

The Role of Human Resources Strategies in the Execution of Strategic Plans: Insights from Tanzania's Public Universities

Martha Mhame* and Venance Shillingi
School of Public Administration and Management (SOPAM)
Mzumbe University, P.O Box 1, Morogoro, Tanzania

DOI: <https://doi.org/10.62277/mjrd2025v6i40003>

ARTICLE INFORMATION

Article History

Received: 28th September 2025

Revised: 07th November 2025

Accepted: 17th November 2025

Published: 31st December 2025

Keywords

Human resources strategies
Corporate strategic plans
Mixed research approach
Public universities
Academics

ABSTRACT

Corporate strategic plans (CSPs) have been emulated worldwide as a driver of performance in all sectors of the economy, *ceteris paribus*. However, Tanzanian public universities have struggled to convert strategy into action and to align business strategies with human resource (HR) practices, which are recognised as critical enablers of institutional performance. Using the Human Capital Theory and the Resource-Based View, this study examined the impact of HR strategies on the implementation of CSPs in Tanzanian public universities, focusing on the HR factors that translate strategic intent into action in higher education. An explanatory sequential mixed-methods design was employed to integrate quantitative analysis with qualitative insights, providing a comprehensive understanding of how training, employee involvement, and utilisation influence the implementation of strategic plans. Quantitative data from 190 academicians (out of 648) were collected via questionnaires and analysed with a multiple linear regression model. Qualitative insights were gained through semi-structured interviews with 9 respondents to deepen understanding of the quantitative results. Results show that HR strategies explain 65.4% of the variance in CSP implementation ($R^2 = 0.654$). Employee involvement ($\beta = 0.545$, $p < 0.01$) and utilisation ($\beta = 0.439$, $p < 0.01$) are the most significant. Training and development also has a positive but weaker effect ($\beta = 0.231$, $p < 0.05$). Qualitative data highlighted that effective communication, participative processes, and aligning roles with training enhance these effects. University management should focus on strategies that increase employee participation and utilisation of roles to support the SP. These results further suggest that while capacity-building initiatives may enhance employee competence, their impact on strategic execution is maximised when staff are engaged and actively involved in the execution process.

*Corresponding author's e-mail address: martha.p.mhame@gmail.com (Mhame, M)

1.0 Introduction

Higher education institutions must adapt to shifting demographic, social, and economic conditions as students increasingly opt for institutions that offer competitive educational opportunities (Piorkowska & Rynca, 2020). While developing a strategic plan is complex, effective execution poses an even greater challenge, particularly within public organisations (El-Toukhy, 2021). Institutional constraints often hinder the implementation of strategy, with many organisations experiencing difficulties during the execution phase (Chikolomo, 2019). Human resources are crucial in bridging this gap, as they facilitate the implementation of strategic plans and ensure alignment with institutional objectives (Kandie & Koech, 2015). According to Anyieni and Areri (2016), strategy implementation is an interactive process that depends on human resource capabilities. Cater and Pucko (2017) further emphasise that effective human resource management accelerates strategic execution, thereby enhancing institutional efficiency. Human resources contribute to strategic success through knowledge acquisition, innovation, and adaptability. When adequately trained and motivated, employees play a vital role in ensuring institutional sustainability (Orucho, Muya, & Omagwa, 2021). Studies indicate that investing in training, development, and employee involvement improves the implementation of strategic plans (Meigaru *et al.*, 2017). The availability, skills, and capabilities of human resources have a significant impact on the execution of strategic objectives (Piorkowska & Rynca, 2020). Acknowledging this, the Tanzania Commission for Universities (TCU) designates staff development as a core institutional priority. Employee involvement is also crucial for the effective implementation of a strategy. Engaging staff at all levels gives them a sense of ownership and boosts institutional performance (Sofijanov & Chatleska, 2013).

African universities face mounting pressure to meet international education standards, necessitating effective strategic planning (Association of African Universities, 2020). Institutions prioritise human resource capacity-building to enhance academic quality, innovation,

and institutional governance (Oanda & Matiang'i, 2018). The Inter-University Council for East Africa (IUCEA) Act (2009) mandates that universities adopt optimal human resource management practices to enhance institutional effectiveness. However, challenges persist, including inefficient human resource management that undermines the execution of strategic plans in numerous African institutions (Akuei *et al.*, 2016). In Tanzania, public universities operate under strategic planning frameworks guided by the Public Service Management and Employment Policy (URT, 1999) and the TCU's Standards and Guidelines for University Education (2019), which stipulate that at least 50% of strategic plans must be successfully implemented. Furthermore, the Tanzania Development Vision 2025 and the National Five-Year Development Plan III (2021–2026) emphasise the importance of human resource capacity-building as a driver of institutional success. Despite these policies, CSPs remain inadequately implemented. The Controller and Auditor General (CAG) has reported for four years in a row (2019/2020–2022/2023) that key university functions, like research and consulting, are not being carried out as well as they should be because of problems with human resources. Existing studies on CSPs have been conducted in local governments (Chikolomo, 2019), hospitals (Biruk, 2022), and small to medium-sized enterprises (Jock, 2019; Ngumbi & Wambura, 2019); however, little is known about the human resource strategies for implementing CSPs in Tanzanian public universities. The lack of understanding of this subject poses a critical research problem stemming from the absence of knowledge regarding how human strategies influence CSPs within higher education institutions.

