THE ROLE OF STRATEGIC MANAGEMENT ON ORGANIZATIONAL PERFORMANCE OF PRIVATE UNIVERSITIES IN SOMALIA
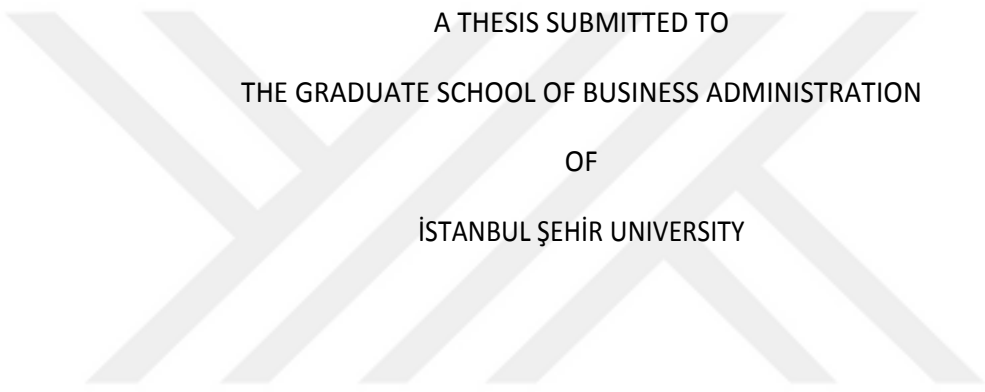
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WAFAA HASSAN SH HASSAN

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STATEMENT OF ACADEMIC HONESTY

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and standards of ethical conduct. I also declare that, as required by these rules and standards, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE ROLE OF STRATEGIC MANAGEMENT ON ORGANIZATIONAL PERFORMANCE OF PRIVATE UNIVERSITIES IN SOMALIA

The purpose of this study was to establish the effect of strategic management on the performance of private universities in Somalia. Specifically, the study sought to establish the effect of strategy formulation, strategy implementation, strategy evaluation and strategy control on the performance of private universities in Somalia. Descriptive research design was adopted with the target population being the staff in these institutions. Data was collected by use of structured questionnaire. Structural Equation Modeling (SEM) model was employed in estimating relationships. Significance was tested at 5% level. The model findings show that strategy formulation variable ($\beta=0.6455$, $p=0.005$) positively and significantly influences the performance of private universities. Strategy implementation variable ($\beta=0.254$, $p=0.021$) had a positive and significant effect the performance of private universities. Also, strategy evaluation variable ($\beta=0.3055$, $p=0.033$) positively influences the performance of private universities. Further, strategy control variable ($\beta=0.1704$, $p=0.023$) significantly and positively influences the performance of private universities in Somalia. The study recommends for the need of incorporating university executives in strategy formulation and identification of major strategic issues that are likely to face the university. Designing a strategic management framework that focus not only on the formulation side with but with more implementation. Regular audits should be embraced in order to track organizational performance as well, strong as well as reliable monitoring and control mechanisms should be emphasized. They need to embrace a lean structure and every employee is supposed to ensure that they work towards minimizing costs and maximizing revenue. Lastly, the study suggests for development and integration of a detailed vision of sustainability in long term strategic planning and management in order to create lasting value and generating credibility which is a common challenge to all across universities.

Keywords: Strategic Management, Structural Equation Modeling, Performance of Private Universities, Somalia

ÖZ

SOMALI'DEKİ ÖZEL ÜNİVERSİTELERİN ORGANİZASYONEL PERFORMANSLARINDA
STRATEJİK YÖNETİMİN ROLÜ

Hassan Sh Hassan, Wafaa
İşletme Yüksek Lisans Programı
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Bu çalışmanın amacı, stratejik yönetimin Somali'deki özel üniversitelerin performansına etkisini belirlemekti. Özellikle, araştırma Somali'deki özel üniversitelerin performansına strateji oluşturma, strateji uygulama, strateji değerlendirme ve strateji kontrolünün etkisini tespit etmeye çalıştı. Bu kurumlarda personel olarak hedef kitle ile betimsel araştırma tasarımı yapılmıştır. Veriler yarı yapılandırılmış anket kullanılarak toplanmıştır. İlişkilerin tahmininde Yapısal Eşitlik Modellemesi (SEM) modeli kullanılmıştır. Önem derecesi% 5 düzeyinde test edildi. Model bulguları, strateji oluşturma değişkeninin (β = 0.6455, p = 0.005) özel üniversitelerin performansını olumlu ve önemli derecede etkilediğini göstermektedir. Strateji uygulama değişkeni (β = 0.254, p = 0.021), özel üniversitelerin performansını olumlu ve anlamlı bir şekilde etkiledi. Ayrıca, strateji değerlendirme değişkeni (β = 0.3055, p = 0.033) özel üniversitelerin performansını olumlu yönde etkilemektedir. Ayrıca, strateji kontrol değişkeni (β = 0.1704, p = 0.023) Somali'deki özel üniversitelerin performansını önemli ölçüde ve olumlu yönde etkilemektedir. Çalışma, üniversite yöneticilerinin strateji oluşturma ve üniversiteye karşı karşıya kalabilecekleri belli başlı stratejik konuların belirlenmesi konusunda bir araya getirilmesi gerektiğini önermektedir. Sadece formülasyonun yanı sıra daha fazla uygulamaya odaklanan bir stratejik yönetim çerçevesi tasarlamak. Örgütsel performansı izleyebilmek için düzenli denetimler yapılmalı, güçlü ve güvenilir izleme ve kontrol mekanizmaları vurgulanmalıdır. Yalın bir yapıyı benimsemeleri gerekir ve her çalışanın maliyetleri en aza indirgemek ve geliri en üst seviyeye çıkarmak için çalışmasını sağlamalıdır. Son olarak, çalışma uzun vadeli stratejik planlama ve yönetimde sürdürülebilirlik vizyonunun geliştirilmesi ve entegrasyonu için tüm üniversiteler için ortak bir zorluk olan kalıcı bir değer yaratmak ve güvenilirlik üretmek için önermektedir.

Anahtar Kelimeler: Stratejik Yönetim, Yapısal Eşitlik Modellemesi, Özel Üniversitelerin Performansı, Somali

DEDICATION

This thesis is dedicated to the sake of Allah, my Creator and my Master, the most Gracious and the most Merciful Alhamdulillah, all praises to Allah for the strengths and his blessing completing this thesis successfully.

At this Juncture I thank and appreciate my beloved parents for their encouragement and support. My father, **Hassan Sheikh Hassan**, was a great inspiration to me, and his love for knowledge was the founding grounds for my love of knowledge. My mother, **Zaima Abdullahi** has been such a source of strength, support and encouragement throughout my education journey and I thank her for her patience with me.

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LIST OF SYMBOLS AND ABBREVIATIONS

HEI: Higher Education Institution

MOE: Ministry of Education

SEM: Structural Equation Modeling

SomaliREN: Somali Research and Education Network

SNP: Somali National Plan

SNU: Somali National University

CHAPTER 1

INTRODUCTION

1.0 Introduction

Strategic management practices research focuses on creating and sustaining superior performance. The current study sought to examine the role of strategic management on organizational performance of private universities in Somalia. This chapter presents the background of the study that has well elaborated the concept of performance, education and the private universities. The chapter further demonstrates the study gap through the statement of the problem, objectives, research questions, significance of the study and the research limitations.

1.1 Background of the Study

Strategic management can be traced back to 1950s and 1960s and the most influential pioneers were Alfred D. Chandler, Philip Selznick, Igor Ansoff and Peter Drucker. Chandler recognized the importance of co-coordinating the various aspects of management under one all-encompassing strategy (Otungu, Nyongesa, Ochieng and Kaburi, 2011). Irrespective of the type of institution, that is whether it is private or public, strategic management is at its core. Strategic management is to envision the long run of the organization and the development of external environment so as to draw and pinpoint the organization' long and medium or short-term objectives, and to develop suitable policies and strategies to achieve their desired goals and get a sound organizational performance (Kahneman, Lovallo, & Sibony, 2019). Moreover, the assessing the organization performance is a vital aspect of strategic management. Organizational performance refers to the way an organization conducts their activities in order to reach its mission, vision, and goals (Beaver & Jennings, 2005).

A shared sense of strategy is very important for managers because it is important in preparing the organization in case of unforeseen challenging circumstances facing the

organization (Bryson, 2018). Effective managers use strategy to concentrate effort on organizational priorities, provide a defined framework to guide decisions and actions, and give an organization a sense of purpose (Steiss, 2019).

Strategic planning focuses on formulating strategy, an intentional effort to make key decisions and actions that provide guidance to an organization (Bryson, 2004). It is an approach that addresses the key issues facing an organization in an attempt to promote the most suitable environment that supports the organization to be more effective (Bryson, 2018). Strategic planning is a key element of strategic management, which also encompasses resource management, implementation, control and evaluation (Ansoff, Kipley, Lewis, Helm-Stevens & Ansoff, 2018).

Overall, strategic management ensures that the organization has a common goal and shared values that ensures improved financial performance (Gagné, 2018); the organization is able to have specific objectives and guidance during decision making; it supports managers in thinking in both present and future perspective. It also helps the managers to identify the signs that suggest change; it also requires managers to communicate both vertically and horizontally (Ansoff, et al., 2018). Strategic management improves overall coordination within the organization, it allows for innovation and adjustments within the organization to meet dynamic needs (Swayne, Duncan, & Ginter, 2006; Steiss, 2019).

1.1.1 Organizational Performance

Organizational performance is the creation of values that suit the beneficiaries adopting. Numerous definition of performance has been proposed by organizational and management scholars which have all been influenced by the particular organizational perspectives (Zand, Keramati, Shakouri & Noori, 2018) though the one given by Griffin (2006) covers a wider aspect on the scope of strategic management 'Organizational performance is described as an organization's ability to acquire and

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utilize its scarce resources and valuables or expeditiously as possible in the pursuit of its operational goals (Griffin, 2006).' Generally, researchers tend to examine the performance of an organization using a model that focuses on an ultimate criterion like productivity or profit (Zand, et al., 2018). An approach like this one focuses attention on the outcomes and views the organization as a rational system that strives to attain certain objectives. Georgopolous and Tannenbaum (1957) focused on multivariate by widening the criteria to include organizational flexibility and intra-organizational strain. Therefore, with this in mind focuses on how well objectives are achieved by an organization with certain resource, challenges without putting so much pressure on its members.

1.1.2 Education and the Private Universities in Somalia

The concept of strategic management represents the contemporary management model for all institutions, in particular HEI to ensure that they are successful in achieving their objectives within the changing external/internal environment considerations, opportunities, and threats. Higher Education is the most vital element in the world; it helps countries to develop in every aspect of life. Higher Education Institutions (HEI) contribute to the development of the countries in different aspects; political, stability, intellectually, economic advancement, and social transformation. Strategic management was more prevalent in the private sector (Smith, 1994) and to suit the needs and demands of the 21st century standards.

Researchers describe education as a tool which helps better living condition for the educated individual. They argue that higher education institution is a key factor in the development arena. Furthermore, Higher Education is globally accepted as a leading instrument for boosting productivity, competitiveness, and economic growth (Bloom, Canning, & Chan, 2005). Considering all these benefit requires effective strategic management, which assists universities to achieve good quality education. The demands for high standards education in higher institutions are increasing due to high

competition of universities and resources. The expectation for better performance of higher education institutions by HEI funders, users, output users, and employees (administrative and Academics) of the HIEs are compelling private universities' senior management to rethink about their managerial strategies.

1.1.3 Private Universities in Somalia

Following the state collapse and civil war of the early 1990s, the educational infrastructure and services, and other major institutions were either destructed or looted, while the majority of qualified teachers and professors have fled abroad (Lindley, 2008), if not all, most of governmental system collapsed during the civil war and Somali National University (SNU) was one of the sectors damaged by the civil war.

The collapse of the Somali state led to creation of Somaliland as self-declared republic in northern Somalia, which has had de facto independent status since the downfall Mohamed Siad Barre government in 1991. Somaliland's governance is completely separated from government in other parts of the former Somalia, although political and commercial interests still cross those boundaries. In this, study all the three tertiary of Southcentral, Puntland and Somaliland. New community-driven initiatives led to the creation of institutions of higher learning. Universities are one of the five levels of education system there. The Education Act 2007 provides the legal basis for organizing and delivering the universities under the leadership of the Ministry of Education and Higher Studies (MoE). The state envisions education as a social tool, which contributes toward the improvement of knowledge, skills, attitude and capacity of society. To deal with the increasing number of universities and other tertiary institutions, the MoE has established a 'Commission for Higher Education', which is responsible for quality control and monitoring of higher education in the country.

According to the Commission, there are 26 universities registered at the MoE. The majorities of the 26 registered universities in the country are privately owned while four are regarded as public, because they use public buildings and receive a small

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amount of annual financial support from the Somaliland government. An independent Board of Directors consisting of individuals drawn from various social groups - intellectuals, politicians, business people, women, civil society representatives and traditional or religious leaders, governs each of the four public universities.

Efforts to reconstruct the education sector have involved actors such as local communities, NGOs and the Somali diaspora. This is reflected in the key institutions that are active in providing higher education in Mogadishu nowadays. On the other hand, Leesen (2007) noted that prolonged periods of insecurity have led to the deterioration of development due to the absence of a central government. Due to inability of government to provide for public institutions of higher learning, the private sector has enabled and encouraged the privatization of education. However, detailed literature as to the progress of these developments remains scarce.

Survey reported that only one university existed in the country prior to the collapse of the state in 1991, growth patterns across South-Central, Puntland and Somaliland in the last two decades have been remarkable. This finding could be interpreted in two ways. Firstly, it is possible that growth merely corresponds with the significant growth of the higher education sector that has been experienced throughout sub-Saharan Africa in the last two decades (Hussein, 2012; Varghese, 2007). Secondly, the lack of a central government in Somalia and the limited capacity of regional authorities have naturally led to the privatization of social services including education (Bradbury, 2007). Consequently, the growth in the private provision of higher education sector may have changed the view of higher education from a public good to a tradable commodity and thus encouraged more private players into the higher education market.

The universities as higher education institutions are considered important emblematic properties- In the process of national development like a national flag or airline (Bor and Shute 1991). For this reason, governments want to be certain of the competencies and the capabilities of the management and leadership performance in these

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institutions to tackle the change for the twenty first century. Higher education institutions in Somalia, like other higher education institutions elsewhere, strive to effective and efficient performance. As far as performance issues are concerned stakeholders in higher education, they have been trying to achieve a certain level performance standard by assessing main elements of the university.

Private Universities have been established in Somalia to work along with Public Universities in delivering higher quality education among the people of Somalia and from the neighboring countries. The country is currently undergoing re-construction of the education sector as most of the higher education facilities were destroyed during the civil war unrests. On this regard, the Heritage Institute for Policy Studies, a Somali think-tank, reported that in 2013 the number of universities in the country had already exceeded 50. Since then, the boom has continued with more than 100 tertiary institutions now operating across Somalia, with about 60 institutions operating in the capital Mogadishu alone, according to Abdulkadir Abdi Hashi, former minister of education, culture and higher learning.

