

**STRATEGY IMPLEMENTATION DRIVERS AND PERFORMANCE OF PRIVATE
UNIVERSITIES IN KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF BUSINESS
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DECLARATION AND APPROVAL PAGE

Declaration

This research project is my original work and has not been presented for a degree in any other university or for any other award.

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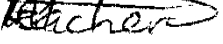
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Approval

I confirm that the work reported in this project was carried out by the candidate under my supervision.

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DEDICATION

I dedicate this research project to my dear parents, Edwin Gitonga and Silvester Gatune, whose constant love, guidance, and support have shaped my academic journey.



ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to Dr. Eunice Gacheri Thiankolu, my supervisor, whose continuous support, wise criticism, and priceless advice have greatly influenced the development of this study project. Throughout this academic journey, I have been inspired by her deep knowledge, unwavering patience, and commitment to academic excellence. Her insightful feedback and encouragement have been instrumental in shaping this research.

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I am profoundly thankful to my family for their unwavering support, encouragement, and understanding throughout this journey. Your love, patience, and belief in my potential provided me with the strength and motivation to overcome every challenge. I am especially grateful for the sacrifices you made to ensure that I had the time and resources to focus on this work. This accomplishment would not have been possible without your constant encouragement and reassurance.

ABSTRACT

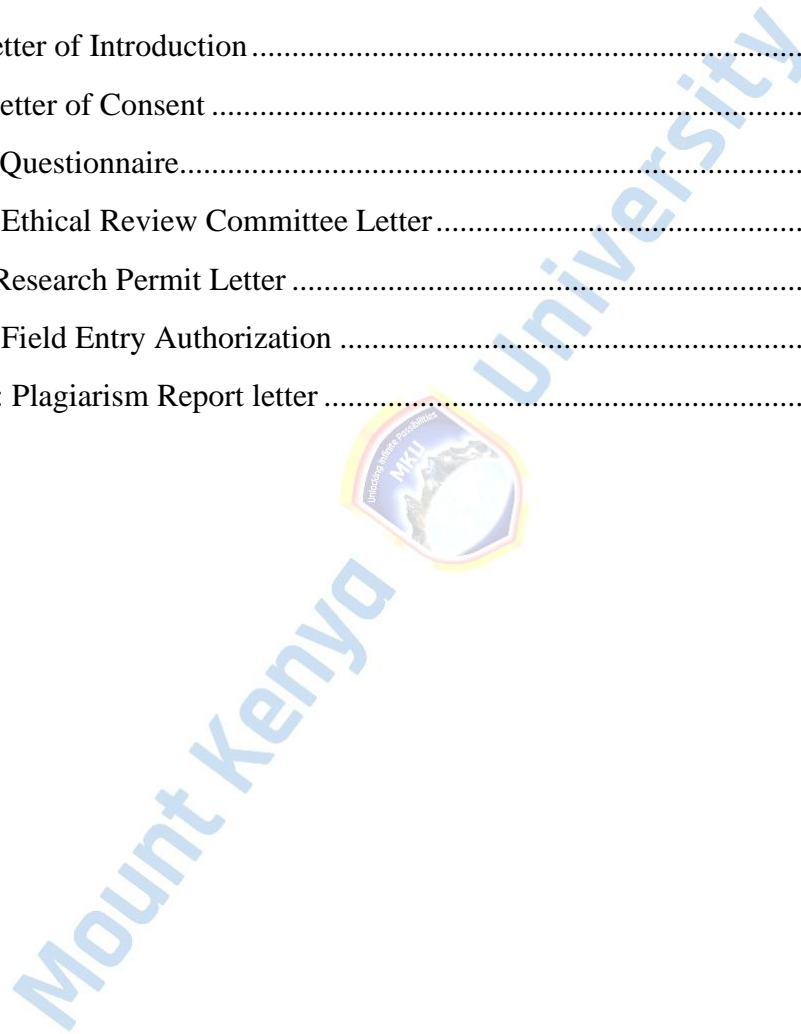
Private universities in Kenya are increasingly challenged by financial instability, declining enrollments, limited government support, and intense competition from public institutions. Despite implementing various strategies, many continue to experience performance shortfalls due to gaps in the integration of key strategic drivers such as employee engagement, leadership, resource allocation, and communication. This study aimed to bridge these gaps by investigating how these four factors influence the performance of private universities in Kenya. Specifically, the objectives were to examine the effect of strategic employee engagement, assess the role of strategic communication, analyze the impact of strategic resource allocation, and evaluate the contribution of strategic leadership practices to institutional performance. The study was grounded in four theoretical frameworks: William Kahn's Employee Engagement Theory, the Resource-Based View (RBV) Theory, Communication Theory, and the Contingency Theory of Leadership. A descriptive survey design was adopted, targeting 508 respondents across 24 accredited private universities in Kenya. Using stratified random sampling, 224 participants were selected to ensure proportional representation from key departments. Data was collected through structured questionnaires and analyzed using SPSS, applying both descriptive and inferential statistics—specifically correlation and regression analysis—at a 95% confidence level. The findings revealed that employee engagement significantly influenced university performance ($r = 0.822$), demonstrating that motivated and involved staff improve outcomes through training, recognition, and participation. Strategic communication had the highest correlation ($r = 0.828$), underscoring the role of clear and consistent messaging in aligning institutional goals and fostering collaboration. Strategic resource allocation ($r = 0.781$) was essential for ensuring effective distribution of financial, human, and physical resources. Strategic leadership ($r = 0.811$) also played a vital role in driving innovation, governance, and long-term growth. Based on these findings, the study recommended that private university administrators enhance employee engagement practices, improve communication frameworks, adopt structured resource planning strategies, and invest in leadership development programs. It also recommended further research to include public universities for comparative analysis, conduct longitudinal studies on employee engagement, and explore the influence of technological advancements on strategic communication. These findings offer practical, policy, and theoretical insights for improving the performance and sustainability of private universities in Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

CUE	Commission for University Education
EE	Employee Engagement
ISCTE	Instituto Superior de Ciências do Trabalho e da Empresa
KUCCPS	Kenya Universities and Colleges Central Placement Service
NDA s	Non-Disclosure Agreements
RBV	Resource-Based View
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Chapter One introduces the study, covering its background, problem statement, objectives, hypotheses, significance, scope, limitations, assumptions, and key terms. It sets the stage for the research by establishing its context and focus.

1.1 Background to the Study

Globalization and the lack of national borders are forcing institutions of higher learning to make some extremely important observations (Borne, 2024). Institutions of higher learning increasingly partner globally and across continents, driven by the expansion of online education, collaborative platforms, and the international promotion of higher education by countries such as the USA, the UK, and Canada (Baker, 2018). As the number of private institutions increases, the competition to stay in the market is getting more intense. The fight for survival has always been the motivation for life and has been connected to effective strategic execution. The organizations' performance can be significantly influenced by adoption of a well-defined strategic perspective.

Globally, higher education institutions are increasingly adopting strategic leadership and planning practices to enhance institutional sustainability and performance. In an era defined by technological disruption, increased competition, and changing stakeholder expectations, universities are required to adapt swiftly and implement strategies effectively to maintain relevance and competitiveness. According to Habeeb and Eyupoglu (2024), strategic planning and transformational leadership are vital in driving sustainable organizational performance in higher education institutions, especially in developing countries. Their study in Nigeria revealed that institutions with clearly defined strategic goals, visionary leadership, and aligned

resource mobilization structures performed significantly better in delivering quality education outcomes.

According to Bouveresse (2020), overseeing the implementation of a strategy is probably the most important responsibility a university conducts in higher education. An institution can effectively achieve its core functions—such as teaching, research, and broader social and economic contributions—by carefully assessing its opportunities and fully understanding its current strengths and weaknesses. The increasing importance of academic strategy implementation in higher education has emerged due to the growing need for quality, distinctiveness, sustainability, and flexibility within the ever-changing environment faced by both public and private institutions.

According to Hu (2019), Chinese universities employ three main planning strategies: long-term institutional master plans, specialized plans for particular aims, and five-year plans in line with national goals. These plans guarantee that the strategies of universities are in line with the interests of the country. China has placed a strong emphasis on internationalizing higher education since the late 1970s in order to aid its modernization initiatives in science, technology, industry, agriculture, and defense. Similar to this, Malaysia has made significant investments in its educational system since gaining independence in 1957 in order to bring it into line with the demands of global development. In order to promote academic and institutional excellence and propel national progress and economic prosperity, the National Higher Education Strategic Plan 2020 was introduced with the goal of transforming Malaysia's higher education system (Da, 2020).

Across Africa, public and private universities have embraced strategic frameworks to cope with funding limitations, rising student numbers, and evolving educational demands. However, a critical gap remains in actual strategy execution. Matshe, Sandada, and Maravanyika (2022)

observed that many tertiary institutions in Zimbabwe have well-developed strategies, but poor leadership agility and weak implementation mechanisms often result in poor performance outcomes. The implementation gap between formulated strategy and execution continues to impede progress, leading to diminished staff motivation, low graduate employability, and underutilized institutional potential.

Vandersmissen, George, and Voets (2022) define Strategy implementation is the execution of policies and methods to move from current performance to desired goals, guided by a detailed plan that coordinates resources and processes. They must also cultivate a favorable culture, exert strategic leadership, and tightly tie incentives and rewards to the achievement of significant objectives.

Effective strategic planning alone won't ensure organizational success until it is operationalized and institutionalized to provide outcomes (Agaba & Turyasingura 2022). An organization's goals and purposes can be achieved more quickly with a well-designed and implemented strategic plan, which also gives the business a competitive advantage (Kilile, 2018). The phase of putting strategies into action is critical in strategic management, as it ultimately decides an organization's success or failure. According to Agaba and Turyasingura (2022), effective implementation of well-developed strategies enhances an organization's performance and market position. This highlights that while strategic planning is vital, it holds little value unless the plans are actively executed.

According to Zehir et al. (2015), businesses should use both non-financial and financial criteria to gauge their success. Economic aspects including profitability, growth in sales, return on investments, sales returns, and return on equity are the main emphasis of financial metrics. On the other hand, non-monetary measures of success, including as quality, market share, client approval, inventions, and market efficacy, are captured by operational metrics. The study uses

the following criteria to evaluate performance: economic viability, student enrollment, learning quality, objective achievement, and timely course completion (Kuria, 2017; Missouri, 2020; Ahmad et al., 2018).

In order to compete with the top public and international universities, private universities in Kenya, like those elsewhere, must be reconstructed as vital social institutions (Ntombura et al. 2020). The institutions Act 1985 (CAP 210B) and the Universities Rules, 1989 (Establishment of Universities, Standardization, Accreditation, and Supervision) govern private institutions in Kenya (CUE, 2017). Undergraduate and graduate degrees are offered by private universities, and CUE is in charge of making sure these institutions adhere to academic standards. Adopting a professional management style can help private organizations successfully implement initiatives to satisfy rising expectations.

In Kenya, both public and private universities have faced mounting scrutiny over declining academic quality, low research output, and poor operational performance. While visionary leadership has been found to influence institutional success in public universities (Kivindu & Gatobu, 2025), there is limited empirical evidence on how strategy implementation drivers affect performance in private universities. These institutions, which play a vital role in complementing public education, often struggle with financial instability, weak governance structures, and inconsistent staff engagement, which undermine their capacity to deliver on strategic objectives.

Private universities in Kenya are particularly vulnerable to underperformance due to limited government funding, overreliance on tuition fees, and a narrow leadership base. Many operate in a volatile environment marked by policy changes, competition for students, and the pressure to adopt technology-driven learning models. Despite having strategic plans, several private institutions have failed to align employee efforts, resource allocation, and leadership practices

with intended goals. As noted by Sheemaka, Wanjau, and Maguta (2025), agility in strategy implementation is critical for sustaining performance, yet many institutions lack the flexibility and responsiveness required in a dynamic academic landscape. This disconnect has led to stagnation in student outcomes, inefficient operations, and declining stakeholder confidence.

1.2 Statement of the Problem

Globally, higher education institutions are under immense pressure to balance academic excellence, financial sustainability, and responsiveness to rapidly changing societal, technological, and labor market demands. Strategic implementation drivers such as employee engagement, resource allocation, and transformational leadership have been widely recognized as essential to ensuring institutional performance, adaptability, and long-term competitiveness (Bouveresse, 2020; Habib&Eyupoglu, 2024). In this context, private universities are expected not only to operate efficiently but also to uphold quality standards while meeting the growing demand for tertiary education. However, despite the proliferation of private universities in sub-Saharan Africa, including Kenya, many continue to grapple with strategic misalignments and performance inconsistencies (Matshe, Sandada &Maravanyika, 2022).

