

## Challenges in Implementing Corporate Strategies at a Private Higher Education Institution in Tanzania

Omary Chillo<sup>1</sup>, Maige Mwasimba<sup>2</sup>, Julius Cosmas<sup>2</sup>

<sup>1</sup>Muhimbili University of Health and Allied Sciences, Tanzania

<sup>2</sup>Mzumbe University, Tanzania

---

### Research Article

---

### Abstract

Ineffective strategy implementation is a widespread challenge in educational institutions globally, including higher education institutions in Tanzania, with studies indicating that 70–90% of strategic plans fail due to poor execution. Understanding the specific management challenges that hinder successful implementation is therefore crucial for improving institutional performance. This study investigates these challenges within a private university in Tanzania, where data were collected using structured questionnaires and analyzed using IBM SPSS Statistics version 26. Descriptive statistics, including frequencies for categorical variables, were applied, and composite variables were created to assess strategy implementation, the effects of the external environment, organizational structure influences, and managerial factors. To examine relationships between independent variables such as experience and strategy implementation, chi-square tests were conducted with a significance threshold of  $p < .05$ . The results indicate that 70.1% of respondents were male, and while 94% agreed that teamwork enhances individual performance, only 37% believed the university has sufficient internal mechanisms for professional growth. Furthermore, 78.4% expressed concerns over institutional changes, and only 50% were satisfied with the way strategies were implemented, although 92% acknowledged the existence of a performance management framework and 68% found their supervisors to be supportive. In conclusion, private universities exhibit low female representation, and resistance to change is largely driven by inadequate staff preparation; thus, increasing staff engagement in planning and implementation particularly with a focus on female inclusion is recommended to enhance institutional effectiveness.

**Keywords:** Strategy implementation, management challenges, institutional performance, staff engagement.

## INTRODUCTION

Corporate strategy involves the formulation, implementation, and control of strategies that align with the organization's vision, mission, processes, and strategic goals (Andriş an et al., n.d.). In the context of higher education, strategic management plays a crucial role due to factors such as declining public spending, the need for effective resource utilization, and the evolving landscape of educational management (Kalebar et al., 2024). One of the critical unsolved higher education institutions management issues is the significant percentage of corporate strategy implementations that fail (Makovsky, 2012). According to Buckland (2009), managing corporate strategy is the most critical aspect a university does, facilitating all of its core operations of teaching, research, and broader social and economic operations to be optimally accomplished. It requires an appreciation of the organizations' existing strengths and weaknesses and the making of future decisions. In the sense of strategic management, higher education institutions, whether as autonomous institutions or as part of a government agency, have had a long history of planning (Nickel, 2017).

For a long time, senior management in higher education institutions has understood that the planning horizon is limited to an annual declaration by the incumbent funding council of the funding allocations, i.e., one year (Herbst, 2007). Despite this, a lot of time and effort is spent preparing and designing models of resource distribution that support the purpose of the organization. The institution's strategic planning and finance divisions are expected to periodically generate corporate plans, five-year financial estimates, and annual operating plans for internal use. The decline of public spending, increased focus on the effective use of resources and management have influenced strategic management in higher education (Bradley et al., 2008). The preparation and execution of the formulated strategy are among the most critical strategic management processes (Tawse & Tabesh, 2021). Any company must be able to put forward concrete plans and execute strategies successfully.

In the context of Tanzania's higher education institutions (HEIs), strategic management is particularly relevant. The country's HEIs are influenced by factors such as limited public funding, the need to optimize resource utilization, and the dynamic nature of the education sector (Mgaiwa, 2018). In order to navigate these challenges and fulfill their missions, Tanzanian HEIs must engage in strategic planning and execution. The implementation of market-driven policies by the World Bank and the IMF has also seen a decline in government support while rising student enrollment has been ignored (Rowden, 2011). The number of donations remained the same, and lodging and reading facilities were also not considered. Especially the 1980s, donors and students experiencing this crisis turned into protests and strikes as both called for better university conditions (Chege, 2006).

Like every other business, tertiary institutions are confronted by an environment of shifting economies, rapid technological growth, aggressive competition, and challenging consumer needs (Almor & Hashai, 2004). Tanzania's HEIs can adopt various strategic approaches based on their specific goals and circumstances. These approaches may include enhancing the quality of education and research, expanding access to education, strengthening partnerships with industries and communities, diversifying revenue streams, improving governance and administrative processes, and leveraging technology for teaching and learning (Holcombe et al., 2023).

The significance of this research lies in both addressing a *knowledge gap* and contributing to practical improvements in the strategic management of HEIs in Tanzania. Scholarly attention to strategy implementation in Tanzanian private universities remains limited. Most prior studies of strategic management in the country have focused on public universities or general sector-wide challenges, leaving the specific dynamics of private institutions under-examined (Kambuga et al., 2025). There is a clear need for more context-specific insights – a need

highlighted by recent reviewers who emphasize additional research is required to tackle the implementation challenges identified in Tanzania's higher education system (Kambuga et al., 2025). By focusing on a private university case, this study responds directly to that gap in the literature. It aims to shed light on how strategic plans are executed (or impeded) in a private HEI context, offering evidence and analysis that can enrich the understanding of strategic management in similar environments. The potential impact of such research is considerable. At the institutional level, findings can inform university leaders and managers about effective practices and common pitfalls in strategy implementation, leading to better alignment of resources, personnel, and processes with strategic goals (Sywelem & Makhoulf, 2023). At the policy level, the insights can guide regulators and stakeholders in designing supportive frameworks that enable private universities to fulfill their strategic plans – for instance, through improved oversight, capacity-building initiatives, or funding mechanisms that incentivize successful execution (TCU, 2019). Strengthening strategic implementation in higher education ultimately contributes to improving educational quality and institutional performance, which aligns with Tanzania's broader development ambitions. Notably, the Tanzanian Development Vision 2025 and related national plans explicitly recognize the role of higher education in producing the skilled human capital needed for socio-economic progress (URT, 2016). Achieving these national goals partly hinges on universities effectively carrying out their strategic mandates to expand access, enhance quality, and innovate in teaching and research. Furthermore, policymakers have acknowledged that a robust private higher education sub-sector is essential for meeting growing demand under public resource constraints (World Bank, 2021). Ensuring that private universities can implement their strategies successfully is therefore not only an organizational concern but also a matter of national interest. In this light, the present study's focus on a Tanzanian private university is both timely and relevant, as it will generate knowledge that helps bridge the gap between strategic planning and implementation – translating plans on paper into positive outcomes on the ground. Such knowledge stands to benefit higher education stakeholders in Tanzania and beyond, by providing evidence-based recommendations to improve the execution of strategy and thereby enhance the overall effectiveness and sustainability of HEIs.

## **RESEARCH DESIGN**

This research employs a descriptive research design to accurately depict the characteristics of managers and lecturers at Tumaini University, Dar es Salaam College. Data collection involves both open and closed-ended questions to provide insights into the phenomena under investigation.

### **Participants**

The study focuses on Dar es Salaam, Tanzania, the country's largest city with a population exceeding six million. Dar es Salaam hosts fourteen accredited universities, representing 26% of the nation's total universities. The selection of Dar es Salaam as the study area is also influenced by its proximity to the researcher's residence.

### **Study Population**

The population under investigation comprises senior management, middle management, and academic staff of universities in Dar es Salaam. Students are excluded due to their limited duration of stay and relatively lower understanding of strategic implementation factors.

### **Sample Size and Sampling Techniques**

A private university was randomly selected from a comprehensive list of registered universities in Dar es Salaam using stratified random sampling. The selected university's

population was stratified into senior management, middle management, and academic staff. Within each stratum, study participants were selected using simple random sampling. The sample size of 95 respondents was determined to ensure a representative representation of the population, following established formulae.

### Data Collection

Data for this study were collected using structured questionnaires administered to selected participants from a private university in Tanzania. The questionnaire included both closed-ended and Likert-scale questions designed to capture perceptions and experiences related to corporate strategy implementation. The instrument covered key themes such as strategic execution, organizational structure, managerial effectiveness, and external environmental influences.

### Data Management and Analysis

Data collected through questionnaires were entered directly into IBM SPSS Statistics version 26 for analysis and storage. Descriptive statistics, including frequencies for categorical variables, were utilized to describe the dataset. Composite variables were generated by aggregating items related to strategy implementation, external environmental effects, organizational structure influence, and managerial impact. These composite variables were categorized based on a cutoff point of 3, with scores above 3 classified as "agreed" and scores equal to or below 3 classified as "disagreed". The proportion of respondents agreeing or disagreeing with each category of strategy implementation was determined using frequency analysis. Chi-square tests were conducted to assess the association between independent variables (e.g., experience) and the dependent variable (strategy implementation), with a significance level set at  $p < 0.05$ .

## RESULTS

### Sample Size Distribution

The sample size distribution table 1 outlines the allocation of participants across different strata and categories within the selected university. It depicts a hierarchical breakdown within an academic institution, with a total sample size of 95. This data offers insights into the organizational composition and distribution of roles within the institution.

