

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI**

**ASSESSING THE EFFECT OF STRATEGIC PLANNING ON
ORGANISATIONAL PERFORMANCE IN GHANAIAN PUBLIC
UNIVERSITIES**

**BY
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DECLARATION

I hereby declare that this submission is my own work towards the Masters of Business Administration (MBA) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

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DEDICATION

I dedicate this work to God Almighty, my beloved husband, Mr. Alex Cofie, and our lovely daughter, Ama Nhyiraba Cofie.

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Any errors of commission and omission are entirely mine.

Alberta Cofie (Mrs)

ABSTRACT

Strategic planning consists of a set of underlying processes that are intended to create or manipulate a situation to create a more favourable outcome for a company. This is quite different from traditional tactical planning that is more defensive based and depends on the move of competition to drive the company. This study sought to assess the effect of strategic planning on organisational performance in selected Ghanaian public universities. The study adopted a quantitative research design. Purposive and convenience sampling technique were used to select the senior administrators and other staff respectively. Structured questionnaire was administered to 200 respondents. Data was analysed with the aid of SPSS. The study discovered that strategic management had been adopted, to a greater extent, by all the participating institutions selected for the study. The study further found that organizational performances of the public universities selected for the study are averagely encouraging. All the institutions studied maintained that performance saw steady increase. In particular performance of the universities were seen in the following area: Investment in Research & Development, International collaborations, Introduction of new programmes, Technology adoption, Growth in student enrollment, Community services, Online and distance programmes and Student internship programmes. The study revealed that there is a strong positive and significant relationship between strategic management practices and the performance of the selected universities. This study also found out that strategic management practices and organizational performance have strong association between them. The study finally revealed that strategic management had been adopted to a greater extent by all the participating institutions selected for the study. It is therefore recommended that due diligence should be followed to ensure that the goals and objectives of such strategies are followed to the later.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This opening chapter presents the foundation upon which the entire study is based. It encapsulates the study background, problem statement, research questions, research objectives, justification of the study, limitation, scope and organization of the study.

1.2 Background of the study

Planning has been conducted throughout human history with the intention to accomplish set objectives of the designated goals. There available evident in literature suggest that planning is desirable in both profit and not-for profit organizations. Most planning activities in the sixties, seventies and eighties have been labeled as value (Buhler-Miko, 1985).

In the world over, the role of tertiary institutions cannot be over emphasized. Most especial universities contribute immensely towards the socio-economic development of most nations of the world. The needed critical mass of skilled and educated people who provide the needed combination of factors of production are trained by these universities. This makes the universities very important component of production.

These universities are made up of private and public investment as a result there is a great expectation from them (Kerr, 1983). Many stakeholders in the world today argue that the universities must adopt new strategies that consolidate the need of the outside world in more coherent manner (Clark, 1998; Davies, 1997).

However, the universities today are confronted with numerous environmental changes for instance; reduced funding, internationalization, technology, technology driven society. Meanwhile universities currently find themselves in the “live in the market” to be innovative and entrepreneurial (Clark, 1998). The universities therefore need to resort to formal action plans to overcome these challenges brought about by the global economy.

The strategic planning developed by the private precisionist can aid most of the universities in surmounting their environmental challenges are previously mentioned. The education sector as whole has recognised the importance of planning as a tool for development and growth (Bryson, 1988). Many universities are now focusing on setting strategic objectives that clearly influence the direction and outcome of its operations. These objectives setting involving effective objectives, identification, implementations and evaluation of alternative course of actions

In Ghana tertiary education was introduced in the 19th century. During this time the basic primary and college were established in the Gold Coast. These educational processes were made to provide education up to the university level. In the 1948, the first ever university was established in the Gold Coast. This was the university college of Gold Coast. This later became the University of Ghana which was affiliated to the University of London (Agbodeka, 1998).

From this time to date many other universities have been established. These include nine public universities and about 13 private university colleges. The fundamentals

of this study is to explore how these universities are deploying modern strategic planning processes to enhance speed up development.

Universities in Ghana had enjoyed adequate findings since 1948. However, considerations to cut down funding are made in the year 1970 under Busia's administration. Before these considerations were made the early students were properly careered for instance most basic facilities were provided including pocket money. These were part of the psychological contract to prepare, train and produce the manpower requirements for the country. Meanwhile the limited funding from the government made this ambition unsustainable. Beside the above, funding of tertiary education in Ghana is still major challenge. The number of structural adjustment programs that took place in the 1980s further affected the ill-funding of the universities.

The MIF programs were focused on lower level education and hence government attentions were again shifted from the higher institutions. The universities had since not be able to embark on any meaningful development or growth. Most especially when they have to depend solely on internal generated funds for it's development. These challenges have affected the quality of education and negative impact on the overall national development. The universities need to diverse new ways of dealing with the situation.

Meanwhile, the advent of the private universities and the proliferation of international universities presence in the country in gradually providing solution to address the demand gap in enrollment nevertheless this situation is aggravating the situation for

most of the Ghanaian public universities since they do not for the requisite facility to compete especially with the foreign universities. Some authors had indicated that because universities are labour intensive organisations and because research and institutional infrastructures are so dependent on financial support, funding structures and the availability of finance for investment in new developments are key factors in university success (Shattock, 2003)

1.3 Statement of the Problem

Universities across the globe have a responsibility to adhere to human development and transformation. There is the need to explore and expand available ideas and practices in order to understand better the environment in which we find ourselves. The knowledge advancement is the only surety for human kind to develop and grow. The educational system is very pivotal in this direction. The universities in particular has a responsibility of higher education in most countries.

Meanwhile, myriads of challenges obstruct must the educational service provider from successfully carrying out this legitimate responsibility. The challenges particularly emanate from funding, technological lag, cultural practices, and emerging competition due to globalization. Among these challenges, the funding remain the most perturb issue when it comes to tertiary education in Ghana. The structural adjustment programs have historically contributed immensely to this development till date.

Moreover, the higher educational institutions are very worried about this situation and have started exploring some strategies to deal with the situation at hand. Exploring

external sources of funding, collaborating with other institutions with the aim of securing some financial leverage to support the growth and development of their respective colleges,

Furthermore, planning has been identified as a major tool to embark on this move to expand the growth and development of tertiary education in the country. This planning process comes in various forms for instance, operational or strategic. Others categorize these into short term, medium term and long-term strategies. In whatever, means these are group the process typically entails, identification of need, setting of objectives, implantation of these objectives and evaluation of the process.

This is believed by many as the surety to lessen some of the fundamental challenges facing tertiary institutions in Ghana (Ostar, 1989). This study seeks to investigate how administrators in public universities may be able to adapt strategic planning practices used by managers of the private sector to improve performance in the universities to meet the ever changing environments they find themselves.

1.4 Objectives of the Study

The objectives comprises of the general and specific.

1.4.1 General Objectives

The general objective of the study is to assess the effect of strategic planning on organizational performance in the Ghanaian public universities.

1.4.2 Specific Objectives

The study has the following specific objectives:

1. To examine the strategic management practices of some selected public universities in Ghana.
2. To assess organisational performance in the selected public universities in Ghana.
3. To evaluate how strategic management practices of the selected universities affect organisational performance.
4. To examine strategic planning effect on the performance of Public universities in Ghana?

1.5 Research Questions

1. What is the essence of strategic management practices to Public universities in Ghana?
2. To what extent do strategic management practices impact on public universities in Ghana?
3. Is there a positive relationship between strategic planning and organisational outcomes of public universities in Ghana?
4. How does strategic planning impact on the performance of Public universities in Ghana?

