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

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ABSTRACT

The role of reactive planning typology in moderating the relationship between strategy implementation and employee effectiveness in universities has not been established. The purpose of this study was to determine the moderating effects of reactive planning typology on the relationship between strategy implementation and employee effectiveness in universities in Kenya. The objectives of the study were to establish the effect of strategy implementation on employee effectiveness and to assess the moderating effect of reactive planning typology on the relationship between strategy implementation and employee effectiveness in universities in Kenya. The study was guided by the Balanced Scorecard Model. The study employed explanatory research design. A structured questionnaire was used to collect data from 490 respondents distributed across 12 randomly selected private and public universities. The study employed stratified random sampling procedure to select responds of the study. Data was analyzed using descriptive and inferential statistics. Pearson's product moment Correlation was used to test the relationship between the variables of the study. Multiple regressions were used to test the hypotheses of the study variables. The study established that both leadership and culture were significant predictors of employee effectiveness in universities in Kenya. Leadership was found to positively enhance employee effectiveness. Organizational culture was found to have a negative impact on employee effective. The study established that reactive planning typology predicted employee effectiveness in universities in Kenya. Reactive planning typology moderated the relationship between strategy implementation and employee effectiveness. The study concluded that reactive planning typology significantly and positively moderated the relationship between organizational leadership, organizational culture and employee effectiveness. The study recommends that there is need for the university leadership to indentify appropriate planning typologies to enhance performance

Key words: *Reactive Planning Typology, Organizational Leadership, Organizational Culture, Strategy Implementation, Universities in Kenya, Strategic Planning*

1. Introduction

Organizations in the 21st century are facing various challenges and opportunities in their environment due to increased technological, economic and shift in customer preference have led to stiff competition among organizations as they struggle to survive. The forces have compelled organizations to revise and rethink their way of conducting business. While there are numerous models developed to enhance employee effectiveness, these models have been developed based on findings from isolated environments as well as organizations. Consequently, leaders in organizations must be cognizant of the prevailing operating environment as they plan strategically for better performance.

1.1 Statement of the Problem

Universities play an important role in addressing many policy priorities as sources of new knowledge and centers of innovation and research. They are also providers of skilled human resource capital, agents of social justice and mobility and contributors to social and cultural vitality and determinants of health and well-being. Management of universities is becoming a challenge due to high competition occasioned by the prevailing economic situation and changes in technology both globally and locally. To overcome the challenges, universities in Kenya have started to put more emphasis on their strategy formulation and implementation process (GOK, 2006).

While most studies (Deming, 1986; Sandra, 2009; Howard and Gould, 2000; Chege, 2009; Owolabi and Makinde, 2012; Lee, 2014; Fairholm, 2009) have established the impact of organizational leadership on the effectiveness of employees in organizations, the most effective approach to strategic planning by leaders as a way of enhancing employee effectiveness in universities in Kenya is not clearly known. Thus, this study sought to establish the moderating role of reactive planning typology on the relationship between organizational leadership and employee effectiveness in organizations.

1.2 Research Objectives

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

1.3 Research Hypothesis

H01. There is no significant effect of strategy implementation on employee effectiveness in universities in Kenya
H02. Reactive planning typology has no moderating effect on the relationship between strategy implementation and employee effectiveness in universities in Kenya

1.4 Significance of the Study

The study is significant in contributing to both research and practice related to strategic planning, implementation and employee effectiveness in universities. This study highlighted the direct effect of organizational leadership on the effectiveness of employees in universities in Kenya as well as the moderating role of reactive planning typology on the relationship between organizational leadership and the effectiveness of employees in universities in Kenya. Scholars will benefit from this research as source of literature in reactive planning typology, strategic planning, implementation and employee effectiveness. The study was important because its findings may assist universities and other policy makers and university leadership when making decisions related to the strategic planning process and strategy implementation. Therefore, university management will be able to establish efficient mechanisms and approaches towards

strategy formulation and implementation while enhancing employee effectiveness. This is expected to enhance the level of strategic decision making in the universities in relation to employee effectiveness. Further, the study will assist policy makers to understand the strategy implementation factors that influence employee effectiveness in universities.

1.5 Scope of the Study

The study was conducted in public and private chartered universities in Kenya that were registered by Commission of University Education to operate and offer degree programmes (CUE, 2015). The universities were spread in different parts of the country. Among the issues investigated and discussed included university leadership, reactive planning typology and employee effectiveness. The main data collection instrument was a structured questionnaire which was administered to Deans, Directors, Heads of Departments/Sections, Registrars and Administrators.