**Table 1:** The sample size distribution table

SN	Stratum	Category	Sample Size
	Senior Management	Deans	1
		Directors	2
		Total	3
	Middle Management	Heads of Dept	2
		Heads of Units	3
		Total	5
	Academic Staff	Senior lectures	5
		Lecturers	19
		Assistant Lecturers	48
		Tutorial Assistants	15
		Total	87
	TOTAL SAMPLE SIZE		95

## Demographic Information

The demographic information on the gender, duration of the working for the current employer and working department or section. It also sought study participants' responses on team work, University management assisting employee's careers, opinion on the changes that affect the overall performance, the level of satisfaction in strategy implementation, the level of supervision and performance management framework.

The table 2 below provides a comprehensive breakdown of various background information variables among the study participants. The data presented on gender distribution, work experience, departmental positions, perceptions of teamwork, employee empowerment, satisfaction with strategy implementation, quality of supervision, and awareness of the performance management framework collectively offer valuable insights into the participants' diverse perspectives and experiences within the university context.

**Table 2.** Background information

Variable	Frequency (n)	Percent (%)
Gender		
Male	68	70.1
Female	29	29.9
Duration of working for current employer (years)		
≤ 2	15	15.5
3 - 5	46	47.4
6 - 10	21	21.6
>10	15	15.5
Department		
Top management	12	12.4
Middle management	15	15.5
Academic staff	69	71.1
Other	1	1.0
Team work improve performance		
Disagree	3	3.1
Neutral	3	3.1
Agree	91	93.8
University assist employee to discover their potential		
Disagree	6	6.2
Neutral	29	29.9
Agree	62	63.9
Issues with proposed university changes		
Yes	76	78.4
No	21	21.6
University empowering employees		
Disagree	15	15.5
Neutral	46	47.4
Agree	36	37.1
Satisfaction in university strategy implementation		

---

Dissatisfied	3	3.1
Neutral	39	40.2
Satisfied	55	56.7
<hr/>		
Quality of supervision in your university		
Not supportive	3	3.1
Neutral	28	28.9
Supportive	66	68.0
<hr/>		
University performance management framework		
Yes	89	91.8
No	8	8.2

---

The study reveals a significant gender disparity with the higher proportion of male participants (70.1%) compared to female participants (29.9%). This imbalance may reflect broader trends in gender representation within the University setting, potentially indicating a need for more gender diversity initiatives. Regarding the duration of the employment, participants exhibit diverse experiences, with 15.5% reporting short-term employment of up to 2 years, which suggest the presence of new hires or high turn-over in some roles. The moderate term employment group forms the largest segment (47.4%), indicating nearly half of the participants have a moderate level of experience with the University's environment and operations. Additionally, 21.6% have 6 to 10 years of experience, and 15.5% boast over a decade of service. The last two groups indicate more stability and very experienced employees, who are likely to play a crucial role in mentoring newer staff.

The distribution across different departments shows the functional diversity within the university. The top management (12.4%) representing senior leaders responsible for strategic decision-making and governance. The (15.5%) are middle managers, who are responsible to facilitate the implementation of strategies and policies. and a substantial majority (71.1%) are academic staff, highlighting the university's academic core. A small proportion (1.0%) falls into the "Other" category, potentially encompassing administrative or support roles.

A strong consensus emerges on the positive impact of team work on performance. Majority of participants agree (93.8%) that teamwork improves performance; this suggests a collaborative culture within the University. Only a few participants (3.1%) hold neutral or contrary views. Opinions on whether the University assists employees (63.9%) believe the university supports employees in discovering their potential. A notable proportion remains neutral, which indicates areas for improvement in support mechanism.

The survey indicates significant concern regarding proposed changes. Majority (78.4%) express issues with the changes, suggesting potential resistance among staff. A minority of respondents (21.6%) are optimistic.

Regarding empowerment, 37.1% agree that the university empowers its workforce, however, (47.4%) remain neutral, reflecting uncertainty or mixed experiences, while some participants (15.5%) do not feel empowered. Participants' satisfaction levels with strategy implementation show a positive inclination. More than half (56.7%) express satisfaction with strategy implementation efforts, indicating effective strategy execution. Around (40.2%) are neutral, suggesting room for clearer communication or improvement in strategic processes. Most participants (68.0%) perceive supervision as supportive, which is essential for a positive work environment. Some remain neutral (28.9%) and not supportive (3.1%) highlighting areas needed improvement.

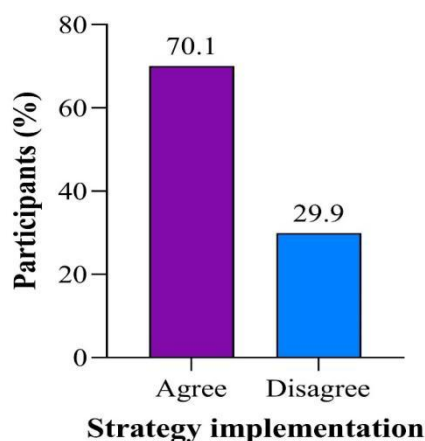
A clear majority acknowledge the presence of a performance management framework (91.8%) which is important for maintaining standards and accountability, and indicating high engagement levels.

### Factors associated with opinion of the implementation of university strategy

Table 3 below presents a comprehensive analysis of factors associated with participants' opinions on the implementation of the university's strategy. The table highlights several key variables and their respective categories, including Sex, Duration of work (years), Department, Education, Teamwork Improvement, University's role in helping discover potential, University's empowerment of employees, Satisfaction with university strategy implementation, Quality of supervision, Issues with proposed university changes, and Frequency of highlighting development opportunities to staff.

**Table 3**

Variable	Category	Strategy Implementation		P - value
		Agree n (%)	Disagree n (%)	
Sex	Male	52 (76.5)	16 (23.5)	<b>0.036</b>
	Female	16 (55.2)	13 (44.8)	
Duration of work (years)	≤ 2	10 (66.7)	5 (33.3)	<b>0.003</b>
	3 - 5	38 (82.6)	8 (17.4)	
	6 - 10	8 (38.1)	13 (61.9)	
	>10	12 (80.0)	3 (20.0)	
Department	Top management	9 (75.0)	3 (25.0)	0.434
	Middle management	12 (80.0)	3 (20.0)	
	Academic staff	47 (68.1)	22 (31.9)	
	Other	0 (0.0)	1 (100)	
Education	Masters	42 (68.9)	19 (31.1)	0.726
	PHD	26 (72.2)	10 (27.8)	
Team work improve performance	Disagree	3 (100)	0 (0.0)	0.493
	Neutral	3 (100)	0 (0.0)	
	Agree	62 (68.1)	29 (31.9)	
University help discover of potential	Disagree	3 (50.0)	3 (50.0)	0.083
	Neutral	17 (58.6)	12 (41.4)	
	Agree	48 (77.4)	14 (22.6)	
University empowering employee	Disagree	9 (60.0)	6 (40.0)	0.087
	Neutral	29 (63.0)	17 (37.0)	
	Agree	30 (83.3)	6 (16.7)	
Satisfaction in university strategy implementation	Dissatisfied	0 (0.0)	3 (100)	<b>&lt; 0.001</b>
	Neutral	22 (56.4)	17 (43.6)	
	Satisfied	46 (83.6)	9 (16.4)	
Quality of supervision in your university	Not supportive	0 (0.0)	3 (100)	<b>&lt; 0.001</b>
	Neutral	14 (50.0)	14 (50.0)	
	Supportive	54 (81.8)	12 (18.2)	
Issues with proposed university change	Yes	23 (30.3)	53 (69.7)	0.881
	No	6 (28.6)	15 (71.4)	
Frequency of highlight development opportunity to staff	Often	22 (75.9)	7 (24.1)	0.710
	Don't know	22 (66.7)	11 (33.3)	
	Not at all	24 (68.6)	11 (31.4)	



**Figure 1.** The bar graph shows the percentage of agreement of participants on strategy implementation.

The data in Table 3 and figure 1 shed light on several factors linked to participants' opinions about the implementation of university strategy. Notably, gender appeared to significantly impact perceptions of strategy implementation. A substantial majority of male participants (76.5%) agree with the university strategy, while 23.5% disagree. Only (55.2%) of females agree and 44.8% disagree. The different between genders is statistically significant ( $p = 0.036$ ), suggesting that males are more likely to perceive the strategy implementation positively compared to females.

Work experience played a pivotal role, as participants with shorter ( $\leq 2$  years) and longer ( $> 10$  years) tenures demonstrated higher agreement (66.7% and 80.0%, respectively), compared to those with 6 to 10 years (38.1%), revealing a significant relationship ( $p = 0.003$ ), indicating that employees with 3-5 years or over 10 years of experience are more likely to agree with the strategy compared to those with 6-10 years. Educational perception shows similar across background ( $p=0.726$ ). There is a belief about team work, employee's potential and feeling of empowerment correlate with strategy implementation views, but not significant. Satisfaction levels significantly impact views on strategy implementation ( $P=0.001$ ).

