

Effect of Clan Culture on the Implementation of Corporate Strategy in Private Chartered Universities in Kenya



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Article's History

Submitted: 5th November 2024

Revised: 29th November 2024

Published: 3rd December 2024

Abstract

Aim: This study examined the effect of clan culture on the implementation of corporate strategy in private chartered universities in Kenya and sought to establish the moderating effect of the quality management system on the relationship between clan culture and corporate strategy implementation in Private chartered universities in Kenya.

Methodology: A cross-sectional survey research design was adopted. Both quantitative and qualitative data were used to seek the effect of clan culture on the implementation of corporate strategy. The population included registrars, deans, directors, heads of departments, academic staff, and student' leaders. This study used stratified random sampling and the target sample size was 240 participants. A pilot study was conducted with 24 participants to determine the reliability and validity of the questionnaire. Data from questionnaires was organized, coded, analyzed, and converted into quantitative summary reports for analyses using the Statistical Package for Social Sciences (SPSS) version 21 to compute the relationships between dependent and independent variables. Qualitative data was analyzed thematically.

Results: Results showed that clan culture positively and significantly influences the implementation cooperate strategy ($\beta = 0.22$, $p < 0.00$). It was also found that there was a statistically significant moderating effect of quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya ($\beta = 0.276$, $p < 0.013$).

Conclusion: Clan culture significantly influenced the implementation of corporate strategy in private chartered universities in Kenya. The presence of quality management systems enhanced the effects of clan culture on this implementation.

Recommendations: Because clan culture significantly influences the implementation of corporate strategy in unique ways in Private chartered universities, vice chancellors, faculty heads, and departmental heads of private universities need to ensure that quality clan culture is sustained in ways that promote sustainable growth in enrollment, revenue generation, and customer satisfaction.

Keywords: *Clan culture, implementation, corporate strategy, private universities.*

1.0 INTRODUCTION

The importance of organizational culture and its influence on the development and training of professionals has received considerable attention in several areas of study, specifically corporate and business management and organizational effectiveness (Bagga *et al.*, 2023). Most studies have observed organization culture as one of the factors affecting implementation of strategies (Fowler, 2002; Schein, 2009). These studies found that culture is one of the most important factors of success or failure with the greatest possibility to affect organizational improvement, and organizational culture carries critical forces that need to be considered in strategy implementation. Rick (2013) has further noted that when a culture embraces strategy, execution is scalable, repeatable, and sustainable. Reddy and Scheepers (2019) confirmed that there is a definite association between organizational culture and the implementation of corporate strategy in Private chartered universities in Kenya dimension of information sharing.

The clan culture can be defined as a family-type organization and this kind of organization promotes teamwork and participation in group processes (Fakhri *et al.*, 2021). Such a form of organization promotes a human work environment, with the managerial goal of empowering employees and as a result helps them to have participation, commitment, and loyalty (Chennattuserry *et al.*, 2022). The organization is held together because of the devotion and traditions to the family values (Pushnykh & Chemeris, 2006). The primary focus of the clan culture is on employee involvement and participation (Njagi *et al.*, 2020).

Organizations that adopt clan culture care about the development and training of their employees and their involvement in their regular activities more than following rules and regulations like hierarchy culture (Pakdil & Leonard, 2017). Staff relationships have great value with an inward focus for integration where staff participation is encouraged. Chatterjee *et al.* (2018) posit that employees are rewarded for their high performance as teams rather than individuals to ensure a coherent working environment and teamwork. Studies have shown that Japanese firms, for example, are more like extended families rather than economic entities, as they have a lot of commitment, cohesion, employee involvement, and a sense of ‘togetherness’ (Sakikawa, 2022). As a result, there are quality domains that inspire their members to give their suggestions on ways of improving their performance and how things can be done in their organizations.