However, there is growing demand by all stakeholders (teachers, students, employers, governments, and society) for universities to be more accountable in preparing their products for the challenges of the 21st century. Such demands have fueled interest in the evaluation of student learning in virtually all disciplines in Universities. There is challenge of improving the quality of universities to offer quality education that meets international standards and Somalia's development priorities. There is also a need for internal quality assurance system designed to continually review and address gaps in all aspects of the university.

1.2 Statement of the Problem

Somalia is one of developing country; there are limited studies according to the researcher's knowledge touching the role of the strategic management on organizational performance in Somalia. Therefore, this research has fertile ground for

many future research on strategic management studies and its various roles and components, and this research intends to exam the role of the strategic management on organizational performance of higher education institutes in Somalia here in referred Private Universities. The Heritage Institute for Policy studies conducted the most recent research that also relates to the higher education institutions of Somalia in 2013, it manly looked at the background of the education sector of Somalia and the (2013) then current state of the higher education sector.

According to Samuel, Moore and Manring (2009), a strategy for any company helps in providing direction on how things should be done, hence creating more synergy effects and hence ensuring effective implementation process. Strategy development helps management to consider current and future needs, this ensures that there is no comprise made in terms of futures needs. Current study intends to address the challenges faced by the private universities in Somalia by investigating the effect of strategic management on their performance, as well as globally used indicator of web ranking.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to determine the role of strategic management on the performance of private universities in Somalia, whereby web ranking is used as performance measurement because of importance of ranking of universities globally.

1.3.2 Specific objectives

The specific objectives sought:

i. To establish the effect of strategy formulation on performance of private universities in Somalia.

ii.   To establish the effect of strategy implementation on performance of private universities in Somalia.

iii.   To establish the effect of strategy Evaluation on performance of private universities in Somalia.

iv.   To establish the effect of strategy control on performance of private universities in Somalia.

1.4 Research Questions

The study sought to answer the following research questions:

i.   What are the effects of strategy formulation on the performance of private universities in Somalia?

ii.   How does strategy implementation affect the performance of private universities in Somalia?

iii.   To what extent does strategy evaluation affect the performance of private Universities in Somalia?

iv.   How does strategy control affect the performance of private universities in Somalia?

1.5 Significance of the Study

This study will be of great value to the policy makers in the private universities since they will be in position to tell the role of strategic management in the performance of Universities. This may enable them to gain value and enhance strategic thinking and communication to all stakeholders. The findings of this study may benefit the government as the regulator of firms in the education sector in that there exists information on the role of strategic management in the performance of Universities and therefore they can work to ensure that all universities adopt this model of strategic thinking. The results of this study will be important to the researchers and scholars because it gives pointers to the gaps for future studies.

The students and academic professions may use the findings obtained in this study as a basis for discussions on the role of strategic management on performance of private universities. This study will assist leaders in the Education sector deal with key issues and trends. It shall help in settling on which strategic management tools and techniques are relevant in the Somalia context. This study will provide evidence of the relationship that exists between strategic management through the phases and the considerations for success therein towards overall organizational performance in the education sector since this has never been examined hence encouraging system thinking in the current turbulent business environment.

1.6 Scope of the Study

This study was undertaken among teaching and non-teaching staff in selected universities within Somalia. The study covers the strategic management practices as the main concepts and their influence towards the performance of private Universities in Somalia. The study location is Somalia and the period of the study is within the academic year 2018 -2019.

1.7 Research Limitation

This study assessed the role of strategic management on performance of private universities in Somalia. The following limitations were faced;

i. To get information relating to the research was very complex because of the competition among universities. However, the researcher involved the use of competent research assistants and obtained consent from the universities before data collection.

ii. The general security situation did not allow for a smooth data collection process. In addition, most of the roads were closed because of security issue. However, the researcher ensured that more respondents were considered in safer areas to meet the ideal sample size.

iii. There was limited data related to the survey available. However, this has been compensated through partial use of secondary literature as well as used of semi-structured questionnaires, which enabled the respondents to further explain themselves hence adequacy of primary data.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter consists of the review of relevant theories and empirical literature that are relevant to the study variables. Further, the summarized literature is used to establish literature gaps supporting the study. Further, this chapter introduces the conceptual framework of the study.

2.2 Theoretical Literature Review

2.2.1 Survival Based Theory

Survival based theory proposed by Spencer (1985) explained survival in organizations. According to the theory, organizations continuously adapt to competitive environment in order to survive. For effectiveness, firms consider importance of human resources as in the human resource based theory as well as facilitating conditions as in the contingency-based theory. The theory centers on the premise that organizations need to continuously adapt to its competitive environment in order to survive. Used in the 19th and 20th century as social darwinism theory; it emphasized on the assumption that by following the principle of nature, only the best and the fittest of competitors wins, which in the end would lead to the improvement of the social community as a whole. Therefore, during the process of strategy formulation, implementation, evaluation and control, this theory is relevantly applicable to the management of the universities as tools that assists them in making strategic plans and guided managerial decision. A study conducted by Taiwo and Idunnu, (2007) on the seeking to understand the impact of strategic planning on organizational performance and survival, described strategic planning as a set of basic processes (strategic management practices) designed to create or manipulate a situation in order to achieve better results and can also improve productivity hence organizational performance. If there is consensus on

the mission and if most of the work procedures are based on technical or technological considerations. Based on the findings from the study the following recommendations are made. Having discovered that organizational performance and survival is a function of strategic management, These target institutions need to consider and reconsider their operational environment especially the competitors in order to survive or continue service their clients appropriately. A number of researcher have been seen to use this theory in their works arguing that it can also be seen as creating opportunities by building on an organization's resources and competencies (Johnson *et al.,*2002).

2.2.2 McKinney's Sevens S Model

A model developed by McKinsey (1982) with the view of factors to be taken into consideration by firm management for the strategy to be successfully implemented. Since the introduction, the model has been widely used by academics and practitioners and remains one of the most popular strategic planning tools. It sought to present an emphasis on human resources (Soft S), rather than the traditional mass production tangibles of capital, infrastructure and equipment, as a key to higher organizational performance. According to the model, all of these factors are interdependent and therefore all these factors need proper attention for synergy and survival. They include Strategy, Style, Staff, and Systems, Super-ordinate goals and Skill and Structure.

These factors are all interdependent, thus failure to pay proper attention to one, marks the beginning of failure. This model has been found to be more applicable in implementing various strategies in organizations through instilling the discipline of getting things done. In the current study, the model can be used in implementing successful strategies for performance of universities. It also works in strategy alignment. This process, as highlighted requires to be guided by organization's goals and activities carried out by skilled personnel. A study conducted by Hassan (2017) on the application of the Mckinsey 7 s framework of strategy implementation at technical university of Kenya. The study sought an in-depth understanding of the strategy

implementation practices at the Technical University of Kenya. The study revealed and concluded that the implementation of this model's components into the strategic management phases leads to overall organizational performance. This study with many others proved the significance and appropriateness of the Mickinsey & s model's application in the current study.

2.3 Empirical Literature Review

According to Porter (2004) strategic management practices is significant to performance as it generates relevant information that aids in better environmental analysis as well as risk reduction. This is able when firm is able to establish unique position in a competitive environment. According to (Venkatraman & Ramanujam, 1986) performance metrics used to measure performance greatly depend on the various factors among them; act of performing, knowledge of performance, successful achievement of tasks and handling of requests. Performance metrics used to measure effectiveness; efficiency and environmental responsibility include cycle time, productivity, waste reduction, and regulatory compliance.

Issack and Muathe (2017) study sought to establish the relationship between strategic management practices and performance of public health institutions in Mandera County. The study adopted mixed methodologies and the findings concluded that environmental analysis, strategy formulation, strategy implementation, strategy evaluation affect performance of public health institutions. Further Bakar, Tufali, Yusuf and Virgiyanti (2011) studied strategic management practices among construction companies in Malaysia. The study found out a positive significant relationship between strategic management practices and organization performance. Further, most firms that had a clear objective and mission statement were more capable of winning strategy as compared to firms without.

2.3.1 Strategy Formulation and Performance of Private Universities

Strategy formulation is the process by which an organization chooses the most appropriate courses of action to achieve its defined goals. This process is essential to an organization's success, because it provides a framework for the actions that leads to the anticipated results. Strategy formulation process involves the collection of data and continuous exchange of information. The most difficult part of strategy formulation process is the creation of a strategic identity and the execution of strategic analysis. Formulating effective strategy is key to improving organizational performance. Salehi-Kordabadi, Karimi and Qorbani-Azar (2019) demonstrated in their study that there was a significant relationship between mission statement and firms' performance. They relied on six-component mission statement was developed to measure the completeness of firm's mission statement, and the Balanced Scorecard (BSC) was used so as to measure the firms' performance. The BSC includes four prospective: financial, customer, internal process and learning and growth.

Some studies suggests that mission statements are essential for superior organizational performance outcomes (Obati, Awino, & Ogutu, 2018; Salehi-Kordabadi et al., 2019). Lopez and Martin (2018) did a study to examine the relationship between university mission statement content and sustainability practices. Their results show that the greater the number of specific terms used in the university mission statements, the higher the statistical likelihood that those universities had higher sustainability ratings. Findings also indicate that private institutions and nonreligious-affiliated institutions are more likely to include sustainability constructs in their mission statements than colleges and universities with religious affiliation and public institutions.

Strategic planning on the other hand is an important instrument for university management. Based on the Chinese Higher Education Institutions (HEIs) Strategic Planning Survey, Hu, Liu, Chen and Qin (2018) did a study to examine awareness of strategic planning, the types of strategic plans, the coverage of plan text, the main

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influential groups in planning and the approach to assess such planning among Chinese HEIs. The study established four main findings. First, the institutions attach great importance to a five-year plan; however, there are differences in terms of formulating a specialized plan and a medium- and long-term plan. Second, the HEIs at the higher level are more ambitious in their respective missions. Third, the university leaders, leading professors, heads of schools, and heads of university offices are the major influencers in all HEIs. Vocational colleges and private HEIs focus more on the roles of students, alumnus, and external specialists. Fourth, vocational colleges and private HEIs appear to be more action-oriented compared with HEIs at other levels and of other types.

A study conducted by Nwachukwu, Chladkova and Fadeyi (2017) on strategy formulation process and innovation performance nexus cited the work of Pearce II and Robinson (2011) and Van Gelderen *et al*. (2000). According to strategy formulation guides executive in defining the business their firm is in, the ends it seeks, and the means it may use to accomplish those ends. Firms develop strategies to address issues that relates to delivering quality products and services. Van Gelderen *et al*. (2000) contend that strategy formulation process and strategic plan are both important for firms to achieve competitive advantage of any concern.

Odhiang (2016) examines formulation of strategy and performance of private universities in Kenya. The data was obtained by use of in-depth together with interactive interviews of 11 management staff at the University. Secondary data was also collected from other sources to support the primary data. The nature of data collected was qualitative and therefore analyzed using content analysis. The study established that strategic planning at KCA University (KCAU) was mainly done through the Quality Assurance department with assistance from external consultants in consultation with top management. The leadership of KCAU had a clear vision to be acknowledged as a leading business university of Choice whose graduates proficiently and assertively serve Kenya as nation, East Africa, and the Globe at large. The study

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established that the challenges facing the organization included resistance to the strategic planning process from members of staff, lack of synchronization between the strategic plan and departmental and individual staff work plans, lack of understanding of the strategic plan amongst members of staff as well as staff not working well together.

Owalabi and Makinde (2012) on their study on the effects of strategic planning on corporate performance in University education with a focus on Babcock University Nigeria, Investigated its impact on the management efficiency and effectiveness in measuring performance. The findings of the study revealed that there is a significant positive correlation between strategic planning and corporate performance.

According to Mintzberg and Quins (2003), most (90%) of the well-formulated strategies risk to fail at the stage of implementation while 10% get successfully implemented. The success of the implementation of any strategy is entirely dependent on the extent to which all the stakeholders in an organization were involved in order to instill a sense of ownership. Providing feedback on the progress of the implementation process may equip stakeholders with information to help them in taking appropriate action in order to ensure successful implementation of the strategy.

2.3.2 Strategy implementation and performance of private universities

Strategy implementation involves the coordination of an organization's resources and competencies to realize the strategic intentions as formulated. In reality, strategy implementation concentrates on the translation of strategy into action. To that effect, a study was conducted by Crowther (2018) so as to formulate a sustainable financial management strategy for South African universities' hotel schools. The researcher employed a qualitative research design, using document analyses and one-to-one semi-structured interviews held at top international, as well as at South African universities' hotel schools. The findings that were obtained were transcribed verbatim, coded and categorized into themes. They concluded that an increase in research output, and an

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increase in teaching output are required to improve the financial sustainability of hotel schools. This can only be accomplished through the implementation of a proper hotel school marketing strategy, focused on promoting the academic offerings of the schools, short and online courses, as well as the operational facilities and services that hotel schools can offer, including the possible expansion of such services in an attempt to generate additional sources of third-stream income.

With limited resources and operating in a rapidly changing environment (Rumble, 2019) suggest that universities need to formulate strategies for making the most effective use of these resources. Strategic planning and implementation that has proved effective and useful at a variety of colleges and universities given allocation of sufficient resources as established Rowley (1997) and McCaffery (2018). According to McCaffery (2018) developed a framework for major issues involved in carrying out strategic planning and implementation which includes; people issues, time issues, and issues surrounding planning committees. Nevertheless, importance of communication and participation in the strategy implementation process is essential. Given the prominent position of academia in sustainability studies and sustainability science, it is natural to want to look to universities as keepers of knowledge about sustainable practices. In their study, Mohammadalizadehkorde and Weaver (2018) noted that there is a long history of and literature on universities failing to implement their own sustainability initiatives. Apart from typical justifications for implementation failure that include budget constraints and financial infeasibility, one of the main obstacles that consistently keeps universities from achieving their own sustainability-related goals is a lack of enforcement.

Studies conducted by Maru (2007) on the application of strategy implementation, cited the work of manage (2007), and Pearce and Robinson (2011). Strategy implementation involves working with people and the structure of the organization to make the visionary ideas developed earlier come true (Manage, 2007). The objective of the strategic management process pertains to the formulation and implementation of

strategies, which result in the long-term achievement of the company's mission (Pearce and Robinson, 2007). Strategy implementation is defined as a stage of strategic management that involves the use of organizational tools as well as direct resources towards achieving strategic outcomes (Birinci, 2018). Successful strategy implementation involves clarifying the strategy by breaking it down into goals and objectives, communicating the strategy to people at all levels of the organization and cascading strategy to the practical and tactical components of people's jobs (John, 2005). Effective strategy implementation using the above process can be a source of competitive advantage.

Kohtamaki and Salmela-Mattila (2009) studied the successes and failures of strategy implementation in a higher education institution in Finland and found that among the sampled institutions they aspired to have successful implementation due to their future oriented strategic change. Much of this change had to do with the organization's readiness for change; to integrate education programmers and units, to integrate R&D and teaching, to centralize the functions and to establish new co-operation with new partners and to learn new strategy-based management. Because of the internal organizational reforms the case institutions were in a transition phase. Parallel reforms in organizational structures, in management and in basic functions were challenging circumstances and conditions for strategy implementation.

A study by Ofori and Atiogbe (2011) on strategy implementation at the University of Ghana revealed that there is considerable competition between the public universities such that programmes that were hitherto abandoned by some universities are being reintroduced and all of them had and continue to introduce programmes that appeal to specific groups in their communities.