In Kenya, private universities have emerged as important contributors to national development by supplementing the public university system and expanding access to higher education. Nonetheless, these institutions face persistent challenges stemming from financial strain, declining student enrollment, and limited government support. According to the Commission for University Education (CUE, 2021), the rapid expansion of private universities has not been matched by proportional growth in funding and infrastructural investment. Since 2016, the introduction of government-sponsored students to private universities via KUCCPS has exposed these institutions to volatile enrollment patterns and erratic public funding (Kubai et al., 2022). This overreliance on public financing mechanisms has rendered many private

universities financially vulnerable. Additionally, Nderitu et al. (2020) report a rise in private university insolvencies, revealing deep-rooted governance and operational inefficiencies that hinder the ability to meet regulatory, financial, and statutory obligations.

Despite adopting various strategic initiatives aimed at reversing performance decline, the implementation of these strategies remains largely ineffective due to inadequate resource allocation, weak communication systems, poor staff motivation, and limited leadership agility. This has led to deteriorating educational quality, loss of public trust, low innovation capacity, and reduced institutional sustainability (Carton & McMillan, 2018; Sheemaka, Wanjau & Maguta, 2025). While public universities have attracted considerable scholarly attention, private universities remain under-investigated, particularly in relation to strategy implementation practices. Most existing studies focus on singular variables such as employee engagement or leadership style in isolation, without assessing their combined or interactive influence on performance outcomes (Kubai et al., 2022).

The lack of comprehensive research that integrated key strategic drivers including communication, leadership, resource allocation, and employee involvement had limited the capacity of institutional leaders and policymakers to develop effective, evidence-based interventions tailored to private universities. Addressing these gaps was critical, as a nuanced understanding of how these drivers collectively shaped institutional performance could have informed strategic reforms aimed at enhancing sustainability, competitiveness, and service delivery within the sector. This study, therefore, sought to bridge these conceptual and contextual gaps by examining the combined effect of core strategy implementation drivers on the performance of private universities in Kenya.

1.3 Purpose of the study

The purpose of the study will be to investigate the effect of strategic implementation drivers on performance of private universities in Kenya.

1.4 Objective of the Study

The study will outline both general and specific objectives.

1.4.1 General Objective

The primary objective was to examine the impact of strategic implementation drivers on the performance of private universities in Kenya.

1.4.2 Specific Objectives

- i. To examine the effect of engaging employees strategically on the performance outcomes of private universities in Kenya.
- ii. To assess the role of strategic communication in enhancing the performance of private universities in Kenya.
- iii. To analyze how the allocation of resources in a strategic manner affects the performance of private universities in Kenya.
- iv. To investigate the contribution of strategic leadership practices to the performance of private universities in Kenya.

1.5 Research Hypotheses

The study's null hypothesis will be:

- i. H_{01} : There is no statistically significant correlation between strategic employee engagement and the performance of private universities in Kenya.

- ii. H₀₂: The performance of Kenya's private universities is not significantly correlated with strategic communication.
- iii. H₀₃: There is no statistically significant correlation between Strategic resource allocation and the performance of private Universities in Kenya.
- iv. H₀₄: There is no statistically significant relationship between strategic leadership and the performance of private universities in Kenya.

1.6 Significance of the Study

This study significantly benefited policymakers and government institutions by offering valuable insights into the strategic drivers that influenced the performance of private universities. The findings informed the formulation and implementation of evidence-based policies aimed at addressing issues such as financial instability, ineffective resource allocation, and operational inefficiencies within the higher education sector. By applying the study's recommendations, government agencies were better positioned to design frameworks that enhanced the contribution of private universities to Kenya's education system and economic development.

From a practical perspective, university administrators and key stakeholders—including governing councils and boards—gained actionable strategies for improving institutional performance. The study highlighted the integrated impact of strategic leadership, resource management, employee engagement, and communication processes. These insights enabled administrators to implement informed, sustainable practices that supported academic excellence, operational efficiency, and long-term competitiveness in an increasingly dynamic educational environment.

Students and academic staff were also direct beneficiaries of the study. By addressing strategic gaps, the study promoted better leadership practices, improved resource distribution, and

enhanced communication within private universities. These improvements fostered a more supportive learning and teaching atmosphere, empowering students to succeed academically and positioning staff for professional growth, satisfaction, and retention.

Theoretically, the study contributed to the academic body of knowledge by bridging a research gap concerning private universities in Kenya. It provided a holistic perspective on how key strategy implementation drivers collectively influenced institutional performance. The findings served as a reference point for future research on higher education management, offering a foundation for exploring themes such as institutional resilience, strategic agility, and performance enhancement in similar contexts.

1.7 Scope of the Study

The scope of the current study focused on examining the influence of four key strategy implementation drivers' strategic employee engagement, strategic communication, strategic resource allocation, and strategic leadership on the performance outcomes of private universities in Kenya. The research specifically assessed how each of these variables contributed to institutional performance in areas such as academic quality, operational efficiency, student satisfaction, and innovation. The study targeted 25 licensed private universities as listed by the Commission for University Education and involved key institutional staff including principals, directors, registrars, deans, and heads of departments. Data was collected through structured questionnaires and analyzed using both descriptive and inferential statistical techniques. The study was conducted between January and April 2025.

1.8 Limitations of the Study

Some private universities may have restricted access to critical data or been unwilling to share sensitive information regarding their operations, resource allocation, or employee engagement. To address this, the researcher established formal agreements, such as non-disclosure

agreements (NDAs), to assure respondents of confidentiality. Additionally, data were collected from multiple universities to avoid overreliance on a single institution and to ensure anonymity in the analysis.

Respondents, particularly university staff and administrators, may have provided socially desirable responses rather than truthful insights, potentially skewing the findings. To mitigate this, the researcher employed anonymous surveys and assured participants of the confidentiality of their responses. Triangulating data through interviews, document analysis, and observations helped validate the findings and reduce bias, ensuring a more accurate representation of institutional practices.

The findings from private universities in Kenya may not be directly applicable to public universities or private institutions in other countries due to differing contexts and operational challenges. To account for this, the researcher clearly defined the study's scope and context, emphasizing that the findings were specific to Kenyan private universities. However, the recommendations focused on transferable principles that could be cautiously adapted to similar institutions in different contexts.

1.9 Delimitation

To address the challenge of unfilled or incomplete questionnaires, frequent reminders were sent to participants during the questionnaire administration period. The issue of misunderstanding questions on questionnaires was mitigated through a pre-test, which helped identify and clarify ambiguous questions before data collection for the main study. Confidentiality concerns were handled by recognizing that exposing sensitive organizational information could violate confidentiality agreements and by ensuring that respondents' identities were withheld.

1.10 Assumption of the Study

This study operated under several key assumptions. First, it was assumed that respondents provided truthful and candid answers to the questionnaire. Second, the study assumed that the sample inclusion criteria were appropriate, ensuring that all participants had experienced similar phenomena relevant to the research. Lastly, it was assumed that participants were genuinely interested in contributing to the study without ulterior motives.

1.11 Operational Definition of Terms

Employee Engagement: In the context of this study, employee engagement refers to the level of emotional, cognitive, and physical commitment that staff exhibit toward their roles and institutional goals. Engaged employees are more productive, motivated, and aligned with organizational objectives, contributing positively to institutional performance (Nyandia, 2020).

Organizational Performance: Organizational performance in this study is defined as the extent to which private universities effectively achieve their strategic goals through the efficient and optimal use of resources, thereby ensuring sustainability, competitiveness, and academic excellence (Al-Zuhairi & Khilif, 2022).

Strategic Communication: Strategic communication is a specialized method for information exchange. It involves conveying optimal messages through appropriate channels to the intended audience at the most effective time. This approach also utilizes feedback to maintain alignment with organizational objectives.

Strategic Leadership: Strategic leadership in this study refers to the ability of university leaders to provide vision, direction, and motivation necessary to drive the implementation of strategic plans. It involves influencing institutional culture and decision-making processes to ensure growth and sustainability (Hao & Yazdanifard, 2021).

Strategic Resource Allocation: Strategic resource allocation is defined in this study as the systematic distribution of financial, human, and material resources in alignment with the university's priorities and strategic objectives to maximize institutional effectiveness and impact.



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews the relevant research, including theoretical and conceptual frameworks, variable analysis, criticism of previous studies, and a literature review summary.

2.1 Theoretical Framework

2.1.1 Employee Engagement Theory

This study was primarily anchored on William Kahn's (1985) Employee Engagement (EE) Theory, which serves as the foundational framework for understanding how individuals psychologically and behaviorally connect with their roles within organizations. Kahn identified three key dimensions of engagement—physical, cognitive, and emotional—which collectively shape how employees express themselves in the workplace. These dimensions are crucial in fostering a work environment where individuals are not only present but actively committed to their tasks. Engaged employees tend to stay longer, perform up to 20% better than their less engaged counterparts, and offer stronger support to organizational objectives, thereby significantly boosting productivity, retention, and profitability.

Despite its robustness, the application of EE theory varies across contexts due to differences in organizational culture, regulatory frameworks, and employment practices influenced by geographic and socio-economic conditions. In the Kenyan private university setting, such contextual variables must be considered for effective application. Studies have shown that engagement levels are often influenced by seniority, occupation, and length of service, with higher engagement typically seen among executives, managers, and operational staff, compared to professionals and support personnel. Therefore, adapting Kahn's theory to the realities of

Kenya's private higher education sector is essential to cultivate meaningful engagement and improved performance outcomes.

This theory is relevant to the current research since it directly supports the objective of assessing how strategic employee engagement affects private colleges' performance. By integrating Kahn's engagement elements into strategic human resource strategies, educational institutions can enhance organizational agility, change management abilities, employee well-being, and overall institutional success in a dynamic and competitive educational environment.

2.1.2 Resource Based View (RBV)

According to the resource-based viewpoint theory, the organization operates as a cognitive system with distinct, context-dependent skills that are critical to achieving its strategic objective. They rely on hierarchical capabilities, which are collections of procedures used to oversee the organization's main business operations that create value. Businesses run the risk of falling into a pattern from which they will find it difficult to break in the short to medium term, and they typically require the acquisition of specialized skills (Hooley et al., 2001; Nderitu et al., 2018).

RBV has faced criticism for its overemphasis on internal resources while underplaying the dynamic external environment in which organizations operate (Vasudevan, 2021). Critics argue that the theory assumes resource value is static and fails to account for rapid technological changes, regulatory shifts, and market competition that can erode the advantage of previously valuable resources (Almarri & Gardiner, 2014). Furthermore, the RBV is sometimes criticized for being tautological, as it defines valuable resources by their performance outcomes, which can lead to circular reasoning. Despite these limitations, RBV remains a useful theoretical lens for assessing how internal resource deployment influences the strategic performance of higher education institutions.

According to the resource-based view (RBV), in order to stay competitive, successful organizations build special competencies, which are frequently implicit or intangible. A competitive advantage, according to Hooley et al. (2001), is the result of a combination of competencies, skills, capabilities, and strategic assets, all of which have their roots in the efficient use of both intellectual and physical resources. According to the RBV, universities' resources have a big impact on their strategic management procedures. Even the best strategies remain theoretical in the absence of the required resources. This method holds that universities with sophisticated processes and structures succeed not only by making wise investments but also by cutting expenses or providing offerings of higher calibre and performance (Kuria, 2017). The significance of allocating resources strategically is supported by this notion.

2.1.3 Communication Theory

The three main elements of the communication theory—the sender, the message, and the recipient—were first presented by Warren Weaver and Claude Shannon in 1949. The sender is the one who creates the message, the recipient is the one who receives it, and the message itself is the information being communicated. Additionally, the concept highlights the importance of feedback, decoding, and encoding in the communication process. According to this theory, effective communication requires the existence of the person who sent the message, a channel, a receiver, and response to ensure the message is transmitted and understood (Shannon & Weaver, 1949).