Tseng (2010) argued that clan culture emphasizes the long-term benefit of human resources development with high cohesion and morale, but it is also prudent and conservative. This implies that the clan culture can be viewed as a friendly place with an extended family working together. Therefore, the clan culture is typical for an organization that concentrates on internal upholding with agility, apprehension for people, understating for customers, places importance on human relations, adopts flexible operation, generally very hospitable place where leaders are thought as mentors, and workplace is regarded as the home from home. Further, Tseng (2010) noted that firm performance comes from interdependent behavior like cooperation, knowledge sharing, and mutual assistance. Clan culture is positively related to financial performance of the firms (Xiong *et al.*, 2021). However, devoutness to the organization, loyalty and tradition are the underlying factors behind this positive relationship (Kising’u, 2017).

1.1 Statement of the Problem

The private universities in Kenya are faced with challenges as they seek to balance enrollment with quality of education (Mwebi & Simatwa, 2013). Murage-Macharia and Kanyua (2016) pointed out that it is imperative to find out any cultural factors that would hinder the strategy implementation in compliance with the Commission for University Education. These factors

needed to be identified and addressed to bridge the gap between stated corporate strategies and the less-than-adequate implementation of corporate strategy in selected Private chartered universities. If not addressed, outcomes of poor corporate strategy raised would continue. At the national level, implementation of the mission of the Commission for University Education in Kenya is to regulate and ensure the quality of university education by setting standards and monitoring compliance to achieve global competitiveness (Commission for University Education, 2012). Waruru (2017) has argued that the problem created by inefficient corporate strategy implementation is attributed to the organizational culture. Potentially, this trend would weaken the implementation of Kenya's Vision 2030 and will require more knowledge-based skills (Sessional Paper 10, 2012). If not addressed, this problem of inefficient implementation of corporate strategy in the selected Private chartered universities would continue. It was against this backdrop that the study on the effect of clan culture on the implementation of corporate strategy in private chartered universities in Kenya was done.

1.2 Objectives

To examine the effect of Clan culture on the implementation of corporate strategy in private chartered universities in Kenya

To establish the moderating effect of quality management system on the relationship between clan culture and implementation of corporate strategy in private chartered universities in Kenya.

1.3 Research Hypothesis

H1: There was no statistically significant relationship between clan culture and the implementation of corporate strategy in private chartered universities in Kenya.

H2: There was no statistically significant moderating effect of the quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya.

2.0 LITERATURE REVIEW

2.1 Competing Values Framework

The theory was proposed by Quinn and Rohrbaugh (1983). The framework categorizes organizational culture into four distinct types: clan, adhocracy, market, and hierarchy, and emphasizes two dimensions: flexibility versus stability and internal versus external focus (Cameron *et al.*, 1991). Clan culture, one quadrant of the CVF, prioritizes collaboration, employee development, and shared values, fostering a familial and participative environment. Its tenets include high employee involvement, commitment to shared goals, and an emphasis on trust and open communication. In this culture, leaders act as mentors and facilitators, encouraging teamwork and interpersonal connections, which are pivotal for achieving internal coherence and collective purpose (Beytekin *et al.*, 2010)

In this study, the CVF informs the exploration of how clan culture impacts the implementation of corporate strategy in private chartered universities in Kenya. The clan culture's emphasis on collaboration and internal focus directly relates to strategic alignment and cohesive execution, crucial in academia, where diverse stakeholders must harmonize their efforts. For instance, universities with strong clan cultures might experience smoother strategy implementation due to higher levels of staff commitment, trust, and alignment with institutional goals. Understanding this framework provides a theoretical basis for analyzing the extent to which cultural values support or hinder strategic initiatives in these institutions. This perspective is

essential for identifying interventions that enhance strategic outcomes in environments where relational and participative dynamics dominate.

2.2 Empirical Review

Studies done in Iran on the relationship between organization culture and strategy implementation showed that clan and adhocracy cultures create environments that support strategy implementation by allowing flexible and collaborative behaviors. The reason may be because the extent of a structure tolerates deviations from the mechanistic body and also presents freelance in organizational behavior which is crucial in strategy implementation (Ahmadi, et al, 2012). Research findings in three government institutions of human capital managers show that existing cultures are hierarchy and clan, but the preferred culture is clan (Sensusea *et al.*, 2015). Clan and Adhocracy cultures are the most desired and preferred cultures for the employees in higher education libraries in the UAE (Chidambaranathan & Sakthi, 2016).