Omboi and Mucai (2012) on a study on factors affecting the implementation of strategic plans in selected technical training institutes quotes the UNESCO report (UNESCO, 2004) that emphasizes that quality education is a tool to overcome most of

the problems in Africa and a means to fulfil other rights. Indicators of quality education must be revised to ensure that standard is maintained worldwide. Quality education assures sustainable acquisition of knowledge, be it intelligent or practical of developing the individual and contributes to national and global development.

Mwangi (2014) did an investigation to determine the factors that affect strategy implementation in public universities in Kenya. The research design adopted was cross sectional survey design. The population of the study comprised of all the 21 public universities operating in Kenya. The study used primary data which was collected through self-administered questionnaires. Data was analyzed using statistical package for social sciences based on the questionnaires. Organizational culture, structure, resources, top management commitment and communication affected the study found out that implementation of strategies in the universities. This was due to university context which is inappropriate for effective implementation and control of the strategy, lack of understanding of the role of organizational structure, design in the execution process and structural design not being tailored to meet its goals, key formulators of the strategic decision did not play an active role in its implementation, people are not measured or rewarded for executing the plan, university having redundant resources, leadership and direction provided by departmental managers were inadequate and university management is not committed to strategy implementation.

Chiuri (2015) investigates the challenges of strategy implementation in Higher Education Institutions (HEIs) in Kenya. The study employed a descriptive survey design. The accessible population was senior management, middle management and lecturers of HEIs. This study used both stratified sampling and simple random sampling while the target sample size was 364 employees. A pilot study of 10% of the sample was conducted to improve on validity and reliability. Three hundred and sixty five questionnaires were distributed out of which 354 were returned duly completed resulting into a response rate of 96.7%. The results of the data analysis were presented in form of tables, pie charts, bar charts and scatter plots. The study revealed that

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institutional culture on its own in the regression model explained the highest of the variation in strategy implementation followed by human resource development, managerial skills, external environment and organizational structure in that order. The study also revealed that the intervening effect of quality of staff training was highest on the relationship between human resource development and strategy implementation followed by managerial skills, institutional culture, organizational structure and external environment.

Donna (2018) studies strategy implementation and organizational performance among institutions of higher learning in Kiambu County, Kenya. A descriptive study design of cross section in nature was used because it allowed effective data collection to test hypotheses concerning the variables under study. The target population was heads of both academic and non-academic departments. The sample of 174 respondents was selected through stratified random sampling. Primary data was collected through semi-structured questionnaires through drop and pick method of administration. Inferential statistics in the form of correlation tests and multiple regression analysis were used to evaluate the influence of the independent variables on the dependent variables. The findings established the existence of a significant influence of strategic resource allocation, monitoring and control of strategies, strategic leadership and strategic communication on the performance of IHLs.

The study concluded that organizational performance was significantly influenced by monitoring, control of strategies resource allocation and strategy communication. Further, the findings revealed that strategic leadership did not influence performance of IHLs to a great extent as the preceding variables. It is recommended that the management of IHLs can use the findings to consider resource allocation to core activities of the institution, not only those that are directly related to achievement of their educational goals, but also to infrastructure such as students' hostels.

Mwathi (2018) examines strategy implementation and organizational performance in Kenyan Universities. This study sought to establish whether strategy communication, organizational leadership, employee participation, and resource allocation had a positive influence on strategy implementation in Kenyan universities. The study also sought to establish whether Kenyan universities successfully implement their strategic plans and how this impacted on organizational performance. The study was conducted in 10 universities (5 public and 5 private universities). A sample size of 384 university employees was used and findings show that all the four factors had a positive influence on strategy implementation.

Juma and Kinyanjui (2014) investigated the Effect of Strategic Plans Implementation on Performance in Kenya's Public Universities with a focus on the University of Nairobi, The findings of the study revealed that strategic alliances positively influenced performance in public universities in Kenya. Their study however only looked at the context of a public university and more research needs to be conducted on the context of a private university hence the current study.

According to Okumu (2013) resource allocation ensures provision of time, financial, human and knowledge resources vital for strategy implementation. Sterling (2003) supported this by noting that inadequacy of right materials, lack of capital and capacity of plant may hinder effective strategy implementation. Quality for this situation identifies with the attitude abilities, experience, capacities and furthermore different attributes of a group or individuals required for a particular assignment. On the other hand, Molefe (2010) examined performance measurement dimensions for lecturers at selected universities. A quantitative research approach was adopted with the objective of casting the researcher's net widely, in order to obtain as much data as possible with the view to arriving at scientifically tested findings. A questionnaire was sent out to 500 academics and yielded a response rate of 36%. The study confirmed that a lecturer's performance can be measured based on seven performance dimensions and these dimensions, when tested, attracted a Cronbach Alpha reliability coefficient of above

0.70. in search for successful implementation as one of the strategic management practices, resources are vital to realize the dreams of any institution. Most importantly the function that lecturers play standout to all measures of the university's performance. Universities need to allocate resources appropriately as other concerns since according to Okumu (2013) no implementation may be effective without effectively implemented unless there is sufficient resource allocation as predetermined.

2.3.3 Strategy Evaluation and Performance of Private Universities

Strategic evaluation is the assessment process that provides executives and managers performance information about program, projects, and activities designed to meet business goals and objectives. A study conducted by Ibrahim (2015) on the effects of strategy evaluation on organizational performance cited the descriptions of the concept of evaluation through the studies of Strydom (2011), Preskill and Mack (2013). Systematic investigation to determine the reasons behind failures and success of certain strategy in terms of objectives, performance standard and/or any other performance indicator.

Chelimo (2010) presents seven strategic practices used by public parastatals to include benchmarking with other institutions; use of International Standardization organization, use of ICT systems; strategic auditing; strategy monitoring; conducting performance appraisal of employees and conducting customer satisfaction surveys. On the other hand, Chenhall (2005) asserts that strategic evaluation identifies integrated information as a key dimension which assists managers in delivering positive strategic outcomes.

Strategy evaluation and control inform the managers about the reasons leading to the failure to meet a certain objective, performance standard and/or any other performance indicator. In this sense, evaluation is employed as a strategic learning tool and has continued to play a role in strategy formulation and implementation (Strydom,

2011). Despite this, there still lacks clear understanding on the role played by evaluation. On the contrary, Preskill and Mack (2013) lament that, in many organizations the meaningfulness and usability of evaluation information has been limited because of its disconnection from strategic and organizational-level decision making. They posit that if learning and evaluation efforts are to inform an organization's decision-making practices, then there needs to be a comprehensive strategy for evaluating the strategy itself and the organization's effectiveness.

Awino (2001) sought to establish problems facing strategy implementation by Higher Education Loans Board in Kenya. The study used cross sectional and established that our problems areas affecting successful strategy implementation to include lack of fit between strategy and structure; inadequate information and communication systems; and failure to impart new skills. However, the study covered just a snap shot and may have been affected by bias considering that implementation of strategy was a long term measure.

A study by Mgaiwa (2018) to investigate the extent of operationalization of quality assurance processes in Tanzanian Private Universities (PRUs). A descriptive survey design informed by a mixed research design was used. Purposive and stratified random sampling procedures were employed to select a sample of the study who comprised of academics and quality assurance officials from four private universities. Questionnaires and face-to-face interviews were used for data collection. The findings indicated that QA processes such as institutional self-assessment and external examinations were to a large extent conducted by PRUs. Unlike these findings, internal quality audits and tracer studies were not sufficiently conducted. They concluded that the non-regular practice of these processes remains the main challenge in most of the surveyed Tanzanian PRUs because they are stipulated in the institutional policy documents without a will to adequately implement them.

Muiruri (2014) sought to establish how strategy evaluation was conducted at University of Nairobi. The study adopted descriptive research design. The study established that strategy evaluation was conducted regularly where some departments performed evaluation on a quarterly basis. Also, the study found out that strategy evaluation ensured proper path towards achievement of objectives. The information retrieved from strategic evaluation must be accurate, timely, relevant and easily accessible to those who require it. Furthermore, the strategic evaluation must be designed to reflect the most important factors influencing the productivity of different processes in enterprises.

2.3.4 Strategy Control and performance of private universities

The control towards the strategy is a critical concept to a successful management and performance achievement. According to Pucciarelli, and Kaplan (2016) education used to be considered a public good, provided by nonprofit organizations that were unexposed to market pressure and had clear societal missions. Now, education is becoming a global service delivered by quasi-companies in an ever-more complex and competitive knowledge marketplace. To cope with these challenges, higher education institutions need an appropriate control strategy, a necessity reflected in numerous calls for research on strategic control in the higher education sector. According to Goold and Quinn (1999), the framework for the strategic control practices encompasses three elements namely; the strategic implementation system, internal monitoring, and external monitoring

For control to be effective, it needs to be informed about the activities and results delivered by the organization, and the organization's prior expectation concerning both (Cobbold and Lawrie, 2005). The control activities should be complemented by appropriate measures and targets since the measures adopted will determine the success of the strategy and should also be selected to represent the organizations outcomes. Levin at al. (2000) point out that, strategic control concerns monitoring the

external environment and the organizational context in order to detect and respond to the emerging developments that may endanger the strategic 5 course of action.

Strategic control is a crucial sub-set of the strategic management process and in particular during and after the implementation process, as it involves tracking, monitoring and evaluating the effectiveness of the implemented strategies, and more importantly making any necessary adjustments and improvements where necessary which is the purpose of this strategic stage. This process consists of four fundamental activities namely; fixing a performance benchmark, measurement of performance, analyzing variances and taking corrective actions and it can be done before, during and after all other strategy development phases (Wanjohi, 2013). According to Watson (2000), managing strategy is vital for a university, as it provides the realization of its core activities hence control is very important.

According to Bennett, Dawson, Bearman, Molloy and Boud (2017) academic differences in higher education institutions pose a problem in terms of developing joint evaluation criteria because basic duties undertaken by higher education institutions can be different, or they can also come from different disciplines. Many institutions use lump-sum budgets and formulas and they associated allowances to performance. Studies show that Universities in The Organization for Economic Co-operation and Development (OECD) countries are controlled by means of performance-based budget and quality control systems by the centralized governments (Küçükcan and Gür, 2010).

Different issues creating discontent with the performance appraisal systems within many corporate organizations leads to these problems inhibiting successful strategic control. A study conducted by Caruth and Humphreys (2008) illustrated the need for and a more aligned and integrated standard for performance evaluation to enhance effective strategic control. It was found that whereas performance evaluation has received reasonably robust examination in the human resources literature, explicit guidance toward the integration with strategic control is inadequate. They concluded

that without consistent alignment between these functions, however, performance appraisal becomes an exercise in futility instead of a vital control measurement, often resulting in not only personnel dissatisfaction, but also, more importantly, an impediment to systematic strategy implementation.

Owolabi, and Makinde (2012) investigated the effects of strategic planning on corporate performance in university education in Kuwait. The researchers further probed its impact on management efficiency and effectiveness. The study made use of primary and secondary data collected through questionnaires from employees of Babcock University. The hypotheses were tested through the use of the Pearson's Product Moment Correlation Coefficient to establish the significance of relationship between different variables used in measuring performance. The results of the hypotheses revealed that there is a significant positive correlation between strategic planning and corporate performance. The study therefore, concluded that strategic planning is beneficial to organizations in achieving set goals and suggested that universities and other corporate organizations a like, need to engage in strategic planning and management so as to enhance corporate performance.

Birinci and Eren (2013) explored and analyzed effect of strategic management practices on the performance of universities in Turkey. Specifically, strategic management practices of the universities were studied and the effects of these practices on the performance of the universities were analyzed. The research investigated whether strategic management processes were implemented in universities in Turkey or to what level they were implemented and the influences of these processes on the performance of the universities tested by means of a model which was developed. It was revealed that the universities operational in Turkey did not closely follow the changes and developments mainly about higher education in Turkey and in the world and that they did not pay enough attention to the competitive conditions and use strategic management practices including controls sufficiently. They concluded that universities in Turkey pay more attention to internal environmental analyses, they are

positively affected by the planning, implementation and controlling stages of strategic management process and their ability to adapt to changes that are likely to happen in the internal environment is high. Of the stages of strategic management process, planning, controlling and flexibility were seen to have a positive effect on performance.

Agyemang and Broadbent (2015) did an empirical and conceptual study to investigate how management control systems impacted research management in universities. In particular, the paper analyses how universities develop their internal management control systems in response to an externally imposed regulatory system. The study utilizes a middle range method to cogitate the UK Research Excellence Framework (REF) and the previous Research Assessment Exercises (RAE). They used the language provided by a number of conceptual frames to analyze insights from the lived experience as well as building on the past literature that has recognized the perverse results of such performance measurement systems. The study finds that the internal management control systems developed by academics themselves amplify the controls imposed by the REF. These internal control systems are accepted by some academics.

2.3.5 Performance of Private Universities

Strategic management is the process and approach of specifying an organization's objectives, developing policies and plans to achieve and attain these objectives, and allocating resources to implement the policies and plans (David, 2005). Organizational performance is described as an organization's ability to acquire and utilize its scarce resources and valuables or expeditiously as possible in the pursuit of its operational goals (Griffin, 2006). Organizational performance is the actual productivity of an organization measured against its projected goals and objectives (Upadhaya, Munir, & Blount, 2014). The performance of an organizational is based on the perception that the organization is comprised of valuable resources that include personnel, physical and capital assets that are used to achieve a shared goal. The performance can be measured in terms of productivity and outcome, profit, effectiveness of internal

processes and procedures, staff attitudes and organizational responsiveness to the environment (William, 2002). Recently, there has been wide use web ranking with particular generated metrics to establish performance levels of the institutions such as universities.

Ranking Web of University also known as Ranking Web of World Universities, this ranking system developed by cyber metrics Lab of the Spanish National Research Council (CSIC) evaluates universities in the world based on their web presence and activity. More than 20,000 universities around the world are covered. You can tell from each ranking list on this site the position of a university in the world or within a region. The numbers on the right show the rank of a particular university for each of the individual criterion. The ranking methodology considers the following; first, presence: Size (number of webpages) of the main web domain of the institution. It includes all the subdomains sharing the same (central or main) web domain and all the file types including rich files like pdf documents. Second, Visibility; Number if external networks (subnets) originating backlinks to the institutions webpages after normalization, the average value between the two sources is selected. Third, Transparency (openness): Number of citations from top authors according to the source and lastly, excellence (scholar): Number of papers amongst the top 10% most cited in 26 disciplines data for the year period (2019). Table 2.1 elaborates the ranking used as a measure of performance for the seven-target universities in Somalia.

Table 2.1: Web Ranking of Private Universities in Somalia

State	University	World Rank	Presence Rank	Impact Rank	Openness Rank	Excellence Rank	Total Ranks Order
South Central	Mogadishu	17819	15051	16833	11401	6033	2

	Simad	9867	8379	10962	8678	6033	1
	Jamhuriya	27413	24133	27457	11401	6033	7
Somaliland	Amoud	22217	16542	24982	11401	5580	3
	Hargeisa	23268	20286	23077	11401	6033	6
Puntland	East Africa	21822	23376	20995	11401	6033	5
	Puntland State	20791	22730	19846	11401	6033	4

Source: Private Universities of Somalia (2018)

Onyancha and Ocholla (2010) studied the performance of South African and Kenyan Universities on the World Wide Web. The authors examined the external out-links in order to determine the institutions targeted by South African and Kenyan universities. Also investigated were the networks or links between universities. Web Impact Factors (WIFs) were calculated and reported in order to compare the universities' web influence. Results indicate that Kenyan universities, like most African universities, have embraced the Internet and its constructs fairly recently, hence most of their websites are at initial stages of construction. Comparatively, South African universities have made remarkable progress in their web presence, which is at an advanced stage of development, equaling counterparts in more developed countries. The study recommends that regional webometric studies be conducted periodically in order to investigate and map the web-related developments of African universities where the Somalia private universities are included. The same ranking considered applicable as a measure of performance in the current study.