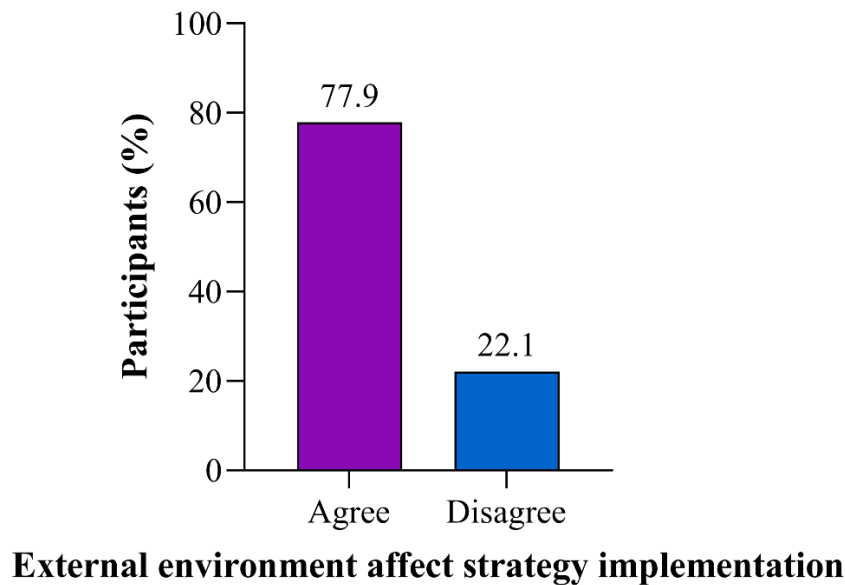
Moreover, the university's supportive environment displayed its significance. Those who perceived supportive supervision (81.8%) were more aligned with strategy implementation, contrasting with participants who considered supervision not supportive ( $P < 0.001$ ). Additionally, the frequency of highlighting development opportunities impacted opinions, with 75.9% of participants who reported "Often" holding favorable perspectives.

#### **Factors associated with opinion on effect of external environment on university strategy implementation.**

Table 4 below presents a comprehensive analysis of the factors influencing participants' opinions regarding the effect of the external environment on university strategy implementation. This complex examination highlights various demographic and organizational attributes that correlate with participants' viewpoints.

Table: 4

Variable	Category	External environment affects strategy implementation		P - value
		Agree n (%)	Disagree n (%)	
Sex	Male	52 (78.8)	14 (21.2)	0.752
	Female	22 (75.9)	7 (24.1)	
Duration of work (years)	≤ 2	15 (100)	0 (0.0)	< 0.001
	3 - 5	36 (80.0)	9 (20.0)	
	6 - 10	18 (90.0)	2 (10.0)	
	>10	5 (33.3)	10 (66.7)	
Department	Top management	6 (50.0)	6 (50.0)	0.038
	Middle management	9 (69.2)	4 (30.8)	
	Academic staff	58 (84.1)	11 (15.9)	
	Other	1 (100)	0 (0.0)	
Education	Masters	47 (79.7)	12 (20.3)	0.595
	PHD	27 (75.0)	9 (25.0)	
Team work improve performance	Disagree	3 (100)	0 (0.0)	0.787
	Neutral	2 (66.7)	1 (33.3)	
	Agree	69 (77.5)	20 (22.5)	
University help discover of potential	Disagree	5 (83.3)	1 (16.7)	1.000
	Neutral	23 (79.3)	6 (20.7)	
	Agree	46 (76.7)	14 (23.3)	
University empowering employee	Disagree	15 (100)	0 (0.0)	0.026
	Neutral	31 (68.9)	14 (31.1)	
	Agree	28 (80.0)	7 (20.0)	
Satisfaction in university strategy implementation	Dissatisfied	3 (100)	0 (0.0)	0.399
	Neutral	28 (71.8)	11 (28.2)	
	Satisfied	43 (81.1)	10 (18.9)	
Quality of supervision in your university	Not supportive	3 (100)	0 (0.0)	0.633
	Neutral	19 (73.1)	7 (26.9)	
	Supportive	52 (78.8)	14 (21.2)	
Issues with proposed university change	Yes	56 (75.7)	18 (24.3)	0.389
	No	18 (85.7)	3 (14.3)	
Frequency of highlight development opportunity to staff	Often	17 (58.6)	12 (41.4)	0.007
	Don't know	27 (81.8)	6 (18.2)	
	Not at all	30 (90.9)	3 (9.1)	



**Figure 2.** The bar graph shows the percentage of agreement of participants on the influence of external environment to strategy implementation.

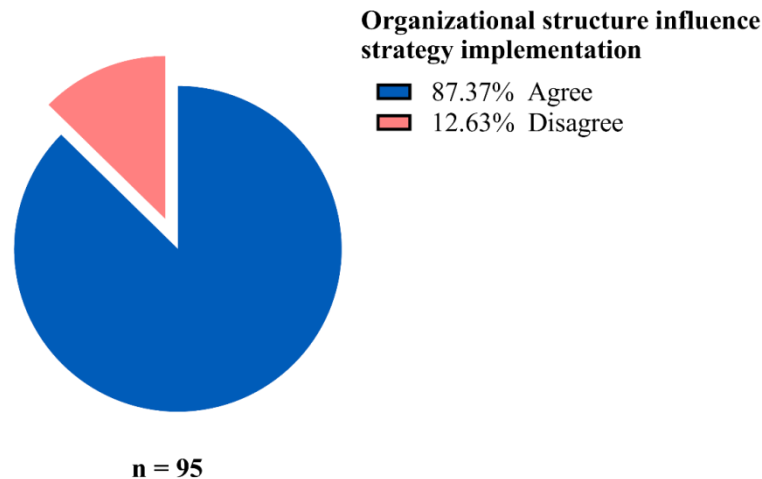
Table 4 and figure 2 above revealed that gender (Sex) did not significantly impact opinions on the external environment's effect on strategy implementation. Both male (78.8%) and female (75.9%) participants had similar perceptions regarding the influence of the external environment ( $P = 0.752$ ). However, the participants' duration of work exhibited substantial disparities. Those with shorter tenures ( $\leq 2$  years) and those with longer ones ( $> 10$  years) held stronger opinions, with 100% and 33.3% agreement, respectively, while those with 6 to 10 years expressed varying sentiments ( $P < 0.001$ ). This disparity indicates mid-term employees are more likely to agree that the external environment affects strategy implementation, whereas veteran employees are more sceptical.

Moreover, the participants' roles within the university influences opinions significantly. Top management showed a balanced divide (50.0% agreement), while academic staff indicated strong agreement (84.1%) and middle management leaned towards agreement (69.2%) ( $P = 0.038$ ), suggesting that academic staff are more likely to agree that the external environment impacts strategy implementation, while top management is more. Participants' educational background did not yield significant differences in opinions, so there is a similar perception across different educational background. The beliefs about teamwork, employee discovering potential, level of satisfaction, quality of and proposed supervision university changes do not influence views on external environment. Participants who perceived their university as empowering employees demonstrated a higher level of agreement (80.0%) ( $P = 0.026$ ), suggesting that those who feel empowered are more likely to agree that the external environment affects strategy implementation. Similarly, the frequency of highlighting development opportunities impacted opinions, with 58.6% agreement for "Often," 81.8% for "Don't know," and 90.9% for "Not at all" ( $P = 0.007$ ). The relationship is significant, indicating that those who are less aware of development opportunities are more likely to agree that the external environment affects strategy implementation.

#### **Factors associated with opinion on influence of organizational structure on university strategy implementation**

Table 5.

Variable	Category	Organizational structure influence strategy implementation		P - value
		Agree n (%)	Disagree n (%)	
Sex	Male	55 (83.3)	11 (16.7)	0.098
	Female	28 (96.6)	1 (3.4)	
Duration of work (years)	≤ 2	13 (86.7)	2 (13.3)	< 0.001
	3 - 5	44 (97.8)	1 (2.2)	
	6 - 10	18 (90.0)	2 (10.0)	
	>10	8 (53.3)	7 (46.7)	
Department	Top management	6 (50.0)	6 (50.0)	0.001
	Middle management	13 (100)	0 (0.0)	
	Academic staff	63 (91.3)	6 (8.7)	
	Other	1 (100)	0 (0.0)	
Education	Masters	53 (89.8)	6 (10.2)	0.362
	PHD	30 (83.3)	6 (16.7)	
Team work improve performance	Disagree	3 (100)	0 (0.0)	1.000
	Neutral	3 (100)	0 (0.0)	
	Agree	77 (86.5)	12 (13.5)	
University help discover of potential	Disagree	5 (83.3)	1 (16.7)	0.889
	Neutral	26 (89.7)	3 (10.3)	
	Agree	52 (86.7)	8 (13.3)	
University empowering employee	Disagree	12 (80.0)	3 (20.0)	0.006
	Neutral	36 (80.0)	9 (20.0)	
	Agree	35 (100)	0 (0.0)	
Satisfaction in university strategy implementation	Dissatisfied	0 (0.0)	3 (100)	0.002
	Neutral	36 (92.3)	3 (7.7)	
	Satisfied	47 (88.7)	6 (11.3)	
Quality of supervision in your university	Not supportive	0 (0.0)	3 (100)	0.002
	Neutral	23 (88.5)	3 (11.5)	
	Supportive	60 (90.9)	6 (9.1)	
Issues with proposed university change	Yes	62 (83.8)	12 (16.2)	0.062
	No	21 (100)	0 (0.0)	
Frequency of highlight development opportunity to staff	Often	23 (79.3)	6 (20.7)	0.012
	Don't know	33 (100)	0 (0.0)	
	Not at all	27 (81.8)	6 (18.2)	



**Figure 3.** The pie chart shows the percentage of agreement of participants on the influence of organizational structure to strategy implementation.

