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ABSTRACT

Due to the current dynamics being experienced in almost all public universities in Kenya, public Universities are tasked with coming up with sound strategies, implementing them, and ensuring they achieve the set goals. This provoked the researcher to conduct this study on the influence of strategic management processes on Revenue Enhancement by public institutions of higher learning in Kenya. The study was anchored on the following specific objectives; to assess the influence of strategic development, and strategic processes on Revenue Enhancement by public universities in Kenya in Kenya. The study applied a cross-sectional survey design. The study applied Yamane's (1967) formula in identifying 491 respondents who held information that was deemed helpful for this study. The study sampled a total of 143 academic staff (47 from each university) and 348 non-teaching staff (116 from each. This is based on the fact that the population of the two groups is heterogeneous. Collected data was analyzed using Statistical Packages for Social Science Version 25. Both descriptive statistics and inferential statistics were used in the analysis. Descriptive statistics was limited to frequency, percentage, mean, and standard deviations. Inferential statistics was limited to correlation and regression modeling. The research findings were presented using tables. A multiple regression model was adopted to test the strength of the relationship between variables. The findings of this study shed light on the intricate relationship between strategic practices and revenue enhancement within public universities. Through comprehensive analysis, it is evident that strategic formulation, implementation, and analysis practices significantly influence the institution's financial performance. Notably, the institution demonstrates strengths in stakeholder-centricity, vision articulation, and performance goal setting, fostering a culture of accountability and continuous improvement. However, the study also unveils areas for enhancement, particularly in aligning strategic goals with the overarching mission and benchmarking strategies with industry peers. Addressing these gaps presents opportunities for bolstering strategic coherence and leveraging external insights to drive organizational success. Moreover, the disparities in communication channels and staff participation underscore the importance of fostering a collaborative and inclusive decision-making environment. Moving forward, the institution can leverage these insights to refine its strategic processes, enhance operational efficiency, and drive sustainable revenue growth. By prioritizing strategic alignment, fostering transparent communication, and promoting cross-functional collaboration, the institution can navigate evolving market dynamics and position itself for long-term success. Additionally, continuous monitoring and adaptation of strategic practices are essential to staying agile and responsive in an increasingly competitive educational landscape.

Keywords: *Strategic management processes, Strategy formulation, Strategy implementation, Strategy Analysis, Revenue enhancement.*

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INTRODUCTION

Strategic management is an approach that is systematic and philosophical in managing strategic change, which consists; positioning of the organization through strategy and competency planning, instantaneous strategic response through issues, and systematic management of opposition during strategic implementation. Strategic management processes involve the critical dimensions of strategic intent, formulation, implementation, and control of strategy (Andrews, 2010). It is a collection of managerial decisions and actions that have a bearing on the long-term performance of a corporation. Strategic management processes consist of four basic elements, strategy formulation, implementation, evaluation, and control (Wheelen & Hunger, 2008). Despite the many strides made towards the improvement of services in public universities a lot still needs to be done in terms of strategic management and how they subsequently contribute to the enhancement of revenues for the expansion of the program's payments of expenditures and for the university to remain afloat, revenue collection remains a prerequisite for the implementation of university programs.

The Kenya Universities Performance Review Report (2022), in its review of the yearly performance, noted that strengthening university revenue is essential to creating fiscal space for university growth and this requires a well strategic management thought. They added that all universities were raising less than 30 percent of their estimated revenue potential except universities owned by individuals. Universities that have a larger economic size have higher revenue collections than small economic-sized universities. Universities with higher economic diversification collect more own-source revenue compared to universities with lower economic diversification and this is the result of well-documented Strategic plans and practices.

Ackermann & Eden (2011) demonstrated that an effective approach to strategy should simultaneously influence individuals and the group while changing power, identity, and meaning. The key processes in strategic management are strategic formulation, implementation evaluation, and control (Boyne, 2010). Strategic management is concerned with making a decision on a strategy and drawing plans on how the strategy is to be affected through strategic analysis, strategic choice, strategic implementation, and control (Johnson & Scholes, 2002). Sorooshian et al. (2010) undertook an empirical study on strategy implementation and performance in small and medium enterprises in Iran. The study showed that strategy implementation is related to the performance of SMEs. This study was carried out among SMEs in Iran.

While citing the contributory factors to university failure in Malaysia, Sulaiman and Ahmad (2017) observed that universities need to control their procedures and enforce compliance with universities' sources of revenue through well-articulated strategic practices. In his study, Gatamah (2020) stressed that universities are focused on the well-documented strategic plan document, social political as well as legal environment in which the universities operate, systems practices, and procedures by the formal and informal rules. They stressed the significance of integrity, transparency, and accountability while conducting any business.Kenyan public higher universities have been facing numerous challenges starting from higher student enrolment surpassing capacity, deterioration in the quality of education, financial tribulations that cannot be controlled, and frail strategic management practices (Kamau, 2011). For example, several studies have dwelt on sectoral–level constraints, relating the dwindling performance to a lack of enough funding and innovation (Wangenge, 2008) and ineffective authority (Mwiria & Ng‟ethe, 2006). Manyasi (2010) noted that public institutions of higher learning had only a few computers and unproductive processes.

Other issues cited are deficiency of books and journals, insufficient databases for educational administration, and clients' dissatisfaction (Chacha, 2004; Mulili & Wong, 2011).