Communication theory plays a vital role in evaluating the effectiveness of strategic leadership by providing a framework to understand how information is transmitted, received, and interpreted within organizations. Effective strategic leadership relies heavily on clear, timely, and persuasive communication to align stakeholders, foster collaboration, and drive organizational goals (Heath & Bryant, 2023). By applying communication theories, such as the

transactional model or systems theory, evaluators can assess the quality of leader-follower interactions, feedback mechanisms, and message clarity, which are critical for successful strategy implementation.

2.1.4 The Contingency Theory of Leadership

According to Fred Fiedler's Contingency Theory of Leadership, which was mostly created in the 1960s, there is no one ideal way to lead an organization; rather, a leader's effectiveness is determined by how well their style of leadership fits the particular situational setting (Fiedler, 1964). This theory holds that a leader's performance depends on how their style—whether relationship- or task-oriented—interacts with situational elements such as positional power, task structure, and leader-member connections (Fiedler, 1967). This perspective challenges the notion of a universal leadership approach by emphasizing that the optimal leadership strategy varies depending on the unique circumstances and environment an organization faces (Northouse, 2021). This study suggests that effective leadership enables a team to effectively employ strategic factors that enhance performance in private colleges. The study's strategic leadership variable is supported by the theory

2.2 Empirical Review

2.2.1 Organizational Performance

Organizational performance reflects how well an organization meets its strategic goals, including financial results, operational efficiency, and stakeholder satisfaction (Müller & Röglinger, 2020). It is assessed through diverse metrics such as profitability, innovation capacity, customer experience, and employee engagement (Wang et al., 2021). Effective leadership, resource management, and alignment of organizational processes significantly enhance performance, enabling firms to adapt and thrive in competitive and dynamic markets

(Jiang et al., 2023). Regular evaluation of performance indicators is vital for sustaining growth and long-term success in an evolving business landscape (Martínez-Caro et al., 2022).

Financial metrics are essential for evaluating an organization's success since they reveal how a business compares to its rivals in the same sector. However, it is not very instructive to know specific financial trends like sales or cash flow because most of the competitive conditions that organizations confront differ by industry. Organizational performance is not solely determined by financial metrics. Although financial performance, marketplace achievement, and shareholder return are included, organizational effectiveness adopts a more comprehensive perspective. According to Dahri et al. (2019), other goals that go beyond financial measurement are also taken into account, such as operational performance, customer happiness, and corporate social responsibility. Non-monetary measures like increased profitability, improved internal business operations, improved services, and increased customer satisfaction will be used in this study.

2.2.2 Strategic Employee engagement and Performance in private Universities

An empirical study on the effect of strategic employee engagement on job performance in higher education institutions was carried out in the United States by Shuck et al. in 2021. The researchers used a quantitative method to poll academics and administrative personnel at many private universities. They discovered that improved job performance, especially in faculty teaching and research outputs, was positively correlated with strategic employee engagement methods. Nevertheless, the study pointed out a lack of research on particular interaction tactics catered to the distinctive cultures of various colleges. This indicates a need for further research that considers how to adapt engagement strategies to fit varying institutional contexts, which could be particularly pertinent for private universities in Kenya that face distinct cultural and

operational challenges. Such insights could enhance understanding of localized employee engagement practices that drive performance.

The effect of staff engagement tactics on organizational performance in Asian private universities—specifically in South Korea—was evaluated by Lee and Lee (2020). They used a mixed-methods approach, interviewing professors and staff members qualitatively and quantitatively. The results showed that better student satisfaction and institutional success indicators, such as graduation rates, were linked to higher levels of participation. Despite these positive results, the authors noted that their study lacked focus on the long-term sustainability of engagement initiatives. This presents an opportunity for further analysis in the Kenyan context, where the sustainability of employee engagement strategies may be influenced by factors such as resource availability and governmental policies aimed at higher education. By basing future studies on the findings in South Korea, it could be possible to identify sustainable engagement strategies that would suit Kenya's unique educational landscape.

Turner and Kwan (2022) investigated the connection between institutional efficacy and strategic employee engagement in Australian private universities. They interviewed important stakeholders, such as academic staff and administrators, and examined many private universities using a case study methodology. According to their findings, organizations with strong frameworks for employee engagement saw notable gains in overall organizational productivity, particularly in areas like academic program success and teacher retention. But the study also found that there aren't enough thorough training programs to give staff members the skills they need to be engaged. This gap suggests a need for further investigation into training initiatives that could empower employees effectively, especially in Kenya, where there may be limited resources for continuous professional development in private universities. Addressing this gap could enhance employee competence and, consequently, university performance.

A quantitative study on the impact of strategic employee engagement on academic achievement at Malaysian private institutions was carried out by Ali and Ibrahim (2020). They looked at replies from academic staff members at different universities using structural equation modeling, or SEM. The results showed that academic accomplishment metrics including research production, instructional quality, and staff engagement were all strongly positively correlated. The study did not, however, take into consideration how external influences, such as societal norms and governmental regulations, affect the efficacy of employee engagement. This restriction highlights the need for more study in Kenya, especially to evaluate the impact of external environmental factors on the effectiveness of engagement initiatives in private colleges. Understanding these dynamics could enhance the adaptability of engagement frameworks to the Kenyan higher education context, ensuring they meet both institutional and societal expectations.

Hossain et al. (2021) investigated the role of strategic employee engagement in enhancing the operational performance of private universities in Bangladesh through a quantitative research design. The authors distributed surveys among faculty members and administrative staff across multiple institutions to gauge their levels of engagement and perceived performance outcomes. Their analysis revealed that strategic engagement significantly improved both staff morale and operational efficiency. Nevertheless, the authors noted a gap in understanding how cultural norms within Bangladeshi institutions influenced engagement practices. This gap invites future research in the Kenyan context to explore cultural dimensions affecting employee engagement in private universities. By incorporating studies of local cultural factors, researchers can develop nuanced engagement strategies that respect and harness the unique cultural identities of Kenyan educational institutions, ultimately driving their performance.

Nyandia (2020) defines employee engagement as workers' passion for their roles. Khodakarami & Dirani (2020) link engaged employees to increased productivity, profitability, safety, and health. Organizations should foster engagement through growth opportunities, training, and positive environments. While employees are expected to contribute meaningfully, many companies struggle to effectively boost engagement levels despite recognizing its importance (Adan & Amuhaya, 2021).

Employee engagement is regarded as one of the most crucial components of corporate efficiency. Nyandia (2020) defines employee engagement as the passion that workers have for their jobs. Additionally, motivated workers are safer, healthier, more lucrative, and more productive, claim Khodakarami and Dirani (2020). While organizations understand the value of engagement, they still struggle to figure out how to boost it. Companies must offer training, possibilities for advancement, and a positive work atmosphere, and workers must make significant contributions (Adan & Amuhaya, 2021).

Ibraheem (2024) looked into how academic and administrative staff engagement at Jordan's private universities is affected by strategic leadership. Using a quantitative approach, the study polled 300 staff members from administrative and academic divisions. The results, which were analyzed using Structural Equation Modeling (SEM), demonstrated that strategic leadership behaviors, like having a clear vision, encouraging open communication, and involving employees in decision-making, significantly improved overall employee engagement. This study emphasizes how important strategic leadership is in raising university employees' dedication and motivation in Jordan's private higher education system.

Universities that put policies in place that improve employee engagement tactics have achieved objectives that rivals find difficult to match. According to Stein (2021), engaged individuals are able to give and produce more for their organizations because they perform better, suffer from

burnout less frequently, and have longer organizational tenure. Therefore, universities should start and implement employee engagement strategies like growth opportunities, a supportive work environment, and supportive management in order to boost performance.

A successful plan's implementation necessitates an organizational culture that encourages employee participation, claim Nwachukwu et al. (2018). It takes dedication to put fresh concepts and initiatives into action. Employee involvement may also help organizations link the execution of their strategies to their strategic goals. Top management commitment to a company's strategic direction is necessary for successful strategy implementation. By involving and eliciting employee commitment, businesses can achieve strategic transformation. By including as many management and staff as possible in the process, firms may ostensibly demonstrate their commitment to accomplishing strategic transformation. Employees who comprehend the company's plan will also be more committed to seeing it through to completion. According to an empirical study by Nwachukwu et al. (2018), companies that place a high priority on employee engagement when implementing strategies typically have happier and more productive staff members.

According to Othman et al. (2019), employee engagement is influenced by a number of important elements. Opportunities for professional development, regular feedback (including acknowledgment), meaningful work, a compassionate company culture, strong leadership, allowing employees to work independently, and fostering an inclusive environment where people are encouraged to be themselves were all stressed. These elements were highlighted as crucial determinants of employee engagement. Together with them, the work environment, management and leadership, career advancement prospects, flexible scheduling, and employee job satisfaction levels are important determinants of engagement levels.

According to Wushe et al. (2019), most government departments with high employee engagement levels provide better public services because motivated staff members are more dedicated to their work. Since it has been shown that companies with highly engaged employees will see increases in profitability, staff productivity, and customer happiness, an organization's performance—including that of universities—generally hinges on its efforts to focus on employee engagement.

Nthoki (2023) concentrated on academic achievement and strategic leadership techniques at St. Paul's University in Kenya. According to the Upper Echelon and Resource-Based View theories, the study used a case study methodology. Thematic analysis was used to examine the data that was gathered from university employees via questionnaires and interviews. Academic achievement is positively impacted by strategic leadership, according to the data. One significant weakness was the absence of empirical evidence about the direct relationship between academic outcomes and employee engagement.

Ngugi (2021) investigated how strategic leadership affected employee engagement in Jordanian private universities. The study used structured surveys to collect data from faculty members as part of a quantitative technique. Strategic leadership's direct and indirect effects on employee engagement were examined using structural equation modelling, or SEM. According to the study, job engagement and strategic leadership are positively correlated. It did not, however, look at the Kenyan setting, which offers a chance for more research.

2.2.3 Strategic Communication and Performance in private Universities

In a qualitative study by Križan and Šuligoj (2020), the authors investigated the role of strategic communication in enhancing the visibility and reputation of private universities in Slovenia. Utilizing in-depth interviews with university administrators and communication professionals, the researchers found that effective strategic communication not only improved public visibility

but also positively influenced student enrollment and university partnerships. However, the study did not address how cultural differences might affect the implementation of strategic communication strategies in different regions, such as Kenya, where the socio-political landscape may significantly differ.

Yuen and Cheng (2021) looked studied the effect of strategic communication on institutional performance and stakeholder engagement at Hong Kong's private higher education institutions. By using a mixed-methods strategy that includes focus groups and surveys, the researchers found that proactive communication techniques were crucial for increasing stakeholder loyalty and satisfaction, which in turn improved institutional performance. Despite these findings, the study did not consider the role of digital communication platforms, which are increasingly significant in Africa, suggesting a gap in understanding how these tools could be utilized in the Kenyan context.

The authors of a quantitative study by O'Hara et al. (2021) investigated the connection between overall achievement of students in private American colleges and strategic communication methods. Students' experiences with university communication were gathered by the researchers using a survey methodology. Effective communication strategies and student academic performance were found to be strongly positively correlated. Nevertheless, the study mostly concentrated on conventional communication techniques, ignoring the influence of new communication technologies that are common in other areas, such as Kenya, and may be essential for improving educational results.

Focusing on Latin America, Melo and Dias (2022) conducted a comprehensive analysis of how strategic communication influences the competitive positioning of private universities in Brazil. Through case studies and document analysis, the researchers found that strategic communication efforts help institutions differentiate themselves and attract a diverse student

body. Nonetheless, the study did not consider the unique challenges faced by institutions in Sub-Saharan Africa, particularly in terms of resource constraints and the need for tailored communication strategies that resonate with local contexts, highlighting a significant research gap.

In Asia, Rahman and Singh (2020) explored the influence of strategic internal communication on faculty performance in private universities in Malaysia. Using a quantitative approach, the authors distributed surveys to faculty members, revealing that transparent communication within institutions leads to enhanced job satisfaction and performance. Despite these insights, the study primarily targeted internal stakeholders and did not examine how external communication strategies affect broader institutional success, which remains crucial for universities in Kenya aiming to enhance their image and attract more students.

In a comparative study, Zhang et al. (2020) analyzed the strategic communication frameworks adopted by private universities in China and their effects on institutional performance. Utilizing a mixed-methods design, the researchers found that a coherent communication strategy positively correlated with improved institutional reputation and student engagement. However, the research did not explore the differences in communication needs based on the diverse demographic landscape in Kenya, suggesting a gap that could inform future studies focusing on adapting strategic communication to local contexts.