Pressure on the education system to meet society's needs has led some universities to adopt organisational performance measurement systems as strategic control tools. In a study done by Peris-Ortiz, García-Hurtado and Devece (2019) investigating the influence of the Balanced Scorecard (BSC) on the science and innovation performance of Latin American universities, revealed that similar patterns of indicators to measure performance in public universities. Furthermore, these indicators develop favourably following implementation of the BSC. They concluded that a suitable control system is necessary to ensure the effectiveness of these new policies.

A study conducted by Stukalina (2014) while examining role of strategic management on higher educational institutions observed that all organizations form, plan and allocate resources towards performance. Their survival only depends on how and to which extent they perform (achievement of results). Internal marketing in the private universities has been seen as the significant factor that determines success. Another study by Tam (2010) measuring quality and performance in higher education, also investigates various models of measuring quality in higher education, consider their value and discuss both their shortcomings and contributions to the assessment of higher education institutions. These models include the simple 'production model', which depicts a direct relationship between inputs and outputs; the 'value-added approach', which measures the gain by students before and after they receive higher education; and the 'total quality experience approach', which aims to capture the entire learning experience undergone by students during their years in universities or colleges.

It is evidenced that internal marketing consists of the dimensions covering senior leadership and vision, coordination between functions, internal communication, organizational structure and change, staffing, physical environment, strategic rewards and academy (Kettunen, 2011) hence the need for strategy towards better performance.

Cheruiyot and Maru (2013) studied about service quality and relative performance of public universities in East Africa. The study was an exploratory survey of three public universities in East African countries namely Moi, Makerere and Dar es salaam universities from three East African countries of Kenya, Uganda and Tanzania, respectively. A sample size of 450 respondents from a target population of > 50,000 is derived using a multistage sampling technique. Structured questionnaire used to extract both nominal and ordinal data, the latter utilizing items anchored on a five-point Likert scale. Modified SERVQUAL and performance were standardized. Descriptive, one-way ANOVA, factor analysis, Pearson product moment correlation and multiple regression was used to analyze the data. Modified SERVQUAL dimensions were confirmed, centrality of tangibility and reliability established, while importance of responsiveness was disapproved. Relative variation in service quality and relative performance across three countries universities was found to be significant. Finally, significant effect of service quality on performance of universities was also established.

Jager and Gbadamosi (2010) study specific remedy for specific problem: Measuring service quality in South African higher education. This study commences a process of developing a scale for the measurement of service quality in higher education in South Africa and also examines the relationship between the measures of service quality on the one hand and some other related variables such as intention to leave the university, trust in management of the university and the overall satisfaction with the university. Using structured questionnaires, survey data was collected from students (n = 391) in two South African universities. Findings indicate that the 52-item measure of service quality in higher education is a multidimensional construct loading on 13 factors with a high reliability coefficient (0.93) and some construct validity. Significant relationships were also found between service quality in higher education and other study variables-intention to leave university, trust in management of the university and overall satisfaction with the university. This study conquers with the current study in

search of the strategic management practices influence on performance of private universities in Somalia.

According to Moldovan (2012), modern universities develop and implement a number of strategies that are distinguished by the character of management practices used to guarantee the competitiveness of the educational organization, including strategies focused on a demand of the market in a certain qualification, strategies focused on quality of the study program, etc. These strategies are related to the external (e.g. the market demand) and internal (e.g. quality of study programs) factors that shape the strategic background of educational management. It's evident that organizational performance if influenced by strategic management practices. Several studies have been conducted in this field can shed more light on the same.

Ajao and Grace (2012) conducted a study in Nigeria on the effects of strategic planning on corporate performance in university education: a study of Babcock University. The main objective of this study was to find the effect of Strategic Planning on Corporate Performance using Babcock University as the case study and how it affects the management efficiency and effectiveness as strategic planning is essential in corporate organizations. The research design adopted for this study was the survey design. The sample size was 283 and questionnaire was used as data collection tool. The findings of this study, it has been established that effective strategic planning indeed has a positive impact on performance. Although formal planning only may not bring about better performance, effective implementation suffices.

Bogt and Scapens (2012) examined performance management in universities: Effects of the transition to more quantitative measurement systems. The study finds an increasing use of judgmental forms of performance evaluation and, in particular, the use of more quantitative performance measures. The use of these more judgmental quantitative systems is seen to have various effects. Although these systems emphasize

objective quantitative measures, they relocate subjectivities (usually at a greater distance from the subject), rather than remove them. This creates uncertainty and anxiety about how the systems are used. There is a danger that the new systems could inhibit creativity in teaching and limit contributions to the world outside the university. Furthermore, they could damage creativity and innovation in accounting research – as researchers play safe in getting the publications they need. As we are both researchers and practitioners in this area, we should be challenging these trends and pointing to the dangers for research (and teaching) in our field.

Dauda, Akingbade, and Akinlabi, (2010) did a study on strategic management practices and corporate performance of selected small business enterprises in Nigeria. The objective of this study was to find out the influence of strategic management on performance in selected small scale enterprises in Lagos, Nigeria. The paper also provides how strategy could be used for improved performance of small-scale enterprise in Nigeria. The Survey research methodology was used in this study. The sample size was 140 respondents. This was selected randomly and Questionnaire was used as data collection tool. The findings of the study show that strategic management has an effect on the market share of SBEs. Also, implementation of strategic management has a positive relationship with organizational profitability.

Mohamud, Mohamud, & Mohammed (2015) study the relationship between strategic management and organizational performance in Mogadishu Somalia. The study uses both descriptive and correlational research to establish the nature of the relationships. Spearman's correlation tool was used to examine the type of relationship between the variables. The findings show that a statistically significant relationship exists between strategic management and organizational performance in Mogadishu. The study also found that a statistically significant relationship existed between strategic management and organizational performance based on the findings, the researchers made the following conclusions. Organizations should provide good strategic management to their organizations that may improve performance of employees companies should

employee performance appraisal to promote better satisfaction finally, organizations should factor into account or internal and external factors that can effects organizational performance.

Ahmed and Kising'u (2019) study effects of strategic management practices on firm performance in medium and large telecommunication companies in Mogadishu. The study explored the effects of Strategy formulation, strategy implementation and strategy control and evaluation on firm performance of telecommunication in Mogadishu. The target population of this study was top managers, middle managers and normal employee of some telecommunication companies in Mogadishu. The study collected primary data which was analyzed using descriptive statistics including frequencies tables, percentages, mean scores, standard deviation. Regression model was applied to test for the relationships. Pearson's product moment correlation analysis was used and it's a powerful technique for determine the relationship among variables. All factors considered turned out to have a positive and statistical significant effect on firm performance.

2.4 Conceptual Framework

The figure 2.1 illustrates the relationship between strategic management practices and performance of private universities in Somalia.

Independent Variables   **Dependent Variables**

34
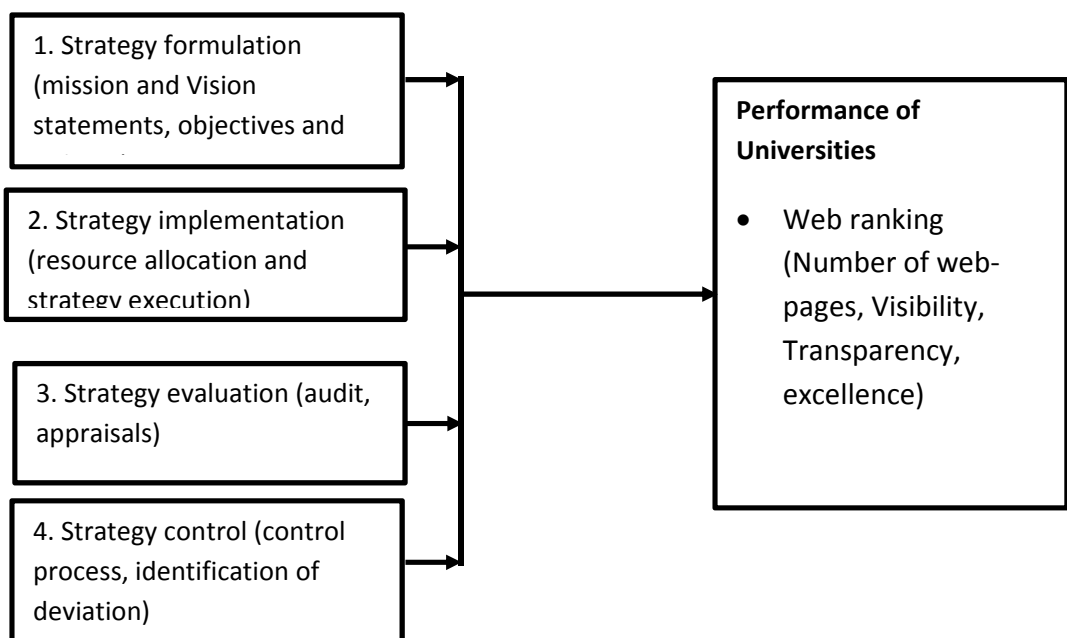
Figure 2.1: Conceptual framework

Source: Author (2018)

Strategic management practices which form the independent variable comprise of four (4) major phases namely strategy formulation (with indicators such as mission and vision statement, the objectives and policies), Strategy Implementation (dealing with resource allocation and strategy execution), Strategy evaluation (audit and appraisals) and Strategy control (Actions on the deviations). In the conceptual framework above the components pf strategic management are the sub-independent variables of the study and their influence is directed towards influencing organizational performance (dependent variable in this case) of the private universities in Somalia.

The research has reviewed various studies that are relevant to strategic management in different universities from which the current study gets informed appropriately. The objectives of the study, which directly formed borrowing from the conceptual framework to establish the sub independent variables, reveal congruency in the acceptable scope of the current study. Similarly, the same variables have been linked to the two theories, which inform the universally acceptable practice and guide the conceptual thinking of the variables under study. Strategic management practices being the sub independent variables under study, informed the data tool that relevantly captured the facts that have been used to conclude the study. Performance on the other hand as a dependent variable has employed the secondary data from web ranking which was the most appropriate measure of the seven target private universities in Somalia. The Web ranking as reviewed above examines in detail and that makes the same kind of measure to be appropriate for the current study not forgetting its global acceptance.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The chapter identifies the procedures and techniques that were used in the collection, processing and analysis of data. Specifically, the following subsections have been included; research design, target population, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design

Research design is an outline that is used to generate answers to research problems (Noum, 2007). The intention of research is to collect specific data during a defined period and use it to describe the variables of the study. This study utilized a descriptive study design, which is normally used when the study strives to describe the characteristics of specific variables and estimate the percentage of people who have certain characteristics and make predictions. Furthermore, descriptive studies were used not only for the purpose of description but also for the determination of relationships between variables during the study. This design fitted the study of this nature since the researcher was looking at the effects of the independent variable (strategic management) on the dependent variables (organizational performance of private universities).

3.3 Target Population

A population is defined as a group of people or households with similar characteristics that are being investigated (Cooper and Schindler, 2003). The study targeted the university staff (both academic and admin staff) of private universities. There are 16 universities under the network (SomaliRen) which covers three estates, which are; South Central, Somaliland and Puntland states of Somalia. Out of 16 universities, the study only selected seven universities from which the sample size was obtained. A list of employees was obtained from the HR database provided by each of the university and the distribution is indicated in table 3.1.

Table 3.2: Distribution of the Target Population

States	University	Admin	Academic	Totals
South Central	Mogadishu	133	313	446
	Simad	72	186	258
	Jamhuriya	17	126	143
Somaliland	Hargeisa	159	300	459
	Amoud	15	29	44
Puntland	East Africa	135	267	402
	Puntland State	10	25	35

				541	1246	1787
Total Sample						

Source: Private Universities of Somalia (2018)

3.4 Sampling Design and Sample Size

Cooper & Schindler (2006) argue that if well chosen, samples of about 10% of a population can often give good reliability. The study selected a section and particularly the staffs who include dean's departmental heads, assistant departmental heads and lower cadre staffs like the supervisors, accountants from all the seven private universities since they are the ones conversant with the management process and the strategic factors that influence university performance. From the total target population a sample of 20% was selected from within each group in proportions that each group bears to the study population. This sample is appropriate because the population is not homogeneous and the units are not uniformly distributed.

Table 3.3: Sample Size Determination

State	University	Admin	Academic	Totals	20 %	Sample size
South Central	Mogadishu	133	313	446	0.2	89
	Simad	72	186	258	0.2	52
	Jamhuriya	17	126	143	0.2	29
Somaliland	Hargeisa	159	300	459	0.2	92
	Amoud	81	146	230	0.2	46

Puntland	East Africa	135	267	402	0.2	80
	Puntland State	10	25	35	0.2	7
Total Sample				1787		395

3.5 Data Collection Tools and Procedures

The main tool for data collection in this study was the questionnaire. The researcher chose this method because firstly, it is cheap to administer since it does not require a trained researcher to distribute and collect the questionnaires. Secondly, the questionnaire eliminates interactions between the interviewer and the respondents, which reduces biasness (Jager & Gbadamosi, 2010). The questionnaire enables the researcher to ask structured or closed-ended questions that were easier to analyze as well as to administer since each question is followed by alternative answers (Cheruiyot & Maru, 2013). Moreover, the person filling the questionnaire is anonymous and therefore may be willing to give information especially over sensitive issues (Hartman & Schachter, 2019). It is a useful method particularly when the questions are straightforward enough to be comprehended without verbal explanations (Kothari, 2003).

This study used primary and secondary data. Primary data was gathered using the questionnaires. The questionnaire used Likert scale ranging from 1-5 where 5 denotes 'strongly agree' and 1 representing 'strongly disagree'. This was found appropriate, as other researchers have also used it (Lok, 2004; Costa, Passoni, Leyendecker, De Leon, Lotan, Roehrborn & Rofsky, 2018). Section A of the questionnaire is having questions

on demographic factors such as gender, marital status, levels of education or even years of working or service.

This research relied several sources to obtain the questions used specifically in each variable. The questionnaire had five sections preceding section A that is Section B was dedicated questions on strategy formulation. These questions were based on the six-component mission statement by Lopez et al., (2018) and Salehi-Kordabadi et al., (2019) developed to measure the completeness of firm's mission statement as well as dimensions of strategic planning by Hu et al., (2018).