Gitau (2015) carried out a study on the adoption of strategic management practices at Kenyatta University. The research study adopted a descriptive survey approach. This specific study established that it was essential both during and after an organizational change to timely communicate information about organizational developments to all levels. The study also found out that understanding of strategic management, the leadership style of managers, customers, and staff not fully appreciating the strategy, difficulties, and obstacles not acknowledged, recognized, or acted upon, and the dominant values, beliefs, and norms affected strategic management practices. Cooperative University is a public university in Kenya, which exists to provide quality education and skill training in all around. In quest of this obligation, the Management of the University will always monitor and constantly review the quality policy and objectives at after every financial year in conformity with ISO 9001:2015 Certification Standard. The Management of the University also targets to ensure appropriate requirements and sustained advancement of the Quality Management System.

The Governance of the University is placed upon 5 key organs including "The Chancellor, The Council, the University Management Board, The Senate, and the Students Union who are appointed as per the University Charter, Universities Act and statutes." The Council is appointed by the Cabinet Secretary Ministry Of Education and comprises a "Chairperson, five independent members, two Principal Secretaries from Ministry Of Education, and The National Treasury, and a third, who is co-opted from the Ministry in charge of Co-operatives due to the specialized mandate of the University." The Vice-Chancellor (VC) of the University is the Secretary to the Governing Council. The VC is also the CEO, who equally has the general task of course, organization, and administration of the University affairs while being answerable to the University Governing Council for the overall behavior and control of both students and the staff. The VC has assistants who include the Deputy Vice Chancellor in-charge of Finance, Planning, and Administration, the Deputy Vice-Chancellor in charge of Academic Affairs, and the Deputy Vice-Chancellor in-charge of Co-operative Development, Research, and Innovation.

The primary purpose of strategic management practices in the university is to help it adapt to the changing social environment and, at the same time formulate feasible plans for the future of the university and adjust the plans according to the changing situation A clear and unique overall strategy is the basis for developing low-level strategies or specific plans, otherwise the strategy cannot be broken down and implemented. Accordingly, the strategic development goals of this university are "domestic first-class", "internationally famous", "high-level", "comprehensive", and a "research-oriented university". However, the fact is, that the development goals of universities are not constant. According to the strategic positioning of Cooperative University, the institution timely innovates the strategic management measures and revises the strategic development goals.

Statement of the Problem

Every public institution of higher learning should consider strategic management processes as very important because of strategic formulation of actions and improvement of the organization's aptitude to avert troubles and to improve proportional advantage (Nyakiri, 2013). Nyariki (2013) continues to argue that these are ongoing processes that assess and control the business portfolio in which an organization is involved; assess its competitors set goals and strategies to meet all existing and potential competitors; and then reassess each strategy regularly to determine how it has been implemented and whether it has succeeded or needs replacement by a new strategy to meet changed circumstances, new technology, new competitors, a new economic environment or a new social, financial or political environment. Organizations or institutions that practice sustainable strategic management anchor the development, implementation, and assessment of their strategies on the evaluation of the organizational environmental problems they face, the ideals they hold that sustain sustainability, and the environmental conservation interests of their stakeholders as Nyakiri (2013) notes.

Nonetheless, in Kenya owing to the surfacing of numerous universities, the performance and service deliverance of these institutions have been seriously affected (Magutu, Mbeche, Nyamwange and Nyaoga, 2011). The Kenyan Education sector has experienced increased competition. Financial support from the government has continued to dwindle hence posing a big challenge in catering to planning, university budgets, and management. Public universities in Kenya have not been left out by the changes in the educational atmosphere within which they function.

The myriads of studies reviewed above reveal that revenue enhancement has largely been explored as a finance concept and not necessarily from a strategic management perspective. For revenue enhancement to be achieved most so in the institutions of higher learning, strategic management processes must be followed to the letter and adequately researched with emphasis on making sure that existing strategies work in harmony with other systems, strategic formulation is effectively executed, strategic execution followed to the latter and adequate strategic analysis should be considered, although all exist but not effective and adequately utilized. Most universities in Kenya are struggling and some opted to close some of the branches due to lack of resources, yet the University can raise and enhance their revenues through diversification of portfolio which needs a good strategic plan. And being that revenue is a critical component of any strategic process, all components of strategic management need to be considered. From the above studies, it is evident that adequate research is yet to be conducted on revenue enhancement as a strategic management issue in the Kenyan higher learning institutions context. Moreover, the studies already done excluded some essential concepts of strategic management practices that form the basis of the present study. A literature and contextual gap thus exist that this study aims to fill. This study, therefore, aimed to establish the influence of strategic management processes on Revenue Enhancement by the public universities in Kenya with the case of the Co-operative University of Kenya.

Objectives of the Study

The general objective of this study was to assess the relationship that exists between strategic management processes and Revenue Enhancement by public universities in Kenya. The study was guided by the following specific objectives**;**

- To assess the influence of strategic formulation on Revenue Enhancement by public universities in Kenya
- To determine the influence of strategic execution on Revenue Enhancement by public universities in Kenya
- To evaluate the influence of strategic analysis on Revenue Enhancement by public universities in Kenya

LITERATURE REVIEW

Theoretical Review

Resource-Based View (RBV) Theory

This theory explains the method of analyzing and finding a firm's strategic advantages based on investigating its dissimilar blend of intangibles, assets, skills, and capabilities as an organization (Barney, 2012; Wernerfelt, 1984). Developed by Wernerfelt in 1984, in this theory, resources are mentioned to be vital to the superior performance of any business. Resources demonstrate VRIO attributes, that is, resources ought to be rare, valuable, non-substitutable, and costly to imitate. The distinctiveness of an organization's capabilities

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leads to competitive advantage and superior performance, states Johnson, Scholes & Whittington (2008).