Cameron and Freeman (1991) revealed that clans were the most numerous type of culture among the congruent cultures in their sample. Their analysis showed that the effectiveness of institutions is closely associated with internal congruence and the type of existing culture. The research also indicated that in a university setting, clan cultures scored higher on student educational satisfaction, student personal development, faculty and administrator employment satisfaction, and organizational health. Gregory *et al.* (2009) in their study found a positive relationship between clan cultures and patient satisfaction in healthcare facilities. This type of culture is relevant to this study because universities need to have a family-type culture that enables them to implement their strategies.

Ahmadi *et al.* (2012) studied the relationship between organizational culture and strategy implementation with a focus on typologies and dimensions. The findings showed that clan culture significantly on strategy implementation. This outcome illustrates the multidimensional nature of culture, making smart managers aware of the reality that they should account for all aspects of culture elegantly to be able to apply its productive functions as they implement strategy in their organizations. Their findings provide empirical evidence for the hypothesis that suggests a positive link between an organization's culture and strategy implementation. The study concluded that there is sufficient evidence linking cultural traits and organizational effectiveness, and these findings are in line with previous studies done on the relationships between organizational culture and an organization's performance indicators (Pirayeh *et al.*, 2011 & Naranjo-Valencia, 2011).

Mutai (2015) did a study on organizational culture and strategy implementation at Airtel Kenya and concluded that flexible cultures are easily adapted to modifications. The findings of the study showed that clan and adhocracy cultures prepare the conducive environment for their employees to receive more relevance with structural factors of strategy implementation. Clan culture creates understanding between team members, but when compromised it can cause delays in deliverables during strategy implementation. Teamwork in this culture is vital to make sure that the organization is moving in one direction and ensure that all strategies are well implemented (Mutai, 2015). Further, the study revealed that there is a high significant relationship between strategic emphases in the culture of an organization and its strategy implementation.

Kimemia (2013) did a study on organizational culture and corruption and found that the clan dimension was the most dominant culture among the selected organizations, with the highest mean score. Similarly, an organization dominated by a clan culture has a strong sense of shared

values and is committed to the welfare of its employees because it views itself more as an extended family than an economic entity. This applies to the majority of the NGOs in Kenya that provide nurture to their employees.