2.0 Theoretical Underpinning

The study is supported by three key theories that elucidate the relationship between human resource practices and the implementation of corporate strategic plans in public universities. These theories offer a robust foundation for testing the proposed hypotheses.

2.1 The Human Capital Theory

The Human Capital Theory (Becker, 1964) posits that investing in employee training and development enhances their skills, knowledge, and competencies, leading to improved organisational performance (Teixeira, 2014; Wuttaphan, 2020). In the context of public universities, well-trained employees are better equipped to execute strategic plans efficiently, ensuring alignment with institutional goals. The theory suggests that organisations that prioritise continuous learning and professional development achieve higher success rates in strategy implementation. This theoretical perspective informs the study's hypothesis that employee training and development have a significant influence on the implementation of CSPs. Based on these theoretical foundations, the study tested the following null hypothesis:

H₀: Employee training and development have no significant influence on the implementation of corporate strategic plans in public universities.

2.2 The Resource-Based View (RBV) Theory

The theory suggests that an organisation's unique resources and capabilities are central to achieving and maintaining a competitive advantage. Human capital is essential in public universities, encompassing the skills, expertise, and engagement of both academic and administrative staff. This viewpoint supports the hypothesis that employee engagement has a significant impact on the execution of corporate strategic plans, where the following null hypothesis was tested:

H₀: Employee involvement has no significant effect on the implementation of corporate strategic plans in public universities.

Furthermore, effectively allocating and utilising employees boosts efficiency and ensures the successful execution of strategic initiatives. This aligns with the RBV theory, indicating that proficient management of human resources is vital for achieving strategic objectives. This led to the test of the following null hypothesis:

H₀: Employee utilisation has no significant effect on the implementation of corporate strategic plans in public universities.

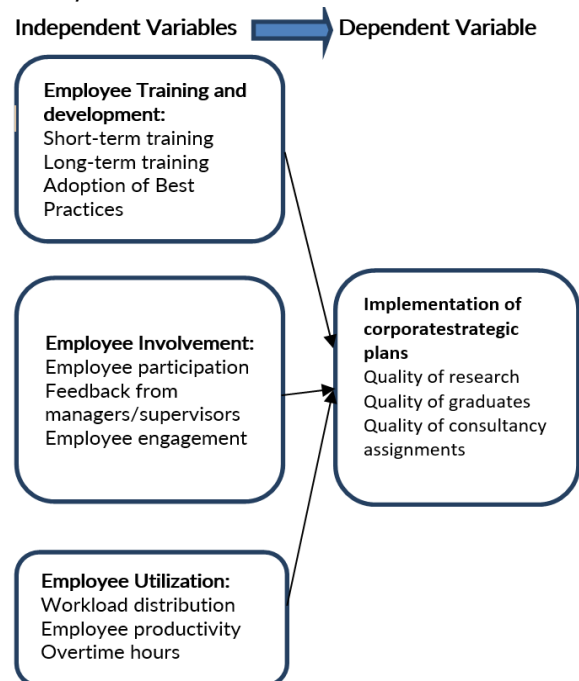
In this study, the hypotheses were tested to assess the impact of employee involvement and utilisation on the implementation of strategic plans within the Resource-Based View (RBV) framework. Using RBV theory, the study investigated how employee involvement and utilisation affect the implementation of corporate strategic plans in public universities. The RBV model emphasises that human resources, when effectively used, become strategic assets that can contribute to enhanced organisational performance. The focus on these dimensions aimed to understand how internal human capabilities convert strategic intent into tangible results that enhance institutional performance and robustness in Tanzania's higher education.

2.3 Conceptual Framework

Figure 1 shows the relationship between human resources strategies and the implementation of corporate strategic plans in public universities.

Figure 1

Conceptual Framework



Source: Researcher's Construct (2023)

2.4 Empirical Review

Empirical research consistently demonstrates the critical role of human resource functions in implementing strategic plans. Early studies by Schneider and Bowen (1985) and Schlesinger and Zornitsky (1991) highlight how effective HR

practices enhance employee performance, job satisfaction, and overall organisational success. These findings align with FedEx's corporate philosophy, which emphasises the direct relationship between employee engagement and the successful execution of business strategies. More recent studies reinforce this connection. Further, research suggests that organisations that involve employees in strategic decision-making achieve higher success rates (Aboki, 2014; Ruck, Welch, & Menara, 2016). The concept of "buy-in" ensures that employees contribute meaningfully to strategy execution, whereas a lack of trust between leadership and employees often leads to increased turnover and diminished organisational commitments (Hamdan, 2020). Moreover, Mutuku and Misango (2021) and Orucho, Muya, and Omagwa (2021) provide empirical evidence supporting the Resource-Based View (RBV) Theory, which posits that an organisation's human capital is a key internal resource contributing to competitive advantage and strategic success. Their research confirms that HR functions, including training, employee involvement, and performance management, play a crucial role in effectively executing strategic plans. These findings underscore the necessity for universities and other institutions to prioritise HR strategies as integral components of strategic planning implementation.

3.0 Materials and Methods

3.1 Research Design

This study employed an explanatory sequential mixed-methods design, combining quantitative and qualitative methods in a phased approach. Quantitative survey results were supplemented by follow-up qualitative interviews to gain deeper insights.