RBV theory insists that organization resources can be grouped into either intangible or tangible, heterogeneity or immobility. For instance, the land where a firm is located, production equipment, buildings, and motor vehicles amongst others are tangible resources. They have a lucid and resolute market worth. Organizations use them in their operations to produce goods and services. Equally, forms part of an organization's reputation, and goodwill forms the intangible resource's part.

Mata, Fuerst, and Barney (1995) assert resource heterogeneity or diversity pertains to whether a firm owns a resource or capability that is also owned by numerous other competing firms, then that resource cannot provide a competitive advantage. Equally, resource immobility may is a resource that is complex to get by industrial rivals as the expenditure of developing, obtaining or using it is exorbitant (Mata, Fuerst & Barney, 1995).

The resource-based approach states clearly, that organizational resources and capabilities that are valuable and non-imitable are the main sources and drivers of firms' competitive advantage and superior performance (Peteraf & Bergen, 2003). Organizational resources hold all assets, structure processes, capabilities, information, knowledge, firm attributes, etc. controlled by the organization that transforms the organization to envisage and execute processes that advance its might and effectiveness. It is also imperative to recognize that strategic resources will be produced by incorporating many processes and resources that each firm's competitive advantage may be got from and pulled along in an extraordinary way that cannot be copied.

Barnly (2003) defines organization capability as the abilities, skills and knowledge vital in guiding a firm's actions and reforming all resources to increase performance. According to the view of Lockett, Thompsons and Morgensrern (2009) on strategic management, the RBV theory evaluates the resources and skills that enhance the operation of an organization for improved production. Thus, RBV theory analyses how resources can raise competitive advantage in the organizational strategic management processes thus explaining the influence of strategy implementation practice where the organization has to commit resources for the success of a planned strategy.

Knowledge-Based View (KBV) Theory

The theory was developed in the extension of the RBV theory of a firm that was originally championed by Penrose (1959) and built on by others such as Barney (1991), Conner (1991), and Wernerfelt (1984). KBV assumes that the services obtained from tangible resources will always depend on how they are mutually combined and put it practice is a function of the institutional technical know-how or knowledge. This know-how is entrenched in and applied through multiple entities including organizational culture and identity, routines, policies, systems, and documents, as well as individual employees (Grant, 2006). This means that the knowledge-based resources are usually difficult to imitate and socially complex, the knowledge-based assessment of the organization postulates that these knowledge assets may produce long-term sustainable competitive advantage (Grant, 2006).

According to Grant (2006), competitive advantage and superior organizational performance is determined by an organization's capabilities and knowledge. Grant argues that the knowledge-based resource of a firm determines strategic innovation. According to Subramaniam and Youndt (2005), the knowledge pool in any organization is likely to trigger lots of innovation.

Knowledge is mostly generated by the firms that have capitalized a lot in Research and Development (R&D) (Youndt, 2005). While internal resources in a firm are focused on core activities, open innovation will allow firms to be able to access and exploit external knowledge (Chesbrough, 2003). The resource-based view and the Knowledge-Based

View are theoretically connected by the interpretation of knowledge as a resource. The Knowledge-Based View is an extension of the Resource-Based View and the firm's capabilities make this extension likely (Malerba & Orsenigo, 2000).

Better and constant organizational performance results from the capabilities and capacity of a firm and is based on the nature of a firm. All the above ought to have this distinctiveness; they ought to be motionless, unique, worthwhile, non-substitutable, and not easily copied (Rugman & Verbeke, 2002). The implicit and complex data a firm develops enables it to produce a long-term benefit and thus a greater advantage because knowledge is complex to copy (McEvily & Chakravarthy, 2002).

Therefore, this theory explains the first objective of strategy formulation where a lot of knowledge resource is required to guide the organization by setting it on the track of performance.

Dynamic Capabilities Theory

The theory was developed by David Teece, Gary Pisano, and Amy Shuen, in their 1997 in research of dynamic capabilities and strategic management as the ability of a firm to integrate, build, and reconfigure internal and external competencies to address the challenges of rapidly changing environments (Teece, Pisano, & Shuen, 1997).

The theory sought to continually improve the RBV of the organization forwarded by Penrose (1959). Equally, the RBV of an organization has "continuous competitive advantage as its focus. Dynamic capabilities also have competitive survival as a concern in reaction to hurriedly changing modern organizational environmental surroundings (Ludwig, Gregory; Pemberton & Jon, 2011).

Dynamic capabilities framework assumes that the fundamental competencies of a firm ought to be used to develop immediate competitive levels that can be built into a long-term competitive advantage (Helfat, *et al*., 2009; Tim, 2013). Ludwig, Gregory; Pemberton & Jon (2011) assert that the theory of dynamic capabilities involves crafting strategies by the management team of successful companies for adapting to radically discontinuous change, while simultaneously maintaining optimal capability standards to aid in competitive survival and success.