2.3 Conceptual Framework

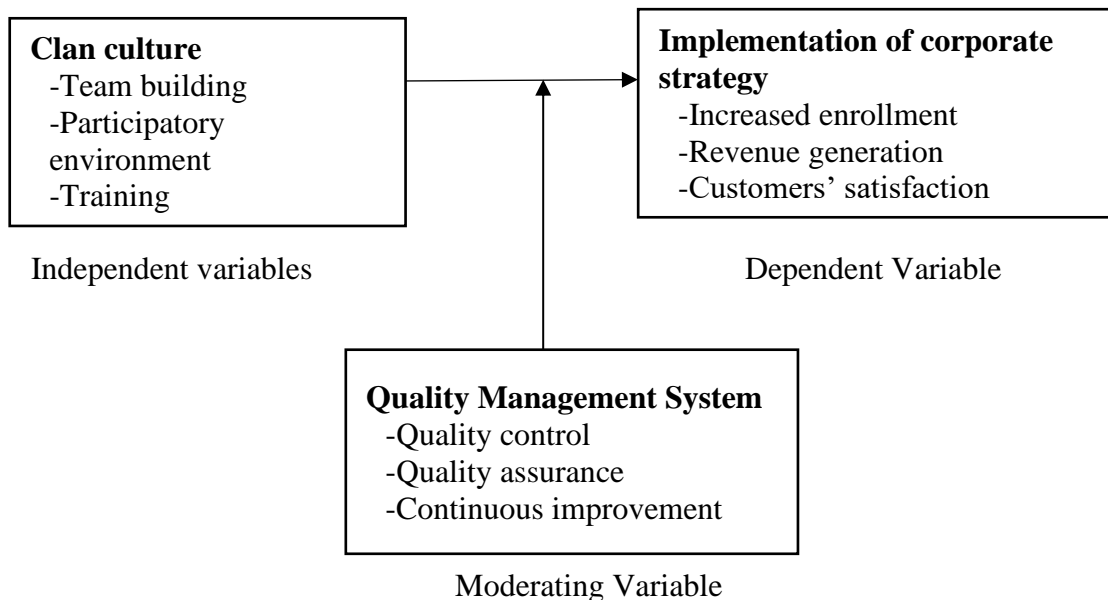


Figure 1: Conceptual framework

3.0 RESEARCH METHODOLOGY

Cross-sectional survey research design was adopted and it used both quantitative and qualitative data as it seeks the effect of organizational culture on the implementation of corporate strategy. The population of the study was drawn from 14 private chartered universities in Kenya. The accessible population included registrars, deans, directors, heads of departments, academic staff, and student' leaders. This study used stratified random sampling and the target sample size was 240 participants. A pilot study was conducted with 24 participants to determine the reliability and validity of the questionnaire. The pre-testing of the questionnaires enhanced clarity and it ensured the acceptance of the respondents of the survey.

The Cronbach's alphas for all the independent, dependent, and moderating variables were above 0.7. The construct validity results showed that the factor loadings for all the variable constructs were above 0.5. Hence, all the variable constructs were retained for the study. Data from questionnaires was organized, coded, analyzed, and converted into quantitative summary reports for analyses using SPSS version 21. Data analysis entailed descriptive which involved frequencies, means (M), and standard deviation (SD). Inferential analysis involved correlation and regression analyses to test the hypotheses. On the other hand, qualitative data was analyzed thematically.

4.0 FINDINGS

4.1 Response rate

In total, 240 questionnaires were distributed to employees in various departments. 194 questionnaires were reasonably and adequately completed representing an 81 percent response rate while 46 questionnaires were not returned.

4.2 Descriptive Statistics for the Study Variables

4.2.1 Descriptive statistics for the effect of Clan culture and the implementation of corporate Strategy in Private chartered universities in Kenya

The study sought to examine whether clan culture had a significant effect on the implementation of corporate strategy in Private chartered universities in Kenya. The respondents were asked to rate the extent to which they disagree or agree with the statements on how clan culture affects the implementation of corporate strategy in Private chartered universities in Kenya.

The majority of the respondents (97, 50%) were in agreement that the institutions normally encourage teamwork which facilitates successful strategy implementation as shown by the average score of 4.11 (SD = 0.86). The findings support a study by Bontiset *et al.* (2009), that teamwork helps employees to take greater responsibility for decision making and it also allows the team members to control a larger part of the work process.

The findings showed that the majority of the respondents (105, 54.1%) were in agreement indicating that the commitment of employees has enabled effective strategy implementation within Private chartered universities in Kenya as shown by a mean of 3.91 (SD = 1.17). Chatterjee *et al.* (2018) posit that employees are rewarded for their high performance as teams other than individuals to ensure a coherent working environment and teamwork.

Similarly, the findings showed that the majority of the respondents (76, 39.2%) agreed that communication by the management had caused the strategies to be implemented effectively as shown by a mean of 3.58 (SD = 1.06). According to Mutai (2015), communication is a critical factor that determines the success of a strategy initiative and the management needs to improve their communication during the implementation process of corporate strategy. But Rapert *et al.* (2002) posit that poor vertical communication inhibits effective strategy implementation and promotes more open communication within the organization. Communication serves as a means to reach this harmony.

The majority of the respondents (79, 40.7%) agreed that their institutions emphasize training as shown by an average score of 3.43 (SD = 1.08) were recorded. These findings suggest that employee training is prioritized which is good for successfully implementing strategies within Private chartered universities in Kenya, the respondents (56, 28.9%) were in agreement that there was more training of employees in the institutions which is good for implementation of strategies as shown by the mean of 3.39 (SD = 1.45). Commitment to the training of the employees that is constant by the organizations speeds up the implementation of strategies (Rotich & Osodo, 2017).