Table 5 and figure 3 offer a detailed analysis of various factors influencing participants' opinions regarding the impact of organizational structure on university strategy implementation.

Gender differences revealed notable trends, 83.3% of males and a substantial 96.6% of females agreed that organizational structure influences strategy implementation ( $P = 0.098$ ), suggesting that females are highly more inclined to agree that organizational structure impacts strategy implementation compared to males. The relationship between duration of work and agreement is highly significant ( $P < 0.001$ ), indicating that those with moderate tenure (3-5 years) are most likely to agree, while veteran employees show more skepticism.

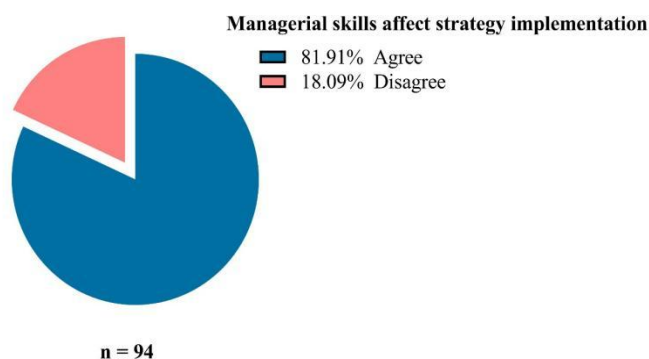
Organizational roles played a pivotal role, with academic staff expressing strong agreement (91.3%), middle management displaying unanimous agreement (100%), and top management and other categories exhibiting divided opinions. The differences are statistically significant ( $P = 0.001$ ), indicating that middle management and academic staff are more likely to agree on the influence of organizational structure compared to top management. Educational background did not yield significant differences in opinions ( $P = 0.362$ ), suggesting similar perceptions across different educational backgrounds.

A striking observation emerged concerning the university's role in empowering employees and the participants' satisfaction levels. Participants who perceived their university as empowering employees demonstrated unanimous agreement (100%) ( $P = 0.006$ ). Similarly, those who reported supportive supervision and higher levels of satisfaction also exhibited strong agreement ( $P = 0.002$ ). Furthermore, the frequency of highlighting development opportunities and its impact on opinions was noteworthy. Participants who reported frequent opportunities (Often) demonstrated an agreement of 79.3%, while those who were unsure (Don't know) exhibited unanimous agreement (100%) ( $P = 0.012$ ), which indicates that those who are unsure or perceive no highlighting of development opportunities are more likely to agree on the influence of organizational structure.

# Factors associated with opinion on effect of managerial skills on university strategy implementation

Table 6.

Variable	Category	Managerial skills have effect on strategy implementation		P - value
		Agree n (%)	Disagree n (%)	
Sex	Male	60 (90.9)	6 (9.1)	<b>0.001</b>
	Female	17 (60.7)	11 (39.3)	
Duration of work (years)	≤ 2	13 (86.7)	2 (13.3)	0.361
	3 - 5	39 (86.7)	6 (13.3)	
	6 - 10	13 (68.4)	6 (31.6)	
	>10	12 (80.0)	3 (20.0)	
Department	Top management	12 (100)	0 (0.0)	0.170
	Middle management	12 (92.3)	1 (7.7)	
	Academic staff	52 (76.5)	16 (23.5)	
	Other	1 (100)	0 (0.0)	
Education	Masters	45 (77.6)	13 (22.4)	0.166
	PHD	32 (88.9)	4 (11.1)	
Team work improve performance	Disagree	3 (100)	0 (0.0)	1.000
	Neutral	3 (100)	0 (0.0)	
	Agree	71 (80.7)	17 (19.3)	
University help discover of potential	Disagree	3 (50.0)	3 (50.0)	<b>0.036</b>
	Neutral	21 (75.0)	7 (25.0)	
	Agree	53 (88.3)	7 (11.7)	
University empowering employee	Disagree	12 (80.0)	3 (20.0)	<b>0.030</b>
	Neutral	32 (72.7)	12 (27.3)	
	Agree	33 (94.3)	2 (5.7)	
Satisfaction in university strategy implementation	Dissatisfied	0 (0.0)	3 (100)	<b>0.002</b>
	Neutral	30 (76.9)	9 (23.1)	
	Satisfied	47 (90.4)	5 (9.6)	
Quality of supervision in your university	Not supportive	0 (0.0)	3 (100)	<b>&lt; 0.001</b>
	Neutral	17 (68.0)	8 (32.0)	
	Supportive	60 (90.9)	6 (9.1)	
Issues with proposed university change	Yes	56 (76.7)	17 (23.3)	<b>0.011</b>
	No	21 (100)	0 (0.0)	
Frequency of highlight development opportunity to staff	Often	28 (96.6)	1 (3.4)	<b>0.019</b>
	Don't know	27 (81.8)	6 (18.2)	
	Not at all	22 (68.8)	10 (31.3)	



**Figure 4.** The pie chart shows the percentage of agreement of participants on the influence of managerial skills to strategy implementation.

Table 6 and figure 4 presents an insightful exploration of the factors shaping participants' opinions concerning the impact of managerial skills on university strategy implementation.

Males are more likely to perceive managerial skills as impactful compared to females, as 90.9% of males agreed that managerial skills affect strategy implementation, in contrast to 60.7% of females ( $P = 0.001$ ). The duration of work demonstrated no specific patterns, with those in the  $\leq 2$  years category displaying strong agreement (86.7%), while differing sentiments emerged among those with 6 to 10 years of tenure (68.4%) ( $P = 0.361$ ). Organizational roles highlighted significant variations. Top management and academic staff exhibited strong agreement (100% and 76.5%, respectively), while middle management and other categories showed divided opinions ( $P = 0.170$ ). Educational background did not yield substantial differences in opinions, which indicates similar perceptions across different educational backgrounds.

An intriguing revelation emerges when examining the university's role in empowering employees and participants' satisfaction levels. Those who perceived their university as empowering employees demonstrated overwhelming agreement (94.3%) ( $P = 0.030$ ), indicating that those who agree that the university helps discover potential are more likely to also agree that managerial skills impact strategy implementation. Similarly, participants who reported supportive supervision and higher levels of satisfaction also showed strong agreement ( $P < 0.001$ ), showing that supportive supervision is crucial for agreement on the influence of managerial skills. Furthermore, the frequency of highlighting development opportunities and its influence on opinions proved noteworthy. Participants who reported frequent opportunities exhibited strong agreement (96.6%), while those who were unsure and those with fewer opportunities demonstrated varying perceptions ( $P = 0.019$ ), indicating that frequent highlighting of development opportunities correlates with stronger agreement on the impact of managerial skills.

## DISCUSSION AND CONCLUSION

### Gender

The majority of the study respondents were male (70.1%), while female represented by only 29.9%. The findings conform with the (UNESCO, 2020) report that only 24% of academic staff in tertiary education across sub-Saharan Africa are female (UNESCO, 2020). This underrepresentation of women in the academic field is a prevalent issue that requires attention and action from higher education institutions (Ballenger, 2010; Morley, 2013). Furthermore, the African Evidence Research Database 2020 also highlights the low percentage of female researchers, which stands at just 32%. This gender imbalance not only affects the

representation of women in academia but also hampers the realization of their full potential, which has implications for the country's economy and overall development (Olutayo & Adebayo, 2021). The findings from this study underscore the need for higher education institutions to actively promote and support the engagement of women in academia. Initiatives such as mentorship programs, targeted recruitment efforts, flexible work policies, and creating a conducive environment for women's advancement can help address the gender gap and harness the untapped potential of female academics (Goethals & Hoyt, 2017).

By actively encouraging women's participation and ensuring equal opportunities for career progression, universities can foster diversity, inclusivity, and innovation within their academic communities. It is essential for institutions to recognize and address the barriers that hinder women's involvement in academia, such as gender bias, limited representation in leadership positions, and work-life balance challenges ("Cracking the Code Girls' and Women's Education in Science, Technology, Engineering and Mathematics (STEM)," 2017).