3.2 Sample and Sampling Procedures

Out of 12 public universities, two institutions were randomly selected through a simple lottery method, representing approximately 17% of the population, consistent with Wilson's (2014) suggestion that samples of 10% or more provide reliable results. A stratified random sampling approach was used to select 190 academicians from various departments within the two universities. Additionally, 9 key informants

(Deputy Vice Chancellors, Deans, Principals, and Directors) from Mzumbe University (4) and Sokoine University of Agriculture (5) were purposively selected to supplement the quantitative findings on how human resource strategies influence the implementation of strategic plans; these key informants did not complete the survey questionnaire. A total of 199 participants took part in the study.

3.3 Data Collection Methods and Pilot Testing

Quantitative data were collected using structured questionnaires with 5-point Likert scales to assess HR strategy dimensions (training and development, employee involvement, and employee utilisation) and implementation outcomes. Prior to full deployment, the instrument was pre-tested with 20 respondents from a non-sampled university (Aridhi University) to ensure clarity and validity. Internal consistency reliability was assessed using Cronbach's alpha, with all constructs loading 0.85, exceeding the recommended threshold of 0.70, indicating acceptable reliability of data. Qualitative data were gathered through semi-structured interviews guided by an interview protocol to explore participants' experiences, perceptions, challenges, and contextual factors.

3.4 Analytical Framework and Procedures

The quantitative data were analysed with multiple linear regression using SPSS version 26 based on the model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Y = dependent variable (implementation of corporate strategic plans); β_0 is the constant indicating the level of influence for the Y -value when all predictor variables (X_1, X_2, X_3) are zero. β_1, β_2 , and β_3 are the regression coefficients representing the effects of the independent variables on the dependent variable. X_1 refers to employee training and development, X_2 pertains to employee involvement, and X_3 concerns employee utilisation, while ϵ signifies the error term (an extraneous variable representing factors not included in this model). This model was analysed using SPSS version 26 to test the significant influence of the independent variables (X_1, X_2, X_3) on the dependent variable, which signifies the implementation of corporate

strategic plans. To examine how each predictor influences the dependent variable, the t-test was employed, while the F-test assessed the model's goodness of fit. The analysis was conducted using a significance level of $\alpha = 0.05$. Hypothesis tests included t-tests for assessing the significance of individual predictors and an F-test for overall model fit. The threshold for statistical significance was set at $\alpha = 0.05$.

Qualitative interview transcripts were analysed using an inductive thematic analysis approach, allowing themes to emerge naturally from the data without being constrained by pre-existing theoretical assumptions. This approach enabled the researcher to identify patterns and insights related to how human resource strategies influence the implementation process of strategic plans within the studied institutions. Insights from interviews were triangulated with quantitative results to provide a comprehensive understanding of how HR functions impact the execution of strategic plans.

3.5 Ethical Considerations

Ethical approval was obtained from Mzumbe University's Directorate of Postgraduate Studies, with additional permissions from participating public universities. Participants received an informed consent form detailing the study's purpose, procedures, risks, benefits, and their right to refuse or withdraw without penalty. Participation was voluntary, responses were anonymised and coded for confidentiality, and recordings and transcripts were securely stored. Questions were designed to avoid discomfort, and contact info was provided for concerns.

4.0 Results and Discussions

This section presents findings from both quantitative and qualitative phases, followed by an integrated discussion on how these results support or challenge existing theory. We begin with the statistical results concerning the impact of human resource strategies on plan implementation. Next, we provide illustrative qualitative insights to improve interpretation and highlight practical relevance.

4.1 Results

The results indicate that employee training and

development, involvement, and utilisation have a significant influence on the implementation of corporate strategic plans in public sector universities.

4.1.1 Employee Training and Development in Implementing the CSP

The study employed t-tests to investigate the impact of employee training and development, involvement, and utilisation on the implementation of CSPs. For employee training and development, the null hypothesis (H_0) posited that there was no significant positive influence on the implementation of CSP. The results indicated $t = 4.022$ and $p = 0.000$, leading to the rejection of H_0 and suggesting a significant positive effect. Likewise, for employee involvement, H_0 suggested no significant positive influence on CSP implementation. The findings demonstrated a t-value of 8.581 and a p-value of 0.000, resulting in the rejection of H_0 and confirming a significant positive impact. Concerning employee utilisation, H_0 asserted that there is no significant positive influence on CSP implementation. The analysis revealed $t = 5.745$ and $p = 0.000$, leading to the rejection of H_0 and illustrating a significant positive effect. The regression model indicated that employee training and development, involvement, and utilisation were all statistically significant ($p = 0.000$) in influencing CSP implementation. The results were further supported by qualitative evidence from an interview with one of the informants at Sokoine University of Agriculture (SUA), who emphasised the importance of ongoing professional development and ethical behaviour in enhancing the implementation of SPs. The informant explained:

As academicians, we must uphold ethical standards to be regarded as such. When we recruit new employees who have not previously been academicians, we provide them with training to help them conduct themselves appropriately. Additionally, we organise training and development programmes for existing academicians to remind them of their roles, ensuring they remain on the right path while fulfilling their duties and responsibilities. (Interview, informant 9, 28/06/2023).

This insight adds depth to the quantitative finding that training and development has a weak but significant effect on strategic plan implementation, meaning that although these initiatives may not always translate into immediate performance outcomes, they may be effective in creating and reinforcing the behavioural norms and institutional culture that are necessary to ensure sustained strategic results.

