation of strategic plan in Tanzania Public Universities.

(b) Stakeholders on Implementation of Strategic Plan

The study sought to assess the extent to which stakeholders influence implementation of strategic plan at UDOM. The findings revealed that the majority agreed that stakeholders have a great influence and contribution towards strategic plan implementation. Similarly, the study found that stakeholders have different roles in strategic plan implementation such as managerial roles, supportive role and advisory role. Therefore, the study confirmed that Tanzania Public Universities are influenced in one way or another by actions of stakeholders such as students, government, general public and staff, Alumni, Ministry of Education and Treasury Registrar. However, under multiple regressions it was affirmed that stakeholders have no any positive and significant effects on the implementation of strategic plan.

(c) Communication on Implementation of Strategic Plan

The study in this variable sought to establish the extent to which communication influence implementation of strategic plan at UDOM. The results show that the majority of respondents affirmed that communication has a vital influence on implementation of strategic plan. Furthermore, the study revealed that there specific communication channels such as circulars, meeting and letters influence SP implementation. Therefore, the result confirms that communication is very essential for effective implementation of strategic plan in Tanzania Public Universities.

(d) Organisational structure on Implementation of Strategic Plan

The study sought to examine how the existing structure affects the implementation of strategic plan at UDOM. The findings revealed that the majority agree on the influence of organisational structure towards strategic plan implementation. Besides, the study revealed that organisational structure affect implementation of strategic plan in different ways such as flow of information and resource distributions. Subsequently, the study confirms that organisational structure is extremely vital for effective implementation of SP in Tanzania Public Universities.

(e) Leadership qualities and styles on Implementation of Strategic Plan

This objective sought to examine how leadership qualities of UDOM affect implementation on strategic plan. The results revealed that the majority agreed positively leadership qualities affect the implementation of SP. The finding of this study validates that implementation of SP at UDOM are influenced in one way or another by qualities of leaders such as collaborator, problem solver, integrity and self-confidence. Further, the results confirm that democratic style influences mostly SP implementation due to good communication between leaders and subordinates, motivations and individual freedom given in decision making. However, under multiple regressions it was affirmed that leadership qualities and styles have no any positive and significant effects on the implementation of strategic plan.

5.3 Data presentation

The researcher in this study analysed data through group patterns. These patterns were grouped in categories of findings of interview, questionnaires and written documents in the form of literature review. Moreover, researcher employed two methods to present data after analysis. The statistical techniques were used in presenting the analysed data through frequency distribution, measure of central tendency and measure of dispersion while in graphic presentation the researcher presented grouped data through graph and pie chart. Data analysis and organisational procedures involved statistical procedures in form of frequencies and percentages whereby simple comparison among variables were made. These variables included organisational resources, stakeholders, communications, organisational structures and leadership qualities and styles.

5.4 Conclusion

The study was conducted basing on research objectives. The major objective was to investigate factors influencing implementation of the strategic plan at UDOM. The university has been involved in strategic plan implementation since 12 years (2007 – 2019) back. However, its implementation has been influenced by a number of factors. Therefore, from the study findings it could be concluded that: firstly, organisational resources influence implementation of strategic plans through sufficient and proper allocation of human, financial and material resources.

Secondly, the finding established that stakeholders have an influence in strategic plan implementation through stakeholders' contributions and funds, time consciousness and government policy.

Thirdly, the finding confirmed that communication influence implementation of strategic plans and is contributed by sub-variables such as multidirectional flow of communication, top-down floor of communication and bottom-up flow of communication. Fourthly, the finding revealed that organisational structure has an influence in strategic plan implementation through structural flexibility, structuring of task and job and delegation of authority. Finally, the finding confirmed that leadership qualities influence implementation of strategic plans through delegation, problem solving, collaboration, communication, integrity as well as self confidence.

5.5 Policy implications

It is irrefutable fact that in recent times many public universities in Tanzania have come to the realisation of the importance of strategic plan implementation as it enables the university to achieve its strategic goals. In order to reap the full benefit of strategic plan implementation at UDOM and other public universities, the government should develop a policy to appraise public universities on the extent of their strategic plans implementations. This will encourage universities to transform their plans into action by showing evidence of what has been achieved in the time period that was proposed under SP.