Teece *et al.* projected that dynamic capabilities bestow an organization with the ability to continue being flexible and reactive to the shifting needs of a competitive organizational environment. A dynamic capability enables an organization ability to endure and thrive in the industry since the executive has the precondition capability to develop chart innovative direction with the probability to produce greater worth for the clients of the institution.

The theory of dynamic capabilities insists on the necessity for an organization to express and center its venture on increasing a reserve of internal resources ie, assets, processes, systems, knowledge, and technology that locate it far ahead of the industrial rivalry ensuing in reduced production expenses or finer level of quality in their offerings hence boosting their offering (Teece, 2007). Moreover, it acts as a bridge between the financial-based strategy writings and evolutionary aspects of the firm particularly since it connects the aspect of RBV of the organization to "routines" in evolutionary theories of the organization (Nelson, 19462; Sytse & Heinm, 2002).

According to Teece, Pisano, and Shuen (1997), the capability of workers to find out faster and to develop new tactical assets, incorporate new strategic properties and change or re-use accessible as assets that have reduced are three main dynamic capabilities that are essential for a firm to encounter new challenges. The dynamic capability theory explains the strategic analysis practice where the organization has to analyze and evaluate the performance of a strategy concerning the environmental factors and make necessary changes for its success.

Conceptual Framework

A conceptual framework is described by Regoniel (2015) as a visual representation showing the relationships between the variables used in the

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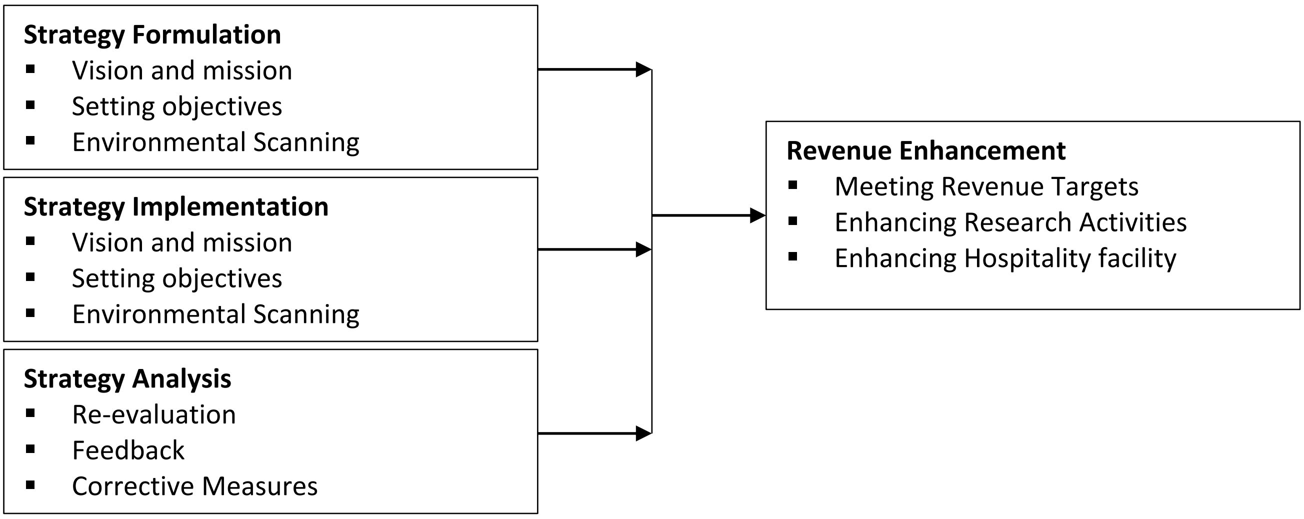
study. It is a demonstration of the association between the independent and dependent variables.



Independent Variables **Dependent Variable**

Figure 1: Conceptual Framework

Strategy Formulation

Strategy formulation involves developing a vision and mission, setting objectives and scanning the environment in other to identify external opportunities and threats, determining internal strength and weaknesses, establishing long-term objectives, producing alternative strategies and selecting a particular strategy to pursue (David, 2011). The main consideration at this stage is to determine the best way to allocate resources for maximum return. The business also needs to decide if there is a need to diversify or divest, expand the business by going international or remain a local player. The process of strategy formulation is mainly carried out at three levels, which include the corporate level, business level and the functional level. The lower level managers drive the functional strategies, which have short-term horizons and relate to a functional area (Macmillan & Tampoe, 2000).

Strategy formulation helps firms to build and sustain performance; therefore it bolster organizations ability to hold their ground in a dynamic and complex environment particularly in the short-run (Zajac & Shortell, 1989; Amburgey et al., 1990). According to Taiwo and Idunnu (2010), managers play an important role in strategy formulation of driving functional strategies, which have short-term horizons but are an imperative for achieving corporate strategies. Strategies are carefully crafted by organizations to aid in the achievement of more favorable positions in the market place (Porter, 1985; Buzel & Bradley1987; Waruhiu (2004).

Porter (1980) looks at planned change from a design perspective, arguing that strategy development is the deliberate positioning of an organization through a sound analytical structure and directive procedures. The emergent school of thought considers strategy formulation as a constant, open-ended, and changeable process of aligning and realigning an organization to its change environment. They recognize the importance for organizations to arrange their internal practices to the external conditions. Furthermore, Mintzberg (1994) claims that realized strategy in organizations entails both planned and emergent approaches. He argued that organizations start with planned strategies, but subsequently environmental conditions set in leading to doing away with some of the initial strategies and adopting some new strategies along the way resulting of a combination of both approaches. A poor or unclear strategy can adversely affect implementation efforts severely.