The effect of communication strategies on the effectiveness of medical staff in county referral facilities in Kenya's Central Region Economic Bloc was evaluated in a recent qualitative investigation conducted by Karatu, Mutunga, and Rintari (2023). The study used a descriptive research approach to examine 200 medical staff members from five different hospitals. The results showed a strong positive relationship between improved employee performance and strategic communication techniques such as feedback systems, participative communication, and

clear messaging. According to the study's findings, enhancing employee engagement and overall organizational performance in healthcare settings requires the use of effective communication techniques.

2.2.4 Strategic Resource Allocation

In a study from the United States, Baker and Miller (2023) employed a longitudinal approach to analyze the relationship between strategic financial resource allocation and performance indicators in private universities. Their data analysis highlighted a significant positive relationship between strategic spending on infrastructure and student enrollment figures. However, they acknowledged that their study did not explore the impact of non-financial resources, such as human capital or community engagement, on performance. This leaves a gap in the literature regarding comprehensive resource strategies that include both financial and non-financial elements. It suggests that Kenyan private universities could benefit from a multidimensional approach to resource allocation, one that considers factors beyond mere financial inputs to enhance performance effectively.

In Israel, Zohar and Tzafrir (2020) carried out a noteworthy study that examined the connection between university performance and the strategic use of resources. The results showed a strong positive relationship between the deployment of strategic resources and a number of performance indicators, such as research funding and academic output. But the study's primary focus was on public universities, which begs the question of whether these findings apply to private ones, especially in the Kenyan environment. Furthermore, the research did not extensively consider the unique financial and operational challenges faced by private universities, indicating a gap for future studies to explore. This could have important implications for strategic decision-making in Kenya's private higher education sector.

In a study conducted by Kearney and McKenzie (2021) in Australia, the authors examined the impact of strategic resource allocation on the learning outcomes of private universities. The researchers employed a quantitative methodology, collecting data from multiple universities and employing regression analysis to identify relationships between resource allocation strategies and student performance. Their findings suggested that targeted investments in technology and faculty development significantly enhanced student learning outcomes. However, the research primarily included larger private institutions and may not reflect the conditions of smaller private universities in Kenya. Moreover, the lack of a longitudinal perspective limits the understanding of how sustained resource allocation affects performance over time. Future research in Kenya could focus on diverse types of private universities to provide a more comprehensive view.

A study by Liu, Huang, and Zhang (2021) explored the interplay between strategic resource allocation and institutional performance in private universities in China. The study utilized a quantitative survey methodology, gathering responses from a large sample of private institutions. The results indicated that effective resource allocation contributes significantly to institutional reputation and academic performance. Nonetheless, the research did not consider external factors such as government policy changes or socio-economic conditions affecting private universities. This highlights a gap, as private universities in Kenya may face different challenges that need to be addressed when assessing the impact of resource allocation strategies. Therefore, future studies should consider these additional variables to draw more relevant conclusions for Kenya.

Another significant contribution was made by Choudhury and Mukherjee (2022) in their study on Indian private universities. Employing a qualitative case study approach, they explored how strategic resource allocation impacts faculty satisfaction and retention, leading to improved

university performance. Findings revealed that universities that prioritized faculty development and support through strategic resource investments experienced lower turnover rates and higher academic output. Nevertheless, the study was limited to a single region in India and did not account for variances among different regions or economic conditions. This presents a gap in understanding the broader implications for private universities in Kenya, where faculty retention issues may present unique challenges. Future research should focus on comparative studies across different regions to gain nuanced insights into resource allocation strategies.

The research by Wong (2022) in Malaysia focused on strategic resource allocation's role in aligning institutional goals with performance outputs in private higher education. The study utilized a qualitative methodology, conducting interviews with academic leaders to gather insights into their allocation strategies. Findings revealed that universities that strategically aligned resources with institutional objectives experienced better performance outcomes, suggesting the importance of goal alignment. However, the study's reliance on subjective interviews raises questions about the generalizability of the findings. In Kenya, where private universities often operate under different regulatory and operational frameworks, there may be significant variations in how strategic alignment affects performance. Future research could address these contextual factors to enrich the understanding of effective resource allocation in Kenyan private universities.

According to Eposil and Potgieter (2021), resources are essential to the execution of strategies since they dictate how actions are carried out in order to achieve particular goals. Effective resource allocation, however, can be hampered by issues including concentrating only on immediate financial results, protecting resources, and creating plans that are at odds with corporate objectives. Assessing organizational performance, according to Aila et al. (2021), entails analyzing how well resources are managed and how well opportunities are taken

advantage of. Infrastructure, finances, human capital, and technology are important resources for plan implementation.

A study conducted by Abubakar et al. (2022) in Nigeria employed a mixed-methods approach to explore strategic resource allocation in private universities. The researchers found that targeted investments in faculty and infrastructure led to improved academic performance and institutional sustainability. However, while the study provided valuable insights into local strategies, it did not account for external economic factors impacting resource allocation decisions. Understanding these dynamics within Kenya could provide further implications for effective resource distribution in the private university sector.

The research by Mohammed and Chirwa (2020) focused on private universities in Tanzania using a case study approach. The study concluded that strategic resource allocation significantly influenced the performance metrics of these institutions, particularly in curriculum development and stakeholder engagement. However, it identified challenges related to governmental policies that restricted flexible resource allocation. This identified gap illustrates the need for similar research in Kenya, where public policies may similarly shape strategic resource decisions, thus affecting overall performance within its private universities.

Infrastructure, human resources, money, and technologies are all essential to the execution of a plan (Eposil & Potgieter, 2021). These resources determine how tasks are completed in order to achieve particular goals. However, concentrating on immediate financial gains, protecting resources, and developing plans that aren't in line with an organization's mission and objectives are some possible barriers to efficient resource allocation and use. To guarantee that the strategy is implemented successfully, management must continue to be aware of these difficulties.

At United States International University-Africa, Karanja (2023) concentrated on how strategy implementation affected non-financial performance. Using a descriptive research approach, the

study collected information from staff, faculty, and upper management via questionnaires. The results showed that performance is greatly impacted by the smart use of resources. The need for further empirical data on the precise impacts of resource distribution in various departments was one identified gap.

2.2.5 Strategic Leadership and Performance

By coordinating group efforts and guaranteeing that organisational operations are in line with strategic objectives, strategic leadership plays a crucial part in strategy execution (Hao & Yazdanifard, 2021). Coordination, process optimisation, structural alignment, and employee motivation and dedication to strategic goals are all attributes of effective leaders. Leaders must continuously practise execution discipline, which includes connecting strategy to operations, tracking progress, acknowledging successes, and resolving deviations, in order to implement strategies successfully. Leaders must also make sure that implementers comprehend the strategy completely, hold them responsible for their actions, and link incentives to performance results (Chungyas & Trinidad, 2022). This all-encompassing approach guarantees organisational success and improves plan execution.

Choudaha and Chang (2020) conducted a noteworthy study in the United States that combined surveys and interviews with university executives, using a mixed-methods technique. According to their research, strategic leadership greatly improves organizational performance by encouraging creativity and flexibility in response to shifting consumer needs. The study did identify a knowledge gap on the influence of local cultural contexts on strategic leadership styles, indicating that additional research is necessary to fully grasp the subtleties of leadership in varied settings.

A study by Schilling and Kluge (2020) in Germany utilized a quantitative research design, examining data from 50 private universities. Their results indicated a positive correlation

between strategic leadership practices and institutional performance indicators such as student enrollment and graduation rates. Yet, the authors acknowledged that their study predominantly focused on quantitative metrics, which might overlook the qualitative aspects of strategic leadership, such as relationship-building and stakeholder engagement. This gap highlights the need for more comprehensive explorations that consider both qualitative and quantitative factors in leadership effectiveness.

Makhubele and Mafuta (2020) used a mixed-methods methodology that included surveys and focus group discussions to investigate the impact of strategic leadership on the effectiveness of private institutions in South Africa. The results showed that better institutional performance, especially in program development and resource allocation, was associated with effective strategic leadership. Nevertheless, the study's shortcomings were its narrow emphasis, which made it necessary to broaden the investigation to include more private universities in the area.

Muturi and Kihoro's (2021) study also clarified the influence of strategic management at Kenya's private universities. The authors discovered through the use of a survey methodology that academic results and student happiness were among the performance measures that were positively impacted by strategic leadership. Nevertheless, the study identified a knowledge vacuum about how Kenya's distinct sociocultural dynamics impact strategic leadership practices, indicating the need for local context-focused research to better understand the connection between leadership and academic achievement.

Finally, a comparative study by Kearney (2022), which analyzed strategic leadership in Australia, highlighted the influence of strategic leadership on achieving internationalization goals. Through a longitudinal analysis of data from multiple universities, the research underscored the importance of visionary leadership in enhancing brand recognition and global engagement. Although the findings were insightful, the study emphasized a need for more

comprehensive investigations, especially in regions where educational institutions are grappling with different market pressures, like those in the African context. These studies collectively underscore the significance of recognizing contextual factors when researching strategic leadership and performance in higher education across different geographic regions.

The strategic leadership has a dominant impact on how the strategy is implemented. A general thread that unites the minds and hearts of individuals to ensure that strategies are implemented is what is known as leadership (Hao & Yazdanifard, 2021). Leadership's core responsibilities include harmonizing activities, optimizing processes, aligning organizational structure, and maintaining employee motivation and commitment throughout strategy implementation. According to Chungyas and Trinidad (2022), unless all leaders at all levels practice the discipline of implementation, no organization will be able to fulfill its promises. Establishing the strategic direction by linking strategy to operations and exercising leadership by routinely discussing the plan, objectives, and achievements are two ways to improve the execution of rectifying deviations. In meetings, it also means connecting all activities to the strategic goal. Leaders should also make sure that implementers comprehend the plan, hold them responsible, and tie incentives to results.

According to a Chinese study by Li, Wang, and Liu (2019), transformational leadership enhanced team learning and creativity, which in turn improved project success. Conversely, transactional leadership negatively affected project outcomes by hampering these same factors. The researchers recommended that project managers embrace a more transformational approach to cultivate a team culture emphasizing learning and innovation within their organizations.

The importance of strategic leadership in improving organizational performance in a variety of industries has been brought to light by recent empirical research conducted in Kenya. For