1.6 Significance of the Study

The study will serve as a strategic management framework for further research by faculty and students. Strategic management consultants and practitioners of public universities would find the study useful in their line of work. Again, policy makers

and other stakeholders will find the study useful in their decision-making process. Furthermore, this study will add to research literature by showing how strategic planning can help in aligning available resources to meet the needs of public universities in a changing environment. Moreover, to the prospective research candidate who may want to conduct a related study had already been covered in this study. Since the findings herein this study would serve as basis for further studies.

1.7 Scope

The study assesses the effect of strategic planning on organizational performance in Ghanaian public universities. The study focuses on three public universities in Ghana, namely Kwame Nkrumah University of Science and Technology, Kumasi, University of Education, Winneba, and University of Cape Coast. The decision to use these three public universities was based not only on proximity to the researcher, but also the researcher has had her education with two out of the three universities.

1.8 Limitation of the Study

Time and financial constraints prevented the researcher from visiting all nine public universities in Ghana. Consequently, the study focused on the three universities mentioned above. However the researcher believes, the selected sample, is representative enough of the population to ensure the validity of the results of the research. Again, the fact that the study is limited of the population is in itself a limitation. These studies focused on strategic management planning hence the most senior members of the institutions were required in principles to answer the research questions. Meanwhile, these calibers of persons were very scares due to their diverse

roles. The time requirement to reach out to this segment of the respondents was emerging sapping and time consuming.

1.9 Organisation of the Study

These are five chapters in this study. Each individual chapter has scope and activities to be carried out. For instance, the chapter One has to do with the general introduction. In view of this the following are usually seen in the chapter one: Introduction, background, objectives and research questions, significance of the study, scope and limitations of the study. The chapter Two would be limited to review of the relevant information. There include; concepts, theories and empirical. The chapter Three would be on research methodology. The chapter Four deals with the data presentation, analysis and discussions of results. The study chapter Five was on major findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study reviewed literature on the topic; assessing the effect of strategic planning on organizational performance in the Ghanaian public universities with specific objectives being to examine the strategic management practices of some selected public universities in Ghana, assess organisational performance in the selected public universities in Ghana, evaluate how strategic management practices of the selected universities affect organisational performance and identify the challenges the selected universities face for adopting strategic management practices. The study reviewed the literature using the specific objectives as a guiding principle from journals, research papers and other related sources.

2.2 The Concepts of strategic management

Strategic planning involves putting measures in place to achieve organizational goals taking into consideration the internal and external factors that militate against growth. Strategic planning is done in line with the resources of the organization to gain control and advantage over competitors. Strategic planning combines evaluative and analytical patterns through which a strategic draft of the purpose and visions of the organization are made while making sure that its implementation is duly followed.

There are several models developed towards strategic planning but they all include certain variables; doing due diligence to formal procedures, critical analysis and should be planned by qualified planners (Mintzberg, Ahlstrand and Lampel, 1998). According to Johnson and Scholes (1997), strategic planning goes through three

major faces; identifying the specific strategy where the internal and external factors of the organization are putting into perspective and analyzed based on long and short term observations, a choice is now made after a thorough evaluation and lastly the implementation processes are designed. This plan becomes the blue-print of the organization and it guides every aspect of the organization towards profitability.

The Strategic Planning Process: the processes involved include detailed analysis of the vision and mission statement of the organization. For instance, this is geared towards understanding the environment, policies and based on that, the organization develops and design their programmes for the unforeseeable future. A vision of an organization should be holistic, inspirational, clear and challenging (Fidellow and Hogan, 1998; Pearce and Robinson, 2005; Wheale, 1991; West-Burnham, 1994). The vision when integrated well into the organizations' structures has the capacity to motivate employees and give them the sense of pride to be affiliated to the organization.

Setting of goals and specific objectives follows the critical analysis process. That is, long term goals are formulated and out of which short term achievable ones are deduced. Long term objectives are spread over a period of five years. In the process of formulating the goals, they must be profitable, must have a competitive position, must incorporate employee relation, must promise increased productivity, and must make room for employee development, technological adoptability and corporate social responsibility.

They must further be flexible, measurable, acceptable, suitable, achievable, motivating and understandable (Middlewood and Lumbay, 1998; Bush and Coleman, 2000; Kettunen, 2003; Fidler, 2002; Davies and Ellison, 2003; Peters, 1998). Evaluating the internal and external environment is the next step to avoid risks. The external environment have significant influence on organizations are constantly changing rendering them not static which need a close analysis to develop the appropriate measures to avert the situation (Lynch, 1997; Fidellow and Hogan, 1998; Schneider and De Meyer, 1991). It was concluded that strategic planning should be sensitive to those internal and external forces.

Participation in the Planning Process: Analysts' belief that, it is imperative for employees of organization to be considered in the strategic planning process. This allows employees to be reflective of the plans of the organizations and understand the integrities within the plans (Briggs and Koegh, 1999; Hamel, 1996; Russell, 1999). As Hamel (1996) puts it, inclusive planning makes the employees ambassadors of the strategic developments which indirectly takes care of the formal means of getting employees to become acquainted with the strategic goals of the organization (Oswald et al. 1994; Hamel, 1996; Hamel, 1996; Daniels and Bailey, 1999; Stahl, 1998; Schonberger 1992).

Strategic Themes: Strategic themes are simply the concise form of organizational vision and mission statements. It reflects the beliefs and the future prospects of organizations. The objectives are individual subjects which together address the broader vision of the organization. In summary, the objectives and the theme are

coherent and consistent with each other (Kaplan and Norton, 2001; Cyert and March, 1963).

Strategy Implementation: Taking the step to implement the formulated strategies are very vital and important. Implementation is key to survival of the paper works and if not executed properly leads to failure. Subjecting the plan to too much critical analysis without taking the necessary action impedes the success of the entire plan (Picken and Dess 1996; Mintzberg, 1993; Feurer and Chaharbaghi, 1997). Implementation is the operationalization of the conceptual ideas of the organization (Griffin, 2004; Alashloo, et al, 2005; Brewer et al, 2000; Ellis and Dick, 2000).

The Concept of Evaluation

Evaluation is the implementations of the strategic plans of organizations are the last and important aspect of strategic planning. Evaluating the progress, performance, and further prospects of the strategic plans of the organization is incumbent. Evaluation of strategies, see to the smooth application of plans while looking at the internal and external forces of the market to give results to stakeholders.

The external influences may come from government initiatives, FDIs, currency performance and among others (Mark, 2005; Smith, 2001; 2006). There are three basic dimensions of evaluation theory, the positivists, constructivists and realists. The positivists belief in addressing organizational problems through scientific means. The constructivists try to make sense of the experience people have gone through and the realists look at the actual situation on the ground (McCoy and Hargie, 2001; McCoy and Hargie, 2001; Smith, 2001; 2006; Rogers and Smith 2006; Kleiner, 2003).

2.3 Strategic Management Practices of Universities in Ghana

Planning as a strategy, predicts and bridges the gap between the current situation of the organization and where in future the organization wants to be. Strategic planning means simply having some desired objectives, anticipating the turbulence and possible challenges that are likely to arise and formulate its solution to achieve the desired results. Strategic management is the art and science of formulating, implementing and evaluating multifunctional decisions causing organization to achieve its set objectives.

Strategic management practices are unceasing processes that incorporates analysis, creating strategic measures, implementing them and monitoring their future expectations in order to gain a competitive edge within the industry they find themselves. The main objective of strategic management is to harness the strength of the organization while taking precautionary measures to avoid possible dangers. There are three basic inputs that needs to be considered; where the organization is currently at, where it intend going and how to get there.

