

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



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Abstract

Aim: This study aimed to examine the effect of market culture on the implementation of corporate strategy in private chartered universities in Kenya. The study also established the moderating effect of quality management systems on the relationship between market culture and implementation of corporate strategy 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 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. 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 software to compute the relationships between dependent and independent variables. Qualitative data was analyzed thematically.

Results: Findings indicate that market culture is a significant positive predictor of corporate strategy implementation in the studied universities ($\beta = 0.719$, $p < 0.01$). It was also found that there was a statistically significant moderating effect of quality management system on the relationship between market culture and implementation of corporate strategy in private chartered universities in Kenya ($\beta = 0.748$, $p < 0.022$).

Conclusion: The findings highlight a positive effect of market culture on the implementation of corporate strategy in private chartered universities in Kenya. Furthermore, the study reveals that quality management systems play a significant moderating role in strengthening this relationship.

Recommendations: University management should facilitate the active participation of student leadership in governance. The study also recommends that leadership in private universities prioritize fostering a market-oriented culture by aligning strategic goals with market trends and emphasizing quality management systems to improve strategy implementation. The Commission for University Education (CUE) should strengthen its support for market-driven strategies and ensure that quality management is integrated into institutional frameworks. Additionally, the Ministry of Education should develop policies that promote a market-focused approach to curriculum design and support universities in adopting systems that enhance quality and strategic execution.

Keywords: Market culture, implementation, corporate strategy, private universities

1.0 INTRODUCTION

Organizational culture is a cornerstone of effective management practices, playing a crucial role in shaping performance and strategic success in higher education institutions. In the past, researchers have studied organizational concepts to provide managerial services that are effective in universities (Beytekin *et al.*, 2010). The rigorous frameworks of strategy formulation are giving place to flexible and dynamic frameworks of strategy implementation that can take today's organizations to a new way of thinking and action (Kumar, 2015). On the other hand, success in corporate management of an organization and its efficiency calls for creating and accomplishing the new concepts of corporate strategy which are focused on the processes of corporate strategy and its implementation. This gives the best probabilities for creating corporate and competitive advantage (Sekulić, 2002). As a result, there exists a high demand for new forms of managerial thinking, organizational cultures, global mindsets, considerable strategic and structural flexibility, and innovative methods for implementing strategies in the business frontier are in dire need (Schaap, 2006). Organizations with strong cultures discharge open communication and license employee decision-making, and as a result create a good and favorable working atmosphere (Schneider *et al.*, 2013).

Institutions of higher education produced evidence for the validity of the Competing Values Framework (Cameron & Freeman (1991). Based on former organizational culture studies in the literature, Cameron and Quinn (2006) have termed the four culture types as; clan, adhocracy, market, and hierarchy. Market culture is a type of organizational culture that stresses the effectiveness of the goal's achievement. Organizations rely on strong external positioning and control (Cameron & Quinn, 1999). Planning and goal-setting organizations result in productivity and efficiency. The market culture in an organization is a result-oriented entity that is concentrated on interaction with the external environment, stability, and controllability. In this culture, the organization emphasizes competition both outside and inside. Leaders in this culture are tough and demanding competitors, and success is defined by market winning (Pushnykh & Chemeris, 2006). Market culture is characterized by emphasizing competitive advantage and market superiority where leaders drive the organization toward productivity, results, and profit, and this holds the organization together; the prevailing concern is on competitive actions and achieving goals, targets, and increasing its competitive position (Prajogo & McDermott, 2005).

This type of culture is important because it stresses effectiveness and goal achieving which support strategy implementation. The market operates primarily through monetary exchange, as competitiveness and productivity in these organizations. They are dependent on strong external positioning and control. In this culture, all activities are based on profit and emphasis on rational action. It assumes that planning and goal-setting result in productivity and efficiency (Cameron *et al.*, 1999). The market culture is regarded as a results-oriented workplace with an emphasis on winning, outpacing the competition, escalating share price, and market leadership (Cameron *et al.*, 2011). The market culture tends to be results-oriented where members value competitiveness, thoroughness, perfectionism, assertiveness, and personal initiative (Igo & Skitmore, 2006).