The findings indicate that 78.9% of respondents believe that training and development programmes have assisted them in adopting best practices for managing work-related challenges, while 10.6% disagreed and 26.3% remained neutral. Additionally, 74.18% reported receiving training for implementing the Corporate Strategic Plan (CSP), with 13.38% expressing disagreement and 18.6% remaining neutral. These results suggest that, while most employees consider training beneficial, a significant portion lack adequate training for CSP implementation. This aligns with studies that highlight the positive impact of training on employee performance and organisational outcomes.

4.1.2 Employee Involvement in the Implementation of CSP

Employee involvement in implementing the CSP was evaluated through participation, managerial feedback, and engagement. Most respondents (83.2%) agreed that their department heads promote shared responsibilities among employees, while 14.2% remained neutral and 2.7% disagreed. Likewise, 83.2% felt encouraged to collaborate with colleagues, with 14.2% being neutral and 2.7% disagreeing. Furthermore, 80.5% reported feeling motivated to make decisions in daily operations, whereas 14.7% were neutral and 4.7% disagreed. Regarding managerial feedback, 83.2% acknowledged receiving constructive input from managers or supervisors, while 14.2% remained neutral and 2.7% disagreed. These findings suggest that most employees perceive a supportive environment that fosters participation, collaboration, decision-making, and constructive feedback, all of which are vital for effective CSP implementation. To gain a deeper understanding, qualitative evidence provided explanatory insights into how these relationships manifest in practice. One key

informant from Mzumbe University emphasised that effective communication and participatory engagement are crucial mechanisms for enhancing strategic execution, stating:

We often utilise direct communication with our colleagues to enhance task efficiency, vital for successfully implementing a corporate strategic plan. Furthermore, we hold meetings within our faculty to discuss various issues. Management and academics also predominantly receive feedback via email. Through direct communication, meetings, and email, we promote two-way communication methods to gather input for improving our university. (Interview, informant 5, 12/06/2023).

This narrative adds depth to the statistical results by illustrating that employee involvement is not limited to formal participation in meetings but extends to ongoing communication, mutual feedback, and collaborative problem-solving. Such interactive practices foster ownership, trust, and commitment, thereby transforming strategic objectives into actionable outcomes.

Moreover, the survey revealed that 71.6% of participants regularly use managerial feedback to address job-related issues, while 76.9% use it to enhance their performance. Additionally, 83.2% feel engaged in their duties, 53.7% believe their university recognises their contributions, and 83.2% are consistently motivated to perform well. Furthermore, 77.6% are involved in implementing the Corporate Strategic Plan (CSP). These findings suggest that most employees see themselves as engaged, recognised, motivated, and actively participating in strategic initiatives, which aligns with studies emphasising the positive impact of employee engagement on organisational performance in higher education settings.

4.1.3 Employee Utilisation on the Implementation of CSP

Survey results indicate that while 83.2% of respondents feel engaged in their roles, a significant portion, 83.2%, also feel overburdened by work. Additionally, 73.7% report having enough work to fill their time, and 70.6% believe their workload keeps them engaged. Regarding productivity, 67.8%

consistently complete their duties within the required timeframes, and 67.9% accomplish tasks using minimal resources. Notably, 64.8% frequently work beyond their scheduled hours to meet deadlines, with 83.2% feeling that standard working hours often limit their ability to fulfil their responsibilities, leading 77.4% to willingly extend their work hours.

These findings suggest a complex relationship between involvement, utilisation, and well-being: while employees perceive their engagement as vital for executing strategic initiatives, excessive workloads and prolonged working hours can reduce productivity and have a negative impact on mental health. This pattern was echoed in the qualitative data. One informant from Sokoine University of Agriculture elaborated:

Our commitment to meeting strategic objectives often drives us to work beyond standard hours. Many staff members stay late to finalise reports or attend to urgent academic matters. Although this shows dedication, it also leads to fatigue and stress, which sometimes affect performance and motivation (Interview, informant 7, 22/06/2023).

This narrative provides explanatory depth to the quantitative evidence by illustrating how

excessive involvement, though initially linked to commitment, can evolve into strain that undermines efficiency and well-being. Integrating both strands of data highlights that the implementation of a sustainable strategic plan depends not only on employee engagement but also on balancing workloads and fostering a supportive institutional environment that safeguards mental health and promotes long-term productivity. Studies (Akbar & Aisyawati, 2021; Franzoi *et al.*, 2022) show that long working hours contribute to psychological stress and work-related strain, which can lead to burnout and other health issues. Therefore, addressing workload distribution and overtime practices is crucial for maintaining employee well-being and productivity.

4.1.4. Inferential Statistical Analysis

The findings in Table 1 indicate that, at the 0.05 significance level, the value of R for the predictors in implementing corporate strategy plans within public universities is 0.809. This suggests that all predictors demonstrate a statistically significant positive correlation between the independent variables and the implementation of corporate strategic plans.

Table 1
Effect of Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.654	.649	.240044

Predictors: (Constant), employee training and development, employee involvement, and employee utilisation.