Section C is focused at evaluating strategy implementation and was based on McCaffery (2018) framework for issues considered in implementing strategic plan. Section D was anchored on strategy evaluation. This section relied on questions developed from Cheplimo (2010) seven strategic evaluation practices used by public parastatals. Lastly, the strategic control has an important role in controlling mechanism that is able to make the company competes. According to Guan (2018) strategic control practices are focused at assessing whether strategy is being implemented as planned and the results produced by the strategy are those intended. Section D was dedicated on assessing strategy control. The questions on this section relied on external works and propositions of Goold and Quinn (1999) and Zuo (2018). Section F of the questionnaire was focused at examining the performance of the universities in Somalia and questions used were sourced from web ranking metrics which developed by cyber metrics Lab of the Spanish National Research Council. Closed-ended questions was used because they were easy to analyze and administer and respondents' answers are limited to a fixed set of responses hence avoiding biasness on spontaneous responses (Reja, Manfreda, Hlebec and Vehovar, 2003). Questionnaires were administered to all the respondents in the selected seven private universities.

The questionnaires were distributed to the respondents by use of the drop and pick later method. The study also used secondary data from World university rankings

portal (2018). The seven target universities on World university ranking data was documented and categorized into a scale of 1 to 5, which was analyzed using the parameters. University performance employed the world university web rankings 2018 instrument to evaluate the seven target universities based on specific metrics such as academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty ratio, international student ratio research, research influence, knowledge transfer and international outlook. The questions were also used by Onyancha and Ocholla (2010). Further, the study created an ordinal scale for web ranking. The web ranking scores were transformed into a five item scale to make them comparable with independent variables. The researcher took the minimum web ranking score as 1 and obtained proportion of others out of five. Based on this understanding, this study sought to ascertain how universities performed under those metrics. Besides secondary data was also gathered from computer university database, published books, journals and magazines as well as other sources such as the sector annual reports.

3.6 Pilot Study

A pilot study is a small-scale preliminary study before the main research in order to measure the validity and reliability of data collection instruments, (Kothari, 2006). Polit and Beck (2006) stated that this test is a small form of trial undertaken in preparation for a main study. Saunders et al., (2009) on their part, refers to pilot test as a small scale research to explore questioner, checklist, or observation to lower the chances of respondents from experiencing challenges in answering the question and of data recording challenges as well as to permit some assessment of the question(s) reliability and validity of the gathered data. As suggested by Polit and Beck (2006) pilot test of a sample of 10-15% of sampled population is appropriate. The study randomly selected 10% of the sampled respondents (that is 40 administration and academic) focusing on the private universities not identified for this study. Three universities from the three regions that is Banadir University in South central, Burao University in Somaliland and

lastly Red sea University Puntland were identified for piloting test to ascertain validity as well as reliability of the study instrument as suggested by Kothari (2006).

Table 3.4: Demographic Information of the Surveyed Pilot Respondents (N=40)

Statement	Response	Frequency	Percentage
Gender of the respondent	Male	22	55
	Female	18	44
	Total	**40**	**100.0**
Marital status of the respondent	Single	13	32.5
	Married	27	58.5
	Total	**40**	**100.0**
Education level of the respondent	PHD	16	40.0
	Master's Degree	19	47.5
	Bachelor's degree	3	7.5
	Higher Diploma	2	5
	Total	**40**	**100.0**
Service years of respondent in higher education	0 - 3 Years	10	25.00
	4 - 6 Years	15	37.5
	7 - 9 Years	9	22.5
	Above 9 Years	6	15
	Total	**40**	**100.0**
Position of respondent in higher education institution	Academic staff	16	40
	Administrative staff	24	60
	Total	**40**	**100.0**

Source: Pilot Survey Data (2019)

Following the pilot analysis, most respondents who formed about 55% were male whereas only 44% were female. Slightly over half (58.5%) were married and 32.5% were single. Analysis of the highest education level of the respondents indicates that majority (47.5%) hold a master's degree, followed by 40% holding a PhD degree, and whereas the other two had about 12% had a PHD and higher diploma. Therefore, the respondents had attained some level of education. Analysis shows that most (37.5%) of the employees have served for a period between 4–6 years, 25% have served for 0 – 3

years, whereas others have been in the same university for over 9 years. The survey required respondents to indicate their current position at the university. It was found that administrative staff were 60% whereas academic staff were 40%. Note that the administrative staff might also play the academic role.

3.6.1 Validity

Data validity refers to the degree to which results obtained from analysis of data actually represents phenomenon under study (Mugenda and Mugenda, 2003). To achieve content validity the researcher sought assistance from the experts (supervisor) on various sections in the questionnaire, which is the primary instrument for data collection. Adjustment was made to accommodate the recommendations before final administration of the instrument.

3.6.2 Reliability

Reliability is the degree to which research instrument yield consistent results or data after repeated trials Mugenda and Mugenda (2003). To achieve this, the questionnaire has semi-structured questions to enhance data collection from the respondent. The researcher conducted a test of reliability using the internal consistency technique that is Cronbach's alpha.

Table 3.5: Reliability Analysis

Variable	No. of items	Cronbach Alpha value (Pilot study)	Cronbach Alpha value (Actual study)
Strategy formulation	5	0.812	0.865
Strategy implementation	5	0.731	0.742
Strategy evaluation	3	0.707	0.723

Strategy control	2	0.722	0.735
University performance	5	0.765	0.854
Overall reliability		**0.747**	**0.784**

All the items included in the questionnaire for actual study had Cronbach Alpha values of more than 0.7. According to Fiels (2009), Cronbach Alpha values of between 0.7 and 1 indicate ideal levels of internal consistency and as a result the instrument was found to have the ability of collecting reliable data for analysis indicated.

3.7 Data Analysis and Presentation

The questionnaires used to collect primary data were received, serialized, coded and data was tabulated in excel for cleaning before being transferred to a superior software for further analysis. All outliers were cleaned off. Data was analyzed using descriptive statistics: frequency distributions and measures of central tendency such as mean. Frequencies of various demographic variables were derived for analysis of the demographic aspects of respondents of the selected universities.

For inferential analysis, the study adopted Structural Equation Modeling (SEM) for both correlation and regression analysis with the aid of STATA version 14 software. These technique was also employed in a study Masa'deh, Shannak, Maqableh, and Tarhini (2017) with similar characteristics exploring impact of knowledge management on job performance in higher education in University of Jordan. Correlation analysis with resulting coefficients (indicated by r) measuring the strength of a linear relationship among two variables was used. The r gotten through SEM, assumes a range of values from +1 to -1. Values greater than zero (0) indicates that there is no connection between the two variables. A value greater than 0 implies a positive link; that is, as the value of one variable increases, so does the value of the other factors. A value less than 0 designates a negative link; that is, as the value of one variable rises, the value of the other variable declines. A value of 1 indicates perfect positive association implying that

an rise/decline in one variable is followed by a proportionate rise/reduction in the other variable while a value of -1 indicate perfect negative correlation which imply that a rise in one variable is followed by a proportionate decline in the other variable (Bollen, 1989). Following Hoyle (1995), the SEM correlation is employed if the factors of the study are measured using either interval or ratio scales. Correlation results are reported at a significance level of 0.05 in line with other studies such as Kidombo (2007), Muia (2012) and Magutu (2013).

Further, in regression analysis, the study employed standardized Structural Equation Modeling (SEM) technique, considered as a very powerful multivariate method (Bollen, 1989). It makes use of a conceptual model, as well as path diagram and system of connected regression-style equations to explore multifaceted and vibrant relationships within a network of observed and non-observed variables (constructs). Despite being comparable in appearance, SEM is fundamentally dissimilar from regression. Standardized SEM incorporate both endogenous and exogenous factors (Bollen, 1989). In the SEM analysis, exogenous variables on the other hand are always independent variables. This approach was desired in this study because the variables used are structural in nature as well the equations models both the causal relationships between dependent and explanatory factors, and the causal links among endogenous factors. The coefficient of determination (R), and likelihood ratio test were used to test the goodness of fit of SEM.

The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \qquad\qquad \textbf{3.1}$$

Where:

Y = Performance of private universities in Somalia

$\{\beta_i$ i; i=1,2,3,4$\}$ = The coefficients for the various independent variables

X1 = Strategy formulation

X2 = Strategy implementation

X3 = Strategy evaluation

X4 = Strategy control

ε is the error term

This generated quantitative reports through tabulations, percentages, and measures of central tendency. The findings were largely presented through tables and figures or charts.

3.8 Ethical Consideration of the Study

The respondents were identified and objectively selected as the subjects to provide information for this study. To do so, they were kindly requested to provide the information needed for successful completion of the study. They were assured that any information given was kept strictly confidential and anonymous and utilized only for the purposes for which it was intended.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter discusses the findings on the data collected. It is divided into four sections. The first section (4.1) discusses the study response rate and reliability analysis. Section two (4.2) discusses the respondent's bio data, sections 4.3-4.6 discusses the descriptive analysis on the respondents' responses and the other sections (4.6-4.8) discusses the inferential analysis done on the data collected.

4.1.1 Response rate

The study targeted a sample of 395 respondents from among the academic and administrative staff of the selected universities in Somalia. However only 315 respondents filled and returned the questionnaires, which were used for data analysis indicating a 79.8% response rate. It is suggested that generally whenever we acquire 50% as a response rate or more it is considered adequate. Similarly, according to Mugenda and Mugenda, (2003); and Babbie, (2015) elaborated that return rates of 50% are adequate to analyze and publish, 60% is good and 70% is excellent to work with. Findings are as shown in table 4.1

4.2 Demographic Information

Table 4.6: Demographic Information of the Survey Respondents

Statement	Response	Frequency	Percentage
Gender of the respondent	Male	257	81.6
	Female	58	18.4
	Total	**315**	**100.0**
Marital status of the respondent	Single	113	35.9
	Married	199	63.2
	Missing system	3	1.0
	Total	**315**	**100.0**

Education level of the respondent	PHD	24	7.6
	Master's Degree	197	62.5
	Bachelor's degree	70	22.2
	Higher Diploma	22	7.0
	Missing system	2	.6
	Total	**315**	**100.0**
Service years of respondent in higher education	0 - 3 Years	74	23.5
	4 - 6 Years	107	34.0
	7 - 9 Years	61	19.4
	Above 9 Years	73	23.2
	Total	**315**	**100.0**
Position of respondent in higher education institution	Academic staff	144	45.7
	Administrative staff	146	46.3
	Other employee	25	7.9
	Total	**315**	**100.0**

Source: Survey Data (2019)

From the above table, majority (81.6%) of the respondents were male (that means the male dominance in private universities) while 18.4% were female. Slightly over half (63.2%) were married and 31.9% were single. Analysis of the highest education level of the respondents indicates that majority (62.5%) hold a master's degree, followed by 22.2% holding a bachelor's degree, 7.6% had a PHD and 7% had a higher diploma. Therefore, the respondents had attained some level of education. Analysis shows that most (34%) of the employees have served for a period between 4 – 6 years, (which means either the universities are newly established or the staff retention is poor) 23.5% have served for 0 – 3 years, 23.2, have been in the same university for over 9 years while 19.4% have served for 7 – 9 years.

Forty-six point three percent (46.3%) of the survey respondents were administrative staff, 45.7% were academic staff while 7.9% were other employees. Note that the administrative staff might also play the academic role.

4.3 Descriptive Analysis

This section of the project discusses the frequency, mean and standard deviation of the respondents' responses on the each of the study variables. This section involved the use of five point Likert scale to rank the responses.

4.3.1 Case: Jamhuriya University

4.3.1.1 Strategy Formulation

This section presents statistical findings that sought to assess on the quality in strategy formulation process at Jamhuriya University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.7: Statements Assessing on Strategy Formulation process

	N	Min	Max	Mean	Std. Dev
Jamhuriya University has a written mission statement that aims to improve performance.	29	1.00	5.00	4.97	0.19
The university management and higher-level staff are aware of and understand the organizations mission statement.	29	1.00	5.00	3.59	0.50
Strategic planning is a top priority activity, performed on in the university.	29	1.00	5.00	3.55	0.57
Top executives at Jamhuriya University are assigned formal responsibilities to support in strategic planning	29	1.00	5.00	4.52	0.51

		N	Min	Max	Mean	Std. Dev
The university follows a defined set of procedures during strategic planning process		29	1.00	5.00	3.59	0.50

From the study findings, majority of the respondent strongly agreed that Jamhuriya University has a written mission statement that aims to improve performance (Mean = 4.97 STD = 0.19) The university management and higher-level staff are aware of and understand the organizations mission statement and that the university follows a defined set of procedures during strategic planning process (Mean = 3.59 STD = 0.50, 0.57) further, results show that Strategic planning is a top priority activity, performed on in the university (Mean = 3.55 STD =0.57) and that Top executives at Jamhuriya University are assigned formal responsibilities to support in strategic planning (Mean = 4.52 STD =0.51). Lastly, the study supported the fact that the university follows a defined set of procedures during strategic planning process (Mean = 4.52 STD =0.51).

4.3.1.2 Strategy Implementation

This section seeks to ascertain the extent to which strategy implementation process followed quality measures Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly agree 4 as Agree, 3 neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.8: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev
Jamhuriya University provides financial resources specifically earmarked for strategic planning.	29	1.00	5.00	4.31	0.60
Jamhuriya University has clearly assigned lead responsibility for action plan implementation to a person/ team	29	1.00	5.00	4.38	0.68
The university has allocated sufficient human resources for strategy implementation	29	1.00	5.00	3.24	0.58

	N	Min	Max	Mean	Std. Dev
Jamhuriya University has set clearly defined key performance indicators for each plan element	29	1.00	5.00	4.38	0.62
The university systematically measures actual performance vs set objectives	29	1.00	5.00	3.31	0.54

From the study findings, majority of the respondent agreed that Jamhuriya University has set clearly defined key performance indicators for each plan element (Mean =4.31 STD =0.60), also the University has clearly assigned lead responsibility for action plan implementation to a person/ team (Mean =4.38 STD =0.68). Further the study revealed that Jamhuriya University provides financial resources specifically earmarked for strategic planning, the university systematically measures actual performance vs set objectives (Mean = 3.31, STD = 0.54) and that the university has allocated sufficient human resources for strategy implementation (Mean = 3.24, STD =0.58).

4.3.1.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly agree 4 as Agree, 3 neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.9: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
Jamhuriya University conducts regular audits in order to track organizational performance	29	1.00	5.00	4.00	0.62
The University has a monitoring and evaluation system to track performance	29	1.00	5.00	4.28	0.80
Jamhuriya University conducts regular	29	1.00	5.00	4.31	0.47

performance appraisals in order to track staff performance		

Evidence shows that majority of the respondent agreed that Jamhuriya University has a monitoring and evaluation system to track performance (Mean = 4.28 STD =0.80) and that the University conducts regular performance appraisals in order to track staff performance (Mean = 4.31, STD = 0.47) and that Jamhuriya University conducts regular audits in order to track organizational performance (Mean =4, STD =0.62)

4.3.1.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.10: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Jamhuriya University has control measures in place that are geared towards improving performance	29	1.00	5.00	4.17	0.60
Our university has systems in place to identify any deviations from the implementation plan	29	1.00	5.00	4.10	0.67

From the study findings, majority of the respondent agreed that university has control measures in place that are geared towards improving performance (Mean = 4.17 STD =0.60) and that university has systems in place to identify any deviations from the implementation plan (Mean = 4.10, STD =0.67).