### **Working Experience**

The study revealed that approximately 40% of the employees had served the university for more than five years, indicating a significant portion of experienced and long-term staff within the institution. This longevity in service can be beneficial for the realization of long-term strategic plans, as employees who have been with the university for an extended period tend to have a deeper understanding of the organization's goals, culture, and processes (Kozjek & Ferjan, 2015). Their accumulated knowledge and institutional memory can contribute to smoother implementation and continuity in strategic initiatives (Vaughan, 2002). Moreover, the finding that 15% of the employees had been with the university for over ten years highlights the presence of a dedicated and loyal workforce. These long-serving employees often possess valuable institutional knowledge, relationships, and expertise that can be leveraged for effective strategy implementation (Wright & Bonett, 2002). Their commitment and familiarity with the university's operations can contribute to higher levels of employee engagement throughout the entire implementation (Meyer & Allen, 1997) process. On the other hand, the study also identified that 15% of the academic staff were newly recruited, with less than two years of experience at the university. This suggests the presence of recent hires who may be contributing to the introduction of new courses or expansion programs within the institution (Trowler & Knight, 2000). The recruitment of fresh talent can bring in innovative ideas, diverse perspectives, and specialized expertise that align with the evolving needs and strategic directions of the university (Korte, 2009). However, it is important for the institution to provide appropriate onboarding and support to integrate these new staff members effectively into the organization's strategic plans.

### **Employee Positions**

The lecturing staff comprises the highest percentage, accounting for 71% of the total workforce. This finding aligns with the typical structure of academic institutions, where lecturers or faculty members play a critical role as operational personnel responsible for delivering academic courses and conducting research (Welch, 2005). Lecturing staff are the core implementers of the institution's educational programs. They possess subject matter expertise and are responsible for teaching students, conducting research in their respective fields, and providing guidance and mentorship (Knight et al., 2006). As such, their numbers tend to be the highest within the organization. On the other hand, the table reveals that a smaller proportion of employees are in top management positions, accounting for only 12% of the total workforce. These individuals occupy leadership roles within the institution and are responsible for formulating and implementing the university's overall strategies and policies (Clark, 2003; Gmelch & Ramsden, 2000). Top management typically includes positions such as

the university president or chancellor, vice-chancellors, deans, and department heads. The middle management positions, which comprise 15.5% of the workforce, bridge the gap between the lecturing staff and top management. Employees in these roles are often responsible for supervising and coordinating the activities of the lecturers, managing departments or units within the institution, and supporting the implementation of strategic initiatives (de Boer & Goedegebuure, 2009). Middle management positions may include heads of departments, program coordinators, and other administrative roles. The distribution of employees reflects the hierarchical structure commonly observed in academic institutions (Enders et al., 2011). This structure recognizes the importance of having a substantial number of lecturers to handle the day-to-day academic operations while entrusting a smaller group of individuals with managerial responsibilities. The presence of a majority of lecturing staff highlights the emphasis placed on teaching and research as the primary functions of the institution. The lecturers' expertise and dedication contribute to the core mission of imparting knowledge and nurturing students' intellectual growth (Jung, 2012). Meanwhile, the limited number of individuals in top and middle management positions suggests a hierarchical decision-making structure where strategic direction and overall governance are centralized among a select few (Musselin, 2007). It is important for the institution to strike a balance between the number of lecturers and managerial staff. While the lecturers form the backbone of academic activities, effective management is crucial for ensuring the institution's strategic objectives are met, resources are optimized, and policies are implemented effectively (Honan & Teferra, 2001). Collaborative efforts between lecturing staff and management personnel are essential to achieve the institution's overarching goals and maintain a successful academic environment (Bryman, 2007).

### **The importance of team work in improving performance**

The majority of respondents, accounting for 94%, agreed that teamwork is a critical factor in raising performance. This overwhelming agreement reflects a consensus among the academic staff that collaboration and working together as a team have a positive impact on their own performance and the overall success of the institution. On the other hand, a small percentage of respondents, approximately 3.1%, disagreed with the statement. This finding aligns with the research conducted by (Schmutz et al., 2019), which supports the notion that effective teamwork contributes to increased performance. Team collaboration has been shown to improve communication, efficiency, and problem-solving within academic and professional environments (Mathieu et al., 2017; Salas et al., 2008). When academic staff members collaborate and work as a team, they can pool their diverse skills, knowledge, and expertise to tackle complex challenges, share ideas, and support one another. This collective effort can lead to improved productivity, innovative solutions, and enhanced outcomes in teaching, research, and other institutional endeavors (Trimpop, 2005). Based on these findings, it is crucial for university management to recognize the significance of teamwork and prioritize its development and maintenance. Emphasizing the value of teamwork as an organizational approach can have far-reaching benefits (Hollenbeck et al., 2012). By fostering a collaborative culture, universities can create an environment that encourages effective communication, mutual support, and cooperation among academic staff members.

### **Universities providing opportunities to employees to discover their full potential**

Around 63.9% of the respondents agreed that their university provides opportunity for their carrier. This indicates a significant majority of academic staff who feel that their institution creates an environment conducive to professional growth and development. On the other hand, only a small proportion of respondents, approximately 6%, disagreed with the statement, while the rest expressed a neutral stance. The response from the academic staff aligns with the findings highlighted by (Truitt, 2011), which emphasize the positive correlation between employee training and working proficiency. By providing opportunities for staff to discover their full potential, universities can enhance their employees' skills, knowledge, and expertise, which ultimately leads to improved performance and productivity (Tansky & Cohen, 2001). Creating an environment that supports professional growth and development is crucial for retaining and motivating talented staff, as it demonstrates that the institution values their individual contributions and is committed to their career advancement (Sung & Choi, 2014). The fact that 37% of the employees in the institution have worked there for more than five years is noteworthy. This suggests a level of satisfaction and engagement among a significant portion of the academic staff. When employees feel that their institution offers opportunities for them to discover and realize their full potential, they are more likely to develop a sense of loyalty and commitment to the organization (Kuvaas & Dysvik, 2010).

### **Issues with proposed institutional changes**

Majority of the respondents, accounting for 78.4%, have issues or concerns with the changes implemented by the institution. On the other hand, a smaller percentage of respondents, approximately 21.6%, are okay or accepting of the proposed changes. These findings align with the principles of change management, particularly Kurt Lewin's Change Management Model, as stated by (" Field Theory in Social Science: Selected Theoretical Papers. Kurt Lewin ,," 1951; Hussain et al., 2018). According to this model, organizational changes are often met with resistance and difficulty by the majority of employees. It is natural for individuals to prefer their comfort zones and find it challenging to adapt to new ways of working or different strategies (Oreg et al., 2011). The findings imply that even in higher learning institutions like universities, motivating employees and addressing their concerns is crucial for successful change implementation (Golembiewski, 2018). The resistance to change expressed by the majority of respondents suggests that the university needs to pay attention to the human aspect of change management. Employees may feel apprehensive or resistant to changes that disrupt their established routines, alter their roles, or require them to learn new skills (Vakola & Nikolaou, 2005). To effectively manage change, university management should engage in transparent and open communication, providing a clear rationale for the proposed changes and addressing any concerns or uncertainties (Rafferty & Griffin, 2006). Involving employees in the change process, seeking their input and feedback, and providing appropriate training and support can help alleviate resistance and increase acceptance (By, 2005).

### **Internal Mechanisms that empower employees to reach their highest level of performance**

Around one-third (37%) of the respondents agreed that the university has sufficient internal mechanisms in place to support employee empowerment. In contrast, a majority of respondents, comprising 47%, expressed a neutral stance, while 15% disagreed with the notion. These findings are in line with the conclusions drawn by (J. H. Coun, Peters, Blomme, & Schaveling, 2021), who noted in their study that a well-implemented empowerment process can contribute to motivating and fostering employee and workplace proactivity. The results highlight the importance for academic institutions to establish robust internal mechanisms that effectively empower their employees. Empowerment involves providing individuals with

the authority, autonomy, resources, and support necessary to make decisions, take ownership of their work, and contribute to the achievement of organizational goals (Thomas & Velthouse, 1990). When employees feel empowered, they are more likely to be motivated, innovative, and proactive in their organizations (Amundsen & Martinsen, 2014). Adequate internal mechanisms, such as clear communication channels, participatory decision-making processes, professional development opportunities, recognition and rewards systems, and a supportive organizational culture, are essential for enabling employee empowerment and improving their performance (Menon, 2001).