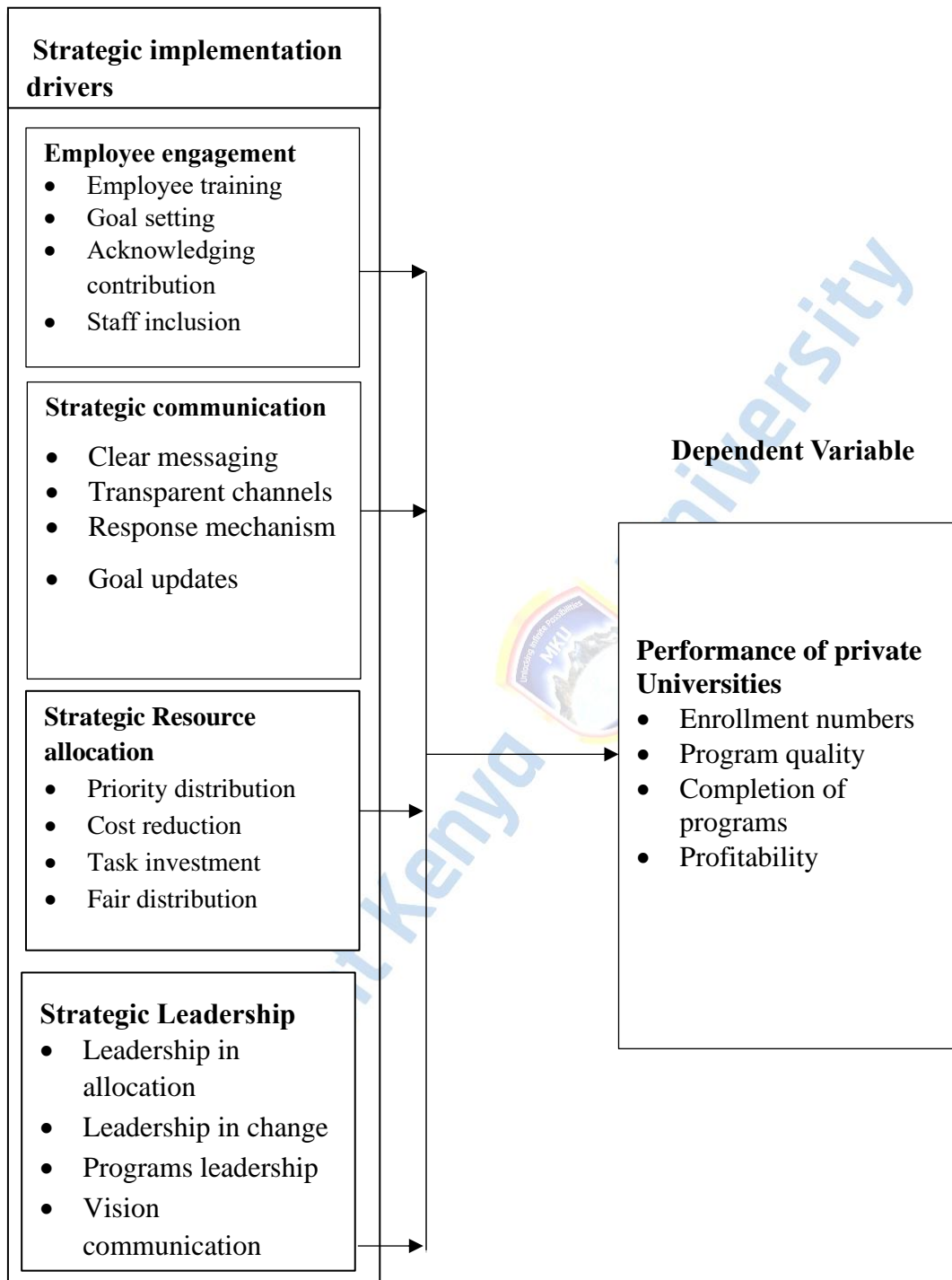
example, a study by Kimani, Mwangi, and Kimani (2024) employed a descriptive survey approach and concentrated on public secondary schools in Kiambu County's Lari Sub-County. Principals, deputies, department heads, and deans were among the 81 respondents in the study, which used SPSS to analyze the data. With a β value of 0.401 and a p-value of 0.003, the results showed a positive and statistically significant association between strategic leadership and school performance, highlighting the significance of effective leadership in educational settings.

In a same vein, Ali and Njuguna's (2025) study looked at how strategic leadership affected the Wajir County Government's organizational performance. Targeting 248 county officials and employees, the study used a survey research approach and collected data using semi-structured questionnaires. According to the analysis, organizational performance was positively and significantly impacted by strategic direction, human capital development, ethical behaviors, and an effective organizational culture. These results imply that improving performance in public sector enterprises requires strategic leadership.

2.3 Conceptual Framework

A conceptual framework organizes key ideas from relevant fields to guide a study's structure, illustrating the relationships between independent and dependent variables (Kombo & Tromp, 2009; Kothari, 2014). Figure 1 showcase the conceptual framework for this study. The conceptual framework for the investigation is illustrated in Figure 2.1.

Independent Variables



Source: Researcher, (2025)

2.4 Recap of literature review and Research Gaps

Table 2. 1: Strategic Employee Engagement and Performance in Private Universities

Authors (Year)	Focus of the Study	Research Method Used	Findings	Knowledge Gap	Focus of Current Study
Shuck et al. (2021)	Impact of strategic employee engagement on job performance	Quantitative	Positive correlation between engagement practices and enhanced job performance.	Lack of specific engagement strategies tailored to unique university cultures.	Assess engagement strategies tailored to Kenyan universities' unique cultures.
Lee & Lee (2020)	Employee engagement strategies and organizational performance in private universities	Mixed-methods	Increased engagement levels associated with improved student satisfaction and performance metrics.	Lack of focus on long-term sustainability of engagement initiatives.	Analyze long-term sustainability of engagement strategies in Kenyan context.
Turner & Kwan (2022)	Relationship between strategic employee engagement and institutional effectiveness	Case study	Institutions with engagement frameworks see improvements in retention and program success.	Insufficient comprehensive training programs for employee engagement.	Explore training initiatives for enhancing employee engagement in Kenya.
Ali & Ibrahim (2020)	Influence of employee engagement on academic performance	Quantitative (SEM)	Significant positive relationship between engagement and academic performance indicators.	Ignored external factors like government policies impacting engagement.	Assess external factors affecting engagement in Kenyan private universities.
Hossain et al. (2021)	Role of strategic employee engagement in enhancing	Quantitative	Strategic engagement improves staff morale and operational efficiency.	Lack of understanding of cultural norms influencing	Explore how cultural norms affect employee engagement in Kenyan

Ibraheem et al. (2024)	operational performance Strategic leadership's effect on staff and faculty engagement	Quantitative (SEM)	Strategic leadership's beneficial impact on employee engagement.	engagement practices. Regional focus suggests need for research in Kenyan context.	private universities. Conduct similar research in Kenyan private universities.
Yassin et al. (2024)	Strategic leadership's effect on Jordanian faculty and staff engagement	Quantitative	Engagement benefits from strategic leadership.	Lacks understanding of unique challenges in the Kenyan context.	Investigate unique challenges in the Kenyan context influencing employee engagement.

Table 2. 2: Strategic Communication and Performance in Private Universities

Author s (Year)	Focus of the Study	Research Method Used	Findings	Knowledge Gap	Focus of Current Study
Križan & Šuligoj (2020)	Role of strategic communication in enhancing visibility of private universities	Qualitative	Effective strategic communication improves public visibility and influences enrollment and partnerships.	Cultural differences in communication strategies not considered.	Assess strategic communication strategies in the Kenyan context considering cultural differences.
Yuen & Cheng (2021)	Impact of strategic communication on stakeholder engagement in private higher education	Mixed-methods	Proactive communication enhances stakeholder satisfaction and improves institutional performance.	Did not consider the role of digital communication platforms.	Explore the role of digital communication in enhancing institutional performance in Kenya.
O'Hara et al. (2021)	Relationship between strategic communication practices and student performance	Quantitative	Strong positive correlation between effective communication and student	Focus on traditional methods overlooks emerging communication technologies.	Investigate the impact of emerging communication technologies on student performance in Kenya.

Melo & Dias (2022)	Strategic communication influences competitive positioning of private universities in Brazil	Case studies	academic performance. Strategic communication helps institutions differentiate themselves and attract diverse student bodies.	Unique challenges in Sub-Saharan Africa not considered.	Assess challenges in implementing strategic communication in Kenyan private universities.
Rahman & Singh (2020)	Influence of strategic internal communication on faculty performance in Malaysia	Quantitative	Transparent internal communication enhances job satisfaction and faculty performance.	Did not examine external communication strategies affecting broader institutional success.	Investigate the impact of external communication on institutional success in Kenya.
Zhang et al. (2020)	Analysis of strategic communication frameworks in private universities in China	Mixed-methods	Coherent communication strategies correlate with improved institutional reputation and student engagement.	Differences in communication needs based on demographic landscape not explored.	Analyze communication needs in Kenya's diverse demographic landscape for private universities.
Perreira et al. (2019)	Barriers to the execution of plans and strategic communication	Online survey	Poor strategic communication identified as a primary hindrance to strategy execution.	Contextual challenges in higher education institutions not addressed.	Examine hindrances to strategic communication in Kenyan private universities.

Table 2. 3: Strategic Resource Allocation

Authors (Year)	Focus of the Study	Research Method Used	Findings	Knowledge Gap	Focus of Current Study
Baker & Miller (2023)	Relationship between strategic financial resource allocation	Longitudinal	Positive relationship between strategic spending on infrastructure	Did not explore impact of non-financial resources like human	Investigate a multidimensional approach to resource allocation in

	and performance		re and student enrollment.	capital or community engagement.	Kenyan universities.
Zohar & Tzafrir (2020)	Strategic resource allocation and university performance	Mixed-methods	Positive correlation between strategic allocation and performance metrics such as academic output.	Focused on public universities, raising questions about applicability to private institutions.	Explore challenges faced by Kenyan private universities regarding resource allocation.
Kearney & McKenzie (2021)	Strategic resource allocation's impact on learning outcomes	Quantitative	Targeted investments in technology and faculty development significantly enhanced student learning outcomes.	Focused on larger institutions, may not reflect conditions of smaller universities.	Investigate how strategic resource allocation affects performance in smaller Kenyan universities.
Liu, Huang, & Zhang (2021)	Interplay between resource allocation and institutional performance	Quantitative	Effective resource allocation contributes significantly to institutional reputation and academic performance.	Did not consider external factors affecting private universities.	Assess external factors impacting resource allocation in Kenyan private universities.
Choudhury & Mukherjee (2022)	Strategic resource allocation impacts on faculty satisfaction in India	Qualitative	Prioritized investments led to improved faculty retention and academic output.	Limited regional focus lacking broader implications for different regions or conditions.	Comparative studies across regions to understand faculty retention challenges in Kenya.
Wong (2022)	Role of strategic	Qualitative	Strategic alignment	Relied on subjective	Address contextual

	resource allocation in aligning institutional goals		of resources with institutional objectives leads to better performance outcomes.	interviews; generalizability of findings is questioned.	factors influencing strategic alignment of resource allocation in Kenya.
Abubakar et al. (2022)	Strategic resource allocation in Nigerian private universities	Mixed-methods	Investments in faculty and infrastructure improve academic performance and institutional sustainability.	Did not account for external economic factors impacting resource allocation decisions.	Explore dynamics involving economic factors in resource allocation within Kenyan private universities.
Mohamed & Chirwa (2020)	Strategic resource allocation influences performance in Tanzanian universities	Case study	Resource allocation significantly influenced curriculum development and stakeholder engagement	Governmental policies restricting flexible resource allocation influence outcomes.	Investigate similar governmental policy influences on resource allocation in Kenya.

Table 2. 4: Strategic Leadership and Performance

Authors (Year)	Focus of the Study	Research Method Used	Findings	Knowledge Gap	Focus of Current Study
Choudaha & Chang (2020)	Strategic leadership's effect on organizational effectiveness	Mixed-methods	Strategic leadership fosters innovation and adaptability, enhancing organizational performance.	Lack of understanding of how local cultural contexts impact leadership styles.	Explore how local cultural contexts in Kenya influence strategic leadership practices.

Schilling & Kluge (2020)	Strategic leadership practices and institutional performance	Quantitative	Positive correlation between strategic leadership and student enrollment and graduation rates.	Focus predominantly on quantitative metrics; qualitative aspects overlooked.	Comprehensive exploration of qualitative factors in leadership effectiveness in Kenya.
Nguyen (2021)	Connection between strategic leadership and performance in Vietnamese universities	Qualitative	Leadership practices influence academic quality and institutional reputation.	Need to explore external factors mediating the relationship between leadership and performance.	Investigate external factors affecting the strategic leadership-performance relationship in Kenya.
Makhubele&Mafuta (2020)	Effects of strategic leadership on the efficiency of private universities	Mixed-methods	Effective leadership linked to improved resource allocation and program development.	Limited scope; focused on few institutions calls for broader sampling for more generalizable findings.	Expand research to include diverse private universities in Kenya to discuss leadership efficacy.
Muturi & Kihoro (2021)	Impact of strategic leadership within private universities in Kenya	Quantitative	Strategic leadership positively affects performance metrics such as student satisfaction and academic outcomes.	Unexplored influence of Kenyan socio-cultural dynamics on leadership practices.	Examine the role of socio-cultural dynamics in shaping strategic leadership practices in Kenya.
Kearney (2022)	Strategic leadership and internationalization goals in	Longitudinal	Visionary leadership enhances institutional	Need for comprehensive investigation	Investigate the challenges and

Australian universities	l brand recognition and global engagement.	ns in different regions, especially in Africa.	opportunities for strategic leadership within Kenya's private universities.
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CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

Chapter Three presents the research methodology, covering design, sampling, instruments, data collection, analysis, pilot testing, diagnostics, and ethical research considerations.