Source: Field Data (2023)

The model

$Y = Q_0 + Q_1X_1 + Q_2X_2 + Q_3X_3 + \varepsilon$ is represented by $R^2 = 0.654$, as shown in Table 1, indicating that 65.4% of the variations in the implementation of corporate strategic plans are influenced by all predictors (employee training and development, employee involvement, and employee utilisation). Consequently, other factors not included in this study account for approximately 34.6% of the implementation of CSPs in public universities. Furthermore, to assess the goodness of fit of the linear model, the null hypothesis of this study was H_0 : There is no goodness of fit of the dependent variable against

the various independent variables at a significance level of 5%.

4.1.4.1 Analysis of Variance of Variables

Table 2 presents the analysis of variance (ANOVA) findings. These results indicate that the goodness of fit for the model is significant, with a P-value of 0.000, which is below the significance level of 0.05, and an F-value of 117.374 with 189 degrees of freedom. Consequently, we find that the dependent variable aligns well with the numerous independent factors at an alpha level of 0.05, leading us to reject the null hypothesis. Therefore, the model in this study is statistically

significant for predicting the relationship variables.
between the independent and dependent

Table 2

ANOVA of Combined Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.357	3	6.786	117.374	0.00 ^b
	Residual	10.753	189	0.058		
	Total	31.110	189			

Dependent Variable: Implementation of Corporate Strategic Plans in public universities.

Predictors: (Constant), Training and development, involvement, and employee utilisation.

Source: Field Data (2023)

4.1.4.2 Hypothesis Testing

The study also utilised a t-test to determine whether specific independent variables affect the implementation of corporate strategic plans. Below is a detailed discussion of the findings presented in Table 3. Firstly, the study aimed to assess the influence of employee training and development on the implementation of corporate strategic plans, guided by the following null hypothesis:

H₀: Employee training and development have no significant positive influence on the implementation of corporate strategic plans, at a significance level of $\alpha = 0.05$.

The findings indicated that $t = 4.022$ and the $p - value = 0.000 < 0.05$. This implies that we reject the null hypothesis and conclude that individual employee training and development have a significant influence on the implementation of corporate strategic plans in public universities at a 0.05 significance level. Secondly, the study aimed to assess the impact of employee involvement on the implementation of corporate strategic plans. The following null hypothesis guided this analysis: *H₀: Employee involvement has no positive, significant influence on the execution of corporate strategic plans, at an alpha level of 0.05.* The results indicated that:

$t = 8.581$ and the $p - value = 0.000$, which is less than 0.05

This implies that we reject the null hypothesis and conclude that individual employee involvement enhances the execution of corporate strategic plans in public universities. Thirdly, the study aimed to investigate the impact of employee utilisation on the implementation of corporate strategic plans. The following null hypothesis

guided this investigation: *H₀: Employee utilisation has no positive, significant influence on the implementation of corporate strategic plans, at $\alpha = 0.05$.* The findings revealed that $t = 5.745$ and $p - value = 0.000 < 0.05$. This implies that we reject the null hypothesis and conclude that individual employee utilisation influences the implementation of corporate strategic plans in public universities. Furthermore, as shown in Table 3, the effect regression model indicates that the independent variables (employee training and development, employee involvement, and employee utilisation) were statistically significant at $p = 0.000$. The fitted model was then:

$$ICSP = 1.928 + 0.231X_1 + 0.545X_2 + 0.439X_3 + \varepsilon$$

Whereby: ICSP represents the implementation of corporate strategic plans, X_1 denotes employee training and development, X_2 indicates employee involvement, and X_3 refers to employee utilisation. In contrast, ε represents error, a term that suggests other variables influencing the implementation of CSPs but not included in this model. The constant value ($B = 1.928$) indicates that if all variables (predictors) are at zero, the model remains positive at a rate of 1.928. Furthermore, the two variables (employee involvement and employee utilisation) significantly contribute to the implementation of CSPs at rates of 0.545 and 0.439, respectively; however, employee training and development make smaller contributions, at a rate of 0.231, in implementing corporate strategic plans in public sector universities. This signifies that any increase in positive employee training and development, combined with other variables, enhances the implementation of corporate strategic plans by a rate of 0.231.

Table 3
Coefficients of Collective Variables

	Model	Unstandardised Coefficients		Standardised Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.928	0.131		14.745	0.000
	Employee training and development	0.136	0.034	0.231	4.022	0.000
	Employee involvement	0.370	0.043	0.545	8.581	0.000
	Employee Utilization	0.240	0.042	0.439	5.745	0.000

Dependent Variable: Implementation of CSPs in public universities.

Source: Field Data (2023)

4.2 Discussion

This study investigated the influence of human resource strategies on implementing CSPs in public universities in Tanzania. Specifically, it assessed the roles of employee training and development, involvement, and utilisation in CSP implementation.

4.2.1 Employee Training and Development and the Implementation of CSPs

The results indicated that employee training and development has a significant impact on the implementation of CSPs in public universities, but statistical analysis suggested that the relationship was weak and positive, suggesting that training may not be a sufficient factor to drive full implementation of CSPs unless other factors such as leadership, motivation, and institutional commitment are present. Employee development contributes to greater awareness and capability; it is the integration of acquired skills into everyday strategic actions and decision-making processes that holds the potential for transformation. As a result, the study rejected the null hypothesis and concluded that employee training and development positively affect the implementation of CSP in public universities. These findings support Salum (2017), who emphasises that ongoing training enhances the execution of effective strategic plans in the public sector. Similarly, Orucho *et al.* (2021) highlighted the importance of professional development in strategy implementation, and Lemma and Ferede (2018) observed that well-trained employees greatly boost strategic success. These results also align with Human Capital Theory (Becker, 1964), which posits that investing in training enhances employees' knowledge, skills, and competencies, ultimately leading to improved performance. Well-trained

academics are better equipped to implement strategic plans efficiently, ensuring alignment with institutional goals. Therefore, public universities should tailor their training programs to institutional priorities in order to maximise their contribution to CSP implementation.