2.   Literature Review

Various studies have concluded that there is a positive relationship between strategic planning and employee effectiveness. (McIlquham-Schmidt (2010), Robbins, Bergman, Stagg and Coulter (2008), Pearce and Robinson (2007), Dansoh (2005), Hill, Jones and Galvin (2004), Silverman (2000), and Smith and Golden (1989). In management, strategy is a unified, comprehensive and integrated plan designed to achieve a firm's objectives (Glueck, Jauch and Osborn, 1980). Crittenden and Crittenden, (2000) have defined strategic planning as "attempt to systematize the process then enable an organization to achieve its goals and objectives". Veskaisri, Chan and Pollard (2007) posited that without a clearly defined strategy, a business will have no sustainable basis for creating and maintaining a competitive advantage in the industry where it operates. They also opined that effective planning and implementation has positive contribution to the effectiveness of employees in organizations.

Strategic planning has been explained by various writers and scholars in different but complementary ways. Drucker (1954) contends that strategic planning is management by plans, an analytical process and is focused in making optimal strategic plans. Porter (1985) has defined strategy as positioning a business in a given industry structure. Strategic planning is a structured approach to anticipating the future and "exploiting the inevitable". Through Strategic planning an organization can predict changes in the environment and act pro-actively (Adeleke, Ogundele and Oyenuga, 2008; Pearce and Robinson, 1995). Thus, the essence of strategic planning in organizations is to set a goal for the organizations that will guide employees in their day-to-day operations. As such, the achievement of the set goal heavily depends on the effectiveness of the employees who carry out unit activities that collectively add up to the overall goal in the organization (Wambugu, 2014).

Today organizations from both the public and private sectors have embraced the practice of strategic planning seriously as a tool that can be utilized to fast track their performances. However, effective development, implementation and sustenance of strategic plans in organizations to a larger extent depend on the leadership and the personnel of that organization (Yukl, 1994). According to Yukl (1994), leadership is the process of influencing followers. Leaders play an important role in the attainment of organizational goals which are enshrined in the strategic plans to create an environment that would influence employees' attitudes, motivation and behavior for them to be effective. Management scholars (Bass, 1999; Castro, Perinan & Bueno, 2008) have demonstrated that effective leadership acts through empowering employees to engage them and improve work outcomes. Therefore, organizational leadership and strategic planning are of vital importance to the success of an organization.

Given the importance of strategic planning, adequate attention should be accorded the strategy formulation and implementation process in an organization (Gimenez, 1999). Miles and Snow (1978) grouped approaches to strategic planning in business organizations into four: inactive, proactive, pre-active and reactive. Miles and Snow (1978) further proposed that firms in general develop relatively stable patterns of strategic behavior in order to accomplish a good alignment with the perceived environmental conditions and these behaviors were at any given time found to be one or a combination of any of the four typologies.

Miles and Snow (1978) posited that the inactive (*defender*) type achieves competitive advantage by becoming more successful in existing markets with existing products, with the lowest level of uncertainty compared to other strategic types and that they attempt to protect their market from new competitors. As result of this narrow focus, these organizations seldom need to make major adjustments in their technology, structure, or methods of operation. On the other hand, the preactive (*prospector)* type are innovative, seek out new opportunities, take risks and grow. To implement this strategy, organizations need to encourage creativity and flexibility. They regularly experiment with potential responses to emerging environmental trends. Thus, these organizations often are the creators of change and uncertainty to which their competitors must respond. They also observed that the proactive (*Analyzer)* type attempts to maintain their current businesses and to be somewhat innovative in new businesses. Some products are targeted toward stable environments, in which an efficiency strategy designed to retain current customers is employed while others are targeted toward new and more dynamic environments. A critique of these approaches by Blackmore and Nesbit (2015) sees this approach as a combination of the first two types. Miles and Snow (1978) state that the reactive (*reactor)* type has no consistent strategy-structure relationship. The top management in these organizations frequently perceive change and uncertainty occurring in their organizational environments but are unable to respond effectively. Therefore, they do not achieve a competitive advantage due to the lack of a clear and concise connection between structure and strategy and most failed organizations often are the result of reactor strategies.