3.1 Research Design

The structure that directs data collection, analysis, and interpretation in order to accomplish particular study goals is known as a research design (Creswell & Poth, 2016). A descriptive design will be used in this study, which is especially appropriate for examining how strategic implementation drivers affect Kenyan private institutions' performance. A descriptive design works well for gathering precise and in-depth data about people, groups, and phenomena at a given moment in time (Sekaran, 2011). The descriptive design was chosen for its ability to explore variable relationships, support mixed data collection, and provide comprehensive, evidence-based insights.

3.2 Location of the study

The study was conducted in Kenya's private universities due to their vital role in education and the sector's dynamic nature, marked by expansion, competition, and financial constraints. Kenya's higher education landscape, overseen by the Commission for University Education, provided a relevant setting to explore strategic drivers affecting institutional performance and offered globally applicable insights for improving university operations.

3.3 Target Population

A population refers to the group from which a researcher draws conclusions, including real or hypothetical individuals, events, or items. In this study, the focus was on 25 licensed private

universities in Kenya, as listed by the Commission for University Education (2022). The analysis centered on the universities, with data gathered from key administrators such as principals, directors, deans, registrars, and department heads.

Table 3. 1: Target Population

Category	Size
Principals	25
Directors	50
Registrars	100
Head of Departments	225
Deans	108
Total	508

Source: Project sites, (2024)

3.4 Sampling procedures and Techniques

Sample design refers to the method of selecting participants to represent a population accurately (Kothari, 2004), aiding in answering research questions effectively (Babbie, 2010). This study used stratified (proportional) sampling to ensure representation across key university roles—principals, directors, registrars, department chairs, and deans. The sample size was calculated using Yamane’s (1947) formula, ensuring precision and demographic diversity.

Below is the Yamane formula:

$$N / (1 + Ne^2) = n \text{ where number of samples} = n, \text{ Total population} = N, \text{ Error of tolerance} = e,$$

Confidence level= 95% at 0.05 level of significance population

(N)= 508 in the study

$$n = N / (1 + Ne^2)$$

$$= 508 / (1 + 508(0.05^2))$$

$$= 508 / 2.27$$

$$= 223.789 = 224$$

N = 224 (research sample size)

Using the same formula, we get 24 private universities from which the sample of 224 staff will be drawn.

3.5 Construction of Research Instruments

Questionnaires were the primary data collection tool for this study. Guided by Mugenda & Mugenda (2003), the questionnaire was designed based on a clear problem statement and research objectives. A five-point Likert scale ensured uniformity and measurability of responses. As Kothari (2004) notes, surveys are cost-effective and efficient. This structured approach enabled quantitative analysis of the relationships between variables, enhancing the study's reliability and validity.

3.6 Testing for Validity and Reliability

3.6.1 Pilot Testing

Pilot testing is essential for improving data collection tools by ensuring they are clear, relevant, and effective. It involves testing the questionnaire on a small group similar to the main study population to identify and correct any issues. Following Mugenda and Mugenda (2013), 10% (22 out of 224) of the sample was used for the pilot study, and these participants were excluded from the main study. The findings from the pilot revealed that the questionnaire items were

generally well-structured, with respondents indicating that the language was clear and the questions were relevant to the study objectives. Minor adjustments were made to enhance clarity and flow based on the feedback received. The pilot also confirmed that the data collection tools were reliable, with Cronbach's alpha values for all variables exceeding the 0.7 threshold, indicating strong internal consistency. Feedback from the pilot informed necessary revisions to the instruments before full data collection commenced.

3.6.2 Validity of Research Instruments

Validity refers to how accurately a tool measures the intended concept (Bryman & Bell, 2011). In this study, content and construct validity were emphasized. Content validity was ensured through expert reviews by strategic management lecturers and supervisors, confirming clarity and relevance. Construct validity was supported by aligning items with theoretical concepts (Saunders et al., 2003; Mugenda, 2013). Pre-testing instruments allowed refinements, strengthening the credibility and accuracy of the findings.

3.6.3 Reliability of Research Instruments

The consistency with which a research tool measures a notion is referred to as reliability (Bryman & Bell, 2011). Internal reliability and stability over time are its two primary components. Reliability guarantees the relevance and consistency of a research tool, according to Sekaran (2014). Cronbach's alpha is used to determine internal consistency; a coefficient of 0.6 or above shows satisfactory reliability. Pre-testing questionnaires helps with instrument creation (Zikmund et al., 2010).

3.7 Data Collection Methods and Procedures

The data collection process involved two main stages. Initially, the researcher obtained an introductory letter from the university to seek permission from relevant authorities before acquiring NACOSTI clearance. In the second stage, trained assistants gathered data through interviews and questionnaires after securing informed consent from participants to uphold ethical standards. The collected data was then cleaned, coded, analyzed, and presented using tables and charts for clarity.

3.8 Proposed Data Analysis techniques and procedures

Data analysis was conducted using SPSS, which offers robust data management and statistical tools (Leyla, 2001). The study employed descriptive statistics, such as frequencies and percentages, to summarize population characteristics. Inferential statistics, including multiple regression, correlation analysis, and ANOVA, were used to explore relationships, measure influence, and test group differences. Hypotheses were tested at a 95% confidence level ($p < 0.05$) for significance.

$$Li = \ell(P \ 1-P) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \text{Where}$$

The odds ratio, or the ratio of the likelihood that strategic implementation drivers ($i = 1, 2, 3, 4, 5$) will affect university performance, is $P_i / (1 - P_i)$.

β_0 - Constant

X_1 - Employee engagement

X_2 - Strategic communication

X_3 - Strategic resource allocation

X_4 – Strategic leadership

P probability that the university achieves good performance

$\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 represent the change in log odds ratio per unit increase in their respective independent variables. Positive coefficients indicate an increased likelihood of the outcome.

3.8.1 Diagnostic Tests

Diagnostic tests are vital for ensuring the reliability and accuracy of regression models. Multicollinearity diagnostics, using the Variance Inflation Factor (VIF), detect high correlations among independent variables that can distort results; VIF values above 10 suggest issues of multicollinearity, which may inflate standard errors and reduce the statistical significance of predictor variables. Heteroscedasticity tests, like Breusch-Pagan and White tests, check if residual variances are constant—violations can bias estimates, requiring corrections such as robust errors. Normality of residuals is assessed through Q-Q plots, histograms, and the Shapiro-Wilk test, ensuring valid hypothesis testing. Addressing these diagnostics enhances the model's validity and the credibility of the study's findings.

3.9 Ethical Considerations

Ethical principles were carefully upheld throughout the study to maintain respect and integrity. Participants' anonymity was protected by collecting data without personal identifiers, reducing bias. Participation was voluntary, with individuals informed of their right to refuse or withdraw without penalty. Confidentiality was ensured, with data used only for academic purposes and shielded from unauthorized access, promoting trust and honest responses. The study's goals and expected outcomes were clearly communicated to participants for transparency. Furthermore, ethical approval was obtained from Mount Kenya University, along with authorization from NACOSTI prior to starting the research.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The study aimed to examine how strategic implementation drivers—employee engagement, communication, resource allocation, and leadership—affect the performance of private universities in Kenya. This chapter presents the research results and findings.

4.1.1 Response Rate

Table 4. 1: Response Rate

Department	Sample size	Returned
Principals/campus directors	11	9
Directors	23	18
Registrars	44	33
Head of Departments	99	76
Deans	47	36
Total	224	172

Out of the total sample size of 224 respondents targeted across various departments, 172 completed and returned the questionnaires, resulting in an overall response rate of 76.8%. Specifically, 9 out of 11 principals/campus directors responded (81.8%), 18 out of 23 directors (78.3%), 33 out of 44 registrars (75.0%), 76 out of 99 heads of departments (76.8%), and 36 out of 47 deans (76.6%). This response rate is considered satisfactory for survey research and is adequate for data analysis, as it reflects a high level of participation across all respondent categories.

4.2 Demographic Characteristics

4.2.1 Gender Distribution of Respondents

Understanding the gender composition of respondents provides insights into the level of inclusivity in the study. Table 4.2 presents the gender distribution of respondents, showing the proportion of male and female participants.

Table 4. 2: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	94	54.7
Female	78	45.3
Total	172	100.0

The results indicate that the majority of the respondents were male (54.7%), while female respondents accounted for 45.3%. This distribution suggests a fairly balanced gender representation, which helps reduce the risk of gender bias in the study's findings. The involvement of both male and female participants allows for a broader range of perspectives on strategy implementation practices, employee engagement, leadership, and institutional performance. Such inclusivity enhances the reliability of the findings and reflects the gender diversity present within administrative roles in Kenya's private universities.

4.2.2 Age Distribution of Respondents

The age composition of respondents provides an understanding of the workforce experience and generational diversity in the institutions. Table 4.3 presents the distribution of respondents by age.

Table 4. 3: Age Distribution of Respondents

Age Group	Frequency	Percent
Below 24 years	18	10.5

25-34 years	20	11.6
35-44 years	118	68.6
45-54 years	16	9.3
Total	172	100.0

The results reveal that the majority of respondents (68.6%) were aged between 35 and 44 years, indicating that the workforce in private universities is predominantly composed of experienced and professionally active individuals. This age group is typically associated with mid-level to senior-level positions, which are directly involved in strategic planning and execution. The least represented age groups were those below 24 years (10.5%) and those aged 45–54 years (9.3%), suggesting limited input from entry-level staff and nearing-retirement personnel. This distribution minimizes generational bias, as responses were primarily drawn from individuals in their prime working years, likely to possess practical insights into institutional performance, leadership, and strategic implementation processes.

4.2.3 Education Level of Respondents

The education level of respondents is a key factor in understanding their capacity to engage in strategic implementation processes. Table 4.4 provides the distribution of respondents by education level.

Table 4.4: Education Level of Respondents

Education Level	Frequency	Percentage
Diploma	50	29.1
Bachelor's Degree	106	61.6
Master's Degree	16	9.3
Total	172	100.0

The findings indicate that the majority of respondents (61.6%) hold a Bachelor's degree, followed by Diploma holders at 29.1%, and a smaller proportion (9.3%) with a Master's degree.

This educational composition suggests that respondents possess a solid academic foundation, which enhances the credibility and relevance of their responses concerning strategic implementation and institutional performance. The variation in education levels allows for a range of insights from both operational and managerial viewpoints, helping to mitigate educational bias and ensuring that the study captures perspectives from different tiers of academic and administrative expertise within private universities.

4.2.4 Work Experience of Respondents

The duration of work experience is a crucial factor in assessing respondents' familiarity with institutional operations. Table 4.5 presents the distribution of respondents by their work experience.

Table 4.5: Work Experience of Respondents

Work Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	24	14.0	14.0	14.0
1-5 years	34	19.8	19.8	33.7
6-10 years	68	39.5	39.5	73.3
Above 10 years	46	26.7	26.7	100.0
Total	172	100.0	100.0	100.0

The results show that the largest proportion of respondents (39.5%) had worked in their institutions for between 6 and 10 years, while 26.7% had over 10 years of experience. Respondents with less than one year of service accounted for 14.0%, and those with 1–5 years represented 19.8%. This distribution reflects a healthy mix of long-serving professionals and newer staff members, ensuring a balanced perspective on institutional performance and strategic implementation practices. The strong representation of experienced individuals enhances the credibility of the findings, as their responses are grounded in extensive familiarity with the institution's systems, culture, and strategic processes.

4.3 Descriptive Statistics

4.3.1 Descriptive Statistics for Employee Engagement

The table below presents the descriptive statistics for employee engagement in private universities. Employee engagement is a crucial factor in institutional success, influencing staff motivation, retention, and overall performance. The statements measure various aspects of engagement, such as training, goal setting, recognition, workplace culture, career growth, and motivation. The mean scores and standard deviations indicate the level of agreement among respondents. The discussion that follows interprets these results and links them to relevant literature from the study.