Concerning whether the institution invests in improving people skills which are essential in ensuring success in strategy implementation, the majority of the respondents (76, 39.2%) agreed as shown by a mean score of 3.41 (SD = 1.11). Furthermore, the majority of the respondents (54, 27.8%) agreed that their institutions award incentives to employees who perform well as shown by a mean score of 3.03 (SD = 1.36). According to Thompson *et al.* (2009), if the organization wants to get employees energetic and committed its management needs to be resourceful in having incentives that motivate staff—incentives that are both monetary and nonmonetary. The more the management understands what motivates employees the more they rely on motivational incentives as a tool for achieving the targeted strategic result, and the greater the employees will be committed to strategy implementation and achievement of performance targets (Thompson *et al.*, 2009).

Table 1: *Clan Culture Descriptive Analysis*

Statement	SD	D	N	A	SA	Mean	SD
The institution encourages teamwork which facilitates successful strategy implementation.	2(1)	11(5.7)	17(8.8)	97(50)	67(34.5)	4.11	.862
The commitment of employees has enabled effective strategy implementation.	5(2.6)	14(7.2)	30(15.5)	105(54.1)	40(19.7)	3.91	1.173
Communication by the management has caused the strategies to be implemented effectively.	6(3.1)	29(14.9)	44(22.7)	76(39.2)	39(20.1)	3.58	1.066
The institution emphasizes human resource training.	9(4.6)	34(17.5)	44(22.7)	79(40.7)	28(14.4)	3.43	1.081
There is more training of employees in the institution which is good for successfully implementing strategies.	15(7.7)	43(22.2)	42(21.6)	56(28.9)	38(19.6)	3.39	1.458
The institution invests in improving people skills which are essential in ensuring success in strategy implementation.	6(3.1)	47(24.2)	34(17.5)	76(39.2)	31(16)	3.41	1.112
The institution awards incentives to employees who perform well.	28(14.4)	43(22.2)	48(24.7)	54(27.8)	21(10.8)	3.03	1.360

The students' leaders were asked to give their opinions on whether their institution encourages teamwork that enhances strategy implementation. 28.6% (12) of the respondents disagreed with this statement and another 28.6% (12) strongly disagreed. However, 14.3% (6) of the respondents were not sure whether their institution encouraged teamwork. The respondents who agreed with this statement were 28.6% (12). The shared leadership approach encourages students to learn by doing, reflecting, analyzing, and experimenting with new behaviors in an environment that is safe outside the classroom setup (Bright et al., 2012). These findings suggest that the students' leaders should be involved by university management in the implementation of corporate strategy in their universities.

Table 2: *On institutional cultures, student leaders were asked to give their opinion on: Our institution encourages teamwork that enhances strategy implementation*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	28.6	28.6	28.6
	Disagree	12	28.6	28.6	57.1
	Not sure	6	14.3	14.3	71.4
	Agree	12	28.6	28.6	100.0
	Total	42	100.0	100.0	

4.2.1.1 Qualitative Findings of Clan Culture

In the questionnaires, the respondents were required to indicate the extent to which institutions benchmark best practices before adopting new ways of working. To rate the institution's benchmark best practices before they adopt new ways of working, 35% (3) of respondents indicated that their institutions conduct benchmarking with other institutions before they adopt new ways of working. The responses were under 50% but the second highest was 29.1 % (25) respondents, who rated their universities 75% as using benchmark best practices. However, 6.9% (6) of the respondents indicated that their institutions had the best practices of benchmarking. The findings indicate that the majority of Private chartered universities in Kenya have a culture of using the benchmark best practices before they adopt new ways of working.

Table 3: *Institution Benchmark Best Practices*

Response	Frequency	Percent
0%	2	2.35
25%	23	26.74
50%	30	34.88
75%	25	29.06
100%	6	6.97
Total	86	100.00

The researcher interviewed the finance officers (FO), deans of students (DOS), public relations officers (PRO), and human resource managers (HRM). The interviewees were asked how internal culture impacts successful corporate strategy implementation. The majority (6, 46.2%) indicated that internal culture is directly related to successful corporate strategy implementation, but there is a need for improvement. The second largest responses from the interviewees 23.1% (3) indicated that the majority of the Private chartered universities have a unique culture that integrates faith and learning. This finding agrees with the study of Bonnell (2015) that pointed out that the implementation of religious-oriented mission in Private chartered universities all share a commitment to academic quality and the integration of faith and learning, but the capacities differ in those attempts.