4.2.2 Employee Involvement and the Implementation of CSPs

The findings suggest that employee involvement has a positive impact on the implementation of CSP in public universities. Statistical analysis revealed a strong positive correlation, confirming that higher employee participation is associated with more effective strategic execution. As a result, the study rejected the null hypothesis and concluded that employee involvement has a significant and positive impact on the implementation of corporate strategic plans in these institutions. These findings align with Hamdan (2020), who observed that employees with clear, strategically aligned goals were more engaged in the implementation process. Likewise, Salum (2017) reported that 70% of employees recognised their involvement in strategy formulation and execution. Malei (2015) found that 63.3% of employees strongly agreed that involvement is essential for CSP success. Zaidi *et al.* (2018) demonstrated that participation in decision-making enhances motivation and boosts organisational performance. Therefore, the strong correlation suggests that public universities should strengthen participatory structures, enhance transparency in decision-making, and establish platforms for employees to contribute to the implementation of CSP. Institutions should cultivate a culture of inclusion, motivating academic and administrative staff to offer feedback, collaborate, and share responsibilities in the pursuit of strategic

objectives.

4.2.3 Employee Utilisation and the Implementation of CSPs

The findings indicate that effective employee utilisation significantly enhances the implementation of corporate strategic plans (CSP) at public universities. Statistical analysis confirmed a strong positive relationship, demonstrating that variations in CSP execution are significantly influenced by the degree to which employees are engaged. Therefore, the study rejected the null hypothesis and concluded that employee utilisation has a positive and significant impact on implementing CSPs at public universities. These results align with the study by Mutuku and Misango (2021), which demonstrated a 73.2% positive correlation between employee utilisation and strategic execution in county governments. Similarly, Gizaw (2020) noted that 55.92% of public sector respondents recognised that employee utilisation is a key determinant of strategy implementation. Furthermore, from a theoretical standpoint, these findings strengthen the Resource-Based View (RBV) Theory (Barney, 1998), which posits that human capital is a vital internal resource driving organisational success. In public universities, academics and staff are unique, valuable, and difficult to substitute, making their appropriate utilisation essential for CSP implementation. Therefore, institutions should prioritise workload optimisation and flexible staffing strategies and engage adjunct faculty to balance academic and administrative responsibilities.

4.2.4 The Role of Human Resource Strategies in CSP Implementation

The findings confirm that human resource strategies collectively influence the implementation of Corporate Social Responsibility (CSR) in public universities. The study's regression model ($R^2 = 0.654$) indicates that 65.4% of the variations in CSR implementation can be attributed to employee training and development, employee involvement, and employee utilisation. Therefore, the study supports the argument that HR strategies are crucial for achieving strategic objectives. External factors, including budget constraints, policy changes, leadership styles, and

technological advancements, may account for 34.6% of CSR variations. These findings are consistent with Mecha & Njoroge (2022), who discovered that human resources have a significant influence on strategic execution in higher education institutions. Additionally, Orucho *et al.* (2021) showed a positive correlation ($\beta = .855$, $p < 0.05$) between human resources and successful strategy implementation. Furthermore, Jock (2019) identified that HR practices had a statistically significant positive relationship ($\beta = 0.355$, $p < 0.05$) with the execution of strategic plans. The study's findings reinforce the Resource-Based View (RBV) Theory, emphasising that human resources can become a source of sustained competitive advantage when effectively trained, engaged, and utilised. Academics and administrative staff form the backbone of CSR implementation, making their skills, expertise, and involvement indispensable for the organisation's success.

5.0 Conclusions

This study investigated the impact of human resource strategies, including training and development, employee involvement, and utilisation, on the implementation of corporate strategic plans in Tanzanian public universities. The findings revealed that all three factors had a significant influence on strategic plan implementation, with employee involvement and utilisation exerting a greater influence than training and development. These findings suggest that while capacity-building initiatives can enhance employee competence, their impact on strategic execution is maximised when staff are engaged and actively involved in the implementation process. The findings validate the Human Capital Theory, which suggests that investing in people improves performance, even in constrained budgets and when training is misaligned.

6.0 Acknowledgements

We sincerely thank Mzumbe University (MU) and Sokoine University of Agriculture (SUA) for granting access to their facilities and for their cooperation during data collection. We

appreciate the support from respondents in making this study a success. Lastly, we would like to sincerely thank our families and colleagues for their encouragement and patience throughout this project.

7.0 Funding

This research was self-funded by the authors. No external funding or grants supported this study.

8.0 Conflict of Interests

The authors have declared that no competing interests exist.