Good implementation cannot overcome the inadequacy of a bad strategy or a poor strategic planning effort (Hrebiniak, 2006).

Ongonge (2013) sought to determine how strategic planning has assisted Action Aid Kenya (AAK) to improve in the performance of its programs. This study was conducted using case study approach in Action Aid Kenya. Opano (2013) investigated to ascertain strategic planning and implementation practices at the Kisii County Government in Kenya. The researcher gathered qualitative data from the County Secretary, Deputy Speaker, County Development Officer (CDO), and county executives.

Strategy Implementation

Strategy implementation is an organizational adaptation activity through which continued organizational stellar performance can be achieved (Murgor, 2014). Strategy implementation is a vital component of the strategic management process. Implementation addresses who, where, when, and how of reaching desired goals and objectives. Many scholars have defined strategy implementation in different but similar terms. Wheelen and Hunger (2011) define it as the sum total of the activities and choices required for the execution of a strategic plan to accomplish the objectives of the organization. It is the process by which strategies and policies are put into action through the development of programs, budgets and procedures. Thus, implementation is the process of translating strategic plans into results, (Favaro, 2015).

The strategy implementation is a deliberate effort to ensure that the strategies set out in the formulation stage are executed. It is an act of translating the intended strategy from the top into workable strategies down through the corporation. This requires the organization to work out policies to allocate resources and mobilize and motivate managers and employees to support the adopted strategy. A business's ability to get the managers and workers to buy into the new strategy is the key to its success (Johnson et al.,2006).

According to Polatajko (2011), the resource is the ladder for an organization to implement, monitor and achieve its strategies. Resources of the firm include money, time, technology, structure, human resources, and many others.

Mango (2013) for an organization to support the implementation of its strategies, sufficient funds and enough time is highly required. The cost incurred to commit staff to achieve the goal, the cost incurred from the actual strategy implementation, and the additional cost incurred above what was expected is the true cost of the strategy. Resources should be matched with departmental and organizational operations so that they can be enough for the strategy implementation. He also outlined in his study that poor resource allocation is among many reasons for failed strategies implemented in an organization.

Oganda (2016) did a study to investigate factors influencing the sustainability of Safaricom Foundation educational-funded projects in Nairobi County whose main objective was to determine the influence of resource adequacy, the influence of training and to determine the extent to which stakeholders' participation influences the sustainability of Safaricom foundations educational funded projects. The study used a descriptive research design. The study established that adequate resources ensure project sustainability. He recommended that there was a need to: analyze stakeholders' participation, and involvement in projects, educate and empower the local communities on the sustainability projects, and assess the target beneficiaries and stakeholder capacity to handle and continue running of the projects.

Engede (2015) carried out a study to establish strategies used by HELB in loan recovery from loan beneficiaries. This research indicated that loan collections have consistently improved regarding the number of loanees paying, the total loanees and abnormal collections are recorded during the amnesty period but still, more loanees have not paid their loans. The research established that HELB had policies and strategies that governed loan lending. Polatajko (2011) carried out a study to examine the effectiveness of allocating state resources to state public institutions of higher education by comparing results from performance. He analyzed his data by use of the Hierarchical Linear Model (HLM). Upon his analysis of the university and community college institution types, the method of funding was shown to be a statistically significant predictor of graduation rate at the initial status for community colleges and retention rate at the initial status for universities. In Kenya, most government institutions lack the right personnel with the required skills to carry out duties effectively. It is the role of an organization to make sure that it has the right people on board. Most organizations lack adequate funds to implement their strategic management hence taking a long to accomplish their projects. Consequently, these institutions don't provide adequate training to their workforce. If there is any training much of it is offered to the top management. Insufficiency of resources hinders the implementation of management practices and the performance of an organization (Onsongo, 2007).

Ayusa, (2016) did an in-depth study on communication and strategy implementation in telecommunication firms in Kenya. The specific objectives of this research were to determine the forms of communication adopted by telecommunication firms in Kenya the influence of the channels of communication used by telecommunication firms in Kenya and how they affect strategy implementation. A descriptive research design was employed in this study. The study established that verbal communication, non-verbal communication, and written communication were the main forms of communication in use by telecommunication firms in Kenya.

Temesi (2012) carried out an in-depth investigation of the role of corporate communication in organizational growth at the National Oil Corporation of Kenya. This specific study was based on qualitative research methodology and the findings were that corporate communication activities played the four major strategic roles of organizational communication as outlined by the communication paradigm (ECP) model namely aligning, visioning, energizing and constituting. In general, there was a need for the corporate communication function to be enhanced through increased funding and expansion of its scope to include emerging issues of practice such as lobbying and proper positioning within the organization. Understanding of strategy and knowledge of strategy are two different concepts that have to be integrated for a strategy to be successfully implemented. A well-conceived strategy communicated to an organization is equivalent to an executed strategy while a poorly communicated strategy has a strong negative impact to strategy execution (Beer & Eisenstat, 2010).