4.3.2 Case: Mogadishu University

4.3.2.1 Strategy Formulation

This section presents statistical findings that seek to assess on the quality in strategy formulation process at Mogadishu University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.11: Descriptive Statistics

	N	Min	Max	Mean	Std. Dev
Mogadishu University has a written mission statement that aims to improve performance.	76	1.00	5.00	3.64	0.25
The university management and higher-level staff are aware of and understand the organizations mission statement.	76	1.00	5.00	3.22	0.33
Strategic planning is a top priority activity, performed on in our university.	76	1.00	5.00	3.26	0.21
Top executives in our university are assigned formal responsibilities to support in strategic planning	76	1.00	5.00	3.16	0.14
the university follows a defined set of procedures during strategic planning process	76	1.00	5.00	3.03	0.14

From the study findings, majority of the respondent agreed that Mogadishu University has a written mission statement that aims to improve performance(Mean = 3.64 STD =0.25), Strategic planning is a top priority activity, performed on in our university (Mean = 3.26, STD =0.21), The university management and higher-level staff are aware of and understand the organizations mission statement (Mean = 3.22 STD =0.33),Top

executives in the university are assigned formal responsibilities to support in strategic planning (Mean = 3.16, STD =0.14) and that the university follows a defined set of procedures during strategic planning process (Mean = 3.03, STD =0.14).

4.3.2.2 Strategy Implementation

This section sought to ascertain the extent to which strategy implementation process followed quality measures. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.12: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev
Mogadishu University provides financial resources specifically earmarked for strategic planning.	76.00	1.00	5.00	3.04	0.77
Mogadishu University has clearly assigned lead responsibility for action plan implementation to a person/ team	76.00	1.00	5.00	3.14	0.67
Mogadishu University has allocated sufficient human resources for strategy implementation	76.00	1.00	5.00	3.00	0.54
Mogadishu University has set clearly defined key performance indicators for each plan element	76.00	1.00	5.00	2.96	0.64
Mogadishu University systematically measures actual performance vs set objectives	76.00	1.00	5.00	2.96	0.77

From the study findings, majority of the respondent agreed that Mogadishu University has clearly assigned lead responsibility for action plan implementation to a person/ team (Mean =3.14 STD =0.67), Mogadishu University provides financial resources specifically earmarked for strategic planning (Mean = 3.04 STD = 0.77) Mogadishu University has allocated sufficient human resources for strategy implementation (Mean = 3.00, STD =0.54). Lastly, the University systematically measures actual performance vs set objectives and that the University has set clearly defined key performance indicators for each plan element (Mean = 2.96).

4.3.2.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong disagree.

Table 4.13: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
Our university conducts regular audits in order to track organizational performance	76.00	1.00	5.00	3.12	0.67
Our University has a monitoring and evaluation system to track performance	76.00	1.00	5.00	2.88	0.69
Our university conducts regular performance appraisals in order to track staff performance	76.00	1.00	5.00	2.68	0.72

From the study findings, majority of the respondent agreed that Mogadishu University conducts regular audits in order to track organizational performance (Mean = 3.12 STD =0.67) University has a monitoring and evaluation system to track performance (Mean = 2.88 STD = 0.69) and that university conducts regular performance appraisals in order to track staff performance (Mean = 2.68 STD = 0.72).

4.3.2.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.14: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Mogadishu University has control measures in place that are geared towards improving performance	76.00	1.00	500	3.12	0.67
Our university has systems in place to identify any deviations from the implementation plan	76.00	1.00	5.00	2.88	0.69

From the study findings, majority of the respondent agreed that Mogadishu University has control measures in place that are geared towards improving performance (Mean = 3.12, STD = 0.67) and that university has systems in place to identify any deviations from the implementation plan (Mean =2.88, STD =0.69).

4.3.3 Case: Simad University

4.3.3.1 Strategy Formulation

This section presents statistical findings that sought to assess on the quality in strategy formulation process at Simad University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.15: Statements Assessing On Strategy Formulation Process

	N	Min	Max	Mean	Std. Dev
Simad University has a written mission statement that aims to improve performance.	44.00	1.00	5.00	3.36	0.69
The university management and higher-level staff are aware of and understand the organizations mission statement.	44.00	1.00	5.00	3.34	0.68
Strategic planning is a top priority activity, performed on in our university.	44.00	1.00	5.00	3.20	0.67
Top executives in Simad University are assigned formal responsibilities to support in strategic planning	44.00	1.00	500	3.25	0.69
Simad University follows a defined set of procedures during strategic planning process	44.00	1.00	5.00	3.16	0.75

From the study findings, majority of the respondent agreed that Simad University has a written mission statement that aims to improve performance (Mean = 3.36 STD = 0.69) The university management and higher-level staff are aware of and understand the organizations mission statement (Mean = 3.34 STD =0.68) Top executives in Simad University are assigned formal responsibilities to support in strategic planning (Mean = 3.25 STD =0.69), Strategic planning is a top priority activity, performed on in our university (Mean = 3.20 STD = 0.67) and that Simad University follows a defined set of procedures during strategic planning process (Mean = 3.16, STD = 0.75).

4.3.3.2 Strategy Implementation

This section seeks to ascertain the extent to which strategy implementation process followed quality measures. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.16: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev
Simad University provides resources (time, money, staff support) specifically earmarked for strategic planning.	44	1.00	5.00	3.18	0.66
Simad University has clearly assigned lead responsibility for action plan implementation to a person/ team	44	1.00	5.00	3.20	0.73
Simad University has allocated resources for strategy implementation	44	1.00	5.00	3.39	0.69
Our university has set clearly defined key performance indicators for each plan element	44	1.00	5.00	3.05	0.57

	N	Min	Max	Mean	Std. Dev
The university systematically measures actual performance vs set objectives	44	1.00	5.00	3.18	0.76

From the study findings, majority of the respondent agreed that Simad University has allocated resources for strategy implementation (Mean = 3.39 STD =0.69) Simad University has clearly assigned lead responsibility for action plan implementation to a person/ team (Mean = 3.20, STD =0.73). Simad University provides financial resources specifically earmarked for strategic planning, university systematically measures actual performance vs set objectives (Mean = 3.18) and that the university has set clearly defined key performance indicators for each plan element (Mean = 3.05, STD = 0.57).

4.3.3.3 Strategy Evaluation

This section presents statistical findings that sought to assess on the quality in strategy evaluation process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.17: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
Our university conducts regular audits in order to track organizational performance	44	1.00	5.00	3.07	0.79
Our University has a monitoring and evaluation system to track performance	44	1.00	5.00	3.00	0.78
Our university conducts regular performance appraisals in order to track staff performance	44	1.00	5.00	3.14	0.63

From the study findings, majority of the respondent agreed that Simad University y conducts regular performance appraisals in order to track staff performance (Mean = 3.14 STD =0.63) Our university conducts regular audits in order to track organizational performance (Mean = 3.07 STD = 0.79) and that Simad University conducts regular audits in order to track organizational performance (Mean = 3.00 std, deviation =0.78)

4.3.3.4 Strategy Control

This section presents statistical findings that sought to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.18: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Our university has control measures in place that are geared towards improving performance	44	1.00	5.00	3.16	0.71
Our university has systems in place to identify any deviations from the implementation plan	44	1.00	5.00	3.11	0.32

From the study findings, majority of the respondent agreed that Simad University has control measures in place that are geared towards improving performance (Mean = 3.16 STD =0.71) and that university has systems in place to identify any deviations from the implementation plan (Mean =3.11, STD = 0.32)

4.3.4 Case: Puntland State University

4.3.4.1 Strategy Formulation

This section presents statistical findings that seek to assess on the quality in strategy formulation process at Puntland State University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.19: Statements assessing on Strategy Formulation process

Statements	N	Min	Max	Mean	Std. Dev
Puntland State University university has a written mission statement that aims to improve performance.	6	1.00	5.00	3.67	0.52
The university management and higher-level staff are aware of and understand the organizations mission statement.	6	1.00	5.00	3.83	0.41
Strategic planning is a top priority activity, performed on in our university.	6	1.00	5.00	3.33	0.52
Top executives in Puntland State University are assigned formal responsibilities to support in strategic planning	6	1.00	5.00	3.83	0.41
Puntland State University follows a defined set of procedures during strategic planning process	6	1.00	5.00	3.33	0.52

From the study findings, majority of the respondent agreed that the university management and higher-level staff are aware of and understand the organizations mission statement (Mean =3.83 STD =0.41), top executives in Puntland State University

are assigned formal responsibilities to support in strategic planning(Mean = 3.83 STD =0.41) Puntland State University university has a written mission statement that aims to improve performance(Mean = 3.67, STD =0.52) Puntland State University follows a defined set of procedures during strategic planning process and that Strategic planning is a top priority activity, performed on in our university (Mean = 3.33 STD =0.52).

4.3.4.2 Strategy Implementation

This section seeks to ascertain the extent to which strategy implementation process followed quality measures. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.20: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev
Puntland State University provides financial resources (time, money, staff support) specifically earmarked for strategic planning.	6	1	5	2.83	0.75
The university has clearly assigned lead responsibility for action plan implementation to a person/ team	6	1	5	3.17	0.41
the university has allocated sufficient human resources for strategy implementation	6	1	5	3.17	0.41
Puntland State University has set clearly defined key performance indicators for each plan element	6	1	5	3.33	0.82
Puntland State University systematically measures actual performance vs set objectives	6	1	5	3.67	0.52

From the study findings, majority of the respondent agreed that Puntland State University systematically measures actual performance vs set objectives (Mean = 3.67

STD =0.52) Puntland State University has set clearly defined key performance indicators for each plan element (Mean = 3.33 STD =0.82) The university has clearly assigned lead responsibility for action plan implementation to a person/ team, the university has allocated sufficient human resources for strategy implementation (Mean = 3.17 STD =0.41) and that Puntland State University provides financial resources (time, money, staff support) specifically earmarked for strategic planning (Mean = 2.83, STD =0.75).

4.3.4.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process.

Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.21: Statements relating to Strategy Evaluation

Statements	N	Min	Max	Mean	Std. Dev
Puntland State University conducts regular audits in order to track organizational performance	6	1	5	3.00	1.10
Puntland State University has a monitoring and evaluation system to track performance	6	1	5	3.33	0.52
The university conducts regular performance appraisals in order to track staff performance	6	1	4	3.17	0.75

From the study findings, majority of the respondent agreed that Puntland State University has a monitoring and evaluation system to track performance (Mean = 4.33 STD =0.52) The university conducts regular performance appraisals in order to track staff performance (Mean = 3.17 STD = 0.75) and that Puntland State University conducts regular audits in order to track organizational performance (Mean = 3.00 STD =1.10)

4.3.4.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion were weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.22: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Puntland State University control measures in place that are geared towards improving performance	6	1	5	3.00	0.89
Puntland State University has systems in place to identify any deviations from the implementation plan	6	1	5	3.67	0.52

From the study findings, majority of the respondent agreed that Puntland State University has systems in place to identify any deviations from the implementation plan (Mean = 3.67 STD =0.52) and that Puntland State University control measures in place that are geared towards improving performance (Mean =3.00 STD =0.89)

4.3.5 Case: Hargeisa University

4.3.5.1 Strategy Formulation

This section presents statistical findings that sought to assess on the quality in strategy formulation process at Hargeisa University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.23: Statements related to Strategy Formulation

	N	Min	Max	Mean	Std. Dev
Hargeisa University has a written mission statement that aims to improve performance.	79	1	5	3.39	0.81
The university management and higher-level staff are aware of and understand the organizations mission statement.	79	1	5	3.14	0.90
Strategic planning is a top priority activity, performed on in the university.	79	1	5	2.90	0.99
Top executives in the university are assigned formal responsibilities to support in strategic planning	79	1	5	2.86	0.87
Hargeisa University follows a defined set of procedures during strategic planning process	79	1	5	2.91	0.88

From the study findings, majority of the respondent agreed that Hargeisa University has a written mission statement that aims to improve performance (Mean = 3.39 STD = 0.81) The university management and higher-level staff are aware of and understand the organizations mission statement (Mean = 3.14 STD = 0.90) further, results show that ttop executives in the university are assigned formal responsibilities to support in strategic planning(Mean = 2.86 STD =0.87) strategic planning is a top priority activity,

performed on in the Hargeisa University (Mean = 2.90 STD = 0.99) and that Hargeisa University follows a defined set of procedures during strategic planning process (Mean = 2.91 STD =0.88).

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4.3.5.2 Strategy Implementation

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This section seeks to ascertain the extent to which strategy implementation process followed quality measures. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.24: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev
Hargeisa University provides financial specifically earmarked for strategic planning.	79	1	5	2.76	0.95
The university has clearly assigned lead responsibility for action plan implementation to a person/ team	79	1	5	2.85	0.85
Hargeisa University has allocated human resources for strategy implementation	79	1	5	2.70	0.94
The university has set clearly defined key performance indicators for each plan element	79	1	5	2.68	0.91
Hargeisa University systematically measures actual performance vs set objectives	79	1	5	2.53	1.00

From the study findings, majority of the respondent agreed that Hargeisa University systematically has put in place measures actual performance vs set objectives (Mean = 2.53 STD =1.00) the university has clearly defined key performance indicators for each plan element, the university has set clearly defined key performance indicators for each

plan element (Mean = 2.68 STD =0.91) also Hargeisa University has allocated human sufficient resources for strategy implementation(Mean = 2.70 STD = 0.94). Further the reveled that Hargeisa University provided financial resources specifically earmarked for strategic planning (Mean = 2.76 STD = 0.95).

4.3.5.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.25: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
Our university conducts regular audits in order to track organizational performance	79	1	5	2.76	1.08
Our University has a monitoring and evaluation system to track performance	79	1	5	2.61	0.95
Our university conducts regular performance appraisals in order to track staff performance	79	1	5	2.46	1.00

4.3.5.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.26: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Our university has control measures in place that are geared towards improving performance	79	1.00	5.00	2.82	0.89
Our university has systems in place to identify any deviations from the implementation plan	79	1.00	5.00	2.70	0.91

From the study findings, majority of the respondent agreed that university has systems in place to identify any deviations from the implementation plan (Mean = 2.70 STD = 0.91) university has control measures in place that are geared towards improving performance (Mean = 2.82 STD =2.70).

4.3.6 Amoud University

4.3.6.1 Strategy Formulation

This section presents statistical findings that seek to assess on the quality in strategy formulation process at Amoud University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.27: Statements assessing on Strategy Formulation process

	N	Min	Max	Mean	Std. Dev
Amoud University has a written mission statement that aims to improve performance.	45	1.00	5.00	3.07	0.81

	N	Min	Max	Mean	Std. Dev
The university management and higher-level staff are aware of and understand the organizations mission statement.	45	1.00	5.00	3.07	0.96
Strategic planning is a top priority activity, performed on in the university.	45	1.00	5.00	2.96	0.88
Top executives at Amoud University are assigned formal responsibilities to support in strategic planning	45	1.00	5.00	2.84	0.95
Amoud University follows a defined set of procedures during strategic planning process	45	1.00	5.00	2.69	0.97

From the study findings, majority of the respondent agreed that Amoud University has a written mission statement that aims to improve performance and that The university management and higher-level staff are aware of and understand the organizations mission statement (Mean = 3.07 STD =0.96), however on contrary the study notes that Amoud University has a defined set of procedures during strategic planning process (Mean = 2.69 STD =0.97) Top executives at Amoud University ware not assigned formal responsibilities to support in strategic planning (Mean = 2.84 STD = 0.95) and that Strategic planning is a top priority activity, performed on in the university (Mean = 2.96 STD =0.88).