1.1 Statement of the Problem

At its beginning, the strategic plan in post-secondary education was viewed as a tool to articulate institutional mission and vision help prioritize resources, and promote organizational focus. As a result, many of the early strategic planning efforts produced documents that described the

institution but did little to motivate a process. These 'shelf documents' often brought discontent within the institution, since many who participated in the process spent long hours on the plan's development and saw relatively little implementation of the strategies (Hinto, 2012). Aaltonen and Ikavalko (2002) have realized that without implementing strategies effectively, even the most superior strategy is not useful. A meaningful strategy is not complete unless and until it is implemented. Understanding organizational culture and implementing strategies will help university leaders to manage change more effectively and efficiently. Many organizations fail due to a lack of implementation and not formulation of strategy.

Ideally, any management in any institution such as a school, college, or university, among others, seeks to ensure that the implementation of corporate strategy can be scaled repeatedly and sustainably (Rick, 2013). However, research has shown that 62% of all institutions of higher education have a poorly implemented corporate strategy due to weaknesses of executive leadership in mobilizing change, translating strategy into operations, aligning organizational units to employees towards implementation of specific aspects of corporate strategy, motivate the people they lead to take translate strategy into operations and govern the implementation of corporate strategy to be a continual process.

Private universities in Kenya experience challenges in implementing corporate strategies influenced by resistance to change and hierarchical decision-making processes, which hinder strategic adaptability. These challenges are compounded by financial constraints, as many universities depend heavily on tuition fees, leading to cash flow issues when enrollment is lower than expected. These internal cultural and financial limitations necessitate organizational practices reevaluation to foster better strategy implementation and financial sustainability (King'oo et al, 2020). This trend is likely to 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 market culture on implementation of corporate strategy in the private chartered universities in Kenya was done.

1.3 Objectives

To examine the effect of market 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 market culture and implementation of corporate strategy in private chartered universities in Kenya.

1.4 Research Hypothesis

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

2.0 LITERATURE REVIEW

2.1 The Open Systems Theory

The theory was developed by a Hungarian biologist called Ludwig Von Bertalanffy in 1928 (Amrule, 2013; Olum, 2004). The foundation of systems of theory is that all the components of an organization are interrelated and that changing one variable might affect many others, or if one subsystem fails, the whole system is put in jeopardy. In this regard, organizations are viewed as open systems, continually interacting with the environment. These parts that share feedback among each other can be looked as consisting of four aspects namely: inputs which comprise resources such as raw materials, money, technology, and people; processes, such as planning, organizing, motivating, and controlling; outputs such as products and services and enhanced systems productivity. This implies that when one part of the system is removed, the nature of the system is changed as well. Systems theory helps managers to look at the organization more broadly and recognize the interrelationships among the various parts of the organization and how they are related to each other (Amrule, 2013; Olum, 2004).

Organizations operate within an environment. This environment influences the organizational culture and strategy implementation efforts of any organization. One of the strategic planning techniques that provide a useful framework for analyzing the environmental pressures on a team or an organization is known as PESTEL, which stands for political, environmental, social, technological, environmental, and legal factors. These factors are crucial in advanced strategic management and every organization needs to be aware of this. In the PESTEL tool, political factors represent the how and the extent of government influence on the economy and business through labor laws, tax policy, tariffs, trade restrictions, and environmental law, among others. Economic factors refer to those areas unique to the economy and directly influenced by the economy such as inflation rate, interest rate, economic growth, or exchange rate. Social factors refer to demographic factors that comprise the areas such as population growth rate, cultural aspects, age distribution, and health consciousness. Technological factors refer to automation, incentives, the rate of technological change, and Research and development. Environmental factors refer to all the factors related to and influenced or determined by the surrounding environment. Finally, legal factors like laws directly connected to a business or company and its area of activity, including consumer law, antitrust law, health and safety law, and the law on discrimination (Chiuri, 2015).

This model would be appropriate for the proposed higher education 'mixed economy' shaped by market demands and a knowledge economy (Santiago *et al.*, 2008). According to Quinn *et al.* (2012), the open systems model stresses adaptation, flexibility, and innovation, and the key priority is to create. The model thrives on adhocracy whereby ad hoc decisions depend on external influences. This theory is therefore relevant for this study because it is fitting for the market culture and implementation of corporate strategies in private chartered universities.