Form another perspective, strategic planning involves finding a strategic fit between the internal and the external environment. Finding this fit involves evaluating the business environment, finding possible threats and opportunities and based on that, the organization designs its means to succeed by considering their internal and external weaknesses and strengths. Based on the above results, feasible strategies are developed with major emphasis on internal and external challenges. The two concepts strategic management is employed more in the business environment whereas strategic planning is done in academia. Strategic management deploys long term

possibilities and through that, frameworks of objectives are formulated which informs the financial and operational activities that should be done by the organization (Stoney, 2001; O'Regan and Ghobadian, 2002; David, 2009; Bain and Company, 2003). Hence, strategic planning is a deliberate planning process done through the analysis of the business environment in a cohesive form by top management.

Competition has become fierce and fiercer within today's competitive environment and will become more complex in the future to come hence it is prudent for business executives to adopt strategic planning in order to stay competitive and remain in market. As mentioned, strategic planning looks at the internal capabilities and competences, the external variables leads to the designing of specific plans (David, 2009; Philips and Appiah-Adu, 1998).

A well designed strategic plan boosts the financial performance of organizations of which public universities are not exempted. It has been established that, strategic planning has a direct effect on organizational performance (Hambrick, 1980). According to Grant (2003) empirically, studies concerning strategic planning has based their arguments on effects of strategic planning on performance and the role of strategic planning in decision making. Logically, planning has effect on effective decision making about the precise allocation of resources as against the priorities of the organization.

It is of no surprise that business analyst's belief that a well formulated plan serves as the catalyst that drives organizations into success by neutralizing every challenges (Duncan, 1990; Lombardi, 1994).

Other researchers and writers believe that strategic planning is part of strategic management practices and David (2009) stated that both words are synonyms of which many studies have affirmed that assertion (Pearce and Robinson, 2007; Hopkins and Hopkins, 1997; Johnson and Scholes 1999; David 2009).

In a study Hann and Powers (1999) assessed the link between organizational performance and how it is been influenced by strategic planning and the study concludes that, performance of an organization is not dependent on strategic plan alone but its being driven by a number of factors such as the size of the organization, the turbulence within the environment and capital size. The study therefore concluded that organizational performance is not contingent upon strategic planning (Miller and Cardinal, 1994).

Organizations formulate strategic plans because they want to enhance organizational performance. Researchers from this school of thought believe that, the strategic plan provides an operational framework through which the organization operates (Hann and Powers, 1999; Shrader et al, 1984; Porter, 1997; Byrne, 1996). Others believe that strategic plans help organizations to inculcate and make known to employees the plans of the organization in order for them to adhere to the principles that will lead to the accomplishment of the objectives. Also another probable reason for strategic plan is to comprehensively analyze all the departments within the organization.

Institutions and organizations that are involved in credit business according to Millerand (1994) need a business plan which will guide its operational directions and to check the cash flow system of the credit institution. The benefits of designing

strategic plans have been heightened in the previous submissions. For the growth of organizations to be sustained over longer period, strategic plans which are flexible need to be designed. Subsequently, the educational sector which has gone through diverse restructuring can benefit from using a strategic plan.

Literature have made it clear that, strategic planning and benchmarking has dominated the educational sector with applicant into various public universities looking out for a particular initiatives such as designing programs for workers, part-time students and the likes (Whittington and Cailluet, 2008; Dooris et al, 2002; Taylor and Miroiu, 2002). With the world being controlled by information, it is recommended that strategic planning should be adopted by higher educational institutions. The driving motive of higher educational institutions adopting strategic planning is to make better decisions into the unforeseeable future (Rowley and Sherman, 2001).

The strategic planning processes of universities do not operate in a vacuum. Hence, their planning process is not detached from the turbulence experience within the industry. Strategic planning in universities are constant and routine activities which demands that its status quo be probed in relation to the changes in the environment (Charles and Williams, 2009).

Kezar (2001) recommended that the goals of academic institutions should be their driving goal if they intern to make changes to their strategic plan. This allows the organization to put their strategies into the point of view of the external happenings. It has been one major strategy used by higher educational institutions to improve upon their performance (Campbell and Rozsnyai, 2002; Jackson and Lund, 2000).

The use of benchmarking by universities enables stakeholders to match-up their success against their failures using their competitors as a guide and based on their failures, they find strategies to strengthen that aspect.

Burquel and van-Vught (2009) asserted that deploying benchmarking in the process of managing their plans and assets add an unquantifiable value to organization prowess and performance. It is therefore seen by top management as one of the most important tools and techniques for attaining higher performance and also gain competitive advantage over industry players because you have infused their strengths and yours together (Sorenson et al, 2005). From Alstete (1995) point of view, helps neutralizes factors that resist change in colleges, universities and many others.

2.4 Strategic Management Practices and Its Effect on Organisational Performance

Globally, higher institutions serve as the anchor developing the vital human resources of a country to coordinate all the other factors of production to deliver quality to people. Universities provide intellectual and skill development to harness and operationalize the resources of a country. Therefore critical planning is needed to adequately organize and forecast in to the future envisaging the threats that are possible to arise and what they intend doing to overcome that perceived problem. Universities are the holdings of public and private investments with great social expectations (Kerr, 1983).

Opinion leaders and political leaders belief that it is necessary for universities to reform their policies to include strategic capacities that will aid them to adjust and

meet the requirements of the world in an independent, structured and coherent way. Nonetheless, universities are confronted with a advancement and several internal and external transformations such as technologically driven society, inadequate funding, internationalization and changing demographics etc. with at the same time they are faced with turmoil's within the educational environment, meeting the demands of the contemporary society (Clark, 1998; Davies, 1997; Clark, 1995; van Vught, 1999).

Strategic planning is seen as either something that organizations have or practice. With strategy-as-practice, researchers ask questions like “what people do to develop strategies in an organization and how they those strategies are transformed into actions etc.” (Jarzabkowski et al, 2007; Jarzabkowski and Whittgton, 2008)

Strategic routines are described as diverse techniques, models, tools, frameworks, methodologies, methods and approaches which are at the disposal of the organization which is used to manage the organization in question. Strategic planning helps universities to position themselves well within their environment. It provides the blueprint for thinking, learning and acting on planned objectives (Clark, 1997; Bryson and Alston, 2004).

One key factor that has drawn the attention of researchers is how strategic plan and its operationalization lead to organizational performance. In a study Robertson et al. (1993) conducted a review using 52 institutions with changes in their plans and found a positive correlation between changes in plan and organizational performance. Strategic planning has become so much integral to organizations that some institutions have developed a bona fide strategic planning group (Hambrick, 1980; Hahn and Powers, 1999; Byrne, 1996).

In order to achieve higher performance, it has been agreed in literature that strategic plans must move beyond planning to envisage the past in order to ensure revolutionary changes within organizations making the organization unique from its competitor. It must be clarified that, the mere presence of a strategic plan does not guarantee success or that financial success will be realized (Hamel, 1996; Porter, 1997; Slywotzky et al, 1999; Mintzberg, 1993). Hann and Powers (1999) examined the link between formal strategic planning and this has a mixed results.

The relationship has contextually affected the impact of effective strategic planning. For instance, a meta-analysis by Miller and Cardinal (1994) using 26 studies related to strategic planning and performance included factors such as organizations size, environmental turbulence and capital intensity. It was concluded that planning has a positive effect on organizations performance but contextual variables also have effect on the relationship (Stimpert and Duhaime, 1997). It is therefore imperative to be aware of the contextual factor in order to effectively operate strategically.