Table 4. 6: Descriptive Statistics for Employee Engagement

Statement	SD (%)	F	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
The university provides regular staff training to improve work performance.	0 (0.0%)	16 (9.3%)	64 (37.2%)	58 (33.7%)	34 (19.8%)	3.64	0.90	
Goals and objectives for staff are clearly defined and communicated.	2 (1.2%)	14 (8.1%)	74 (43.0%)	42 (24.4%)	40 (23.3%)	3.60	0.97	
My individual efforts are recognized and valued by the university leadership.	2 (1.2%)	18 (10.5%)	62 (36.0%)	46 (26.7%)	44 (25.6%)	3.65	1.01	
The university fosters a sense of belonging among staff.	2 (1.2%)	16 (9.3%)	72 (41.9%)	38 (22.1%)	44 (25.6%)	3.62	1.00	
The university supports career growth opportunities for its employees.	2 (1.2%)	10 (5.8%)	62 (36.0%)	56 (32.6%)	42 (24.4%)	3.73	0.94	
I feel motivated to perform my duties due to strategic employee engagement practices.	2 (1.2%)	10 (5.8%)	68 (39.5%)	54 (31.4%)	38 (22.1%)	3.67	0.92	

The results indicate that a majority of employees agree (33.7%) or strongly agree (19.8%) that the university provides regular staff training to improve work performance, with a mean score of 3.64 and a standard deviation of 0.90. This suggests that training programs are implemented but may not be consistent or accessible to all employees. Regular training enhances skills and boosts productivity, aligning with Ali and Ibrahim (2020), who found that well-structured training programs significantly enhance academic performance and institutional success. However, the relatively high proportion of neutral responses (37.2%) suggests that some employees may feel that training opportunities are insufficient or inadequately communicated.

Regarding goal-setting, 43.0% of respondents were neutral, while 24.4% agreed and 23.3% strongly agreed that goals and objectives are clearly defined and communicated, with a mean of 3.60 and a standard deviation of 0.97. This implies that while communication of institutional objectives exists, it may not be fully effective. Clear goal-setting aligns employees with institutional priorities, enhancing performance. Turner and Kwan (2022) found that well-communicated institutional goals improve faculty engagement and retention. The presence of neutral (43.0%) and disagreeing (9.3%) respondents suggests that private universities should improve communication strategies to enhance clarity and alignment with staff expectations.

Employee recognition plays a key role in fostering motivation and commitment. The statement on leadership valuing individual efforts received a mean of 3.65, with 26.7% agreeing and 25.6% strongly agreeing. However, 36.0% remained neutral, suggesting inconsistent recognition practices. Shuck et al. (2021) found that employee engagement strategies, particularly recognition programs, significantly improve job satisfaction and institutional performance. Universities should ensure structured reward mechanisms to acknowledge employee contributions, reinforcing a culture of appreciation and motivation.

A sense of belonging is essential for employee morale and institutional loyalty. The results show a mean of 3.62, with 22.1% agreeing and 25.6% strongly agreeing that their university fosters inclusivity. However, 41.9% were neutral, indicating uncertainty about the university's commitment to creating a supportive work environment. Hossain et al. (2021) highlighted that a positive organizational culture enhances operational performance in private universities. Therefore, institutions should actively promote teamwork, mentorship, and employee support programs to enhance engagement.

The findings on career growth indicate that 32.6% of employees agreed and 24.4% strongly agreed that their university supports professional development, with a mean of 3.73. However, 36.0% remained neutral, suggesting that while opportunities exist, they may not be equitably available. Lee and Lee (2020) found that career advancement programs significantly enhance employee satisfaction and institutional success. Private universities should implement transparent career development frameworks; ensuring staff have access to growth opportunities through mentorship, training, and promotions.

Lastly, motivation driven by strategic employee engagement practices scored a mean of 3.67, with 31.4% agreeing and 22.1% strongly agreeing. However, 39.5% were neutral, indicating that engagement strategies may not be fully effective. Employee motivation is linked to job satisfaction and institutional success, as confirmed by Nthoki (2023), who found that strategic leadership fosters employee commitment in Kenyan universities. Universities should enhance engagement strategies, such as participatory leadership, recognition programs, and continuous feedback, to foster a highly motivated workforce.

The findings suggest that while private universities implement employee engagement strategies, there are gaps in communication, recognition, and career development. The high proportion of neutral responses across multiple statements indicates that universities must

enhance their engagement frameworks to ensure consistency and effectiveness. Strengthening these areas will improve institutional performance and staff retention.

4.3.2 Descriptive Statistics for Strategic Communication

Effective strategic communication is essential for the smooth operation of universities, influencing employee engagement, institutional efficiency, and overall performance. Table 4.6 presents descriptive statistics on various aspects of strategic communication within a university setting. The results highlight the effectiveness of communication, availability of open channels, feedback mechanisms, contributions to university operations, regular updates, and collaboration enhancement.

Table 4.7: Descriptive Statistics for Strategic Communication

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
Communication within the university is clear and effective.	10 (5.8%)	12 (7.0%)	40 (23.3%)	66 (38.4%)	44 (25.6%)	3.71	1.10
Open communication channels are available for staff at all levels.	6 (3.5%)	22 (12.8%)	42 (24.4%)	70 (40.7%)	32 (18.6%)	3.58	1.04
Feedback mechanisms are in place and actively utilized in decision-making processes.	4 (2.3%)	16 (9.3%)	60 (34.9%)	50 (29.1%)	42 (24.4%)	3.64	1.02
Strategic communication contributes to the smooth running of university operations.	6 (3.5%)	26 (15.1%)	42 (24.4%)	66 (38.4%)	32 (18.6%)	3.53	1.07
Regular updates on organizational goals and changes are effectively communicated.	8 (4.7%)	22 (12.8%)	48 (27.9%)	58 (33.7%)	36 (20.9%)	3.53	1.10
Communication strategies enhance collaboration among departments.	6 (3.5%)	22 (12.8%)	42 (24.4%)	58 (33.7%)	44 (25.6%)	3.65	1.10

Communication within the university is clear and effective. The results indicate that 64% of respondents (Agree and Strongly Agree) perceive communication within the university as clear and effective, while 12.8% disagree, and 23.3% remain neutral. This suggests that while the

majority of respondents find the communication process efficient, there is still a portion of employees who believe otherwise. Effective communication within universities is crucial for knowledge dissemination, decision-making, and fostering collaboration. O'Hara et al. (2021) found a strong positive correlation between strategic communication practices and student performance, reinforcing the importance of clear internal communication in educational settings.

Open communication channels are available for staff at all levels. A total of 59.3% of respondents agree that open communication channels are available, whereas 16.3% express disagreement. The presence of open communication channels enables staff to express concerns, share ideas, and engage in institutional decision-making. Yuen and Cheng (2021) emphasize that open communication enhances stakeholder engagement and institutional performance, which supports these findings. However, the 16.3% who disagree suggest that some employees may still encounter challenges in accessing communication platforms, which should be addressed through policy reforms.

Feedback mechanisms are in place and actively utilized in decision-making processes. The findings reveal that 53.5% of respondents affirm the presence and utilization of feedback mechanisms, while 34.9% remain neutral. The effectiveness of feedback systems directly impacts institutional decision-making and employee motivation. A study by Rahman and Singh (2020) highlighted that transparent internal communication enhances job satisfaction and faculty performance. However, the 34.9% neutrality suggests that some staff members may not fully engage with feedback mechanisms, possibly due to lack of awareness or ineffective implementation.

Strategic communication contributes to the smooth running of university operations. A majority of 57% (Agree and Strongly Agree) acknowledge that strategic communication plays a vital

role in institutional operations, while 18.6% remain neutral and 18.6% disagree. Effective communication strategies ensure smooth coordination between departments, minimize misunderstandings, and enhance productivity. Perreira et al. (2019) found that poor strategic communication was a major impediment to the successful execution of institutional plans. The neutrality and disagreement among some respondents highlight areas where communication strategies could be refined for more impact.

Regular updates on organizational goals and changes are effectively communicated. The results show that 54.6% of respondents agree that regular updates on organizational goals are effectively communicated, while 17.5% disagree, and 27.9% remain neutral. Keeping employees informed about institutional objectives and changes fosters alignment and commitment to organizational goals. Melo and Dias (2022) observed that universities using strategic communication to relay institutional objectives maintained a competitive edge and improved engagement. The 27.9% neutral response suggests that while communication exists, its effectiveness may vary across different departments.

Communication strategies enhance collaboration among departments. A total of 59.3% of respondents agree that communication strategies enhance collaboration, while 16.3% disagree, and 24.4% remain neutral. Effective communication fosters teamwork and interdepartmental synergy, reducing operational inefficiencies. Zhang et al. (2020) found that coherent communication strategies in universities significantly improved institutional reputation and student engagement. The presence of neutrality and disagreement indicates the need for improvements in communication channels to enhance institutional collaboration.

The findings indicate that strategic communication plays a vital role in university operations, affecting staff engagement, institutional performance, and collaboration. While a majority of respondents positively perceive communication strategies, a notable proportion remains neutral

or dissatisfied, and highlighting areas for improvement. The results align with previous studies emphasizing the importance of clear messaging, open feedback mechanisms, and interdepartmental communication in enhancing university performance. Addressing the identified gaps in strategic communication will contribute to institutional effectiveness and stakeholder satisfaction.

4.3.3 Descriptive Statistics for Strategic Resource Allocation

Strategic resource allocation is critical for the efficient operation of private universities, ensuring that financial, human, and infrastructural resources are distributed effectively. The table below present descriptive statistics on key aspects of resource allocation, including prioritization, cost-cutting measures, funding allocation, fairness, performance impact, and financial planning. These insights provide an understanding of how private universities manage their resources to achieve institutional goals.

Table 4. 8: Descriptive Statistics for Strategic Resource Allocation

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
Resources are allocated based on priority and organizational needs.	4 (2.3%)	18 (10.5%)	46 (26.7%)	60 (34.9%)	44 (25.6%)	3.71	1.04
Cost-cutting measures are implemented strategically without compromising quality.	12 (7.0%)	12 (7.0%)	54 (31.4%)	56 (32.6%)	38 (22.1%)	3.56	1.12
Adequate funding is directed toward high-impact and profitable tasks.	10 (5.8%)	18 (10.5%)	38 (22.1%)	54 (31.4%)	52 (30.2%)	3.70	1.18

Resources are fairly distributed across departments to ensure smooth operations.	6 (3.5%)	24 (14.0%)	34 (19.8%)	68 (39.5%)	40 (23.3%)	3.65	1.09
Strategic resource allocation enhances the performance of the university.	8 (4.7%)	14 (8.1%)	42 (24.4%)	58 (33.7%)	50 (29.1%)	3.74	1.10
Financial planning aligns with the university's goals and objectives.	14 (8.1%)	18 (10.5%)	46 (26.7%)	64 (37.2%)	30 (17.4%)	3.45	1.14

Resources are allocated based on priority and organizational needs. The findings indicate that 60.5% of respondents (Agree and Strongly Agree) believe that resource allocation in their university is based on priority and institutional needs, while 26.7% remain neutral and 12.8% disagree. The mean score of 3.71 suggests that most respondents perceive resource allocation as structured and needs-based. Effective prioritization ensures that critical areas such as faculty development, student services, and research receive adequate funding. A study by Zohar and Tzafrir (2020) found that universities with structured resource allocation frameworks experienced improved institutional performance. However, the notable neutrality suggests that some departments may perceive disparities in allocation, indicating a need for more transparent allocation policies.

Cost-cutting measures are implemented strategically without compromising quality. A total of 54.7% of respondents agree that cost-cutting measures are applied strategically, while 31.4% remain neutral, and 14.0% disagree. The mean score of 3.56 reflects moderate confidence in cost management practices. Strategic cost-cutting enhances financial sustainability while maintaining service quality. According to Liu, Huang, and Zhang (2021),

universities that implemented efficiency-driven cost reduction strategies without compromising quality achieved better academic and operational outcomes. However, the 31.4% neutral response suggests that some cost-cutting measures may not be well-communicated, leading to concerns about their impact on university functions.

Adequate funding is directed toward high-impact and profitable tasks. The results show that 61.6% of respondents believe that funding is allocated to high-impact areas, while 22.1% remain neutral, and 16.3% disagree. The mean score of 3.70 indicates a generally positive perception of funding priorities. Universities that focus financial resources on research, technology, and student support programs tend to achieve better outcomes. Kearney and McKenzie (2021) found that targeted investments in faculty development and infrastructure significantly improved student learning experiences. The neutrality in responses suggests that some departments may feel underfunded, warranting a more transparent prioritization framework.

Resources are fairly distributed across departments to ensure smooth operations. A total of 62.8% of respondents agree that resources are fairly allocated, while 19.8% remain neutral, and 17.5% disagree. The mean score of 3.65 suggests that while many respondents perceive fair distribution, some disparities may exist. Fair distribution of resources ensures operational efficiency and reduces departmental conflicts. Choudhury and Mukherjee (2022) highlighted that universities prioritizing equitable allocation experienced improved faculty retention and academic output. The neutrality and disagreement suggest that some departments may perceive inconsistencies in funding, highlighting the need for more participatory resource planning.