### **Employee satisfaction on University's Strategy Implementation**

This question sought to investigate the level of satisfaction among employees on the way the University implement its strategies. The study indicates that 56.7% of the employees expressed satisfaction with the way the university implements its strategies. In contrast, a minority of respondents, comprising only 3.1%, reported being unsatisfied. However, a significant proportion of employees, accounting for 40.2%, remained neutral in their response. These findings indicate that there is room for improvement in terms of employee engagement and satisfaction with the strategy implementation process. Berens, (2013) emphasized the importance of employee engagement in any organization, and our results demonstrate that only half of the employees are satisfied with the strategies, suggesting a need for enhanced understanding and participation in the strategy formulation and implementation processes (Markiewicz, 2011). To effectively achieve strategic objectives, universities need to focus on effectively informing and engaging their employees throughout the strategy formulation and implementation phases (John M. Bryson, 2017). Employee participation and involvement can lead to a better understanding and alignment of goals, increased ownership, and improved commitment to the strategies (Noble, 1999). By fostering a culture of transparency, communication, and inclusiveness, universities can enhance employee engagement and satisfaction with the implementation of strategies (Noble, 1999). This can be achieved through regular communication channels, such as town hall meetings, team meetings, and individual discussions, where employees are provided with updates on the strategies, have the opportunity to ask questions, share their perspectives, and provide feedback (Mantere & Vaara, 2008).

### **Quality of Supervision in the University**

The study provides insights into the participants' perceptions of the level of supervision provided by their managers and leaders. The response reveals that 68% of the respondents agreed that the supervision they receive is supportive. This indicates that a majority of employees perceive their managers and leaders to be effective in providing guidance, support, and assistance in their work. On the other hand, only a small percentage, approximately 3.1%, expressed dissatisfaction with the supervision they receive, while 29% remained neutral in their response. The findings align with the study conducted by Bunker et al. (2019), which highlights the significant role of supervisors in shaping the implementation of strategies. According to the study, supervisors play four key roles in the implementation process: diffusing, synthesizing, mediating, and selling. Effective supervision involves not only providing clear instructions and guidance but also facilitating communication, coordinating efforts, resolving conflicts, and promoting buy-in and support for the strategies among the employees (Yukl, 2017).

### **Functional Performance Management Framework**

In this question, respondents were asked on their views if the university has a performance management framework in place. Majority of employees, accounting for 91.8%, were aware of the existence of a performance management framework. This suggests that the employees have knowledge of a system in place that is intended to align individual employee objectives with the overall goals of the organization. On the other hand, a small proportion of respondents, approximately 8.2%, indicated that they were not aware of such a framework.

The performance management framework is the measure of alignment between employee and organizational objectives (Armstrong, 2017). The presence of a performance management framework is crucial for organizations, including universities, as it provides a structured approach to managing and evaluating employee performance. It serves as a mechanism to set clear expectations, define goals and objectives, monitor progress, provide feedback, and recognize and reward high performance (Denisi & Murphy, 2017). While the majority of employees in our study acknowledged the existence of a performance management framework, the focus now shifts to the effective implementation of the framework. Implementation entails consistently and rigorously applying the principles and processes outlined in the framework throughout the organization (Buckingham & Goodall, 2015). Organizations that integrate a structured performance review process experience improved employee engagement and productivity (Rao, 2004).

### **Factors associated with opinion of the implementation of university strategy**

The study shows that there is a positive association on the opinions given by different genders. The results show that males (76.5%) tend to agree more with the university strategies than female (55.2%). Ilesanmi et al. (2018) stated that women especially in Africa are less engaged in decision making and it ranges from as low as 5% to 40% in South Africa. This is explained by the existing cultural diversities and practices, institutional barriers that favors women, restrictive laws and disproportionate access to education, health and resources. Our results are in line with the statement above, whereby lower opinions from females might be the result of their gender barriers to be engaged in formulation of the strategies. The study also shows the duration of working years is associated with positive opinions on university strategy implementation. Employees who stayed more than 10 years and those between 3-5 years significantly agreed positively to strategy implementation. (De Carlo, Dal Corso, Carluccio, Colledani, & Falco, 2020) was able to show that supervisor integrity and responsible behaviors have a positive effect on employee performance directly. He added that, positive supervisor behaviors influence performance indirectly. This reflects to our findings most respondents agreed that the university management provides supportive supervision and hence greater satisfaction in the implementation of the university strategy.

### **Factors associated with opinion on effect of external environment on university strategy implementation**

The study reveals that majority of study respondents 77.9% agreed that external environment affects university strategies. Mason, (2007) concluded in his study that the external environment greatly affects the business strategies. They also pointed out that, since businesses and markets are complex adaptive systems, it is necessary for organizations to cope with complex and turbulence environments. (Shatilo, 2020) also mentioned that the external environment is characterised into two parts, the macro and micro-environments. The micro-environment consists of factors like consumers' evolution and change in their demands, suppliers' attractiveness and availability, and the overall state of your competitors. The factors

of macro-environment include; economic factors, political stability of the country, existing legal framework and business regulations, social and cultural factors, technology influences etc. The results also show that employees worked less than ten years tends to agree with the effects of external environment have in the university strategy management. Despite the fact that employees who worked many years in the institutions have a lot of experiences on the external influences of their work, most of them disagree if there are any effects. This is also statistically significantly reflected in the response made by the top management on the extend of external factors influence on strategy implementation. Osorio-Londoño, Naranjo-Valencia, & Calderón-Hernández, (2020) described that in organizations proper training and employee better understanding of the company supports strategy implementation. For employees who stayed in the organization for longer duration they are less likely to agree to a large extent that the external environmental forces are the main factors of poor strategy implementation. This might be due to their experiences on the job and implementation of the strategies.

### **Factors associated with opinion on influence of organizational structure on university strategy implementation**

The study found that majority of the respondents agreed that organizational structure is important in strategy implementation. Organization structure is a relationship between work, systems, operating processes, people and teams to achieve common goal Eklund & Löfgren, (2021). Kavale, (2012) highlighted that proper match between the organization structure and strategy will lead to better performance. Our findings reflect most empirical research that showed positively that organizational structure is important in implementing the organizational strategies (Akintunde et al., 2016) (Nienaber, 2019) (Aladag et al., 2020). We also showed that employees who worked less than ten years in the organization tends to agree more, and it has a strong association, on the influence of organizational structure in strategy implementation. In addition, employee working at different organization levels shows a strong association on agreement response towards organizational structure influence. Our study is supported by findings of Eklund & Löfgren, (2021) who found that employee worked less than ten years are less satisfied with the management system structure and demand changes than those who worked more than ten years. A number of empirical research have found a positive correlation between organization structure and job satisfaction Blau & Scott, (2010). The job satisfaction is key in influencing employee to implement organization strategy effectively.

### **Factors associated with opinion on effect of managerial skills on university strategy implementation**

Majority of employee agree (81.9%) that managerial skills is important in effective strategy implementation. Hyväri, (2016) pointed out that the roles of the top and middle management are essential in the effective company strategy implementation. While knowledge is the critical resource to any employee, it's the management of knowledge that enables the organization to compete in the market (Wang et al., 2012). Xue, Bradley, & Liang, (2011) added that ineffective managers can lead to the failure of implementation of organization strategies. We also found that large percent of males (90%) agreed in comparison to females (60.7%). Due to the reason than most of the top university management are males, there is lower percentage of females agreed that managerial skill is important. The difference might be due to the fact that females are more likely than males due to their interactive style of management associated with success (Burke & Collins, 2001) (Cankaya & Serin, 2020). The study also showed a strong association between agreement response on the university support in discovering employee potential,

employee satisfaction in strategy implementation, quality of supervision, university changes, opportunities given to employees and the managerial skills effects on strategy implementation.

### **Conclusion**

The study highlights key management challenges in strategy implementation, including resistance to change, lack of sufficient internal support mechanisms, and limited engagement of academic staff. Addressing these issues can improve institutional performance and foster a more effective learning environment. One critical implication is the need to enhance participatory decision-making in strategic planning. Higher education institutions should actively involve academic staff in the development and execution of strategies to reduce resistance to change and improve commitment to institutional goals. This aligns with best practices in educational management, where faculty engagement has been linked to improved institutional effectiveness. Additionally, the study underscores the importance of professional development opportunities for academic staff. Universities should strengthen mentorship programs, leadership training, and capacity-building initiatives to ensure that faculty members are well-equipped to contribute to strategy implementation. Given the gender disparity in higher education institutions, targeted programs for female faculty members can help promote inclusivity and enhance institutional diversity. Furthermore, integrating a structured performance management framework can provide clear benchmarks for evaluating strategy implementation success. By aligning institutional goals with measurable performance indicators, universities can foster a culture of accountability and continuous improvement.

### **Study Limitations**

**Study Limitations and Methodological Considerations:** Several limitations and methodological considerations warrant acknowledgment in this study. Firstly, the inadequate responses obtained from the selected university may have implications for both the reliability and validity of the study's findings. With a low response rate, concerns arise regarding the stability and consistency of the collected data, potentially impacting the reliability of the results. Moreover, the limited response rate introduces the possibility of non-response bias, which could compromise the external validity of the findings by potentially skewing the representation of the university population's perspectives.