2.5 Challenges Faced For Adopting Strategic Management Practices

Industry players avoid the adoption of strategic planning even though organizations stand to benefit a lot from its usage. In the Africa sub-region, majority of businesses see strategic management as a tool for big and multinational organizations considering the socio-cultural obstacles that dominates its formation and constant assessment to ensure its viability (Gyekye, Kwame, 1988). That is, certain cultures believe that everything is predestined by God and hence they need no planning. Based on this, entrepreneurs in this category spot and use opportunities as they come. They operate smoothly until they face a challenge (MacNabb, 1995).

Challenges which are technical and capacity related confront university planning practices. Because many administrators of the universities lack the understanding of strategic management, they forsake it simply because they have no management training. Practices and planning put much stress on organizational staff to deliver to expectation. Ghoshal and Bartlett (1993) asserted that there is the need for companies to adopt means-ways-ends other than ends-ways-means approaches.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological framework of the study. These methods were adopted in relation to the established objectives of the study. The researcher employed among others the research design, study population, sampling technique, sample size, the sources of data, data collection and analysis methods. This chapter on research methodology culminated with ethical issues adopted and deployed in the study.

3.2 Research Approach

Research design defines the overall approach that can be followed to achieve the aims and objectives of a study. These usually include; data collection, data analysis, and reporting. (Morgan, 1997). There are numerous ways to conduct a scientific research. These processes involving setting objectives, stating the research questions and the objectives, out-lining the research procedure and methodology including data collections and analysis approach.

This is called research design. The various steps adopted and duly followed which entail data collection, analysis and result interpretation and dissemination is referred to as research design (Creswell, 2003). There are three types of designs in contemporary research. Namely; qualitative, quantitative and mixed method design. The quantitative designs usually involve the use of numbers and hypothesis testing. Surveys and time series are usually considered under this type of research design.

Data analyses are conducted using statistical tools. The qualitative method employs the use of text to explain the social and cultural dimensions of society.

In this case the researcher usually use open ended questions to gather subjective views of respondent on the social issue at hand. Proponents of this method usually ask the question why and how. The mixed method is the summation of the two types explained above. It derives its meaning, scope and focus from the two (qualitative and quantitative). This method has better advantages because of the combined strength of the two. In this study the qualitative design had been adopted to aid the study. The researcher wants to understand the effect of strategic planning on organizational performance in the Ghanaian public universities.

3.3 Population of the study

Population defines the sharing of common attributes among a given group of people or objects. Moreover, it is the number of people living spatially distributed over a given time period (Babbie, 2001). The population of this study comprised of employees of the universities, ranging from senior management in charge of administration, personnel from planning departments, and lecturers. However, data was collected from a sample of these populations. This implies that the aim of the qualitative approach, is improved understanding of complex human issues as opposed to generalizability of results.

3.4 Sample Size Sampling Technique

Sampling implies the process which involves the use of part to represent something or people. In some instances sampling is referred to as fraction (Sakara, 2003). In this study sampling was conducted to select a portion of the targeted population to answer

the research questions. Overall, 200 respondents were selected this was not based on any statistical determinants. The sample was informed through the literature reviewed for my study where most of the study used a sample of 200. The selection criterion included those in managerial level who has served more than five years in their present capacity.

Moreover, the main aim of the research just like most other qualitative studies was not to generalize its findings but to obtain insights into the effects of strategic planning on performance of Ghanaian public universities. In this regard, the researcher required the in-depth descriptions and/or explanations of these practices from the viewpoint of respondents who could provide a really convincing account and explanation of the research issues. The researcher believed that some respondents were informational 'richer' than others and that these people were more likely to provide more insight and understanding for the researcher.

In other words, the researcher believed these respondents were the ones that could adequately answer the research questions. The researcher recognised that people who have and are involved in making key decisions often have certain experiences and therefore were the best source of expert knowledge about those experiences. Thus, an interpretive description that is meant to generate an understanding of strategic planning practices would require purposeful selection of research participants. Hence the purposive sampling technique was deployed for selecting managers and convenient sampling techniques was used for selecting the staff. The researcher selected 40 managers and 156 staffs were selected.

3.5 Sources of Data

Data defines unprocessed information (Sakaran, 2003). Data for the present study were elicited from several sources. But these can be broadly categorized into two. Namely; primary and secondary types of data.

3.5.1 Primary Data

This refers to data that had been collected from the respondents the very first time. The primary data were elicited from the study population through structured questionnaire and interviews (Sakaran, 2003). All the respondents in this study were interviewed.

3.5.2 Secondary Data

Secondary data defines previously collected data. The researcher also obtained the secondary data from recognised scientific research databases this include; Google scholar, Ulrich, EBISCO, Cite Seerx among other sources (Babbie, 2001). This information was mainly used at the review section of the study. Moreover, the researcher also made use of some publicly available documents, such as strategic planning implementation and monitoring committee and data from regulatory bodies such as the National Council for Tertiary Education (NCTE) and National Accreditation Board (NAM). The kinds of data derived from documents are termed as secondary data.

3.6 Method of Data Collection

Data collection instruments refers to the various items used in obtaining the data from respondents, whereas the procedure involves the various ways or techniques used in getting the required or necessary data for the study (Sekaran, 2000). In this study

questionnaire was the main instrument used in collecting data from the respondents. The questionnaire enabled the researcher to gather as much information as possible from the respondents. It was designed based on the research objectives and questions. To ensure clarity and reduce ambiguity the language and wording of questions was kept simple and short.

3.7 Questionnaire

Questionnaires are series of questions and possible answers which is usually administered to large number of respondents (Morgan, 1997) the questionnaires in this study was based on two sub parts. Items were adapted from previous researches. The section one of the questionnaire contains the information about respondents i.e. name of the institution, years of existence, position held, qualification and experience. This section was measured on nominal scale. The second section was about the research variables containing. From the questionnaire, the researcher seeks to find out from respondents whether their university was engage in strategic planning and how strategic planning has resulted to improve organisational performance.

3.7.1 Interview

Interview involves the process of gathering data in which one poses the questions and the other does the answering. This can be done at group levels as well (Creswell, 2004). As part of the techniques adopted to elicit for primary data the key informant's interview was conducted to explore the experts view on the subject matter.

3.8 Piloting and evaluation of research instruments

To ensure that the research instruments were designed to measure what they intended to measure, the questionnaires especially were pre-tested on a small sample of 2 private universities in the Kumasi Metropolis were selected for the pilot study. In doing so, the researcher tested all aspects of the questionnaire, including question content, wording, sequence, form and layout, question difficulty, and instructions. The problems and issues raised were analyzed and resolved before the questionnaire administration was carried out. The analysis of the responses and the interviewees' comments were used to improve on the instruments.

3.9 Data Analysis Techniques

Data analysis involves the manipulation of raw data into a format that is easy to understand and interpret. Data analysis techniques employed in this study were descriptive statistics, regression analysis and correlation analysis. The correlation analysis was employed to find relationship between the variables whiles the regression analysis was done to establish causal effects. The analysis was made possible by the use of Statistical Package for the Social Sciences (SPSS v. 20). Data was coded into the SPSS software and analysed. The output was presented in the form of tables and graphs where necessary. The result was analyzed and conclusions drawn.

3.10 Ethical considerations

Ethical considerations were paramount in this study. The basic human rights were observed in this study. These include; principles of justice, respect and protection of human right. The respondent's institutions were visited to ascertain their consent and

willingness to participate in the study. The purpose and benefits of the study were explained to the potential respondents. The respondent were made to voluntary participate in the study. All possible events that could have harm the respondents were prevented. The rights of the respondent were also respected by protecting the individual information and maintaining anonymity throughout the study. The outcomes of the study were only used for academic purposes only (Morgan, 1997).