2.2 Empirical Review

The market culture emphasizes productivity and achievement with clearly defined objectives for external competitiveness. Efficiency and profit orientation are conducive to the implementation of strategies that focus on achieving superior quality and competitiveness (Mutai, 2015). Studies showed that instilling a strong market culture in an organization makes intuitive sense. The research solidly confirmed that it is a driver of superior performance. A company with a strong

market culture will have a longer-term and profit perspective on business decisions. Between 1990 and 2007, more than 60 research studies were done and they covered 7,619 companies and small business units in 26 countries. The studies found that market culture and business performance are strongly related. This positive correlation was identified by more than 35 performance measures that included revenue growth, return on investment, market share, customer retention, employee performance, and new product sales. The evidence provides management with an empirical basis for embracing a strong market culture as a way of creating a competitive advantage for their organizations and the superior firm performance that results from that (Gallagher *et al.*, 2008).

On the other hand, institutions with market-type cultures were most effective in domains of performance relating to their ability to acquire the needed resources such as revenues, good faculty, and institutional visibility. All these attributes were consistent with a market culture (Cameron & Freeman, 1991). A study done on organizational culture and strategy implementation in Airtel Kenya found that the market culture at Airtel emphasizes productivity and achievement with clearly defined objectives for external competitiveness. Efficiency and profit orientation are conducive to the implementation of strategies that focus on achieving superior quality and competitiveness (Mutai, 2015).

2.3 Conceptual Framework

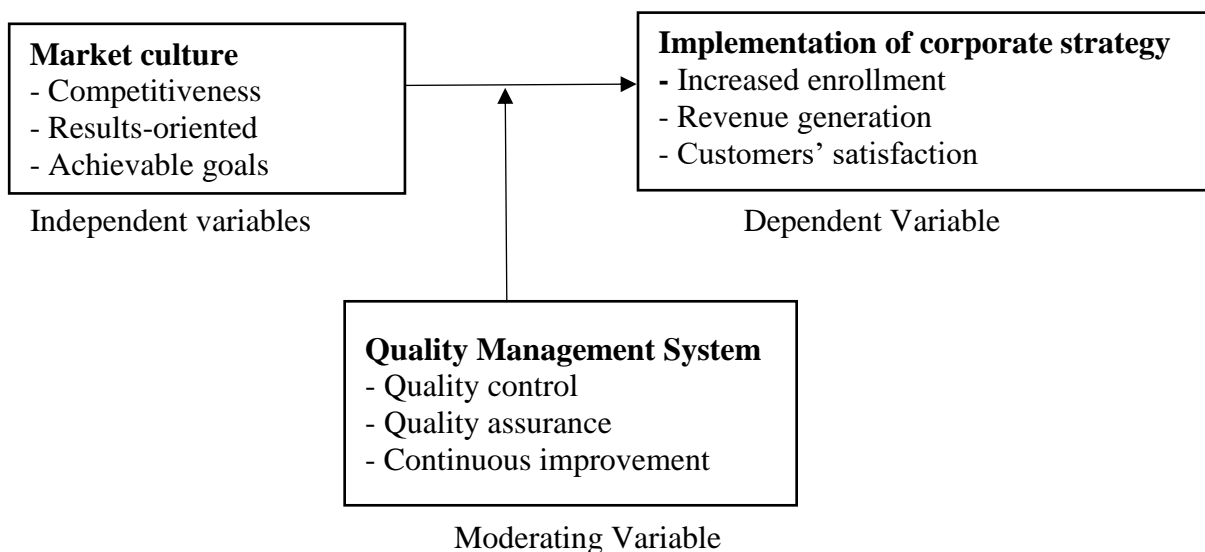


Figure 1: Conceptual framework

3.0 RESEARCH METHODOLOGY

Jones (2015) observed that cross-sectional survey designs are perhaps the most commonly used in the social sciences. The population of a cross-section is sampled and relationships are assessed by using statistical analysis. The advantage of this design is that it is convenient for the research with limited resources. Further, obtaining a sample of a cross-sectional is easier, and random samples may be taken from the population to allow the findings to be generalized within the wider population. This study adopted a cross-sectional survey research design to sample the population of a cross-section of private chartered universities in Kenya.