**Generalizability and Construct Validity Concerns:** The exclusion of a public university, despite initial intentions, is another noteworthy limitation. This exclusion could have implications for both the generalizability and construct validity of the study. The absence of a public university's data might affect the generalizability of the findings beyond private universities, limiting the external validity of the study's conclusions. Furthermore, the potential introduction of sample bias due to the specific focus on private universities could impact the construct validity, raising questions about the extent to which the results accurately represent the broader higher education landscape. These concerns underscore the complexity of capturing the full spectrum of managerial challenges and strategies within the higher education sector.

### **RECOMMENDATIONS**

Women are less represented in academic institutions, despite their huge potential in the leadership and management. Having significant number of women in the managerial position in academic institutions will raise performance due to their style of transformative leadership, which is currently less utilized by men in position. Over 90% of vice chancellors in Tanzania are men, therefore more effort is needed by the Tanzania Commission of Universities,

University Councils and Boards to empower women. University leaders and managers should continue to encourage and motivate their academic staff to work as a team for collective efforts in achieving organization strategies. It is very clear to most of employee that once there is good relation in work, coherence and leadership support, everyone will be willing to participate and share the knowledge and work to accomplish the organization goals. Private universities have huge challenge in align their workers when initiate changes in their institutions. Despite studies also are needed to look into public universities, but it is very obvious that people are not informed and prepared for the changes. Change management experts are important to be involved in universities, and they should not be ignored or undermines, in the circumstances when the major changes are needed. In addition, there is significant dissatisfaction about the presence of internal structures that support employees to achieve the highest of performance. Universities need to involve employee in setting these structures and mechanism open and clear so that employees understand, buy and follow. This will also help to improve strategy implementation and supervision by middle managers. Most employee are aware of the vital effects of external pressures to academic performance. Universities should have effective mechanisms that prepare them to cope with changes of the external environment. Furthermore, the organization structure should comprise a mix of junior and senior staff to leverage their views and opinions on how to plan and implement strategies. It will help to accommodate the ideas and different visions from diverse groups, which will facilitate easy implementation of organization goals. However, junior managers should be given trainings to manage the strategies implementation effectively.

### **Acknowledgements**

The authors express their sincere gratitude to the management, faculty, and staff of the selected private university in Tanzania for their invaluable participation in this study. We also extend our appreciation to Mr. Temba who contributed to data collection. This manuscript has been produced from a Master's of Leadership and Management thesis from Mzumbe University, Dar es Salaam, Tanzania

### **Declaration of AI Use**

In the preparation of this manuscript, AI tools, including ChatGPT, were used for language refinement, grammar checking, and structuring of the text. However, all research content, analysis, interpretations, and conclusions were developed by the authors. The use of AI did not influence the originality or integrity of the study's findings.

## REFERENCES

- Akintunde, M., Head, A., Bih, J., Olusola, J., Edem, E., & Udo, U. (2016). Which Precedes the other? Organizational Strategy or Organizational Structure. *IIARD International Journal of Economics and Business Management*, 2(6). [www.iiardpub.org](http://www.iiardpub.org)
- Aladag, O. F., Köseoglu, M. A., King, B., & Mehraliyev, F. (2020). Strategy implementation research in hospitality and tourism: Current status and future potential. *International Journal of Hospitality Management*, 88, 102556. <https://doi.org/10.1016/j.ijhm.2020.102556>
- Almor, T., & Hashai, N. (2004). The competitive advantage and strategic configuration of knowledge-intensive, small- and medium-sized multinationals: a modified resource-based view. *Journal of International Management*, 10(4), 479–500. <https://doi.org/10.1016/j.intman.2004.08.002>
- Armstrong, M. (2017). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance* (6th ed.).
- Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *The Leadership Quarterly*, 25(3), 487–511. <https://doi.org/10.1016/j.leaqua.2013.11.009>
- Ballenger, J. (2010). Women's access to higher education leadership: Cultural and structural barriers. *Forum on Public Policy: A Journal of the Oxford Round Table*, 6(5), 1–20. <http://connection.ebscohost.com/c/articles/74118739/womens-access-higher-education-leadership-cultural-structural-barriers>
- Berens, R. (2013). The Roots of Employee Engagement—A Strategic Approach. *Employment Relations Today*, 40(3), 43–49. <https://doi.org/10.1002/ert.21420>
- Blau, P. M., & Scott, W. R. (2010). The Concept of Formal Organization. In *Classics of Organization Theory*.
- Bradley, D., Noonan, P., Nugent, H., & Scales, B. (2008). Australian Government Review of Australian Higher Education Final Report (Issue December). [www.deewr.gov.au/he\\_review\\_finalreport](http://www.deewr.gov.au/he_review_finalreport)
- Bryman, A. (2007). Effective leadership in higher education: a literature review. *Studies in Higher Education*, 32(6), 693–710. <https://doi.org/10.1080/03075070701685114>
- Bryson, J. (2017). *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement* (5th ed.). Wiley. <https://www.wiley.com/en-fr/Strategic+Planning+for+Public+and+Nonprofit+Organizations%3A+A+Guide+to+Strengthening+and+Sustaining+Organizational+Achievement%2C+5th+Edition-p-9781119071617>
- Buckland, R. (2009). Private and Public Sector Models for Strategies in Universities. *British Journal of Management*, 20(4), 524–536. <https://doi.org/10.1111/j.1467-8551.2008.00593.x>
- Bunger, A. C., Birken, S. A., Hoffman, J. A., MacDowell, H., Choy-Brown, M., & Magier, E. (2019). Elucidating the influence of supervisors' roles on implementation climate. *Implementation Science*, 14(1), 93. <https://doi.org/10.1186/s13012-019-0939-6>

- Burke, S., & Collins, K. M. (2001). Gender differences in leadership styles and management skills. *Women in Management Review*, 16(5), 244–257.  
<https://doi.org/10.1108/09649420110395728>
- Cankaya, S., & Serin, O. (2020). Investigation of the Variables Predicting Leadership Styles of School Principals. *Revista de Cercetare Si Interventie Sociala*, 70, 172–189.  
<https://doi.org/10.33788/rcis.70.11>
- Chege, M. (2006). “Old Wine” and “New Wineskins”: (De)Colonizing Literacy in Kenya’s Higher Education [Bowling Green State University]. In OhioLINK Electronic Theses and Dissertations Center, 44(2). [http://rave.ohiolink.edu/etdc/view?acc\\_num=bgsu1151091054](http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1151091054)
- Clark, B. R. (2003). Sustaining change in universities: Continuities in case studies and concepts. *Tertiary Education and Management*, 9(2), 99–116.  
<https://doi.org/10.1080/13583883.2003.9967096>
- Crews, D. (2021). Reinventing Performance Management. *Archives of Business Research*, 9(6), 1–12. <https://doi.org/10.14738/abr.96.10267>
- UNESCO (2017). Cracking the code girls’ and women’s education in science, technology, engineering and mathematics (STEM). <https://doi.org/10.54675/QYHK2407>
- De Boer, H., & Goedegebuure, L. (2009). The Changing Nature of the Academic Deanship. *Leadership*, 5(3), 347–364. <https://doi.org/10.1177/1742715009337765>
- De Carlo, A., Dal Corso, L., Carluccio, F., Colledani, D., & Falco, A. (2020). Positive Supervisor Behaviors and Employee Performance: The Serial Mediation of Workplace Spirituality and Work Engagement. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01834>
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421–433.  
<https://doi.org/10.1037/apl0000085>
- Eklund, A. K., & Löfgren, V. (2021). Organizational Structure, Communication, and Performance. Relationship to integrated management system (Issue June).
- Enders, J., De Boer, H., File, J., Jongbloed, B., & Westerheijden, D. (2011). Reform of Higher Education in Europe. In *Reform of Higher Education in Europe* (pp. 1–10). SensePublishers.  
[https://doi.org/10.1007/978-94-6091-555-0\\_1](https://doi.org/10.1007/978-94-6091-555-0_1)
- Gmelch, W. H., & Ramsden, P. (2000). Learning to Lead in Higher Education. *The Journal of Higher Education*, 71(3), 383. <https://doi.org/10.2307/2649302>
- Global Education Monitoring Report Team. (2020). *Global Education Monitoring Report – Gender Report: A new generation: 25 years of efforts for gender equality in education*. UNESCO.  
<https://doi.org/10.54676/IBSP9880>
- Goethals, G., & Hoyt, C. (2017). *Women and Leadership: History, Theories, and Case Studies*. Great Barrington, MA: Berkshire Publishing Group LLC.  
<https://core.ac.uk/download/pdf/232785482.pdf>
- Golembiewski, R. (2017). Organization Development and Change. In *Public Administration as a Developing Discipline* (pp. 141–166). Routledge. <https://doi.org/10.4324/9781315089331-6>