Strategy Analysis

During the strategy analysis, the strategy formulated at stage one may not be working at all, and thus the strategy evaluation activity enables managers to know when a strategy requires modification (Bryson, 2011). David (2011) outlined three essential strategy analysis actions, including the re-evaluation of the business environment wherein the strategy is to be implemented. This entails the reassessment of the external and internal factors that were the basis for the current strategies. Also, the strategy analysis activities include the performance measurement and initiating actions to correct deficient or faulty aspects of the strategy. Strategy analysis involves setting control processes to continuously review, evaluate and provide feedback concerning the implemented strategies to determine if the desired results are being attained such that corrective measures may be taken if needed.

Analysis is assessing as systematically and objectively as possible an ongoing or completed project, program or policy (Yumi, et al., 2007). The object is to be able to make statements about their relevance, effectiveness, efficiency, impact and sustainability. '(War Child, Planning, Monitoring and

Evaluation, 2006). Based on this information, it can be determined whether any changes need to be made at a project, program or policy level. Analysis thus has both a learning function - the lessons learned need to be incorporated into future Projects or policy - and a monitoring function - partners and members review the implementation of policy based on objectives and resources mobilized (Caldwell, 2002). To summarize, analysis can be used for three reasons: steering and adjusting current programs and projects; learning more about what works and what does not; and accounting for the resources used in the light of objectives formulated in advance and results achieved (WFP, 2011). Analysis of development activities provides government officials, development managers, and civil society with better means for learning from experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders (Rugh,2008).

Strategic analysis is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries, and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible (USAID, 2007). It can be seen to be the systematic and routine collection of information from projects and programs for four main purposes. To learn from experiences and to improve processes and activities in the future; to have internal and external accountability of the resources used and the results obtained; to make informed decisions on the future of the initiative; to promote empowerment of beneficiaries of the initiative

Revenue Enhancement

Higher learning revenue generation is based on the institution's policy and the accompanying constitutional and other legal provisions making it operational (Kirabo *et al,* 2013). As previously observed by Bianchi, Nasi, and Rivenbark (2021) the greatest ambiguity in higher learning revenues was the insistence by the national government through the Ministry of Education on transferring planning and administrative functions without providing localities with sufficient financial resources, and adequate legal powers to collect and allocate resources.

Twesigye, (2022) noted, in Uganda, that there was limited revenue which was poorly collected by universities, lack of transparency and accountability, and lack of reallocation, revenue collection is seasonal institutions insisting on school fees as opposed to other avenues for revenue collection. Namaliya (2017) laments that the under-collection of revenue in public institutions is a major problem that affects the management of higher learning institutions in Africa and beyond.

Bianchi, Nasi, and Rivenbark (2021) also observed that higher institutions are usually unable to evaluate property regularly and recover funds from those students who default on fees payments. High levels of poverty and low levels of administrative capacity prevent learning institutions in rural areas from significantly expanding their revenue base.

There is an increased interest in improving revenue mobilization by public learning institutions. Most of the institutions are evolving from the crisis with their fiscal prospects still in place (IMF, 2020), though the majority still face the challenge of generating additional revenue from their tax bases (Adams, 2013). To achieve the Millennium Development Goals, for instance, demand that the domestic revenue in low-income nations be increased by at least 4 percent of GDP (United Nations, 2019). The need for higher learning infrastructural expansion is also extensive (IMF, 2020a), and climate challenges need to be addressed urgently. Higher learning institutions are focusing more on improving their support of these revenue mobilization efforts.

There exists a plethora of policy literature documenting the claimed successes and challenges of delivery units worldwide. However, much of this literature is based on before-vs.-after comparisons of indicators or interviews with involved actors. There is little evidence that evaluates the impacts of delivery approaches rigorously for enhancing revenues by public higher learning institutions. Many delivery units have been associated with significant improvements in indicators associated with priority targets.

METHODOLOGY

This study applied a cross-sectional survey design; one of the most commonly used forms of survey design. A cross-sectional survey design takes a snapshot of a population at a certain time, allowing conclusions about phenomena across a wide population to be drawn. The target population for this study was all the teaching and non-teaching staff from Kenya's public Universities. A stratified sampling technique was employed in the study to pick out the respondents since the general population is heterogeneous. The sampling frame for this study was 30, 492 staff of public universities in Kenya. This study used Yamane's (1967) formula to determine the sample size. The study sampled 3 public Universities. This is within the 10-30% sample size for a population as recommended by Mugenda and Mugenda (2003). The study sampled a total of 143 academic staff (47 from each university) and 348 non-teaching staff (116 from each). The respondents were selected randomly from each university to include those respondents who work in public university academic environments. These included academic heads of departments, those in management, and key staff from sections such as procurement, admissions, health unit, catering, finance, and human resources among others. Self-designed open and closed ended questionnaires was incorporated as tools for data collection for this study. Data collected was coded to guarantee accountability of the total quantity of questionnaires that were issued. Edited and cleaned questionnaires shall be checked for completeness, correctness and uniformity then data edited using the Excel spreadsheet before it is analyzed through descriptive and inferential statistics. The study employed the following Multiple Regression model**:**
$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$.

FINDINGS AND DISCUSSION

The researcher 491 respondents but only 462 responses were received. This translated to a response rate of 94% meeting the criteria defined by Mugenda and Mugenda (2003).