3.11 Validity and reliability

Validity and reliability are the two main measures of the quality of a research. Validity is measuring what was intended to measure while reliability is the degree to which a research or instrument consistently measures and attribute (Perry, 2001). Perry proposes four tests to ensure the quality of a research. These are Construct validity, internal validity, external validity and reliability.

3.12 Construct validity

Construct validity is intended to establish correct measurement of the concepts being studied (Perry, 2001). It is the ability of a measurement instrument to measure a construct or concept. In order to ensure construct validity, the questions in the questionnaire were carefully designed to ensure that they answer the research questions. Also, the various constructs that made up the dependent and independent variables were carefully adapted from literature. Again, research supervisor of KNUST School of business validated the research instrument before it was administered.

CHAPTER FOUR

DATA ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter presents data presentation and discussions on the effect of strategic planning on organizational performance in the Ghanaian public universities. Specifically, the study seeks to address the following; the strategic management practices of some selected public universities in Ghana, organisational performance in the selected public universities in Ghana and strategic management practices of the selected universities affect organisational performance. The analyses were aided by SPSS. The results were presented using means, standard Deviation, correlation and regression. Overall, 200 questionnaires were distributed however, 196 were completed and returned representing 98% response rate.

4.2 Demographic Distribution

This section of the analysis presents information on the demography of the institutions.

Table 4.1: Socio-demographics characteristics of Respondents

Demographics	Frequency	Percentage
Position or Rank of Respondents		
Administrative Head	21	10.7
Administrative Assistant	42	21.4
Senior Lecturer	16	8.2
Lecturer	89	45.4
Other	28	14.3
Total	196	100
Years of working in current position		
15-19years	114	58.2
20+	82	41.8
Total	196	100
Institution years of existence		
20-50years	110	56.1
50years+	86	43.9
Total	196	100
Number of colleges/faculties belonging to respondent institution		
4-6	58	29.6
7-9	8	4.1
10+	130	66.3
Total	196	100
Number of programmes run by the university		
Below 10	20	10.2
Above 10	176	89.8
Total	196	100

Source: Field Data, 2016

Table 4.1 presented the socio-demographic characteristics of respondents and accordingly, the rank of respondents indicated that; majority (N=89, 45.4%) of the respondents were lecturers, 21.4% of the respondents were administrative assistants, 14.3% were among other unspecified ranks or positions, 10.7% were part of the administrative heads and the minimum (N=16, 8.2%) of the respondents were senior lecturers.

Moreover, Years of working in current position revealed that 58.2% representing the majority had been in their current position for 15-19 years with 41.8% working at their current position for 20 years and above. More so, regarding institution years of

existence, 56.1% of the respondents stated that the institution has been in existence for 20-50 years with 43.9% of institutions existing more than 50 years.

Also, the number of colleges/faculties showed that 66.3% of the respondents affirmed that they have more than 10 colleges/faculties, another, 29.6% of the respondents has 4-6 colleges/faculties and 4.1% of the respondents stated they have 7-9 colleges/faculties.

Finally, number of programmes run by the university found that a whopping 89.8% of the universities run more than 10 programmes with just 10.2% running programmes less than 10.

4.3 Strategic Management Practices of Public Universities in Ghana

The section presents analyses on strategic management practices to ascertain the strategic management practices among public universities of Ghana adopting a five point Likert scale strongly agree, agree, neutral, disagree and strongly disagree to generate means and standard deviations of some strategic management practices. A mean value of 4.00 and above indicates high level of acceptance, 3.00-3.99 connotes average acceptance level, 2.00-2.99 indicates low level of acceptance and below 2.00 is very low level of acceptance.

Table 4.2: Strategic Management Practices

	Mean	Std. D
Does the school have any form of strategic plan and planning process in place?	4.01	0.51
Strategic plans are unique in the organisations environment in which the strategy was planned.	4.42	0.49
We involve employees in planning activities (goals)	4.27	0.53
Our institution's actions are based on formal plans rather than intuition (Analysis)	4.28	0.53
We have a unit devoted exclusively to formal planning activities	4.36	0.48
We hold regular meetings with HoDs to discuss overall strategy (Analysis)	4.41	0.49
How are you involved in the strategic planning process in your institution?	4.36	0.48
We have a written plan for the next 5 years (Analysis)	4.16	0.49
Our planning outlook is more long term than short-term (Analysis)	4.22	0.53
Management and council members initiate the strategic in the institution.	4.20	0.40
The strategic plan of the university drives the school's vision.	4.11	0.62
Strategic planning is an effective tool for organisational performance.	4.32	0.47
We develop strategies that give long term direction to the university (Strategic option)	4.32	0.47
We consider different student groups for our products (strategic option)	3.98	0.43
The university conducts quarterly reviews of implementation activities (Evaluation)	3.72	0.70
Management determines control measures (Evaluation)	4.03	0.46
There are standards against which to compare performance (Evaluation)	3.97	0.76
Where standards are not met, corrective actions are taken (Evaluation)	4.32	0.57
There is fairness in evaluation (Evaluation)	4.05	0.75
Actions are taken to avoid future occurrences (Evaluation)	4.28	0.53
Departments accept results on performance reviews (Evaluation)	4.16	0.62
There is effective communication of performance reviews (Evaluation)	4.24	0.72

Source: Field Data, 2016. Std. D= Standard Deviation

From Table 4.2, universities accepted that they have a well-developed strategic plan planning processes that govern the institution. The strategic management practices of universities were measured among universities using means and standard deviations. With respect to the uniqueness of the strategies within the organizational environment, majority ($X=4.42$, $SD=0.49$) of the universities agreed that strategic

plans are unique within the organizational environment. Regarding the involvement of employees in planning activities ($X=4.27$, $SD=0.53$) of universities involve employees in planning activities. Also, universities accepted that their actions are based on well-organized and formal plans other than intuition analysis. Moreover, most of the institutions ($X=4.36$, $SD=0.48$) have exclusive units devoted to formal planning activities. More so, institutions mostly have meetings with their heads of departments before discussing the overall strategy of the institution. Responses from the field indicate that personnel are adequately involved in strategic planning. While exploring whether universities have a developed 5 years plan, they indicated a unanimous acceptance for having a 5 year working plan. They further stressed that universities are engaged in long term plan than short term. Again, majority ($X=4.20$, $SD=0.40$) of the responses indicated that management and council members initiate the strategy of the university into the institutions. They collectively agreed that it is the visions of the university that drives the institution. In furtherance, ($X=4.32$, $SD=0.47$) of the study beliefs that strategic planning is an effective tool for organizational performance. In addition, universities belief that they develop and follow long term strategies that inform the direction of the university. However, universities rarely consider different students groups for their products. Similarly, universities have affirmed that they rarely reviews their implementation plans on quarterly bases. In the same vain, universities do not have any uniformed standards to which they evaluate their performance. On the contrary, management of universities determines control measure for evaluating performance within universities. In instances where standards are not met, majority ($X=4.32$, $SD=0.57$) of the responses showed that corrective measures are taken to remedy the shortcomings. Moving on to fairness practices in evaluation, ($X=4.05$, $SD=0.75$) of the responses indicated that

these is fairness. Moreover, they agreed that proper actions are taken to prevent future negative occurrences. The study further revealed that departments of universities accept reviewed performance report provided by the assigned team. Lastly, ($X=4.24$, $SD=0.72$) of the respondents belief that there is fair communication of reviewed performance results.

.....”*Strategic planning development committees were set up to engage the various stakeholders to craft the plan. The researcher found out that these committees adopted an integrated “bottom-up” and “top-down’ elements. Again, in the planning practices, it was found out that the public universities engaged in situational analysis and followed due best practice by scanning the external and internal environments and the outcome properly analysed” (A senior Administrator, Male)*

4.4 Organizational Performance dimensions of Public Universities in Ghana

This section presents Organizational Performance dimensions of selected public universities in Ghana using a five (5) point Likert scale of Much less, Less, Moderate, More and Much more to assess the level to which people agree or disagree to some selected performance dimensions.