Both quantitative and qualitative data were used to seek the effect of clan culture on the implementation of corporate strategy. 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. 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 software to compute the relationships between dependent and independent variables. Qualitative data was analyzed thematically.

4.0 FINDINGS

4.1 Response rate

All 240 questionnaires were distributed to employees in various departments. A total of 194 questionnaires were adequately completed and returned representing an 81 percent response rate.

4.2 Descriptive Statistics for the Study Variables

4.2.1 Descriptive statistics for the effect of Market culture and the implementation of corporate strategy in private chartered universities in Kenya

The researcher wanted to assess the linking of Market culture and implementation of corporate strategy in private chartered universities in Kenya. The respondents were asked to state their level of agreement with the following items based on Market culture and how they are associated with the implementation of corporate strategy in private chartered universities in Kenya.

The majority of respondents agreed (33, 17%) that employees are achievement-oriented, which supports strategy implementation, as shown by the mean of 3.86 (SD = 0.985). This contends with Meldrum (2012) that cultural features affect the degree of market orientation. Ndulu (2009) contends that a market-oriented culture is characterized by low levels of conflict and politics, highly developed information generation, and human resource management systems geared toward the market. However, a high level of marketing input into strategic management and promoted response to marketing intelligence as well as the implementation of customer value-enabling strategies describe a market-oriented culture.

Similarly, most respondents (84, 43.3%) affirmed that their institutions emphasize competitive actions in the marketplace, as indicated by a mean of 3.77 (SD = 1.106). A significant majority of respondents (105, 54.1%) strongly agreed that productivity is emphasized in our institution, reflected by the mean of 4.26 (SD = 1.346). Additionally, a majority of the respondents (96, 49.5%) acknowledged that results orientation enhances strategy implementation in the universities, with a mean of 3.96 (SD = 1.135). Most respondents also agreed (79, 40.7%) that leadership in their institutions demonstrates a results-driven focus, as shown by a mean of 3.96 (SD = 1.234). This resonates with Cameron *et al.* (2011) who argue that the market culture is considered as a results-oriented workplace that emphasis willingness, escalation of share price, outrunning the competition, and market leadership.

Regarding the emphasis on implementing institutional objectives, a significant majority agreed (55, 28.4%), as reflected by a mean of 4.18 (SD = 0.821). Moreover, most of the respondents agreed (85, 43.8%) that customer focus facilitates strategy implementation, evidenced by a mean

of 4.11 (SD = 0.850). This agrees with Osarenkhoe (2006) that instilling a strong market culture in an organization promotes a competitive edge in the market, credibility and ease of purchase, customer loyalty, and shared values. The findings are in support of Manguru (2011) who posited that a strong organizational market culture enhances powerful leadership which enables the smooth running of the whole organization, a strong reward system that promotes employee motivation, employee productivity, and employee retention.

Table 1

Market Culture Descriptive Analysis

Statement	SD	D	N	A	SA	Mean	SD
Employees are achievement-oriented and this helps strategy implementation.	19(9.8)	32(16.5)	108(55.7)	33(17)	2(1)	3.86	.985
Our institution emphasizes competitive actions in the marketplace.	2(1)	24(12.4)	41(21.1)	84(43.3)	43(22.1)	3.77	1.106
Productivity is emphasized in our institution.	2(1)	14(7.2)	12(6.2)	105(54.1)	61(31.4)	4.26	1.346
Our institution is results-oriented which enhances successful strategy implementation.	2(1)	13(6.7)	37(19.1)	96(49.5)	46(23.7)	3.96	1.135
The leadership in the institution demonstrates a results-oriented focus.	4(2.1)	9(4.6)	50(25.8)	79(40.7)	52(26.8)	3.96	1.234
Our institution emphasizes on implementation of its objectives.		31(16)	106(54.6)	55(28.4)	2(1)	4.18	.821
To enable strategy implementation, our institution emphasizes customer focus.		11(5.7)	27(13.9)	85(43.8)	71(36.6)	4.11	.850

The respondents (students' leaders) were asked to give their opinion on whether their institution is very results-oriented institution. The majority of the respondents (16, 38.1%) strongly agreed and 33.3% (14) respondents agreed. But 14.3% (6) respondents strongly disagreed and the same percentage of respondents disagreed. The findings reveal that some respondents were aware that their institutions were results-oriented while others were not.