9.0 References

- Aboki, A. M. (2014). *Factors Affecting Effective Implementation of Strategic Plans in Non-Governmental Organizations in Kenya*. Retrieved 12 13, 2022, from Jomo Kenyatta University of Agriculture and Technology. Retrieved from <http://hdl.handle.net/123456789/1305>
- Akbar, Z., & Aisyawati, M. S. (2021). Coping Strategy, Social Support, and Psychological Distress Among University Students in Jakarta, Indonesia During the COVID-19 Pandemic. *Frontiers in Psychology*, 12(August), 1-7. <https://doi.org/10.3389/fpsyg.2021.694122>
- Akuei, A. M., Paul K., & Keffah N. (2016). The Role of Organizational Culture on Effective Strategy Implementation among Commercial Banks in South Sudan. *The International Journal of Business & Management*, 4(6), 391 – 394. Retrieved from <http://erepo.usiu.ac.ke/11732/2707>
- Anyieni, A., & Areri, D. (2016). Assessment of the Factors Influencing the implementation of Strategic Plans in Secondary Schools in Kenya. *Journal of Education and Practice*, 7, (6) 1-8. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/31072>
- Barney, J. B., & Wright, P. M. 1998. On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37: 31-46.
- Becker, G.S. (1964) *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press, Chicago.
- Biruk, M., (2022). Practices and Challenges of Strategy Implementation: In the Case of Dejen G/Meskel Import and Export, Ethiopia. Retrieved from <http://hdl.handle.net/123456789/7190>
- Cater, T., & Pucko, D. (2010). Factors of effective strategy implementation: Empirical evidence from Slovenian business practice. *Journal for East European Management Studies*, 15, 3: <https://doi.org/10.5771/0949-6181-2010-3-207>
- Chikolomo, D. (2019). *Factors affecting the implementation of strategic plans in Tanzania's local government authorities. A case of Mbeya city council*. Retrieved from Mzumbe University Digital Research Repository. Retrieved from <http://hdl.handle.net/11192/3337>
- Creswell, J. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: Sage. Retrieved from <https://lccn.loc.gov/2017044644>
- El-Toukyhy, M. (2021). The Importance of Implementation and Strategic Control in The Effectiveness of Strategic Plans. *PalArch's Journal of Archaeology of Egypt and Egyptology*, 18 (4), 3271-3290. Retrieved from <https://archives.palarch.nl/index.php/jae/article/download/6803/6556/13350>
- Franzoi, I. G., Sauta, M. D., Barbagli, F., Avalue, C., & Granieri, A. (2022). Psychological Interventions for Higher Education Students in Europe: A Systematic Literature Review. *Youth*, 2(3), 236–257. <https://doi.org/10.3390/youth2030017>
- Gizaw, K. (2020). *Factors Affecting Strategy Implementation in the Public Sector: A Case Study on Ministry of Urban Development and Construction*. Addis Ababa. Retrieved from <https://etd.aau.edu.et/bitstreams/8540671a-2488-4f0e-b80f-c1eff40724b9/download>

- Hamdan, A. (2020, Sep 30). Involvement of Low-Level Employees in Organization Strategy Planning and Implementation. *Open Journal of Business and Management*, 8, 2337-2353: <https://doi.org/10.4236/ojbm.2020.85144>
- Jock, S.J., (2019). Strategic Plan Implementation among Small and Medium Enterprises in Khartoum, Sudan: A Survey of Universities in Nairobi County. *United States International University-Africa*. Retrieved from <http://erepo.usiu.ac.ke/11732/5007>
- Kandie, H. &. (2015). Factors Influencing Strategy Implementation at the National Treasury Ministry in Kenya. *European Journal of Business and Management*, 7 (10), 110. Retrieved from <https://iiste.org/Journals/index.php/EJBM/article/view/21324>
- Lemma, M., & Ferede, M. (2018). Effects of Organizational Factors on Strategic Plan. *International Journal in Management and Social Science*, 6(07), 195-217.
- Malei, K. L. (2015). *Institutional factors influence strategic plan implementation in government hospitals in Kitui Central Sub-County, Kitui County, Kenya*. Kenya.
- Mecha, F. K., & Njoroge, J. G. (2022). *Effect of Human Resources on Strategic Implementation Plan Within Public Institutions of Higher Learning in Kenya*. *The Strategic Journal of Business & Change Management*. 9(2)53-62. Retrieved from <https://www.researchgate.net/publication/373988627>: <http://dx.doi.org/10.61426/sjbcm.v9i2.2249>
- Meigaru, M., Siamoo, P., & Salema, V. (2019). Implementation of Strategic Plan in Influencing Academics in Public Teachers' Colleges in Tanzania. *Journal of Advances in Education and Philosophy* (2523-2223), 3 (11): 393-404: <https://doi.org/10.36348/jaep.2019.v03i11.003>
- Mugambi, D. (2017). *Factors Affecting Strategy Implementation at Trademark East Africa*. Retrieved 10 3 2022, from United States International: University Africa Digital repository. Retrieved from <http://eropo.usiu.ac.ke/11732/3541>
- Mutuku, L., & Misango, S. (2021). Influence of Internal Factors on Strategy Implementation in Machakos County Government, Kenya: <http://dx.doi.org/10.13140/RG.2.2.28487.01448>
- Ngumbi, A., & Wambura, P. (2019). Organisational resources and strategic plans implementation in administration police service in Baringo county, Kenya. *European Journal of Business and Strategic Management*, 4, 14-33: Retrieved from <https://www.iprjb.org/journals/index.php/EJBSM/article/view/911>
- Oanda, I., & Matiang'i, F. (2018). The East African Higher Education Area: A Global or Regional Higher Education Space. *Forum for International Research in Education*, 4 (3), 56-76. <http://dx.doi.org/10.32865/fire2018439>
- Orucho, D., Muya, J., & Omagwa, P. (2021). Effects of Human Resources on Successful Strategy Implementation in Public Universities in Kenya: A Survey of Universities in Nairobi County. *International Journals of Academics & Research*, 3(2), 34-43. Retrieved from https://www.academia.edu/45003698/Effects_of_Human_Resources_on_Successful_Strategy_Implementation_in_Public_Universities_in_Kenya_A_Survey_of_Selected_Universities_in_Nairobi_County
- Piorkowska, N., & Rynca, R. (2020). Factors Affecting the Process of Strategy Implementation in A Higher Education Institution. *Silesian University of Technology Publishing House*, 384-395. Retrieved from https://www.researchgate.net/publication/341623157_Factors_Affecting_The_Process_Of_Strategy_Implementation_In_A_Higher_Education_Institution
- Ruck, K., Welch, M., & Menara, B. (2016). *Employee Voice: An Antecedent to Organisational Engagement? Public Relations Review*. <http://dx.doi.org/10.1016/j.pubrev.2017.04.008>
- Salum, V. (2017). The influence of Top management and Organizational Resources in Implementing Strategic Plans in the Public Sector: A Case of Tanzania's executive Agencies.