The table below gives the much less, less, moderate, more and much more of organizational performance dimensions of public universities in Ghana.

Table 4.3: Organizational Performance dimensions

Statement	Much less	Less	Moderate	More	Much more
Investment in Research & Development	-	-	10(5.1)	146(74.5)	40(20.4)
International collaborations	-	-	-	156(79.6)	40(20.4)
Introduction of new programmes	-	-	21(10.7)	133(67.9)	42(21.4)
Technology adoption	-	-	-	156(65.3)	40(20.4)
Growth in student enrollment	-	-	-	128(65.3)	68(34.7)
Community services	-	-	-	133(67.9)	63(32.1)
Online and distance programmes	-	-	-	133(67.9)	63(32.1)
Student internship programmes	-	-	-	170(86.7)	26(13.3)
Student participation in international competitions	-	-	-	125(63.8)	71(36.2)
Infrastructure and personnel development	-	-	-	162(82.7)	34(17.3)

Source: Field Data, 2016

The study explored the operational dimensions of universities and from Table 4.3, the study found that majority (N=146, 74.5%) of the universities invested more in research and development initiatives, 20.4% invest heavily in that area with 5.1% indicating that they moderately invest in the area of research and development. Regarding international collaboration, 79.6% have developed more international alliances with 20.4% developing extreme collaborations with other universities. With the introduction of new programmes, about 67.9% of respondent affirmed that they regularly develop new programmes, 21.4% agreed that they frequently introduce new programmes with 10.7% their rate of new programmes introduction is on the average. Moreover, technology adoption showed that 65.3% have satisfactorily integrated technology into their system and about 20.4% were certain that their technology adoption rate is at the advanced stage. In addition to that growth in student enrollment revealed that 65.3% is experiencing increasing levels of enrollment and 34.7% lamented they are confronted with extreme levels of student enrollment. Additionally, as to whether universities engage in community services, 67.9% of the respondents

belief they regularly engage in community services and 32.1% most frequently participate in community services. In furtherance, enquiry into online and distance programmes discovered that 67.9% of the universities were seriously involved in online and distance learning programmes and 32.1% asserted that their involvement with online and distance learning programmes were at the advance stage. Designing of internship programmes for students were also explored among the universities and the results showed that a whopping 86.7% of the universities are really into student internship programmes and 13.3% said they have advanced in the area of student internship programmes. Last but not the least, students' inclusion in international competitions within the universities revealed that 63.8% regularly allow their students to freely participate in international activities, 36.2% of the universities most frequently allow their student to partake in international competitions. Lastly, infrastructural and personnel development within the universities revealed that, majority (N=162, 82.7%) of the universities quality infrastructures which reflects in the development of the human capacity and 17.3% have extremely unique and quality infrastructures which has facilitated the development of personnel within the various institutions.

.....” *To effectively implement and manage the strategy, the school management must integrate the activities of several different functions. These activities help to achieve the best integration of people, structures, processes and resources in reaching organisational purposes. Meanwhile the current situation reveals that even though core values are well documented as part of the strategic plans, they have not fully been imbued into the fabric of the university community and these have impacted positively on the performance of the universities” (A Senior Lecturer, Legon)*

Table 4.4: Relative Important Index (RII) on Organizational Performance dimensions

Statement	Mean	Std. D	RII	Rank	RII Index
Investment in Research & Development	4.15	0.48	0.83	4 th	Medium importance
International collaborations	4.20	0.40	0.84	3 rd	Medium importance
Introduction of new programmes	4.11	0.56	0.82	5 th	Medium importance
Technology adoption	4.20	0.40	0.84	3 rd	Medium importance
Growth in student enrollment	4.35	0.48	0.87	1 st	High importance
Community services	4.32	0.47	0.86	2 nd	High importance
Online and distance programmes	4.32	0.47	0.86	2 nd	High importance
Student internship programmes	4.13	0.34	0.83	4 th	Medium importance
Student participation in international competitions	4.36	0.48	0.87	1 st	High importance
Infrastructure and personnel development	4.17	0.38	0.83	4 th	Medium importance

Source: Field Data, 2016. To measure the relative importance of each factor or variable used, indices of range 0.85-1.00=High importance; 0.65-0.84=Medium importance, 0.00-0.64=Low importance.

Table 4.4 showed the relative important indexes of statements that sought to measure the organizational performance of universities and from the table; investment in research and development showed that majority ($X=4.5$, $SD=0.48$) of the universities invested more in the area of research and development. With regards to international collaborations, greater proportions of universities adhere to and look forward to partnering with international institutions.

Also, responses from the field indicated that most of the universities endeavour to develop new programmes but per the relative important index ranking it is the least considered. Moreover, the results of technology adoption showed that most universities have successfully integrated technology into their work settings. Regarding the growth in student enrollment majority of the universities ($X=4.35$, $SD=0.48$) affirmed that they are very much concerned about working to increase the

number of student enrollment and it's the top most priority of every university per the RII ranking.

In addition to that, universities engage massively in community services especially where they are located and concerning online and distance learning programmes, universities agree that they have extensively developed that area and it is the second most important area universities consider considering the advancement in technology. Apropos student internship programmes, the greater proportion ($X=4.32$, $SD=0.34$) of universities belief they give it a respectable amount of attention and recognition.

Regarding students participation in international competitions, responses indicates that a greater proportion of universities consider it a priority and lastly, infrastructure and personnel development attained acceptance level of recognition among universities.

4.5 Relationship between Strategic Management Practices and Organizational performance

Table 4.5: Correlations

		Strategic management	Organ performance
Strategic management	Pearson Correlation	1	.539 ^{**}
	Sig. (2-tailed)		.000
Organ performance	Pearson Correlation	.539 ^{**}	1
	Sig. (2-tailed)	.000	

Source: Field Data, 2016. **. Correlation is significant at the 0.01 level (2-tailed).

One of the objectives of this study is to examine the relationship between strategic management practices and organizational performance. From the correlation table above, it has been established that there is a strong positive and significant ($r=0.539$, $p\text{-value } 0.000 < 0.05$) relationship between strategic management practices and the performance of the selected universities. This study had revealed that strategic

management practices and organizational performance has strong association between them.

Table 4.6: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.539 ^a	.291	.287	1.93990	2.099
a. Predictors: (Constant), strategic management					
b. Dependent Variable: organ performance					

Source: Field Data, 2016.

The model summary presents the overview of the regression analysis. From the table the study had revealed that correlation is strong and positive implying a strong association between strategic management and organizational performance. The R-square is also refers to as determinants of co-efficient. From the study R-square value was obtained as 0.291. This implies that that the independent variable exert 29.1% influence on the dependent variable. In other words strategic management practices have 29.1% on the performance of public universities in Ghana. This implies that the following best practices have positive and significant impact on the performance of public universities. These include; planning process, involving employees in the strategic planning process, basing institutions actions on formal plans not intuitions, having a unit devoted to handle formal planning activities, holding regular meetings to improve plans amongst others.

Table 4.7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	299.040	1	299.040	79.464	.000 ^b
	Residual	730.062	194	3.763		
	Total	1029.102	195			
a. Dependent Variable: organ performance						
b. Predictors: (Constant), strategic management						

Source: Field Data, 2016.

The analysis of variance (ANOVA) determines the overall fitness of the model. From the F- calculated is greater than F- tabulated hence the overall model is fit to explain the relationship between strategic management practices and organizational performance. The sig. value is also lower than the alpha coefficient of 0.05. This also confirms the appropriateness of the model.