- Hollenbeck, J. R., Beersma, B., & Schouten, M. E. (2012). Beyond Team Types and Taxonomies: A Dimensional Scaling Conceptualization for Team Description. *Academy of Management Review*, 37(1), 82–106. <https://doi.org/10.5465/amr.2010.0181>
- Honan, J., & Teferra, D. (2001). The US Academic Profession: Key Policy Challenges. *Higher Education*, 41(1–2), 183–203. <https://doi.org/10.1023/A:1026735317457>
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123–127. <https://doi.org/10.1016/j.jik.2016.07.002>
- Hyväri, I. (2016). Roles of Top Management and Organizational Project Management in the Effective Company Strategy Implementation. *Procedia - Social and Behavioral Sciences*, 226, 108–115. <https://doi.org/10.1016/j.sbspro.2016.06.168>
- Ilesanmi, O. O. (2018). Women's Visibility in Decision Making Processes in Africa – Progress, Challenges, and Way Forward. *Frontiers in Sociology*, 3. <https://doi.org/10.3389/fsoc.2018.00038>
- J. H. Coun, M., Peters, P., Blomme, R. J., & Schaveling, J. (2022). 'To empower or not to empower, that's the question'. Using an empowerment process approach to explain employees' workplace proactivity. *The International Journal of Human Resource Management*, 33(14), 2829–2855. <https://doi.org/10.1080/09585192.2021.1879204>
- Jung, J. (2012). Faculty Research Productivity in Hong Kong across Academic Discipline. *Higher Education Studies*, 2(4). <https://doi.org/10.5539/hes.v2n4p1>
- Kavale, S. (2012). The Connection Between Strategy and Structure. *International Journal of Business and Commerce*, 1(6), 59–70. [https://www.researchgate.net/publication/313444758\\_THE\\_CONNECTION\\_BETWEEN\\_STRATEGY\\_AND\\_STRUCTURE](https://www.researchgate.net/publication/313444758_THE_CONNECTION_BETWEEN_STRATEGY_AND_STRUCTURE)
- Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(3), 319–339. <https://doi.org/10.1080/03075070600680786>
- Korte, R. F. (2009). How newcomers learn the social norms of an organization: A case study of the socialization of newly hired engineers. *Human Resource Development Quarterly*, 20(3), 285–306. <https://doi.org/10.1002/hrdq.20016>
- Kozjek, T., & Ferjan, M. (2015). Organizational Flexibility, Employee Security, and Organizational Efficiency – a Case Study of Slovenian Public and Private Sector Organizations. *Organizacija*, 48(1), 3–21. <https://doi.org/10.1515/orga-2015-0001>
- Kuvaas, B., & Dysvik, A. (2010). Exploring alternative relationships between perceived investment in employee development, perceived supervisor support and employee outcomes. *Human Resource Management Journal*, 20(2), 138–156. <https://doi.org/10.1111/j.1748-8583.2009.00120.x>
- Lewin, K. (1951). Field Theory in Social Science: Selected Theoretical Papers. *American Journal of Sociology*, 57(1), 86–87. <https://doi.org/10.1086/220867>
- Makovsky, K. (2012). The Reason CEOs Fail: An Update. *Leadership FORBES*. <https://www.forbes.com/sites/kenmakovsky/2012/03/22/the-reason-ceos-fail-an-update/>

- Mantere, S., & Vaara, E. (2008). On the Problem of Participation in Strategy: A Critical Discursive Perspective. *Organization Science*, 19(2), 341–358. <https://doi.org/10.1287/orsc.1070.0296>
- Markiewicz, P. (2011). Change Management in the Strategy Implementation Process. *Intellectual Economics*, 5, 257–267. <https://www3.mruni.eu/ojs/intellectual-economics/article/view/818>
- Mason, R. B. (2007). The external environment's effect on management and strategy. *Management Decision*, 45(1), 10–28. <https://doi.org/10.1108/00251740710718935>
- Mathieu, J. E., Hollenbeck, J. R., van Knippenberg, D., & Ilgen, D. R. (2017). A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology*, 102(3), 452–467. <https://doi.org/10.1037/apl0000128>
- Menon, S. (2001). Employee Empowerment: An Integrative Psychological Approach. *Applied Psychology*, 50(1), 153–180. <https://doi.org/10.1111/1464-0597.00052>
- Morley, L. (2013). The rules of the game: women and the leaderist turn in higher education. *Gender and Education*, 25(1), 116–131. <https://doi.org/10.1080/09540253.2012.740888>
- Nienaber, H. (2019). Employee engagement: Driving strategy implementation through dimensions of organisation. *Journal of Management & Organization*, 28(5), 1036–1056. <https://doi.org/10.1017/jmo.2019.22>
- Noble, C. H. (1999). The Eclectic Roots of Strategy Implementation Research. *Journal of Business Research*, 45(2), 119–134. [https://doi.org/10.1016/S0148-2963\(97\)00231-2](https://doi.org/10.1016/S0148-2963(97)00231-2)
- Oreg, S., Vakola, M., & Armenakis, A. (2011). Change Recipients' Reactions to Organizational Change. *The Journal of Applied Behavioral Science*, 47(4), 461–524. <https://doi.org/10.1177/0021886310396550>
- Osorio-Londoño, A. A., Naranjo-Valencia, J. C., & Calderón-Hernández, G. (2020). Training and its influence on competitive strategy implementation. *Human Resource Development Quarterly*, 31(2), 149–172. <https://doi.org/10.1002/hrdq.21381>
- Rafferty, A. E., & Griffin, M. A. (2006). Perceptions of organizational change: A stress and coping perspective. *Journal of Applied Psychology*, 91(5), 1154–1162. <https://doi.org/10.1037/0021-9010.91.5.1154>
- Rao, T. (2004). *Performance Management and Appraisal Systems: HR Tools for Global Competitiveness* (New Delhi: Response Books). Sage Response.
- Salas, E., DiazGranados, D., Klein, C., Burke, C. S., Stagl, K. C., Goodwin, G. F., & Halpin, S. M. (2008). Does Team Training Improve Team Performance? A Meta-Analysis. *Human Factors: The Journal of the Human Factors and Ergonomics Society*, 50(6), 903–933. <https://doi.org/10.1518/001872008X375009>
- Schmutz, J. B., Meier, L. L., & Manser, T. (2019). How effective is teamwork really? The relationship between teamwork and performance in healthcare teams: a systematic review and meta-analysis. *BMJ Open*, 9(9), e028280. <https://doi.org/10.1136/bmjopen-2018-028280>
- Shatilo, O. (2020). The Impact of External and Internal Factors on Strategic Management of Innovation Processes at Company Level. *Ekonomika*, 98(2), 85–96. <https://doi.org/10.15388/Ekon.2019.2.6>

- Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior*, 35(3), 393–412. <https://doi.org/10.1002/job.1897>
- Tansky, J. W., & Cohen, D. J. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285–300. <https://doi.org/10.1002/hrdq.15>
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive Elements of Empowerment: An “Interpretive” Model of Intrinsic Task Motivation. *Academy of Management Review*, 15(4), 666–681. <https://doi.org/10.5465/amr.1990.4310926>
- Trimpop, R. M. (2005). Effective Teamwork: Practical Lessons from Organizational Research. *European Psychologist*, 10(1), 79–80. <https://doi.org/10.1027/1016-9040.10.1.79>
- Trowler, P., & Knight, P. T. (2000). Coming to Know in Higher Education: Theorising faculty entry to new work contexts. *Higher Education Research & Development*, 19(1), 27–42. <https://doi.org/10.1080/07294360050020453>
- Truitt, D. L. (2011). The Effect of Training and Development on Employee Attitude as it Relates to Training and Work Proficiency. *Sage Open*, 1(3). <https://doi.org/10.1177/2158244011433338>
- Vakola, M., & Nikolaou, I. (2005). Attitudes towards organizational change. *Employee Relations*, 27(2), 160–174. <https://doi.org/10.1108/01425450510572685>
- Vaughan, A. M. (2002). From Strategy to Change: Implementing the Plan in Higher Education. *Canadian Journal of University Continuing Education*, 28(2). <https://doi.org/10.21225/D5BC81>
- Wang, K.-L., Chiang, C., & Tung, C.-M. (2012). Integrating Human Resource Management And Knowledge Management: From The Viewpoint Of Core Employees And Organizational Performance. *International Journal of Organizational Innovation (Online)*, 5(1109–137), 109–137. <https://www.proquest.com/scholarly-journals/integrating-human-resource-management-knowledge/docview/1030258224/se-2>
- Wright, T. A., & Bonett, D. G. (2002). The moderating effects of employee tenure on the relation between organizational commitment and job performance: A meta-analysis. *Journal of Applied Psychology*, 87(6), 1183–1190. <https://doi.org/10.1037/0021-9010.87.6.1183>
- Xue, Y., Bradley, J., & Liang, H. (2011). Team climate, empowering leadership, and knowledge sharing. *Journal of Knowledge Management*, 15(2), 299–312. <https://doi.org/10.1108/13673271111119709>

**This work is licensed under CC BY-NC 4.0**