Still, other interviewees (2, 15.4%) noted that without the right culture in these universities, there can never be any success. On the other hand, the core values guide the implementation of strategy and ensure university policies are well understood and implemented by the staff as indicated by 15.4 % (2) interviewees. The implication of these findings shows that the internal culture is directly related to successful corporate strategy implementation, but in some Private chartered universities, there is a need for improvement. However, something that is positive about these universities is the unique culture that integrates faith and learning. This finding is confirmed by research done by Bonnell (2015) who pointed out that the unique culture in Private universities that are religious-based and those that implement religious-oriented missions, all share a dedication to academic quality and the integration of faith and learning. These findings also show that the core values in these universities guide the implementation of strategy and ensure that university policies are well understood and implemented by the staff, and this is related to successful corporate strategy implementation.

Table 4: Internal Culture is Related to Successful Corporate Strategy Implementation

Statements from Interviewees	Frequency	Percent
It is directly related but there is a need for improvement	6	46.2
Unique culture of integrating faith and learning	3	23.1
Without the right culture, no success	2	15.4
The core values guide the implementation of strategy and ensure university policies are well understood and implemented	2	15.4
	13	100

4.2.2 Descriptive Statistics for Implementation of Corporate Strategy

In this section, the respondents were asked to rate the extent to which they agreed with the statements under the implementation of corporate strategy in their universities. To begin with, the respondents were asked to rate the extent to which their institutions have enhanced information to create awareness of their programs to the students effectively. On a scale of 1-5, an average mean score of 3.80 (SD = 0.90). The results showed that they agreed with the statement that employees are involved in strategic marketing efforts for student recruitment and enrolment, as this was supported by a mean score of 3.78 (SD = 0.86). Studies confirm that communication to effective marketing efforts is key to the strategy implementation process; and marketing strategies must be communicated to all stakeholders before implementation (Ambani & Wanyoike, 2014).

Respondents also agreed that their institutions have clearly defined revenue strategies ($M = 3.86$, $SD = 0.83$) and prioritize a customer-oriented approach with a mean score of 3.73 ($SD = 1.19$). Further analysis, a mean score of 3.63 ($SD = 1.02$) indicated that the respondents agreed that resources in their institutions are allocated according to the budget. To confirm if there was involvement of stakeholders to support strategy implementation on customer satisfaction, a mean score of 3.71 ($SD = 1.01$) was realized, showing that the respondents agreed that there was involvement of stakeholders to support strategy implementation on customer satisfaction. To verify if institutions have appropriate reward systems, the finding suggests that institutions have appropriate reward systems since a mean score of 3.11 ($SD = 1.09$) was established.

Table 5: *Implementation of Corporate Strategy Descriptive Analysis*

Statement	SD	D	N	A	SA	Mean	SD
Our institution has enhanced information that effectively to create awareness of their programs to the students.	0(0)	20(10.3)	42(21.6)	88(45.4)	44(22.7)	3.80	.906
Employees are involved in the strategic marketing efforts for student recruitment and enrolment.	0(0)	19(9.8)	41(21.1)	98(50.5)	36(18.6)	3.78	.862
The university management is customer-oriented and it has articulated strategies for generating revenue	2(1)	35(18)	34(17.5)	74(38.1)	49(25.2)	3.73	1.193
Financial resources in our institution are allocated to better serve the needs of the customers.	3(1.5)	29(14.9)	44(22.7)	78(40.2)	40(20.6)	3.63	1.021
There is involvement of stakeholders to support strategy implementation on customer satisfaction.	2(1)	29(14.9)	36(18.6)	83(42.8)	44(22.7)	3.71	1.012
Our institution has appropriate reward systems of employee compensation and management incentives to better serve the customers.	17(8.8)	40(20.6)	57(29.4)	65(33.5)	15(7.7)	3.11	1.093