5.6 Recommendations

Based on the findings from this study, the following recommendations are provided that UDOM should heed in regards to SP implementation:-

Firstly, there is a need to ensure the availability of resources most of the time such as human, financial and material resources so that activities stipulated in SP should be implemented and accomplished on time. Secondly, the university management should also find solutions on the challenges imposed by stakeholders in implementing strategic plan and ensuring that various government policies are adhered to by all stakeholders of the university. Thirdly, the university should establish a well feedback mechanism to staff associated with strategic plan

implementation such as college newspaper. Fourthly, with decentralisation system available in the university still the university management should ensure colleges are not semi- autonomous for easy execution of strategic plan. Fifthly, the university council should ensure that UDOM leaders possess the required leadership qualities for smooth implementation of SP. Sixthly, the universities management should explain what new responsibilities, tasks and job need to be performed by staff in order to implement the SP. Furthermore, the university management should encourage participation of all staff in the formulation of SP for easily implementation.

5.7 Suggestion for further research

Firstly, further research is needed to investigate factors influencing implementation of strategic plan in other government entities since the study concentrated on one Public university and not the entire Public sector. Secondly, the same study should be conducted in other Public universities because the findings obtained would be compared from one university to another. Lessons that would be drawn from such studies would result in better approaches on how strategic plans should be implemented.

Thirdly, the study centred only on the execution aspect of SP hence extra studies should concentrate on other aspects of strategic planning such as strategic formulation, monitoring and evaluation. Moreover, subsequent studies should consider comparative studies on how strategic plans are implemented in both public and private sectors and establish the similarities and differences between those two sectors.

5.8 Contribution to knowledge

The findings and analysis of this study show that strategic plan implementation at the University of Dodoma is influenced by number of factors. Moreover, the study has contributed to the understanding that effective implementation of strategic plan should be backed up by government by developing a policy to appraise public universities on the extent of their strategic plans implementations. As much as

research study is concerned, the contribution of knowledge will be in the following areas:

5.8.1 To the Researcher

With this research study made at the University of Dodoma, the researcher has broadened his knowledge following the findings obtained in the aspect of strategic plan implementation. Therefore, it is undoubtedly that researcher has accumulated a lot of knowledge and will be able to carry out another related study efficiently in broader area of study.

5.8.2 To the Other Researcher Student

This study will help human resources practitioners and other managers who will be undertaking the related study to acquire knowledge and making deeper investigation on the study by making sure that they are covering the gaps not covered by the researcher hence bringing new insight in academic arena.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR UDOM ACADEMIC AND ADMINISTRATIVE STAFF

Dear respondent,

My name is Mohamed, Mohamed H.; a student at Mzumbe University pursuing MSc. in Human Resources Management. The purpose of this questionnaire is to collect information on the factors influencing implementation of strategic plan in public universities in Tanzania, the case study of UDOM. Your answer will lead me in writing my research report. You are required to put a tick (√) in selected appropriate answer and fill the blanks where the space provided. Your response will remain confidential and it is only for academic purpose. Kindly assist by answering correctly to the questions below;

SECTION A: DEMOGRAPHIC AND RESPONDENTS PROFILE

1. Name of the organisation:
2. Organisation Address.....
3. Designation of respondent.....

Gender	Male	
	Female	
Age bracket	Less than 30	
	31-40	
	41-50	
	51-60	
Academic and Professional Qualifications	Diploma	
	Advanced	
	Degree	
	Masters	
	PhD	
Length of being employed in the organisation	Less than 2 years	
	2-5 years	
	6-9 years	
	9-12 years	
Length of your organisation's existence	Under 5 years	
	5-15 years	
	15-25 years	
	Over 25 years	

SECTION B: IMPLEMENTATION OF STRATEGIC PLAN

1.	Does the University of Dodoma develop strategic plans?	Yes	
		No	
		Neutral	
2.	Do you think strategic planning is relevant in public organisations?	Yes	
		No	
		Neutral	
3.	Over what period of time has your organisation been implementing strategic plans?	Short term	
		Medium term	
		Long term	
4.	How often are these plans reviewed?	After 1 year	
		After 3 years	
		After 5 years	
5.	Does the organisation gives feedback on the implementation of strategic plan on structured durations?	Yes	
		No	
		Neutral	
6.	To what extent has university succeeded in planning and controlling SP?	Very great extent	
		Great extent	
		Moderate extent	
		Little extent	

7. Does the implementation of SP at UDOM happen within the anticipated time frame? If “No” what factor (s) hinder the implementation process?

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SECTION C: FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLAN

Please rate how the following factors influence the implementation of the strategic plan in your university.

A: ORGANISATIONAL RESOURCES

1) Do you think organisational resources influence implementation of strategic plan in your organisation?