While strategic planning and organizational leadership are critical in determining the success of an organization, the two are heavily dependent upon concepts such as approach to planning, mission, objectives, key result areas, long and short-term goals, metrics, performance measurements, action plans and tactics (Fairholm, 2009). These concepts, in turn, are dependent upon the employees of the organization since they are the ones charged with the sole responsibility of implementing strategic plans. Lee (2014) argues that employee effectiveness is equally an important variable in the success of any organization as they directly assist the organization's leaders in implementing the strategic plan. However, relatively few organizations approach employee effectiveness in a holistic manner (Lee, 2014). Deming (1986) states that the effectiveness of an employee is the result of a combination of many forces including the employee himself, the people that he works with, the job, the material that he works on, his equipment, his customers, his management, his supervision and environmental conditions (e.g. noise, confusion and poor food in the company cafeteria, etc.). Deming (1986) further states that these forces greatly influence the satisfaction of the employee while at the work place and that they greatly influence his/her retention. Thus, leaders in organizations should consider employee satisfaction a business goal (Howard and Gould, 2000).

Howard and Gould (2000) also opine that the implementation and development of strategic plans should enshrine policies and approaches that enhance the satisfaction of employees and should be the responsibility of a highly placed leader who has as his/her mission ensuring employee satisfaction. The strategic plan should therefore include procedures that allow management of organizations to listen effectively to employees, assessing and responding to their values and needs (Sandra, 2009).

In Kenya, strategic planning and implementation was initiated by the government under economic recovery strategy for wealth and employment creation (GOK, 2003). The main objective was to offer service delivery and prudent utilization of resources to enhance accountability and focus attention to the attainment of key national policy priorities. Kenya's strategic plans have been developed by the government on a framework of a five year period and implementation of such plans done by government ministries and government controlled corporations through performance contracting to ensure that the plans are implemented. This has helped to the government to achieve set targets (GOK 2008, Mutunga, 2008).The plans are implemented and monitored quarterly and annually. Over period of time, the concept and practice of strategic planning has been embraced worldwide and across sectors because of its perceived contribution to organizational effectiveness.

Universities being part of government controlled corporations have adopted strategic plans to enable them enhance efficiency in service delivery, productivity and to respond to the changing needs in university education. In universities, stakeholders include students, teaching and non- teaching staff, funding agencies and society. Universities operate in a competitive environment where they are required to attract highly respected scholars, tap highly talented learners and donors as well as enhance their visibility and reputation. In such an environment universities need to plan strategically in order to remain competitive and relevant. The importance of strategic planning in the university has been emphasized by several scholars among them Keller (1983) and Jurinksi (1993). According to Owolabi and Makinde (2012), strategic planning is beneficial to organizations in achieving the set goals and that universities and other corporate organizations should engage in strategic planning in order to enhance corporate performance.

Lewa, Mutuku and Mutuku (2009) observed that Kenyan universities are essentially traditional in orientation and must find new ways of dealing with the issues facing them including increasing competition from other universities. They also stated that strategic planning is one of the major steps the universities can take to address the challenges they face. Chege (2009) also observed that universities in Kenya have been actively formulating and implementing strategic plans since most have a mission, vision, core values and objectives that are well explained and documented. These, according to Chege (2009), are hoped to act as navigators for universities to achieve their desired goals and realization their thoughts. Chege (2009) further observed that vice-chancellors as leaders in universities are charged with the responsibilities of steering their institutions to higher levels of success through the formulation and implementation of strategic plans. However, as noted earlier, they also are supposed to enhance employee effectiveness so as to effectively implement the strategic plans (Deming, 1986; Sandra, 2009 and Howard and Gould, 2000). Therefore, leadership in universities in Kenya can effectively formulate and implement strategic plans by enhancing their employees' effectiveness.

3.   Methods and Materials
The study was conducted in the chartered universities in Kenya. There were 22 public universities and 17 private universities in Kenya (CUE, 2015). The universities were spread across the counties in Kenya. The target population comprised of a total of 2652 middle level managers (staff) of the universities in Kenya.

3.1 Research Design
The study was conducted using the explanatory survey design. An explanatory study which looks at a cross-section of each population at a single point in time and period enabled the gathering of data from a large number of respondents (Lebo, 2015). Consistent with positivists' studies, a quantitative approach was

adopted and it aimed to collect a large data sample to generate findings that are statistically significant and which could be generalized. According to Neuman (1997), quantitative methods have been described as "an organized method for combining deductive logic (inferential) with precise empirical observations in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of activities". Employing explanatory research helps the researcher to establish statistical evidence on the strengths of relationships between both exogenous and endogenous constructs.