- International Journal of Academic Research in Business and Social Science*, 7. <http://dx.doi.org/10.6007/IJARBS/v7-i7/3084>
- Schneider, B., & Bowen, D. (1985). Employee and customer perceptions of service in banks: Replication and extension. *Journal of Applied Psychology*, 70, 423–43. Retrieved from <https://www.researchgate.net/publication/232591183> <https://doi.org/10.1037/0021-9010.70.3.423>
- Sofijanovska, E., & Chatleska, A. (2013). *Employee Involvement and Organizational Performance: Evidence from The Manufacturing Sector in Macedonia. The International Scientific Conference "Business and Regional Development"*. Bulgaria. Haddington: John Wiley & Sons Publishers. Retrieved from <https://core.ac.uk/download/pdf/35333238.pdf>
- Sweetland, S. R. (2016). Human Capital Theory: Foundations of a Field of Inquiry. May. <https://doi.org/10.3102/00346543066003341>
- Teixeira, P. N. (2014). Gary Becker's early work on human capital, collaborations, and distinctiveness. *Becker 1964*, 1–20.
- URT. (1999). *National Higher Education Policy*. Retrieved from <http://www.tzonline.org/pdf/nationalhighereducationpolicy.pdf>
- URT. (2005). *The University Act*. Tanzania. Retrieved from <http://www.parliament.go.tz/polis/uploads/bills/acts/1452174215-ActNo-7-2005.pdf>
- URT. (2021). *National Audit Office: Annual General Report of the Controller and Auditor General for the Financial Year 2019/2020 (Public Authorities & other Bodies)*. Tanzania. Retrieved from https://www.nao.go.tz/uploads/Annual_General_Report_for_Audit_of_Public_Authorities_FY_2019-20.pdf
- URT. (2022). *National Audit Office: Annual General Report of the Controller and Auditor General for Public Authorities for the Financial Year 2020/2021*.
- URT. (2023). *National Audit Office: Annual General Report of the Controller and Auditor General for Public Authorities for the Financial Year 2021/2022*. Retrieved from https://www.nao.go.tz/uploads/Annual_General_Report_for_Audit_of_Public_Authorities_FY_2021-22.pdf
- URT. (2024). *National Audit Office: Annual General Report of the Controller and Auditor General for Public Authorities for the Financial Year 2022/2023*. Retrieved from https://www.nao.go.tz/uploads/Annual_General_Report_on_Audit_of_Public_Authorities_FY_2022-23.pdf
- URT. (2025). *The Tanzania Development Vision 2025: Planning Commission*. Retrieved 18, 2023. Retrieved from <http://www.tzonline.org/pdf/theTanzaniadevelopmentvision.pdf>
- UTR. (2021). *National Five-Year Development Plan 2021/2022-2025/2026: "Realising Competitiveness and Industrialisation for Human Development" (Ministry of Finance and Planning)*. Tanzania. Retrieved from <https://www.mof.go.tz/uploads/documents/en-1636177646-The%20Third%20National%20Five%20Year%20Development%20Plan%20202126%20Final.pdf>
- Wilson, J. (2014). *Essentials of Business Research: A Guide to Doing Your Research Project*. (Second ed.) Sage Publications: <https://doi.org/10.1177/097215091101200211>
- Wuttaphan, N. (2020). *Human Capital Theory: The Theory Of Human Resource Development, Implications, and Future*. *Rajabhat J. Sci. Humanit. Soc. Sci.* 18 (2): 240-253, 2017. Retrieved from https://www.researchgate.net/publication/344166132_Human_Capital_Theory_the_Theory_of_Human_Resource_Development_Implications_and_Future
- Zaidi, F., Zawawi, E., Nordin, R., & Ahnuar, E. (2018). An empirical analysis of strategy implementation process and performance of construction companies. *Centre of Research and Postgraduate Studies, UiTM*. <https://doi.org/10.1088/1755-1315/117/1/012026>