4.3.6.2 Strategy Implementation

This section seeks to ascertain the quality on strategy implementation process followed at Amoud University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.28: Statements related to Strategy Implementation

	N	Min	Max	Mean	Std. Dev

Amoud University provides resources financial specifically earmarked for strategic planning.	45	1.00	5.00	2.98	1.01
Amoud University university has clearly assigned lead responsibility for action plan implementation to a person/ team	45	1.00	5.00	2.84	0.74
Amoud University university has allocated human resources for strategy implementation	45	1.00	5.00	2.84	0.95
Amoud University university has set clearly defined key performance indicators for each plan element	45	1.00	5.00	3.00	0.93
Amoud University systematically measures actual performance vs set objectives	45.00	1.00	5.00	2.78	0.90

From the study findings, majority of the respondent agreed that Amoud University has set clearly defined key performance indicators for each plan element (Mean = 3.00 STD =0.93) however on contrary, the results show that Amoud University measured actual performance vs set objectives (Mean =2.78 STD =0.90), Amoud University has clearly assigned lead responsibility for action plan implementation to a person/ team, Amoud University has allocated sufficient human resources for strategy implementation (Mean = 2.84) and further that the Amoud University provided financial resources specifically for strategic planning (Mean = 2.98 STD = 1.01)

4.3.6.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process.

Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.29: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
Our university conducts regular audits in order to track organizational performance	45	1	5	2.71	0.94
Our University has a monitoring and evaluation system to track performance	45	1	5	2.44	0.94
Our university conducts regular performance appraisals in order to track staff performance	45	1	5	2.96	0.90

The findings of this study revealed that the university conducts regular audits in order to track organizational performance (Mean =2.71 STD = 0.94), university did conduct regular performance appraisals in order to track staff performance (Mean = 2.71 STD =0.94). However, results show that Amoud University has no monitoring and evaluation system to track performance (Mean = 2.44 STD =0.94)

4.3.6.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.30: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Our university has control measures in place that are geared towards improving	45	1	5	2.84	0.90

performance					
Our university has systems in place to identify any deviations from the implementation plan	45	1	5	2.82	0.94

Evidence from the study findings show that Amoud University has systems in place to identify any deviations from the implementation plan (Mean = 2.82 STD = 0.94) and that University has control measures in place that are geared towards improving performance (Mean = 2.84 STD =0.90).

4.3.7 Case: East Africa University

4.3.7.1 Strategy Formulation

This section presents statistical findings that seek to assess on the quality in strategy formulation process at East Africa University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy formulation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.31: Statements assessing on Strategy Formulation process at East Africa University

Statements	N	Min	Max	Mean	Std. Dev
East Africa University has a written mission statement that aims to improve performance.	36	1.00	5.00	3.64	0.54
The university management and higher-level staff are aware of and understand the organizations mission statement.	36	1.00	5.00	3.25	0.81
Strategic planning is a top priority activity, performed on in the university.	36	1.00	5.00	3.19	0.92

Statements	N	Min	Max	Mean	Std. Dev
Top executives at East Africa University are assigned formal responsibilities to support in strategic planning	36	1.00	5.00	3.31	0.62
East Africa University followed a defined set of procedures during strategic planning process	36	1.00	5.00	3.28	0.74

From the study findings, majority of the respondent agreed that East Africa University has a written mission statement that aims to improve performance (Mean = 3.64 STD =0.54) Top executives at East Africa University are assigned formal responsibilities to support in strategic planning (Mean = 3.31 STD = 0.62), East Africa University followed a defined set of procedures during strategic planning process (Mean =3.28 STD =0.74) and that The university management and higher-level staff are aware of and understand the organizations mission statement(Mean = 3.25 STD =0.92) and that Strategic planning is a top priority activity, performed on in the university(Mean = 3.19 STD =0.81).

4.3.7.2 Strategy Implementation

This section sought to ascertain the quality in strategy implementation process at East Africa University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy implementation. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree, 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.32: Statements related to Strategy Implementation

Statements	N	Min	Max	Mean	Std. Dev
The management of East Africa University provides monitory (time, money) specifically earmarked for strategic planning.	36	1	5	3.03	0.91
The management of East Africa University has clearly	36	1	5	3.11	0.85

assigned lead responsibility for action plan implementation to a person/ team					
East Africa University has allocated human resources for strategy implementation	36	2	5	2.97	0.70
East Africa University has set clearly defined key performance indicators for each plan element	36	1	5	2.97	1.00
The university systematically measures actual performance vs set objectives	36	1	5	4.11	0.72

From the study findings, majority of the respondent agreed that East Africa University systematically measures actual performance vs set objectives (Mean = 4.11 STD =0.72). The management of East Africa University has clearly assigned lead responsibility for action plan implementation to a person/ team (Mean = 3.11 STD =0.85), The management of East Africa University provides resources (time, money, staff support) specifically earmarked for strategic planning (Mean = 3.03 STD = 0.91). The findings also established that the University has set clearly defined key performance indicators for each plan element and that the University has allocated sufficient human resources for strategy implementation (Mean = 2.97).

4.3.7.3 Strategy Evaluation

This section presents statistical findings that seek to assess on the quality in strategy evaluation process at East Africa University. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy evaluation process. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.33: Statements relating to Strategy Evaluation

	N	Min	Max	Mean	Std. Dev
East Africa University conducts regular audits in order to track organizational performance	36	1	5	2.75	0.94
East Africa University University has a monitoring and evaluation system to track performance	36	1	5	3.08	0.77
East Africa University university conducts regular performance appraisals in order to track staff performance	36	1	5	2.58	0.91

From the study findings, majority of the respondent agreed that East Africa University has a monitoring and evaluation system to track performance (Mean = 3.08 STD = 0.77) results also show that the university conducts regular performance appraisals in order to track staff performance (Mean = 2.58 STD =0.91) and that regular audits were conducted in order to track organizational performance (Mean =2.78 STD =0.94).

4.3.7.4 Strategy Control

This section presents statistical findings that seek to assess on the quality in strategy control process. Survey participants were required to indicate their level of agreement with the following statements that relate on strategy control. Their opinion was weighted on a five point Likert scale where 5 was given a weight of Strongly Agree 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Strong Disagree.

Table 4.34: Statements on Strategy Control

	N	Min	Max	Mean	Std. Dev
Our university has control measures in place that are geared towards improving performance	36	1	5	2.92	0.73

	36	1	5	2.67	0.93
Our university has systems in place to identify any deviations from the implementation plan					

From the study findings, majority of the respondent disagreed that university has control measures in place that are geared towards improving performance (Mean = 2.92 STD =0.73) and that university has systems in place to identify any deviations from the implementation plan.

4.4 Ratings on General Performance of Private Universities in Somalia

The study sought to investigate the performance of private using web ranking indicators as a criterion. The responses were rated on a Likert scale and the results were as shown in table 4.30. The findings indicated that respondents agreed with the fact that their university had a number of webpages of the main web domain of the institution (Mean = 3.83 STD =1.01). Furthermore, the majority of the respondents agreed with the statement that their University had a number of external networks originating backlinks to the institution webpages (Mean = 3.9 STD =1.17).

The study also established that the majority of the respondents agreed with the statement that their university had the great number of citation from top authors according to source (Mean = 3.7 STD =1.02). Additionally, most of the respondents agreed with the statement that their university had done well in terms of top 10% of the most cited disciplines (Mean = 4.0 STD =1.24). Finally, about the respondents agreed with the statement that their university is ranked among the top 20,000 (Mean = 3.92 STD =0.91). The average mean for the constructs was 3.87, indicating that majority of the respondents just agreed whereas the standard deviation was 1.05, indicating that there was some variation in responses.

Table 4.35: Performance of Universities

Statements	N	Min	Max	Mean	Std
Our university has a number of webpages of the main web	315	1	5	3.83	1.01

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domain of the institution					
Our University has a number of external networks originating backlinks to the institution webpages	315	1	5	3.90	1.17
Our university had the great number of citation from top authors according to source.	315	1	5	3.70	1.02
Our university has done well in terms of top 10% of the most cited disciplines	315	1	5	4.00	1.24
Our university is ranked among the top 20,000	315	1	5	3.92	0.83
Average				**3.87**	**1.05**

Source: Primary data, 2019

The motive behind world university rankings is to evaluate universities based on specific metrics: such as academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty ratio, international student ratio research, research influence, knowledge transfer and international outlook. Based on this understanding, this study sought to ascertain how universities performed under the following metrics (table 4.31).

Table 4.36: Performance of universities based on 2018 world rankings

University	World Rank	Presence Rank	Impact Rank	Openness Rank	Excellence Rank	Overall Rank	Min	Max
Simad	9867	8379	10962	8678	6033	8784	0.00	5.00
Mogadishu	17819	15051	16833	11401	6033	13427	0.44	3.23
Amoud	22217	16542	24982	11401	5580	16144	0.70	2.20

			1984					
Puntland State	20791	22730	6	11401	6033	16160	0.70	2.19
East Africa	21822	23376	2099 5	11401	6033	16725	0.76	1.98
Hargeisa	23268	20286	2307 7	11401	6033	16813	0.76	1.94
Jamhuriy a	27413	24133	2745 7	11401	6033	19287	1.00	1.00

Based on 2018 data (Table 4.51), the best private university Somalia under the overall Rank which accounted for metrics such as the world rank, presence rank, impact rank, openness rank and excellence rank was the Simad University at position 8784 globally, followed by Mogadishu University at position 13427, then Amoud University at position 16144. Fourth in the category is the Puntland State at position 1616 globally, fifth in the category is the East Africa at position 16725 globally, sixth in was the Hargeisa university at position 16813 globally, the last in the category is the Jamhuriya university at position 19287 globally. The same trend was also observed with other specific sub measures (world rank, presence rank, impact rank, openness rank and excellence rank) whereby the Simad University topped the list as the best performing private University in somalia with highest mean of 5.00 while the Jamhuriya university recorded the poorest results under all the categories with a mean of 1.00.

4.5 Correlation Analysis for Structural Variables

To properly illustrate the level of significance and degree of association among variables it crucial to carry out correlation analysis. It can be utilized to be able to measure the level of linkage between two variables. After analyzing the variable, the outcomes were tabulated in table 4.32 and in the appendices section. Usually correlation variable ranges between 1 and – 1. When elaborating this values 1 shows a

very strong positive linkage while -1 depict a very strong negative linkage. However, zero shows lack of bond between the two variables.

Table 4.37: Correlation Matrix for structural Variables

Variables	University Performance	Strategy Formulation	Strategy Implementation	Strategy Evaluation	Strategy Control
University Performance	1.000				
Strategy Formulation	0.7645 (0.001)	1.000			
Strategy Implementation	0.6344 (0.032)	0.777 (0.013)	1.000		
Strategy Evaluation	0.5945 (0.002)	0.306 (0.049)	0.057 (0.096)	1.000	
Strategy Control	0.7005 (0.021)	0.559 (0.005)	0.331 (0.008)	0.513 (0.025)	1.000

Source: Primary Data (2019)

The results showed that all variables had some association which was positive within their respective pairs. Considering the dependent and dependent variables, the relationship between university performance and strategy formulation proved positive, strong and significance (r= 0.764, p value= 0.001) whereas relationship between strategy implementation and university performance was strong, positive and significance (r= 0.6334, p value= 0.032). Also, association strategy evaluation and university performance was found to be positive, moderate and significance (r= 0.5945, p value= 0.002). Further, the study examined the relationship between university performance and strategy control which was shown to be significant, strong and positive (r= 0.7005, p value= 0.021).

The study further explored correlations among the independent structural variables. The relationship between strategy implementation and strategy formulation proved positive, strong and significance (r= 0.777, p value= 0.013). Similarly, relationship between strategy evaluation and strategy formulation was moderate, positive and significance (r = 0.306. p value = 0.049). The relationship between strategy formulation and strategy control was positive, moderate, and significant (r = 0.559, p value = 0.005). The relationship between strategy evaluation and strategy implementation was positive and weak, however it was revealed to be non-significance (r = 0.057, p value = 0.096). The relationship between strategy control and strategy implementation was positive, moderate and significance(r = 0.331, p value = 0.008). Similarly, the association created between strategy evaluation and strategy control was revealed to be positive, modest and significant (r = 0.513, p value = 0.025).

4.6 Relationship between Strategic Management and Performance of Private Universities in Somalia

The study sought to determine the influence of strategic management on organizational performance of private universities in Somalia. In order to determine how strategic management factors, influence performance of private universities in Somalia, a multiple structural regression analysis utilizing the Structural Equation Modeling (SEM) was carried out. According to Byrne, (2013) noted that the model was up voted to be suitable since it had both the dependent and independent variables and were structural in nature. The model described the relations between the observable variables as well as defining concealed factors that are either directly or indirectly causing modifications in the values of other latent factors in the given model.

4.6.1 Model Fitness Analysis

To realize the workability of this model all variables were subjected to a modelling. When evaluating the goodness of fit of the model, and the likelihood ratio test, it was noted that all variables fitted the data well given that it had an overall p value of 0.000

which indicated that the variables had a joint significance in explaining the influence of strategic performance of private universities. This was further affirmed by model fitness structure such as Root mean squared error of approximation and R squared which was constantly above 95 percent and felt within an acceptable range of above three quarters. The findings are as indicated in table 4.33.

Table 4.38: Goodness of Model Fitness

Fit Statistic	Description	Hypothesis 2
LR test of model vs. saturated: chi2(244) = 256.50, Prob > chi2 = 0.0000		
Baseline Comparison		
CFI	Comparative Fit Index	16080.273
TLI	Tucker-Lewis index	16337.221
Size of Residuals		
SRMR	Standardized Root Mean Squared Residual	0.208
CD	Coefficient of Determination	0.883

As noted from the fit statistics, the coefficient of determination was 0.883 percent implying all variables jointly explained dependent variable by 88.3 percent which means that the other proportion was accounted for, by other factors not considered in the study. The study thus concludes that estimation of the model could proceed and that estimates are not biased.

4.6.2 Standardized Structural Equation Model Analysis

The study assessed standardized Structural Equation Model to determine whether the observed variables could be able to be modeled as single latent construct the research employed first a measurement model and the outcomes are presented in table 4.34. It

clearly shows the analysis of the relationship between the structural variables and the dependent variables.

Table 4.39: SEM Analysis of Strategic Management and Performance of Private Universities

Number of observations =   315

Estimation Method = ml

Log likelihood   = -988609.1127

Performance of Universities	Standardized Coefficients	Std. Dev. Err.	t stat	P value	[95% Conf. Interval]	
Strategy Formulation	0.6455**	0.1946	3.32	0.005	0.5651	0.7280
Strategy Implementation	0.2540**	0.1025	2.48	0.021	0.0893	0.3549
Strategy Evaluation	0.3055**	0.1306	2.34	0.033	0.1945	0.4165
Strategy Control	0.1704**	0.1794	0.95	0.023	0.1152	0.2361

LR test of model vs. saturated: chi2(244) = 256.50, Prob > chi2 = 0.0000

**Significant Coefficients at 5% level.

Source: Primary Data (2019)

The estimated model is as follows;

$$Y = 0.6455X_1 + 0.2540X_2 + 0.3055X_3 + 0.1704X_4$$

    4.1

The results shows the output of the structural modeling of the predictor variables. The findings further proved that all the four variables were statistically significant at the set 5% level in elaborating and explaining performance of private universities. In order to know the direction and the degree of influence of the predictor variable on the dependent variable beta coefficient plays a crucial role.