Diagnostic Test

The study tool was subjected to a diagnostic test to establish the internal consistency of the data collection tool and to establish if the tool can be relied upon without redundancy by measuring the same variable more than once. The Cronbach Alpha test was used to confirm the internal consistency of the questionnaire (reliability). The study findings in Table 4.2 indicated that all the variables under study had a score above 0.5 hence the data collection instruments were considered reliable for this research work since none of the results was below 0.6 which was the threshold scale for the rejection level of reliability.

Table 1: Cronbach's Alpha

	Cronbach's Alpha	No. of Items
Strategic formulation	.782	9
Strategic execution	.828	9
Strategic analysis	.734	9
Revenue Enhancement	.843	7

Relationship between Strategic formulation and Revenue Enhancement by public universities in Kenya

From the model summary, Strategic formulation explains 38% (R-square=0.38) of the variation in Revenue Enhancement by public universities in Kenya

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Table 2: Model 1 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.196[a]	.38	.29	16.36189

a. Predictors: (Constant), Strategic formulation

The ANOVA output reported that, F(1) = 3.962, P-value=0.049. Since the p-value is <less than 0.05, we reject the null hypothesis and conclude that the overall model is significant.

Table 3: ANOVA output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1060.769	1	1060.769	3.962	.049[b]
	Residual	26503.434	99	267.711		
	Total	**27564.203**	**100**			

a. Dependent Variable: Revenue Enhancement

b. Predictors: (Constant), Strategic Formulation

The coefficients output shows that, B=0.215, p-value=0.049. Since the p-value is <less than 0.05, we reject the null hypothesis and conclude that, strategic formulation has a significant positive impact on Revenue Enhancement by public universities in Kenya. Essentially, a unit increase in strategic formulation leads to Revenue Enhancement of the firm by 0.215 units.

Table 4: Coefficient table

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	29.732	7.590		3.917	.000
	Strategic formulation	.215	.108	.196	1.991	.049

a. Dependent Variable: Revenue Enhancement

Relationship between Strategic execution and Revenue Enhancement by public universities in Kenya

The model summary shows that, R-square = 0.72. This means that 72% of the variation in Revenue Enhancement by public universities in Kenya is explained by Strategic execution.

Table 5: Model summary table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269[a]	.72	.63	16.07151

a. Predictors: (Constant), Strategic execution

From the ANOVA output, F(1)=7.717, p-value=0.007. Since the p-value is <less than 0.05, we concluded that the overall model is statistically significant.

Table 6: ANOVA output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1993.153	1	1993.153	7.717	.007[b]
	Residual	25571.050	99	258.293		
	Total	27564.203	100			

a. Dependent Variable: Revenue Enhancement

b. Predictors: (Constant), Strategic execution

The coefficient table shows that, B=0.413, p-values=0.007. Since the p-value is <less than 0.05, we reject the null hypothesis and conclude that, Strategic execution has a significant positive impact on Revenue Enhancement by public universities in Kenya. This means that, a unit increases in Strategic execution leads to an improvement on Revenue Enhancement by public universities in Kenya by 0.413 units.

Table 7: coefficient table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.401	11.661		1.063	.290
	Strategic execution	.413	.149	.269	2.778	.007

a. Dependent Variable: Revenue Enhancement

Relationship between Strategic analysis and Revenue Enhancement by public universities in Kenya

From the findings, Strategic analysis explains only 15% of the Revenue Enhancement by public universities in Kenya (R-squared=0.15).

Table 8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.121[a]	.15	.05	16.56345

a. Predictors: (Constant), Strategic analysis

From the ANOVA output, F(1)=1.472, p-value=0.228. Since the p-value is >greater than 0.05, we fail to reject the null hypothesis and conclude that the overall model is not significant.

Table 9: ANOVA output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	403.753	1	403.753	1.472	.228[b]
	Residual	27160.450	99	274.348		
	Total	27564.203	100			

a. Dependent Variable: Revenue Enhancement
b. Predictors: (Constant), Strategic analysis

The findings in the coefficient table revealed that Strategic analysis is not significant in predicting Revenue Enhancement by public universities in Kenya (B=0.182, p-value=0.228). This is because the p-value is >greater than 0.05 level of significance.

Table 10: Coefficient table

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	30.542	11.613		2.630	.010
	Strategic analysis	.182	.150	.121	1.213	.228

a. Dependent Variable: Revenue Enhancement

Revenue Enhancement

Multiple linear regression model

The model summary from the multiple model (model containing all the three independent variables) revealed that, R-squared = 0.742. This is an indication that 74.2% of the variation in the Revenue Enhancement by public universities in Kenya is explained by Strategic formulation, Strategic analysis, and Strategic execution.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.534[a]	.742	.681	15.88701

a. Predictors: (Constant), Strategic formulation, Strategic analysis, Strategic Execution

The ANOVA output shows that, F(3)=4.070, p-value=0.009. Since the p-value is <less than 0.05, we conclude that the overall model is significant.