Table 2

Student Leaders Opinion on Whether Their Institution is very Results-oriented

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	6	14.3	14.3	14.3
	Disagree	6	14.3	14.3	28.6
	Agree	14	33.3	33.3	61.9
	strongly agree	16	38.1	38.1	100.0
	Total	42	100.0	100.0	

Qualitative Analysis for Market Culture

External environmental factors

The respondents were supposed to state the top three external environmental factors that hinder strategy implementation in their institutions. Economic factors were identified by 28.5% (49) of respondents as the primary hindrance to strategy implementation in their universities because fees are relatively higher than the competitors. The second highest response was 26.7% (46) where the respondents indicated that competition is a hindrance to the implementation of strategies. There is stiff competition from other universities, especially the public universities.

Social factors 14.5% (25) respondents indicated that this was an external environmental factor, and close to this were the political factors where 12.7% (22) respondents indicated that they affect the effective implementation of strategies. External environmental factors (Technological factors and customers) were indicated by 8.7% (15) respondents. The implication of these findings shows that several external environmental factors hinder the implementation of strategies, and these factors include economic, competition, social, political, and technological factors, and customers.

Table 3

External Environmental Factors

Main Factors	Frequency	Percent
Economic factors	49	28.49
Competition	46	26.74
Social factors	25	14.54
Political factors	22	12.79
Technological factors	15	8.72
Customers	15	8.72
Total	172	100

Other external environmental factors

The respondents were also supposed to indicate other external environmental factors that hinder strategy implementation in their institutions. The majority (15, 17.9%) of respondents indicated government regulatory policies on education as an external environmental factor that affected the implementation of strategies in their institutions. This finding is confirmed by Musyoka (2011) whose study revealed that despite the involvement and participation of all stakeholders, including the government during the process of strategic planning, it was clear that the government and its regulations brought about a major hindrance to effective implementation of strategies. Successful implementation of strategies depends on having adequate information on changing technology in one's industry and government regulations and on knowing what the competitors are up to and what is generally happening both locally and globally (Burke, 2011). Further study found that frequent changes in government policies and regulations will negatively influence strategic planning and this becomes a hindrance to successful strategy implementation in institutions of higher learning in Kenya (Chiuri, 2015).

A large portion (8, 9.5%) of respondents indicated that a financial constraint was a great factor that hindered strategy implementation. About 8.3% (7) respondents felt that movement of teaching staff, low staff morale caused by fear of retrenchment, and lack of incentives to staff and motivation. Still, other respondents (6, 7.1%) stated that rigidity of adoption of new strategies and inability to embrace change (culture change) was another external factor that hindered the implementation of strategies in private universities. Lack of sufficient resources (land) for expansion/accommodation facilities and staff housing was indicated by 6% (5) respondents as factors that hindered the implementation of strategies. Few respondents (3, 3.6%) indicated that poor perception about private universities that did not sometimes get enough students to meet the quorum; tribalism, nepotism, and corruption were a challenge in the implementation of strategies in these universities.

These findings imply that other environmental factors hinder the implementation of strategies and private chartered universities need to be aware of these factors and seek ways how to eliminate them. Studies confirm that there are disputes between the management and lack of support from top-level management in the organizations. This is an impediment to the implementation of corporate strategy because instead of management concentrating on how to implement strategies, they are caught up in squabbles, and hence becoming difficult to implement strategies though they are well formulated (Mbaka & Mugambi, 2014).

On the other hand, 2.4% (2) respondents indicated that learning material and equipment expenses; limited human resources and mistrust; unnecessary religious influence; and lack of adaptability and quality are external factors that hinder the effective implementation of strategies. But the least respondents, 1.2% (1) stated that changes in the market environment, global benchmarks, lack of goodwill, insecurity, dynamics of the learning environment, and market fluctuations are other factors that hinder strategy implementation. The findings imply that other external environmental factors hinder the implementation of strategies and these include government regulatory policies on education, financial constraints, movement of teaching staff, low staff morale caused by fear of retrenchment, and lack of incentives to staff and motivation, and rigidity of adoption of new strategies and inability to embrace change (culture change).