Table 4.8: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.350	4.038		1.573	.117		
	Strategic management	.390	.044	.539	8.914	.000	1.000	1.000

Source: Field Data, 2016. a. Dependent Variable: organ performance

The beta coefficient shows the effect of the independent variable on the dependent. From the linear regression model stipulated for this study it has been established that when the independent variable is held constant at zero organizational performance would be 6.350 due to constant. Also, the study had revealed that a unit change in strategic management practices would result in 39% increase in organizational performance. T-calculated is also greater than the t-tabulated indicating a significant relationship between strategy and performance. Variance Inflationary Factor (VIF) was less than one ($VIF=1 < 3$). This means that multicollinearity was not a problem at all in this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings conclusions and recommendations on the effect of strategic planning on organizational performance in the Ghanaian public universities. Specifically, the study seeks to address the following; the strategic management practices of some selected public universities in Ghana, organisational performance in the selected public universities in Ghana and strategic management practices of the selected universities affect organisational performance.

5.2 Summary of Findings

From the study the following key findings are presented

5.2.1 Demographic information

The survey results show that majority (N=89, 45.4%) of the respondents were lecturers, 21.4% of the respondents were administrative assistants, 14.3% were among other unspecified ranks or positions, 10.7% were part of the administrative heads and the minimum (N=16, 8.2%) of the respondents were senior lecturers.

Moreover, Years of working in current position revealed that 58.2% representing the majority had been in their current position for 15-19 years with 41.8% working at their current position for 20 years and above. More so, regarding institution years of existence, 56.1% of the respondents stated that the institution has been in existence for 20-50 years with 43.9% of institutions existing more than 50 years.

Also, the number of colleges/faculties showed that 66.3% of the respondents affirmed that they have more than 10 colleges/faculties, another, 29.6% of the respondents has 4-6 colleges/faculties and 4.1% of the respondents stated they have 7-9 colleges/faculties.

Finally, number of programmes run by the university found that a whopping 89.8% of the universities run more than 10 programmes with just 10.2% running programmes less than 10.

5.2.2 Strategic Management Practices of Public Universities in Ghana

The strategic management practices of universities were measured among universities using means and standard deviations. From the survey the universities accepted that they have a well-developed strategic plan planning processes that govern the institution. With respect to the uniqueness of the strategies within the organizational environment, majority ($X=4.42$, $SD=0.49$) of the universities agreed that strategic plans are unique within the organizational environment. Regarding the involvement of employees in planning activities ($X=4.27$, $SD=0.53$) of universities involve employees in planning activities. Also, universities accepted that their actions are based on well-organized and formal plans other than intuition analysis. Moreover, most of the institutions ($X=4.36$, $SD=0.48$) have exclusive units devoted to formal planning activities.

More so, institutions mostly have meetings with their heads of departments before discussing the overall strategy of the institution. Responses from the field indicate that personnel are adequately involved in strategic planning. While exploring whether

universities have a developed 5 years plan, they indicated a unanimous acceptance for having a 5 year working plan. They further stressed that universities are engaged in long term plan than short term. Again, majority ($X=4.20$, $SD=0.40$) of the responses indicated that management and council members initiate the strategy of the university into the institutions. They collectively agreed that it is the visions of the university that drives the institution. In furtherance, ($X=4.32$, $SD=0.47$) of the study beliefs that strategic planning is an effective tool for organizational performance.

In addition, universities belief that they develop and follow long term strategies that inform the direction of the university. However, universities rarely consider different students groups for their products. Similarly, universities have affirmed that they rarely reviews their implementation plans on quarterly bases. In the same vain, universities do not have any uniformed standards to which they evaluate their performance. On the contrary, management of universities determines control measure for evaluating performance within universities. In instances where standards are not met, majority ($X=4.32$, $SD=0.57$) of the responses showed that corrective measures are taken to remedy the shortcomings. Moving on to fairness practices in evaluation, ($X=4.05$, $SD=0.75$) of the responses indicated that these is fairness. Moreover, they agreed that proper actions are taken to prevent future negative occurrences. The study further revealed that departments of universities accept reviewed performance report provided by the assigned team. Lastly, ($X=4.24$, $SD=0.72$) of the respondents belief that there is fair communication of reviewed performance results.

5.2.3 Organizational Performance dimensions of Public Universities in Ghana

The study explored the preformation dimensions of universities the study found that majority (N=146, 74.5%) of the universities invested more in research and development initiatives, 20.4% invest heavily in that area with 5.1% indicating that they moderately invest in the area of research and development. Regarding international collaboration, 79.6% have developed more international alliances with 20.4% developing extreme collaborations with other universities. With the introduction of new programmes, about 67.9% of respondent affirmed that they regularly develop new programmes, 21.4% agreed that they frequently introduce new programmes with 10.7% their rate of new programmes introduction is on the average.

Moreover, technology adoption showed that 65.3% have satisfactorily integrated technology into their system and about 20.4% were certain that their technology adoption rate is at the advanced stage. In addition to that growth in student enrollment revealed that 65.3% is experiencing increasing levels of enrollment and 34.7% lamented they are confronted with extreme levels of student enrollment. Additionally, as to whether universities engage in community services, 67.9% of the respondents belief they regularly engage in community services and 32.1% most frequently participate in community services.

In furtherance, enquiry into online and distance programmes discovered that 67.9% of the universities were seriously involved in online and distance learning programmes and 32.1% asserted that their involvement with online and distance learning programmes were at the advance stage. Designing of internship programmes for students were also explored among the universities and the results showed that a

whopping 86.7% of the universities are really into student internship programmes and 13.3% said they have advanced in the area of student internship programmes.

Last but not the least, students' inclusion in international competitions within the universities revealed that 63.8% regularly allow their students to freely participate in international activities, 36.2% of the universities most frequently allow their student to partake in international competitions. Lastly, infrastructural and personnel development within the universities revealed that, majority (N=162, 82.7%) of the universities quality infrastructures which reflects in the development of the human capacity and 17.3% have extremely unique and quality infrastructures which has facilitated the development of personnel within the various institutions.

The relative important indexes of statements that sought to measure the organizational performance of universities and from the table; investment in research and development showed that majority ($X=4.5$, $SD=0.48$) of the universities invested more in the area of research and development. With regards to international collaborations, greater proportions of universities adhere to and look forward to partnering with international institutions. Also, responses from the field indicated that most of the universities endeavour to develop new programmes but per the relative important index ranking it is the least considered. Moreover, the results of technology adoption showed that most universities have successfully integrated technology into their work settings. Regarding the growth in student enrollment majority of the universities ($X=4.35$, $SD=0.48$) affirmed that they are very much concerned about working to increase the number of student enrollment and it's the top most priority of every university per the RII ranking. In addition to that, universities engage massively

in community services especially where they are located and concerning online and distance learning programmes, universities agree that they have extensively developed that area and it is the second most important area universities consider considering the advancement in technology. Apropos student internship programmes, the greater proportion ($X=4.32$, $SD=0.34$) of universities believe they give it a respectable amount of attention and recognition. Regarding students' participation in international competitions, responses indicate that a greater proportion of universities consider it a priority and lastly, infrastructure and personnel development attained acceptance level of recognition among universities.

5.2.4 Relationship between Strategic Management Practices and Organizational performance

One of the objectives of this study is to establish a relationship between strategic management practices and organizational performance. From the correlation table above, it has been established that there is a strong positive and significant ($r=0.539$, $p\text{-value } 0.000 < 0.05$) relationship between strategic management practices and the performance of the selected universities. This study had revealed that strategic management practices and organizational performance has strong association between them.