3.2 Sample Size and Sampling Methods

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

Table 1: Sample Size Distribution

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

Source: Author, 2016

3.3 Data Collection Instrument

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

3.4 Reliability and Validity of Instruments

The reliability of the instruments was established through the Cronbach Alpha method. Cronbach's alpha is the most widely used measure of the reliability of instruments in the social sciences for establishing internal consistency of data. Although there is no prescribed standard, a Cronbach alpha of 0.50 has been regarded in other studies as acceptable for basic research (Tharenou, 1993; Pierce and Dunham, 1987). In this study, the reliability coefficients (α) of each of the variables are as follows. Employee Effectiveness = 0.936, Leadership = 0.871, Culture = 0.903, Reactive = 0.858. Internal consistency reliabilities for the study variables were above the cutoff alpha value of 0.6, hence the instrument was reliable.

The validity of the instrument was verified through factor analysis. Employee effectiveness was explained by 19 items on the questionnaires. This represented the factor by 66.62%. The independent variable items were subjected to factor analysis. There were 15 questionnaire items measuring the independent variable. From the factor analysis output, all the 15 items had factor loadings of 0.5 and above. Two factors, organizational leadership and Organizational Culture, with Eigen values greater than 1 were extracted which cumulatively explained 65.883% of variance on strategy implementation. The moderating variable (reactive planning typology) was subjected to factor analysis. There were 10 questionnaire items measuring the moderating variable. From the factor analysis output, all the 9 items had factor loadings of 0.5 and above. This cumulatively explained 65.457% of variance on reactive planning typology. Based on these findings, the instrument was deemed valid for the study.

3.5 Data Analysis

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

The hypothesis of the study testing the effects of independent variables on the dependent variables was tested using multiple regression analysis as posited in Hypothesis $H0_1$. Hierarchical multiple regression analysis was conducted to establish the moderating effect of reactive planning typology on the relationship between strategy implementation and employee effectiveness as posited in hypotheses $H0_2$.

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

4. Results

4.1 Influence of Strategy Implementation on Employee Effectiveness in Universities in Kenya

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

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

Where: y was employee effectiveness, α_1 was a constant, X_1 was organizational leadership, X_2 was organizational culture, β_1 and β_2 were coefficients and $\mathcal{E}$ was the error term.

The R^2 was .436 while the adjusted R^2 was .431. The change in the F-value was 81.646. Table 2 presents the model summary.

Table 2: Model Summary for Strategy Implementation and Employee Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.661[a]	.436	.431	.552	.436	81.65	4	422	.000
a. Predictors: (Constant), Culture, Size, Age of University, Leadership									

***Source:** Survey Data, 2016*

From the findings, leadership had a beta coefficient of .928 **and p-value of 0.000 while culture** a beta coefficient of -.305 with a p-value of .000 when regressed against employee effectiveness. Table 3 presents this information.

Table 3: Leadership, Culture and Employee Effectiveness

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	S.E.	Beta		
(Constant)	1.547	.166		9.329	.000
Size of University	-.037	.018	-.082	-2.106	.036
Age of University	.044	.019	.087	2.267	.024
Leadership	.928	.094	.964	9.824	.000
Culture	-.305	.084	-.356	-3.645	.000
a. Dependent Variable: Employee Effectiveness					

***Source:** Survey Data, 2016*

The study established that both leadership and culture were significant predictors of employee effectiveness in universities in Kenya. However, leadership was found to positively enhance employee effectiveness meaning that as the leadership in the universities improved, so did employee effectiveness. Organizational culture was found to have a negative impact on employee effectiveness implying that any change on the culture would have a negative impact on the effectiveness of the employees. This study has concurred with studies by Muhammad, Hassan, Liaqat & Muhammad (2012); Wanga *et al* (2011) and Li-Fei *et al.* (2010) on organizational leadership and employee effectiveness and studies by Wambugu (2014), Nag (2011) and Ojo (2008) on organizational culture and employee effectiveness.

4.2 Moderating Effects of Reactive Planning Typology on the Relationship between Strategy Implementation and Employee Effectiveness

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

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

Where: y was employee effectiveness; α_1 was a constant; X_1 was organizational leadership; X_2 was organizational culture; X_3 was reactive typology; β_1 β_2 and β_3 were coefficients and $\mathcal{E}$ was the error term.