Yes [] No []

If “Yes” please explain in which way

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2) What is the role of organisational resources in implementation of strategic plan?

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3) Are there specific resources which hinder successful execution of strategic plan in your organisation?

Yes [] No []

If “Yes” what are those resources?

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4) To what extent do you think organisational resources influences implementation of strategic plan in your organisation?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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5) Human resources positively affect implementation process of SP.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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6) Financial resources affect achievement of strategic objectives in an organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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7) Adequate and valuable material resources affect implementation process of SP.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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8) Reliable and timely information flow affects execution process of SP in your organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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B: STAKEHOLDERS

1) Does the university operate without the influence of stakeholders in implementing strategic plan?

Yes [] No []

If “No” please explain in which way

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3) What role do stakeholders play in achievement of your organisation strategic plan?

Explain

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4) To what extent do you think contributions and funds from stakeholder’s influences implementation of strategic plan in your organisation?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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5) Stakeholders time consciousness positively affects execution process of SP in your organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all

Explain

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6) Do you think compliance of stakeholders with government policies influence implementation of strategic plan in your organisation?

Yes []

No []

If “Yes” please explain which government policies

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7) What challenges from stakeholders your organisation encounter in implementing strategic plans?

Explain

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C: COMMUNICATION

1) Do you think communication influence implementation of strategic plan in your organisation?

Yes [] No []

If “Yes” please explain in which way

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2) To what extent communication flow in your organisation permits and solicits questions from employees about the implementation of SP?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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3) Multidirectional flow of communication affects implementation of SP in your organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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4) Top-down flow of communication affect implementation of strategic objectives in an organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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5) Bottom-up flow of communication affects implementation process of SP.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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6) Are there specific communication channels that influence execution of strategic plan in your organisation?

Yes [] No []

If “Yes” what are those channels?

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7) Do employees receive feedback on the implementation of SP?

Yes [] No []

If “Yes” or “No” please explain

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8) To what extent information on SP implementation is received through meeting channel.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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9) Circulars channel positively affects execution of SP implementation in your organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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10) To what extent challenges on SP implementation which requiring involvement of college principals, school deans or HoD's were communicated to them timely?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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11) Reliable and timely flow of directives affects execution process of SP in your organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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12) In the university there are identifiable gaps and challenges of communication on SP implementation.

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

Explain

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D: ORGANISATIONAL STRUCTURE

1) Does the organisational structure influence implementation of strategic plan in your organisation?

Yes [] No []

If “Yes” please explain in which way

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2) What is the role of organisational structures in implementation of strategic plan?

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3) To what extent structural flexibility influence the implementation of strategic plan in your organisation?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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4) Structuring of task and job positively affect implementation process of SP

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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5) To what extent delegation of authority enhanced by your organisational management structure influence implementation of strategic plan?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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6) Does interdepartmental team affects execution process of SP in your organisation.

Yes [] No []

If “Yes” please explain in which way

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.....

E: LEADERSHIP QUALITIES AND STYLES

1) Do leadership styles of leaders affect implementation of SP?

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

2) Is leadership styles applied effective for implementation of SP?

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

Explain

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3) Employee participation/involvement affects achievement of strategic objective of organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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4) To what extent speed of leader's decision making is considered to be critical in the implementation of strategic plan in your organisation?

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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5) Is Individual growth and freedom of action given by leaders affecting positively execution of SP?

Yes []

No []

If "Yes" please explain in which way

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6) In your opinion which leadership style do you think influence implementation of SP?

Explain

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Style	Brief Descriptions	Choice
Authoritarian/Autocratic	Communication tends to be primarily in one direction from leader to follower, low morale syndrome to employees, decision remain in their own hand, little/no motivation at all.	
Democratic/Participative	Leader values group discussions and input from team members, delegation, motivates team by empowering them to direct themselves.	
Lassies Faire/Free rein	Little control over team members, leaving them to sort out their roles and tackle their work assignments without personally participating in these processes.	

7) Enforcement of strategic decisions through punishment affects achievement of strategic objectives in an organisation.

Very great extent [] Great extent [] Moderate extent [] Less extent [] Not at all []

Explain

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8) Do you think leadership qualities are critical factor in successful implementation of your organisation's strategic plan?

Yes [] No []

If “Yes” please explain in which way

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9) Are there specific leadership qualities that hinder successful execution of strategic plan in your organisation?

Yes [] No []

If “Yes” what are those leadership qualities?