4.2.3 Descriptive Statistics for Quality Management System

The results indicated that most respondents agreed that their institution's policy on quality teaching is properly implemented by faculty members to enhance continuous improvement, as evidenced by a mean of 4.16 (SD = 0.854). Similarly, a majority affirmed that university management is committed to enhancing quality teaching, which improves quality assurance, as shown by a mean score of 4.14 (SD = 0.893). Henard and Roseveare (2012) argue that institutions need to enhance the coherence of their policies, which includes those apparently to

quality teaching, and to ensure that there is support enhancement of quality assurance. The findings are in support of research by Tevi (2014) that Quality management systems in higher education helps in improving professional standards by comparing them with international educational qualifications.

Additionally, most respondents agreed that effective teaching is measured through faculty performance evaluations, such as tenure and promotions, reflected by a mean score of 4.15 (SD = 0.889). Regarding the use of performance contracts to measure job competencies and quality control, a significant proportion agreed with a mean score of 3.80 (SD = 1.054). Furthermore, retraining employees in response to process changes like ISO standards was also agreed upon, indicated by a mean score of 3.85 (SD = 1.262).

However, responses were less favorable for the implementation of "clock-in and clock-out" monitoring systems by teaching staff for quality control, with a lower mean score of 2.75 (SD = 1.358). Finally, monitoring teaching activities to ensure quality assurance was widely agreed upon, as shown by a mean score of 3.98 (SD = 1.124). These results reflect varying levels of agreement on the implementation and effectiveness of quality assurance measures across the institution.

Table 6: Descriptive Results for Quality Management System

Statement	SD	D	N	A	SA	Mean	SD
The institution's policy on quality teaching is properly implemented by faculty members to enhance continuous improvement.	2(1)	10(5.2)	15(7.7)	94(48.5)	73(37.6)	4.16	.854
The university management has commitments aimed at enhancing the quality of teaching, hence quality assurance.	2(1)	11(5.7)	20(10.3)	85(43.8)	76(39.2)	4.14	.893
Evidence of effective teaching is measured through evaluation of the performance of faculty members' jobs (e.g., tenure, promotion, annual evaluations), hence quality improvement.	0(0)	18(9.3)	10(5.2)	91(46.9)	75(38.7)	4.15	.889
Our institution uses performance contracts to measure job competencies and quality control.	4(2.1)	22(11.3)	40(20.6)	70(36.1)	58(29.9)	3.80	1.054

All employees are retrained as changes of processes such as ISO standards and CUE requirements, hence quality control.	10(5.2)	19(9.8)	34(17.5)	67(34.5)	64(33)	3.85	1.262
'Clock-in and clock-out' is implemented by the teaching staff for monitoring teaching, hence quality control.	44(22.7)	51(26.3)	33(17)	41(21.1)	25(12.9)	2.75	1.358
Monitoring of teaching is effectively done in our institution to enhance quality assurance.	2(1)	20(10.3)	32(16.5)	74(38.1)	66(34)	3.98	1.124

4.3 Correlation Analysis

Correlation analysis clearly shows the strength of the relationship between variables. In this study, the Pearson product moment correlation coefficient was employed to establish the relationship between the predictor/explanatory variables. The correlation analysis was conducted and the findings suggested that the predictor variables were not highly correlated with each other. These findings imply that multicollinearity was not a problem.

Table 7: Correlation Analysis

		Corporate strategy	Clan culture
Corporate strategy	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.000
	N	193	193
Clan culture	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.000	
	N	193	194

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

4.4 Effect of Clan Culture and the Implementation of Corporate Strategy in Private Chartered Universities in Kenya

The objective was to examine the effect of Clan culture on the implementation of corporate strategy in Private chartered universities in Kenya. This objective was guided by the following hypotheses: H₀: There was no positive significant relationship between Clan culture and implementation of corporate strategy in Private chartered universities in Kenya.

H₁: Clan culture has a positive significant effect on the implementation of corporate strategy in Private chartered universities in Kenya.