The model summary presents the overview of the regression analysis. From the table the study had revealed that correlation is strong and positive implying a strong association between strategic management and organizational performance. The R-square is also referred to as determinants of co-efficient. From the study R-square value was obtained as 0.291. This implies that the independent variable exerts 29.1%

influence on the dependent variable. In other words strategic management practices have 29.1% on the performance of public universities in Ghana.

The analysis of variance (ANOVA) determines the overall fitness of the model. From the F- calculated is greater than F- tabulated hence the overall model is fit to explain the relationship between strategic management practices and organizational performance. The sig. value is also lower than the alpha coefficient of 0.05. This also confirms the appropriateness of the model.

The beta coefficient shows the effect of the independent variable on the dependent. From the linear regression model stipulated for this study it has been established that when the independent variable is held constant at zero organizational performance would be 6.350 due to constant. Also, the study had revealed that a unit change in strategic management practices would result in 39% increase in organizational performance. T-calculated is also greater than the t-tabulated indicating a significant relationship between strategy and performance. Variance Inflationary Factor (VIF) was less than one ($VIF=1<3$). This means that multicollinearity was not a problem at all in this study.

5.3 Conclusions

The study had revealed interesting findings that would go a long way to contribute knowledge in this field. The following conclusions are drawn based on the evidence available; the study concludes that strategic management had been adopted to a greater extent by all the participating institutions selected for the study. Specifically, all the universities had strategic plan and planning process in place, also they all

involve employees in the strategic planning process, the institutions actions are based on formal plans not intuitions, they all have a unit devoted to handle formal planning activities, they hold regular meetings to improve plans etc.

The study further concludes that organizational performances of the public universities selected for the study are averagely encouraging. All the institutions had maintained that performance has received steady increase. In particular performance of the universities were seen in the following area: Investment in Research & Development, International collaborations, Introduction of new programmes, Technology adoption, Growth in student enrollment, Community services, Online and distance programmes and Student internship programmes.

The study also concludes that it there is a strong positive and significant relationship between strategic management practices and the performance of the selected universities. This study had revealed that strategic management practices and organizational performance has strong association between them.

5. 3 Recommendations

From the finding emerging out of this study and the conclusions drawn the following recommendations are propose to fill the necessary gap in order to improve on efficiency level of the public universities.

The study had revealed that strategic management had been adopted to a greater extent my all the participating institutions selected for the study. I am therefore recommending that due diligence should be followed to ensure that the goals and

objectives of such strategies are followed to the later. These include; constant consultations with expects, frequent stakeholders analysis, impact assessments and continue improvement.

The study also revealed that organizational performances of the public universities selected for the study are averagely encouraging. It is recommended that the procedures, recommendations and objectives of the strategic management should be followed duly in order to sustain the performance of the universities. This implies that regular compliance assessment is required in this regard.

The study had also established an association between strategic management and performance. It is also recommended that management of the selected public universities should endeavor to formulate more sustainable strategic plans since this has both short and long term effects on the overall performance of the school.

Payment of staff salaries must not be borne by government alone since this tends to limit the ability of the universities to employ the optimum staff required. Part of funds generated from income generating activities must be used to augment staff salaries. For a higher level of strategic planning competence, university administrators should be more adaptive and reduce hierarchical elements to the barest minimum. Further studies could cover all public universities in Ghana, as well as comparative study of strategic planning in public and private universities in Ghana could be undertaken.

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APPENDIX: STRATEGIC PLANNING QUESTIONNAIRES

The researcher is an MBA student at KNUST School of Business. The study seeks to examine the effect of strategic planning on the performance of selected Universities in Ghana. The study is mainly for academic purpose as part of the requirements for the award of an MBA in Strategic Management and Consulting. I shall be grateful if you could spare few minutes of your time to respond to the statement/ questions below. You are assured that all information given would be treated as highly confidential. Thank you.

SECTION A: BACKGROUND INFORMATION

-
1. Name of Institution -----
 2. What is your position or rank? -----
 3. How long have you worked in your current position? -----years and -----
month(s)
 4. How long has your institution been in existence? -----
 5. How many people are employed by your institution (both faculty & non-faculty
members)?
 - a. Teaching staff -----
 - b. Non-teaching staff-----
 - c. Other(s)-----
 6. How many colleges/faculties does your institution have-----
 7. What is your institution's current student enrollment?
 - a. Undergraduate -----
 - b. Post-graduate -----
 8. How many programmes does your university run? -----

SECTION B: STRATEGIC PLANNING ACTIVITIES

Here, respondents are required to indicate on a scale of 1-5, the accuracy of the following statements concerning their institution' planning activities. Please note:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree,5=Strongly Agree

STRATEGIC PLANNING ACTIVITIES

- | | | | | | |
|--|---|---|---|---|---|
| 1. Does the school has any form of strategic plan and planning process in place? | 1 | 2 | 3 | 4 | 5 |
| 2. Strategic plans are unique in the organisation's environment in which the strategy was planned. | 1 | 2 | 3 | 4 | 5 |
| 3. We involve employees in planning activities (goals) | 1 | 2 | 3 | 4 | 5 |
| 4. Our institution's actions are based on formal plans rather than intuition (Analysis) | 1 | 2 | 3 | 4 | 5 |
| 5. We have a unit devoted exclusively to formal planning activities | 1 | 2 | 3 | 4 | 5 |
| 6. We hold regular meetings with HoDs to discuss overall strategy (Analysis) | 1 | 2 | 3 | 4 | 5 |
| 7. How are you involve in the strategic planning process in your institution. | 1 | 2 | 3 | 4 | 5 |
| 8. We have a written plan for the next 5 years (Analysis) | 1 | 2 | 3 | 4 | 5 |
| 9. Our planning outlook is more long term than short-term (Analysis) | 1 | 2 | 3 | 4 | 5 |
| 10. Management and council members initiate the strategic in the institution. | 1 | 2 | 3 | 4 | 5 |
| 11. The strategic plan of the university drives the school's vision. | 1 | 2 | 3 | 4 | 5 |
| 12. Strategic planning is an effective tool for organisational performance. | 1 | 2 | 3 | 4 | 5 |
| 13. We develop strategies that give long term direction to the university (Strategic option) | 1 | 2 | 3 | 4 | 5 |
| 14. We consider different student groups for our products (strategic option) | 1 | 2 | 3 | 4 | 5 |
| 15. The university conducts quarterly reviews of implementation activities (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 16. Management determines control measures (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 17. There are standards against which to compare performance (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 18. Where standards are not met, corrective actions are taken (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 19. There is fairness in evaluation (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 20. Actions are taken to avoid future occurrences (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 21. Departments accept results on performance reviews (Evaluation) | 1 | 2 | 3 | 4 | 5 |
| 22. There is effective communication of performance reviews (Evaluation) | 1 | 2 | 3 | 4 | 5 |

SECTION C: ORGANISATIONAL PERFORMANCE

Please rate the actual performance of your institution relative to planned performance over the past three years on a 7-point scale ranging '1=much less' to '7 = much more'.

						Very	low
Very high							
1. Investment in Research & Development	1	2	3	4	5		
2. International collaborations	1	2	3	4	5		
3. Introduction of new programmes	1	2	3	4	5		
4. Technology adoption	1	2	3	4	5		
5. Growth in student enrollment	1	2	3	4	5		
6. Community services	1	2	3	4	5		
7. Online and distance programmes	1	2	3	4	5		
8. Student internship programmes	1	2	3	4	5		
9. Student participation in international competitions	1	2	3	4	5		
10. Infrastructure and personnel development	1	2	3	4	5		