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10) For each of the leadership qualities below, tick the number that indicates the degree to which you feel your organisation leaders possess such qualities for effective implementation of strategic plan. Based on the rating of five; [1] Strongly agree, [2] Agree, [3] Neutral, [4] Disagree and [5] Strongly disagree.

Leadership Qualities		Rating				
		1	2	3	4	5
1.	Honesty and integrity					
2.	Self confidence					
3.	Problem solver					
4.	Cognitive ability					
5.	Delegates					
6.	Communicator					
7.	Collaborator					
8.	Motivator					
9.	Respect to others					
10.	Initiatives					

Explain for each quality

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Thank you for your time

APPENDIX II:

INTERVIEW GUIDE

College Principal/School Dean/HoD's/Director.....

Dear respondents,

Provided below is a set of questions which I kindly request your response, they are designed to meet academic objectives on factors influencing implementation of strategic plan in the University of Dodoma.

1. How long have you worked with the University of Dodoma?
2. Does the University of Dodoma have a Strategic Plan?
3. What do you understand about Strategic Plan?
4. What are the main influences of organisational resources on implementation of Strategic Plan at UDOM?
5. What roles do stakeholders play in implementing Strategic Plan at UDOM?
6. What are the main influences of communications in implementing Strategic Plan at UDOM?
7. What are the leadership qualities and styles available at UDOM that affect implementation of Strategic Plan?
8. How does the UDOM structure affect the implementation of Strategic Plan?
9. What challenges your College/School/Department/Directorate encountered during implementation of Strategic Plan?
10. In your opinion, is there any other factors influencing implementation of Strategic Plan at your university?

Thank you for your time

APPENDIX III:

LETTER OF INTRODUCTION - MZUMBE UNIVERSITY



MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)

OFFICE OF THE VICE CHANCELLOR

E-mail: vc@mzumbe.ac.tz
Tel: +255 023 2931212
Fax: +255 023 2931213
Cell: +255 0754 694029
Website: www.mzumbe.ac.tz

P.O. BOX 1
MZUMBE
MOROGORO, TANZANIA

Ref. No. MU/MSc.HRM/MZC/042/T.17

11th October, 2018

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. MOHAMED H. MOHAMED

The bearer of this letter Mr. Mohamed H. Mohamed whose registration number is 14411042/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Science in Human Resource Management (MSc. HRM)**. As part of requirements for completion of his studies, he is collecting information on: **Factors Influencing Implementation of Strategic Plan in Public University in Tanzania**

This letter serves to achieve three purposes; Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute/organization, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Nsubili Isaga
FOR VICE CHANCELLOR

APPENDIX IV:

PERMIT TO CONDUCT A RESEARCH - THE UNIVERSITY OF DODOMA



THE UNIVERSITY OF DODOMA

**OFFICE OF THE DEPUTY VICE CHANCELLOR
PLANNING, FINANCE AND ADMINISTRATION**

P.O. Box 259
DODOMA, TANZANIA
TEL: +255-026-2310003

FAX: +255-026-2310012
EMAIL: dvcpfa@udom.ac.tz;
Website address: www.udom.ac.tz

Our Ref: UDOM/ADM/775/63

Wednesday, October 31th, 2018

Vice Chancellor,
Mzumbe University,
P.O. Box 01,
MOROGORO.

Re: Request for Researchwork Training : Mr. Mohamed H. Mohamed

Reference is made to your letter with Ref.No. MU/MSc.HRM/MZC/042/T.17 of October 11th, 2018 and the above subject.

This is to inform you that, the University of Dodoma has agreed to allow Mr. Mohamed H. Mohamed, a Master of Science in Human Resource Management student to undertake his research at the University of Dodoma. He is advised to report to the Director, Human Resource Management and Administration upon his arrival at the University of Dodoma.

Yours Sincerely,

J. Kusaja

For: Deputy Vice Chancellor – Planning, Finance and Administration

cc: Vice Chancellor
cc: Deputy Vice Chancellor - (ARC)
cc: Deputy Vice Chancellor - (PFA)
cc: DHRM & A

APPENDIX V:

THE UNIVERSITY OF DODOMA - MAIN ADMINISTRATION



APPENDIX VI:

THE UNIVERSITY OF DODOMA – CHIMWAGA HALL



APPENDIX VII:

THE UNIVERSITY OF DODOMA - CHANCELLOR OF THE UNIVERSITY



From left is Honorable retired president Benjamin William Mkapa who is also a Chancellor of UDOM and right is retired president Honorable Jakaya Mrisho Kikwete.

APPENDIX VIII:

THE UNIVERSITY OF DODOMA - ORGONOGRAM