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

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

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

Models II and III were found to be fit as the R2 change for Model II was 0.052 with a p-value of 0.000 and 0.22 for Model III with a p-value of 0.001. The F-change for Model II was 20.738 and 4.51 for Model III. Table 4 presents the model summary.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.661[a]	.436	.431	.552	.436	81.65	4	422	.000
2	.687[b]	.472	.464	.731	.052	20.738	2	418	.000
3	.703[c]	.494	.482	.719	.022	4.510	4	414	.001
a. Predictors: (Constant), Age of University, Size, Culture, Leadership									
b. Predictors: (Constant), Age of University, Size, Culture, Leadership, Reactive									
c. Predictors: (Constant), Age of University, Size, Culture, Leadership, Reactive, Leadership*Reactive, Culture*Reactive									

Source: *Survey Data, 2016*

From the findings, reactive typology had a beta coefficient of **.**329 with a t-value of 4.983 and a p-value of 0.000**.** This implied that reactive typology positively and significantly predicted employee effectiveness since p was <0.05. Upon adding the interaction between reactive typology and the independent variables, the beta-coefficient for the interaction between leadership and reactive typology was -.300 with a t-value of - 2.719 and a p-value of 0.007 while the beta coefficient for the interaction between culture and reactive typology was .308 with a t-value of 2.685 and a p-value of 0.008. Table 5 presents this information.

Table 5: Moderating Effect of Planning Typologies on the Relationship between Strategic Implementation and Employee Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
2	(Constant)	.005	.035		.145	.885
	Zscore: Size	-.036	.038	-.036	-.931	.352
	Zscore: Age of University	.076	.038	.076	2.011	.045
	Zscore(Leadership)	.377	.059	.378	6.366	.000
	Zscore(Culture)	**-.053**	.042	-.053	-1.272	**.204**
	Zscore(Reactive)	**.329**	**.066**	**.330**	**4.983**	**.000**
3	(Constant)	.045	.042		1.090	.276
	Zscore: Size	-.025	.038	-.025	-.645	.519
	Zscore: Age of University	.070	.038	.070	1.865	.063
	Zscore(Leadership)	.346	.061	.347	5.698	.000
	Zscore(Culture)	-.042	.041	-.042	-1.010	.313
	Zscore(Reactive)	.273	.068	.274	4.018	.000
	Leadership*Reactive (Z_1)	**-.300**	.110	-.479	**-2.719**	**.007**
	Culture*Reactive (Z_2)	**.308**	.115	.435	**2.685**	**.008**

 a. Dependent Variable: Zscore (Employee Effectiveness
Source: Survey Data, 2016

The findings established that reactive planning typology predicted employee effectiveness in universities in Kenya. However, it was noted that culture was insignificant when reactive typology was added as a variable into the model since its p-value was 0.204 (>0.05). The interactions between the moderator (reactive typology) and the independent variable clearly implied that reactive typology moderated the relationship between strategy implementation and employee effectiveness.

5. Conclusions

The study concludes that strategy implementation (leadership and culture) significantly influenced employee effectiveness in universities in Kenya. However, a change in organizational culture was found to have a negative influence on employee effectiveness in universities in Kenya. Further, the study concludes that reactive typology moderates the relationship between strategy implementation and employee effectiveness in universities in Kenya.

Similar studies on organizational leadership by Muhammad, Hassan, Liaqat & Muhammad (2012); Wanga *et al* (2011) and Li-Fei *et al.* (2010) established that employee effectiveness relies on the proper behavior from managers and fellow employees, with latter solely depending the managers and leaders of an organization for guidance, goal setting and finding ways to improve employee attitude, productivity and satisfaction.

Studies by Wambugu (2014) and Ojo (2008) affirm that Organizational culture is a popular but also a very complex concept and has been identified as an influential factor affecting the successes and failures of

organizations in diverse ways. These studies also note that culture is a very versatile concept and that there are many controversies in both defining and applying it. Ojo (2008) further observes that empirical evidences emerging from various studies about the effect of organizational culture on performance have so far yielded mixed results that are inconclusive and contradictory.

6.   Limitation of the Study

The geographical location of the universities was spatial and collecting data from all the universities was impractical hence a sample was selected to represent the population. Some respondents were not accessible due to the nature of their work in the university administration that the researcher to rearrange for appointments so as to fill the study questionnaires. The questionnaires of the study were close ended and did not give room for respondent to give their views .To overcome the challenge the researcher increased the number of question items of the variables of the study.

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