Preliminary findings from a simple linear regression analysis revealed a positive effect of Clan culture on corporate strategy implementation in private chartered universities in Kenya. The regression model yielded an R^2 value of 0.117, indicating that Clan culture accounts for 11.7%

of the variance in strategy implementation. The ANOVA results showed that the regression model was statistically significant, $F(1, 191) = 25.28, p < .01$, supporting the conclusion that Clan culture positively influences strategy implementation. The regression coefficients result further showed that clan culture positively and significantly influenced the implementation cooperate strategy, $\beta = 0.22, p < 0.01$. The regression equation between corporate strategy implementation and Clan culture for the model was: $Y = 2.30 + 0.22X_1$ Where Y is the corporate strategy implementation, and X_1 is the clan culture.

The models indicated that for a unit increase in the clan culture, the implementation of corporate strategy culture increases by 0.22 units. Thus, it was evident that Clan culture had a positive and significant influence on the implementation of corporate strategy in Private chartered universities in Kenya. The null hypothesis was therefore rejected.

Table 8: Model summary for regression Analysis for Clan culture and Strategy implementation

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.342 ^a	.117	.112	.43701		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.827	1	4.827	25.28	.000 ^b
	Residual	36.477	191	.191		
	Total	41.303	192			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.30	.172		13.380	.000
	Clan culture	.220	.043	.342	5.027	.000

a. Dependent Variable: corporate strategy implementation

4.5 The moderating effect of quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya.

The study further sought to determine the moderating effect of quality management systems on the relationship between clan culture and the implementation of corporate strategy in Private chartered universities in Kenya. This objective was guided by the following hypotheses:

H_0 : There was no statistically significant moderating effect of the quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya.

H₁: There was a statistically significant moderating effect of quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya.

With the introduction of the moderator, the regression coefficient for clan culture improved from 0.22 to 0.276. The findings also revealed that the p-value was significant, an indication that the introduction of a quality management system moderated the relationship between clan culture and the implementation of corporate strategy in Private chartered universities in Kenya. The study therefore rejects the null hypothesis there was no statistically significant moderating effect of quality management system on the relationship between clan culture and implementation of corporate strategy in Private chartered universities in Kenya. It was thus concluded that the quality management system significantly moderates the relationship between clan culture and the implementation of corporate strategy in Private chartered universities in Kenya.

Table 9: *Quality Management System on The Relationship Between Clan Culture and Implementation of Corporate Strategy*

Model	Unstandardized Coefficient		Standard Coefficient	t	P-value
	B	Std. Error	Beta		
1 (Constant)	2.30	.172		13.380	.000
1 Clan culture	.22	.043	.342	5.027	.000
2 (Constant)	.109	.195		.557	.578
Clan culture*	.276	.110	.244	2.520	.013
Quality management system					

a. Dependent Variable: Y (Corporate strategy implementation)

5.0 CONCLUSION

With a p-value of less than .01, the regression analysis confirmed the statistical significance of the positive relationship between Clan culture and corporate strategy implementation. The null hypothesis was therefore rejected and the alternative hypothesis was accepted. For this reason, the fundamental conclusion was that clan culture had a significant influence on the implementation of corporate strategy in Private chartered universities in Kenya. The results established that there was a linear positive relationship between Clan culture and Strategy implementation which implies that an increase in Clan culture would lead to a linear increase in Strategy implementation in Private chartered universities in Kenya. It was also concluded quality management system enhances the relationship between clan culture and the implementation of corporate strategy in Private chartered universities in Kenya. The regression analysis and Pearson's correlation coefficient both confirmed a significant positive linear relationship between Clan culture and strategy implementation in private chartered universities, suggesting that an increase in Clan culture would correspond with improved strategy implementation.

6.0 RECOMMENDATION

Since clan culture had a significant influence on the implementation of corporate strategy in unique ways in Private chartered universities; Vice-chancellors, faculty heads, and departmental heads of private universities need to ensure that quality clan culture is sustained

in ways that promote sustainable growth in enrollment, revenue generation and customer satisfaction. Fostering open communication, and supporting collaborative decision-making or regular team-building initiatives by the management and the stakeholders will enhance the effective Clan culture, and hence, effective implementation of corporate strategy.

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