Table 12: ANOVA output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3081.691	3	1027.230	4.070	.009[b]
	Residual	24482.513	97	252.397		
	Total	27564.203	100			

a. Dependent Variable: Revenue Enhancement
b. Predictors: (Constant), Strategic formulation, Strategic analysis, Strategic Execution

From the coefficient table, Strategic formulation (B=0.215, p-value=0.045), Strategic execution (B=0.368, p-value=0.019), and Strategic analysis (B=0.110, p-value=0.471). since the p-values for Strategic formulation and Strategic execution are <less than 0.05, we reject the null hypothesis and conclude that Strategic formulation and Strategic execution have a significant impact on Revenue Enhancement by public universities in Kenya. On the other hand, Strategic analysis is not a significant predictor of Revenue Enhancement by public universities in Kenya. In essence, Strategic execution has the highest impact (B=0.368) followed by Strategic formulation (B=0.215). This consequently means that a unit increase or improvement in Strategic execution, leads to an improvement in Revenue Enhancement by public universities in Kenya by 0.368 units, holding other factors constant.

Table 13: Coefficient table

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-7.310	16.126		-.453	.651
	Strategic formulation	.215	.106	.196	2.030	.045
	Strategic execution	.368	.155	.240	2.379	.019
	Strategic analysis	.110	.152	.073	.723	.471

a. Dependent Variable: Revenue Enhancement

The equation of the model can be illustrated as follows:

Revenue Enhancement = -7.310 + 0.215*Strategic formulation + 0.368*Strategic execution + 0.110*Strategic analysis

SUMMARY

This study embarked on an assessment of strategic practices' influence on revenue collection within an public universities. With a robust response rate of 94%, comprising 462 out of 87 targeted respondents, the research aimed to elucidate the dynamics of strategic formulation, implementation, and analysis, and their ramifications on revenue enhancement. Through meticulous demographic scrutiny, the study unearthed a balanced gender distribution and a predominantly youthful workforce, shedding light on the institution's demographic fabric. Moreover, a substantial representation of mid-term employees underscored the institutional stability and cumulative experience present within its ranks.

The analysis delved into respondents' perspectives on strategic practices, leveraging descriptive statistics and regression analysis to unravel patterns and correlations. Strategic formulation emerged as a cornerstone, with the institution demonstrating a commitment to stakeholder-centricity, clarity of vision, and performance evaluation frameworks. Despite commendable scores in these domains, disparities in environmental scanning practices hinted at potential blind spots in understanding external influences uniformly. Strategic implementation practices exhibited strengths in role clarity and budgetary alignment, alongside commendable communication practices. However, achieving optimal staff involvement remained a pertinent challenge, pointing to potential gaps in inclusive engagement strategies.

On the front of strategy analysis, the institution showcased proficiency in developing key performance indicators (KPIs) and evaluating post-strategy changes. Nevertheless, opportunities for benchmarking and aligning goals with the overarching strategic direction emerged as focal points for improvement. The institution's pragmatic approach to feasibility assessment was commendable, yet gaps in benchmarking underscored the need for broader industry insights. Finally, the study scrutinized revenue enhancement strategies, highlighting successes in meeting targets but challenges in addressing student needs and adhering to budgets. Bridging these gaps is imperative for ensuring sustained financial viability and institutional growth, underlining the necessity for targeted interventions and strategic recalibration.

CONCLUSION

In conclusion, the findings of this study shed light on the intricate relationship between strategic practices and revenue enhancement within the public universities. Through comprehensive analysis, it is evident that strategic formulation, implementation, and analysis practices significantly influence the institution's financial performance. Notably, the institution demonstrates strengths in stakeholder-centricity, vision articulation, and performance goal setting, fostering a culture of accountability and continuous improvement.

However, the study also unveils areas for enhancement, particularly in aligning strategic goals with the overarching mission and benchmarking strategies with industry peers. Addressing these gaps presents opportunities for bolstering strategic coherence and leveraging external insights to drive organizational success. Moreover, the disparities in communication channels and staff participation underscore the importance of fostering a collaborative and inclusive decision-making environment.

RECOMMENDATION

Firstly, the institution should prioritize enhancing strategic alignment by ensuring that all strategic goals and initiatives are linked to the overarching mission and vision. This can be achieved through regular reviews and consultations across departments to ensure coherence and synergy in strategic planning efforts. Additionally, incorporating peer benchmarking practices can provide valuable insights into industry best practices and inform strategic decision-making processes.

Fostering a culture of open communication and collaboration is essential for maximizing staff engagement and participation in strategy implementation. Implementing regular feedback mechanisms and platforms for idea-sharing can empower employees at all levels to contribute meaningfully to the strategic planning process. Moreover, investing in training and development programs to enhance staff competencies in strategic thinking and execution can further strengthen organizational capacity.

The institution should prioritize the enhancement of communication channels to facilitate seamless information flow across all management levels. Implementing robust communication protocols, leveraging technology-enabled platforms for real-time updates, and fostering a culture of transparency and accountability can mitigate communication barriers and enhance organizational agility.

Furthermore, continuous monitoring and evaluation of strategic initiatives are critical to ensure alignment with evolving internal and external dynamics. Establishing key performance indicators (KPIs) and performance monitoring frameworks can enable systematic tracking of progress and facilitate timely interventions when necessary. Additionally, conducting periodic strategic reviews and scenario planning exercises can help anticipate potential challenges and proactively adjust strategic priorities accordingly.

Activity for Further studying

While this study offers valuable insights, its scope is limited to a single institution, potentially constraining generalizability. Future research endeavors could encompass broader institutional cohorts, facilitating comparative analyses and deeper insights into industry-wide trends. Additionally, qualitative inquiries could unearth nuanced perspectives, enriching our understanding of strategic challenges and opportunities within public universities.

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