Table 4

Other External Environmental Factors

Main Factors								
Regulatory challenges	(f)	%	Financial constraints	(f)	%	Staff issues	(f)	%
Government Regulatory Policies	15	17.86	Financial constraint	8	9.52	Teaching staff – lack of incentives, morale, and fear of retrenchment	7	8.33
Rigidity of adoption of new strategies	6	7.14	Insufficient resources	5	5.95	Limited human resource	2	2.38
Tribalism, Nepotism, and corruption	3	3.58	Poor perception of universities and few students	3	3.58	Lack of adaptability and quality	2	2.38
Unnecessary religious influence	2	2.38	Change in market environment and global benchmarks	2	2.38	Lack of goodwill and insecurity	2	2.38
			Dynamics of the learning environment and market fluctuations	2	2.38	Poor communication	3	3.58
			Learning material and equipment expenses	2	2.38	Stakeholders' commitment is minimal	2	2.38
TOTAL	26	30.96		22	26.19		18	21.43

Internal environmental factors

The private chartered universities need to be aware of these mentioned factors so that they can improve in their implementation of corporate strategies. However, 3.6% (3) respondents indicated internal environmental factors as poor communication and 2.4 % (2) indicated that stakeholders' commitment is minimal. Studies revealed a variation in responses which implies that institutions of higher education need to intensify communication processes with their employees especially when clarifying issues to do with strategy implementation (Chiuri, 2015).

Rajasekar (2014) has pointed out that communication enhances the clarity of the strategy and employees' involvement and this results in commitment). Further studies confirm this finding by pointing out that there is a lack of communication between the formulators of strategies and the employees, and employees are not well-informed about the strategies and the various tasks they

are supposed to perform (Mbaka & Mugambi, 2014). The findings imply that these internal environmental factors, that is, poor communication and minimal stakeholders' commitment make it hard to implement strategies in private chartered universities in Kenya.

4.2.2 Descriptive Statistics for Implementation of Corporate Strategy

The majority of the respondents (88, 45.5%) agreed that their institutions have enhanced information to effectively create awareness of programs for students, as shown by a mean score of 3.80 (SD = 0.906). Similarly, the majority (98, 50.5%) agreed that employees in their institutions are involved in strategic marketing efforts for student recruitment and enrollment, as indicated by a mean score of 3.78 (SD = 0.862). The majority of respondents (74, 38.1%) also agreed that their university management is customer-oriented and has articulated strategies for generating revenue, reflected by (M = 3.73) and (SD = 1.193).

Additionally, most respondents (74, 38.1%) agreed that financial resources in their institutions are allocated to better serve customer needs, as shown by a mean score of 3.63 (SD = 1.021). The majority agreed (83, 42.8 %) that stakeholders are involved in supporting strategy implementation on customer satisfaction, as indicated by a mean score of 3.71 (SD = 1.012). According to Chepkoech and Waiganjo (2015), stakeholders play a significant role in strategy implementation in institutions and it has resulted in the achievement of broader support in the implementation of the organization's strategies.

However, a majority (65, 33.5%) agreed that their institutions have appropriate reward systems for employee compensation and management incentives to serve customers, as shown by a mean score of 3.11 (SD = 1.093). In general, it was clear that the respondents agreed with all the items listed under Strategy implementation which were under investigation. Institutions need to have compensation and incentives that accommodate employee needs and they have to be clear on what needs to be performed in line with the requirements of the implemented strategy. These incentives and compensation would enhance the commitment of employees toward the implementation of the strategy (Yaacob, 2009). Employee compensation and management incentives affect the performance of the organization to a very great extent, and a strong reward system promotes employee retention, employee motivation, and employee productivity (Mugo, 2018).

Table 5

Implementation of Corporate Strategy Descriptive Analysis

Statement	SD	D	N	A	SA	Mean	SD
Our institution has enhanced information that effectively creates 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)	74(38.1))	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 94(48.5%) agreed that their institution's policy on quality teaching is properly implemented by faculty members to enhance continuous improvement, as evidenced by ($M = 4.16$) and ($SD = 0.854$). Similarly, a majority (85, 43.8%) affirmed that university management is committed to enhancing quality teaching, which improves the quality management system, as shown by ($M = 4.14$) and ($SD = 0.893$). 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 help in improving professional standards by comparing them with international educational qualifications.