The model shows that strategy formulation variable ($\beta=0.6455$, $p<0.05$) positively influences the performance of private universities that is for a unit mean index increase in strategy formulation applied increases the organizational performance at 5% level of significance by a positive mean index value of 0.6555 holding other factors constant. This is as a fact that the p value of 0.005 is less than 0.05 level of significance.

Strategy implementation variable ($\beta=0.254$, $p<0.05$) had a positive effect the performance of private universities. The effect was significant. For a unit mean index increase in strategy implementation applied increases the organizational performance at 5% level of significance by a positive mean index value of 0.254 holding other factors constant. This is due to the fact that the p value of 0.021 is less than 0.05 level of significance.

Also, strategy evaluation variable ($\beta=0.3055$, $p<0.05$) positively influences the performance of private universities. The effect was significant. For a unit mean index increase in strategy evaluation applied increases the organizational performance at 5% level of significance by a positive mean index value of 0.3055 holding other factors constant. This is to the fact that p value of 0.033 is less than 0.05 level of significance.

Further, strategy control variable ($\beta=0.1704$, $p<0.05$) positively influences the performance of private universities. The influence was statistically significant. For a unit mean index increase in strategy control applied increases the organizational performance at 5% level of significance by a positive mean index value of 0.1704 holding other factors constant. This is to the fact that p value of 0.023 is less than 0.05 level of significance.

CHAPTER 5:

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section brings out comprehensive discussions of the study findings obtained in the previous chapter. It later makes conclusions upon which broad and key policy recommendations are drawn.

5.2 Summary of the Study

As indicated in literature, strategic management has gained prominence in both private as well as the public sector organizations. Despite the prominence, the field continues to confuse managers, researchers and academicians. The main aim of this study was to establish the role of strategic management on performance of private universities in Somalia. Specific objectives of the study include establishing the effect of strategy formulation, strategy implementation, strategy evaluation and strategy control on performance of private universities in Somalia

The study employed SEM estimation technique mainly in establishing the effect of strategic management on performance of these institutions. It was revealed that all strategic management constructs (strategy formulation, implementation, evaluation and control) had statistical and significant effect on performance of private universities in Somalia.

5.3 Discussions of the Study Findings

5.3.1 The effect of Strategy Formulation on Performance of Private Universities in Somalia

Strategy formulation is often based on rational, objective facts and analysis.

In the first objective, the results (descriptive analysis) showed that about half of the respondents generally agreed that their university had a solid strategy formulation process which ensured that organization chose the most appropriate courses of action to achieve its defined goals. Strategy formulation had a positive and significant correlation with performance of private universities. On the regression analysis or model estimation, the results showed that strategy formulation and performance of private universities had a positive and significant relationship. This implies that as strategy formulation improves, performance of private universities also increases.

This finding are in line with study by findings by Njagi and Kombo (2014) both found a positive relationship and concluded that proper planning enhanced organizational performance in the short term and eventually led to its survival in the long term. Similarly, Taiwo and Idunnu (2010) investigated impact of strategic planning on organization performance and survival of the First bank of Nigeria. The study established a positive relationship and concluded that proper planning enhanced organizational performance in the short term and eventually led to its survival in the long term.

5.3.2 The effect of Strategy Implementation on Performance of Private Universities in Somalia

Strategy implementation is often about people, and people are not fully rational such that the domain of implementation is very different from that of formulation. While several studies have indicated that implementation of strategy is a difficult task, according to Candido and Santos (2008) as well as Dandira (2011) argue that nobody, really seems to know the true rate of implementation. In the second objective, the study sought to establish on how strategy implementation influenced performance of private universities in Somalia. From the descriptive analysis, the overall mean for the observed factors implied that most of the respondents just agreed with the statements. It was found that strategy implementation and performance of private universities, had

a positive and significant relationship. The findings implied that a unit rise in strategy implementation led to an increase in performance of private universities significantly.

These results are in line with the findings by Mwangi (2014) who did an investigation to determine the factors that affect strategy implementation in public universities in Kenya. The study found out that implementation of strategies in the universities was affected by organizational culture, structure, resources, top management commitment and communication. This was due to university context which is inappropriate for effective implementation and control of the strategy, lack of understanding of the role of organizational structure, design in the execution process and structural design not being tailored to meet its goals, key formulators of the strategic decision did not play an active role in its implementation, people are not measured or rewarded for executing the plan, university having redundant resources, leadership and direction provided by departmental managers were inadequate and university management is not committed to strategy implementation.

Similarly, Donna (2018) established that the existence of a significant influence of strategic resource allocation, monitoring and control of strategies, strategic leadership and strategic communication on the performance of IHLs. The study concluded that organizational performance was significantly influenced by monitoring, control of strategies resource allocation and strategy communication.

5.3.3 The effect of Strategy Evaluation on Performance of Private Universities in Somalia

In the third objective, the study sought to establish how strategy evaluation affected performance of private universities. From the descriptive analysis, the overall mean for the observed factors implied that most of the respondents just agreed with the statements with little variation. It was found that strategy evaluation had a positive and significant influence on performance of private universities. The findings revealed that a unit rise in strategy evaluation led to an increase in performance of private

universities. The findings are supported by Study by Ibrahim (2015) sought to establish the effect of strategy evaluation on organization performance of Centre Star Company. The study found out that strategic evaluation facilitates organizational direction setting as it ensured compliance to organization vision; helped in inspiring employees towards increased performance, enabled the organization benchmark its activities with its industry, as well as legitimized existence of strategic management at Centre Star Company.

5.3.4 The effect of Strategy Control on Performance of Private Universities in Somalia

In the fourth objective the study sought to establish how strategy control influenced the performance of private universities. The overall mean for the constructs noted indicated that most of the respondents just agreed while the standard deviation on the other hand justified that there were some discrepancies in responses.

From SEM analysis, it was revealed that strategic control had a positive and significant influence on university performance. It was found that strategy control and performance of private universities, had a positive and significant relationship. The findings implied that a unit rise in strategy control led to an increase in performance of private universities significantly. The findings were in line with Study by Maroa and Muturi (2015) who sought to establish the influence of strategic management practices on performance of floriculture firms in Kenya. The study found out that strategic management practices such as strategic control influenced performance to a moderate extent and recommended employee involvement for improved performance.

5.4 Conclusions

Based on summary and discussion of findings, the study concludes therefore that strategic management factors that is strategy formulation, implementation, evaluation and control are vital in influencing performance of private universities in Somalia significantly. Additionally, the study concludes that Strategy evaluation is critical in realization of set strategic goals and performance of private Universities.

5.5 Recommendations

Universities are singular, complex, and durable institutions, characterized by a multiplicity of conflicting interests and significant national and international differences. In these institutions, strategic management has proved to be complex issue due to a myriad of factors. Different factors of strategic management in this study has been explored and revealed to have a significant effect on performance of private universities in Somalia. Strategy formulation differs over time and it is argued that it is contextual. Different organizations use different processes dependent on different contexts. Based on the study findings, it is important for continuous adaptation of everyday routines, activities and processes in the universities drawing impetus from the argument that to take decisions, top management rely on the organization's culture, politics and routines, rather than on a rational process of analysis and choice. The study suggests for the need of universities adjusting to changes in their environment by making rational decisions and choices based on the assumptions that the environment is relatively predictable and that the university is tightly coupled, so that all decisions made at the top can be implemented throughout the organization. Thus the university top executives need to re-examine methods and practices their institutions use to interpret opportunities and threats and make decisions about the effective use of skills and resources. Based on the study finding, there is need for approaches to strategy formulation that could result in high performance measures in an organization. Specifically, there is need to incorporate university executives in strategy formulation as well identify the major strategic issues that will face the university in the future hence maintain or improve performance of these institutions.

Most managers believe that strategy implementation is more challenging than formulation. The complexity has not spared universities that have equally expressed concern on the complexity of the nature of strategic management because of a myriad of factors. The study therefore suggests that there is need for strategic management parameters being dynamic and their influence on private university keep on varying the

study recommends the following: strategic implementation needing diverse resources. Private universities should ensure that the same is availed so as the institutions can realize the strategic intentions as formulated. Also, there is need of designing a strategic management framework that focus not only on the formulation side with but with more implementation. Having a framework of strategy implementation in hand is like having a roadmap in alien territory. In the absence of a framework, top university executives would still implement their strategies. But they would do so thinking of what they, as individuals, think is important resulting in disjointed and conflicting actions prompting underperformance. A framework, on the other hand, would rightly serve as a beacon to guide university management at various levels spread over different functional areas within the institution.

Strategic evaluation is a critical assessment of process which provides executives and managers performance information about program, projects, and activities designed to meet business goals and objectives. The study established a positive and significant effect of strategic evaluation on performance of private universities in Somalia. Thus, private universities need to strengthen internal and external audit systems. The audit function helps ensure that universities have for example good financial management systems and procedures. The study recommends for regular audits should be crucial in order to track organizational performance. Thus, the study suggests for exploring and embracing strong as well as reliable monitoring and control mechanisms across private universities in Somalia. Developing monitoring and evaluation mechanisms enables the organisations to assess performance and to take corrective action where things are not going on well.

Further, the study revealed a positive and significant effect of strategic control on performance of private universities in Somalia. As a profit making institutions, private universities always have to ensure that they have put controls and systems in place. They need to embrace a lean structure and every employee is supposed to ensure that they work towards minimizing costs and maximizing revenue. Also, there is need of

putting in place financial control systems that ensure prudent use of available resources and to guard against pilferage, as well, recruiting competent and qualified staff to manage resources is an important strategy.

5.6 Area of Further Research

The main aim of this study was to establish the role of strategic management on performance of private universities in Somalia. Strategic management is a wide area of study such that it is not possible to study all the components enshrined in this field in one research project. This study therefore focused on strategy formulation, implementation, evaluation and control in private universities by using a case and descriptive study strategy. The study recommends that future studies to consider expanding the scope to include public universities in Somalia for comparison purposes. Future studies should also consider that addition of moderating and mediating factors such as leadership influence, organizational politics or even university population composition. Above all, researchers may also consider replicating the study in other developing countries due to scarcity of literature available.

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APPENDICES

APPENDIX 1: RESEARCH QUESTIONNAIRE

QUESTIONNAIRE

Dear Sir / Madam

Greetings!

My name is Wafaa Hassan, I am a student the Istanbul Sehir University, pursuing a master in strategic management. I am conducting research as a requirement for the partial fulfillment of the degree. My topic of interest is "The role of strategic management on organizational performance in higher education institutions in Somalia".

The information gained from this questionnaire will be used for academic purposes and your response will be treated with full confidentiality. Participation in this survey is voluntary however, I will appreciate if you set aside a few minutes to accurately complete this questionnaire. Thank you in advance for your feedback as will play a significant role in enhancing Higher Education Institutions in Somalia.

SECTION A: DEMOGRAPHICAL INFORMATION

Profile of the respondent

1: Gender of respondent

Male ☐   2) Female ☐

3: Marital status of respondent

Single ☐   2) Married ☐

4: Education level of respondent

Bachelor degree ☐ 2) High diploma ☐ 3) Master degree ☐ 4)PHD ☐

99

5: Service years of respondent in higher education institution

0 -3 yrs ☐   2) 4-6 yrs ☐   3) 6-9 yrs ☐   4) above 9 ☐

6: Position of respondent in higher education institution

  1) Academic Staff ☐   2) Administrative Staff ☐   3) Other Employee ☐

Specify………………………………………………

7: Past successes

- What were the biggest successes of your institution in the past few years?

- What factors played a deciding role in those successes?

SECTION B: Strategy Formulation

From the following set of questions, tick (√) the box that matches your view most closely. 1=strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strong Agree

NO	Statements on Strategy Formulation	1	2	3	4
1	Our university has a written mission statement that aims to improve performance.				
2	The university management and higher-level staff are aware of and understand the organizations mission statement.				
3	Strategic planning is a top priority activity, performed on in our university.				
4	Top executives in our university are assigned formal responsibilities to support in strategic planning				
5	Our university follows a defined set of procedures during strategic planning process				

SECTION C: Strategy Implementation

From the following set of questions, tick (√) the box that matches your view most
closely. 1=strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strong Agree

NO	Statements on Strategy Implementation	1	2	3	4
1	Our university provides resources (time, money, staff support) specifically earmarked for strategic planning.				
2	Our university has clearly assigned lead responsibility for action plan implementation to a person/ team				
3	Our university has allocated resources for strategy implementation				
4	Our university has set clearly defined key performance indicators for each plan element				
5	Our university systematically measures actual performance vs set objectives				

SECTION D: Strategy Evaluation

From the following set of questions, tick (√) the box that matches your view most
closely. 1=strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strong Agree

NO	Statements on Strategy Evaluation	1	2	3	4
1	Our university conducts regular audits in order to track organizational performance				
2	Our University has a monitoring and evaluation system to track performance				
3	Our university conducts regular performance appraisals in order to track staff performance				

SECTION E: Strategy Control

From the following set of questions, tick (√) the box that matches your view most closely. 1=strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strong Agree

NO	Statements on Strategy Control	1	2	3	4
1	Our university has control measures in place that are geared towards improving performance				
2	Our university has systems in place to identify any deviations from the implementation plan				

SECTION F: University Performance

What is the trend following your university for the past 5 years?

From the following set of questions, tick (√) the box that matches your view most closely. 1=strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strong Agree

No	Statements on University Performance	1	2	3	4	5
1	Our university has a number of webpages of the main web domain of the institution					
2	Our University has a number of external networks originating backlinks to the institution webpages					
3	Our university had the great number of citation from top authors according to source.					
4	Our university has done well in terms of top 10% of the most cited disciplines					
5	Our university is ranked among the top 20,000					

CURRICULUM VITAE (C.V)

PERSONAL DETAILS

NAME: Wafaa Hassan Shiekh Hassan

CONTACT ADDRESS: Mogadishu, Somalia

Mobile: +252615372878 *E-Mail:* wafaahasan0@gmail.com

Languages: Arabic, English and Turkish

EDUCATIONAL DEGREE STANDARD

Current   Master Degree Candidate of Business Administration at Istanbul Sehir University.

Bachelor Degree "Business Administration at Mogadishu University.(2011-2015)

Completed Secondary Certificate at Imaam Shafici (2006-2008)

CERTIFICATES

 i.   Certificates and Successfully completed levels of English from Intermediate & upper Intermediate Intensive English Program at Islamic International University Malaysia (IIUM) in Malaysia.
 ii.   Certificate of EPT (English Proficiency Test) at IIUM
iii.   Certificate of Merit from College of Humanities Social Science, Centre for Language & Communication Services Makerere University in Uganda.
 iv.   Certificate of Entrepreneurship at Istanbul Sehir University.
 v.   Certificate of PARTICIPATED IN 2ND INTERNATIONAL UNIVERSITIES ARABIC DEBATING CHAMPIONSHIP HELD IN QATAR.

WORK EXPERIENCE

A.   HRM & Admin Assistance at Center for Education & Development (CED)- (Jan - Dec 2015)
B.   Administrative Manager at HAMDI Organization for Relief & Development - (2013-2014)
C.   Administrative Manager at Al-kowther High School (Under Hamdi Org.) - (2013-2014)
D.   Internship as Admin Assistant and secretary at PIOMAK Company at Istanbul for a year