Additionally, most respondents (91, 46.9%) agreed that effective teaching is measured through faculty performance evaluations, such as tenure and promotions, reflected by ($M = 4.14$) and ($SD = 0.889$). Regarding the use of performance contracts to measure job competencies and quality control, a significant proportion (91, 46.9%) agreed, with ($M = 3.80$) and ($SD = 1.054$). Furthermore, retraining employees in response to process changes like ISO standards was also agreed upon by 67(34.5%) respondents, indicated by ($M = 3.85$) and ($SD = 1.262$).

However, responses (51, 26.3%) were less favorable for the implementation of "clock-in and clock-out" monitoring systems by teaching staff for quality control, with a lower ($M = 2.75$) and ($SD = 1.358$). Finally, monitoring teaching activities to ensure quality assurance was widely agreed by the respondents (74, 38.1%), as shown by ($M = 3.98$) and ($SD = 1.124$). 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 market culture and corporate strategy implementation. The findings suggested that the market culture was positively related to corporate strategy implementation.

Table 7

Correlation Analysis

		Corporate strategy	Market culture
Corporate strategy	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	193	193
Market culture	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	193	194

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

4.4 Inferential Results for the Effect of Market Culture and the Implementation of Corporate Strategy in Private Chartered Universities in Kenya

The third objective was to determine the effect of market culture and the implementation of corporate strategy in private chartered universities in Kenya. This objective was guided by the following research hypothesis:

H₀: There was no effect of Market culture on the implementation of corporate strategy in private chartered universities in Kenya

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

The regression model results showed that the R-square value was 0.224, which implies that 22.4% of the variability in the implementation of corporate strategy was explained by the adoption of corporate culture. The ANOVA results further indicated that the adoption of market culture significantly influenced the implementation of corporate strategy in privately chartered universities, $F(1, 191) = 55.29, p < 0.01$. The regression coefficient table showed that the fitted regression model was: $Y = 0.568 + 0.719X_1$, where Y is the implementation of corporate strategy and X₁ is the market culture. Specifically, the market culture regression coefficient was positive and significant, $\beta = 0.719, p < 0.01$. This further implies that the adoption of market culture positively and significantly influences the implementation of corporate strategy in private chartered universities.

Table 8

Model Summary for Regression Analysis for Market Culture (X1) and Corporate Strategy Implementation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.474 ^a	.224	.220	.40952

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9.272	1	9.272	55.288	.000 ^b
1	Residual	32.031	191	.168		
	Total	41.303	192			

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.568	.348		1.631	.005
	Market culture	.719	.097	.474	7.436	.000

4.5 The Moderating Effect of Quality Management System on the Relationship Between Market 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 market culture and implementation of corporate strategy in private chartered universities in Kenya. This objective was guided by the following hypotheses:

H₀: There was no statistically significant moderating effect of the quality management system on the relationship between market 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 market culture and implementation of corporate strategy in private chartered universities in Kenya.

With the introduction of the moderator, the regression coefficient for market culture improved from 0.719 to 0.748. The findings also revealed that the p-value was significant, an indication that the introduction of a quality management system moderated the relationship between market culture and 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 market 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 market culture and 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)	.568	.348		1.631	.005
	Market culture	.719	.097	.474	7.436	.000
	(Constant)	.113	.201		2.557	.000
2	Market*quality management system	.748	.110	.544	2.520	.022

. Dependent Variable: Y(Corporate strategy implementation)

5.0 CONCLUSION

The findings of this study highlight a positive effect of market culture on the implementation of corporate strategy in private chartered universities in Kenya. Furthermore, the study reveals that quality management systems play a significant moderating role in strengthening this relationship. These results emphasize the importance of fostering a market-oriented culture and implementing robust quality management practices to enhance strategic execution in universities, contributing to the overall success and effectiveness of corporate strategy implementation.

6.0 RECOMMENDATION

The study recommends that leadership in private universities prioritize fostering a market-oriented culture by aligning strategic goals with market trends and emphasizing quality management systems to improve strategy implementation. The Commission for University Education (CUE) should strengthen its support for market-driven strategies and ensure that quality management is integrated into institutional frameworks. Additionally, the Ministry of Education should develop policies that promote a market-focused approach to curriculum design and support universities in adopting systems that enhance both quality and strategic execution.

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