Strategic resource allocation enhances the performance of the university. The findings indicate that 62.8% of respondents agree that strategic resource allocation

positively impacts university performance, while 24.4% remain neutral, and 12.8% disagree. The mean score of 3.74 reflects strong confidence in resource allocation's role in institutional success. Effective resource allocation leads to better academic outcomes, research output, and institutional sustainability. Wong (2022) found that aligning resource allocation with institutional goals significantly improved university performance metrics. The neutrality in responses suggests a need for more transparency in demonstrating how resource allocation directly contributes to performance.

Financial planning aligns with the university's goals and objectives. A total of 54.6% of respondents agree that financial planning is aligned with institutional objectives, while 26.7% remain neutral, and 18.6% disagree. The mean score of 3.45 suggests moderate confidence in financial planning practices. Proper financial planning ensures that resources are allocated efficiently to support institutional growth. Abubakar et al. (2022) found that strategic financial management in Nigerian private universities led to improved institutional sustainability. However, the relatively high neutrality and disagreement indicate that some employees perceive gaps in financial planning effectiveness, suggesting a need for more inclusive budgetary decision-making processes.

The results indicate that strategic resource allocation significantly impacts the efficiency and performance of private universities. While most respondents perceive resource distribution as need-based, equitable, and performance-driven, a notable proportion remains neutral, suggesting gaps in communication and transparency. These findings align with studies emphasizing the importance of structured and participatory resource allocation in enhancing institutional effectiveness. Addressing the identified concerns through better communication, participatory budgeting, and transparent financial planning will further improve resource efficiency and university performance.

4.3.4 Descriptive Statistics for Strategic Leadership

Strategic leadership is a fundamental driver of institutional performance, influencing resource management, adaptability, innovation, and overall university growth. The table below presents descriptive statistics on key aspects of strategic leadership, including resource allocation, change management, program direction, and innovation, sustainability, and vision communication. The findings offer insights into the effectiveness of leadership practices in private universities.

Table 4.9: Descriptive Statistics for Strategic Leadership

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
Leadership effectively manages the allocation of resources to achieve strategic goals.	8 (4.7%)	12 (7.0%)	52 (30.2%)	50 (29.1%)	50 (29.1%)	3.71	1.10
Change management initiatives are well-coordinated by the leadership.	10 (5.8%)	22 (12.8%)	46 (26.7%)	60 (34.9%)	34 (19.8%)	3.50	1.12
Leadership provides clear direction for the implementation of strategic programs.	4 (2.3%)	26 (15.1%)	50 (29.1%)	52 (30.2%)	40 (23.3%)	3.57	1.08
The university leadership fosters innovation and adaptability to change.	6 (3.5%)	28 (16.3%)	46 (26.7%)	58 (33.7%)	34 (19.8%)	3.50	1.09
Strategic leadership contributes to the university's overall growth and sustainability.	8 (4.7%)	20 (11.6%)	38 (22.1%)	64 (37.2%)	42 (24.4%)	3.65	1.11
Leadership communicates a compelling vision to guide university performance.	4 (2.3%)	26 (15.1%)	44 (25.6%)	52 (30.2%)	46 (26.7%)	3.64	1.10

Leadership effectively manages the allocation of resources to achieve strategic goals. The results show that 58.2% of respondents (Agree and Strongly Agree) believe that university leadership effectively manages resource allocation, while 30.2% remain neutral, and 11.7% disagree. The mean score of 3.71 suggests that most respondents perceive leadership as playing a significant role in resource distribution. Effective leadership in resource allocation enhances operational efficiency and institutional sustainability. Choudaha and Chang (2020) found that strategic leadership significantly improves institutional performance by fostering resource optimization and financial stability. However, the high neutrality suggests the need for more transparent decision-making in resource allocation.

Change management initiatives are well-coordinated by the leadership. A total of 54.7% of respondents agree that change management initiatives are well-coordinated, while 26.7% remain neutral, and 18.6% disagree. The mean score of 3.50 indicates a moderate level of confidence in leadership's role in managing change. Change management is crucial in private universities, especially given the evolving higher education landscape. Schilling and Kluge (2020) found a positive correlation between strategic leadership and institutions' ability to adapt to market demands. The neutrality and disagreement suggest that while leadership supports change, some employees may perceive gaps in implementation strategies.

Leadership provides clear direction for the implementation of strategic programs. The findings reveal that 53.5% of respondents affirm that leadership provides clear direction in strategic program implementation, while 29.1% remain neutral, and 17.4% disagree. The mean score of 3.57 suggests that leadership direction is generally effective but could be improved. Providing a clear strategic direction ensures smooth execution of institutional initiatives. Nguyen (2021) found that strategic leadership influences the successful implementation of academic and

administrative programs in universities. The neutrality suggests a potential gap in leadership communication, requiring more structured engagement with staff.

The university leadership fosters innovation and adaptability to change. A total of 53.5% of respondents believe that university leadership fosters innovation, while 26.7% remain neutral, and 19.8% disagree. The mean score of 3.50 indicates a moderate perception of leadership's role in promoting innovation. In a rapidly changing academic environment, adaptability is essential for sustainability. Makhubele and Mafuta (2020) emphasized that universities with innovative leadership experienced greater institutional growth and academic excellence. The neutrality and disagreement highlight the need for leadership to create more structured innovation-driven initiatives.

Strategic leadership contributes to the university's overall growth and sustainability. The results indicate that 61.6% of respondents agree that strategic leadership enhances university growth and sustainability, while 22.1% remain neutral, and 16.3% disagree. The mean score of 3.65 suggests a strong perception of leadership's contribution to institutional success. Leadership that aligns institutional strategies with long-term sustainability goals ensures resilience in competitive markets. Muturi and Kihoro (2021) found that universities with strong leadership structures experienced improved student satisfaction and academic performance. The neutrality in responses suggests that some staff may not fully recognize the impact of leadership on sustainability, indicating a need for more participatory leadership approaches.

Leadership communicates a compelling vision to guide university performance. A total of 56.9% of respondents agree that leadership effectively communicates a vision, while 25.6% remain neutral, and 17.4% disagree. The mean score of 3.64 indicates a moderate perception of leadership's role in vision communication. A clear vision provides direction and aligns institutional efforts toward common goals. Kearney (2022) found that universities with

visionary leadership achieved greater global engagement and institutional growth. The neutrality and disagreement suggest that some employees may not feel fully engaged in the university's strategic vision, requiring more inclusive communication strategies.

The findings indicate that strategic leadership plays a crucial role in private universities by influencing resource allocation, change management, innovation, and institutional sustainability. While most respondents recognize the positive impact of leadership, the significant neutrality across responses suggests areas for improvement in leadership communication, transparency, and inclusivity. These results align with existing literature, emphasizing the need for adaptive, visionary, and participatory leadership to enhance university performance. Strengthening leadership practices through clearer communication, structured innovation programs, and transparent resource allocation strategies will further enhance institutional effectiveness and competitiveness.

4.3.5 Descriptive Statistics for Performance of Private Universities

The performance of private universities is a key indicator of institutional effectiveness, reflecting aspects such as student enrollment, academic quality, course completion rates, financial stability, faculty retention, and graduate employability. The table below presents descriptive statistics on these performance indicators. These findings provide insights into how well private universities are achieving their strategic objectives and responding to market demands.

Table 4.10 Descriptive Statistics for Performance of Private Universities

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dev.
Students' enrollment has consistently improved over recent years.	8 (4.7%)	22 (12.8%)	32 (18.6%)	64 (37.2%)	46 (26.7%)	3.69	1.14
The university offers quality academic programs that meet market demands.	6 (3.5%)	24 (14.0%)	40 (23.3%)	68 (39.5%)	34 (19.8%)	3.58	1.06
Courses are completed within the scheduled timelines.	8 (4.7%)	18 (10.5%)	42 (24.4%)	60 (34.9%)	44 (25.6%)	3.66	1.11
Profit margins have increased as a result of strategic implementation drivers.	6 (3.5%)	24 (14.0%)	32 (18.6%)	70 (40.7%)	40 (23.3%)	3.66	1.09
The university attracts and retains qualified faculty and staff.	8 (4.7%)	24 (14.0%)	36 (20.9%)	58 (33.7%)	46 (26.7%)	3.64	1.15
Graduates from the university secure employment within a reasonable time frame.	6 (3.5%)	18 (10.5%)	42 (24.4%)	64 (37.2%)	42 (24.4%)	3.69	1.06

Students' enrollment has consistently improved over recent years. The results indicate that 63.9% of respondents (Agree and Strongly Agree) believe student enrollment has improved, while 18.6% remain neutral and 17.5% disagree. The mean score of 3.69 suggests that enrollment has been steadily increasing, but challenges still exist. Private universities rely on enrollment growth to sustain financial stability and academic competitiveness. According to Manyeki et al. (2018), private universities in Kenya must adopt strategic management practices

to attract students in an increasingly competitive higher education market. The neutrality in responses may suggest that while enrollment is improving in some institutions, others face challenges due to policy changes and market saturation.

The university offers quality academic programs that meet market demands. A total of 59.3% of respondents agree that their university offers quality programs aligned with market needs, while 23.3% remain neutral and 17.5% disagree. The mean score of 3.58 indicates that while most respondents perceive academic programs as relevant, there is still room for improvement. Aligning academic offerings with industry demands enhances graduate employability and institutional reputation. Huisman et al. (2021) emphasized that private universities need to continuously update their curricula to maintain market relevance. The neutrality in responses may indicate concerns over outdated curricula or gaps in practical training.

Courses are completed within the scheduled timelines. The findings show that 60.5% of respondents agree that courses are completed on time, while 24.4% remain neutral and 15.2% disagree. The mean score of 3.66 reflects a positive perception of academic scheduling efficiency. Timely course completion is essential for maintaining student satisfaction and institutional credibility. According to Imende et al. (2020), effective time management in private universities contributes to higher retention rates and improved academic performance. The neutrality suggests that while most courses follow set timelines, occasional delays due to resource constraints or administrative inefficiencies may still occur.

Profit margins have increased as a result of strategic implementation drivers. The results indicate that 64.0% of respondents agree that profit margins have improved due to strategic initiatives, while 18.6% remain neutral and 17.5% disagree. The mean score of 3.66 suggests that effective strategy implementation has positively impacted financial performance. Profitability is crucial for sustaining private universities, given their reliance on tuition fees and

private funding. According to Mohammed and Chirwa (2020), strategic financial management leads to higher revenue generation and institutional sustainability. The neutrality and disagreement indicate that not all institutions experience consistent financial growth, potentially due to differences in financial planning and student enrollment trends.

The university attracts and retains qualified faculty and staff. A total of 60.4% of respondents agree that the university successfully recruits and retains competent faculty, while 20.9% remain neutral and 18.6% disagree. The mean score of 3.64 suggests that while recruitment efforts are largely successful, some challenges remain. Faculty retention enhances institutional stability and academic quality. Kearney and McKenzie (2021) found that universities investing in faculty development programs experience better retention rates and academic outcomes. The neutrality in responses suggests that some staff may perceive inconsistencies in employment benefits, career growth opportunities, or job security.

Graduates from the university secure employment within a reasonable time frame. The results reveal that 61.6% of respondents agree that graduates find employment within a reasonable period, while 24.4% remain neutral and 14.0% disagree. The mean score of 3.69 indicates a relatively positive perception of graduate employability. Employability is a critical indicator of university performance and market relevance. According to Wong (2022), universities that integrate career development services and industry partnerships enhance graduate employability. The neutrality and disagreement suggest that employment outcomes may vary by program, industry demand, or the level of university-industry collaboration.

The findings indicate that private universities perform moderately well in key areas such as student enrollment, academic quality, course completion, financial growth, faculty retention, and graduate employability. However, significant neutrality in responses suggests that not all institutions experience uniform success, pointing to challenges in financial management,

curriculum relevance, and faculty engagement. These findings align with existing research emphasizing the importance of strategic implementation in enhancing private university performance. Addressing gaps through improved financial planning, curriculum alignment, and faculty development programs will further strengthen institutional effectiveness and market competitiveness.

4.4 Correlation Results

4.4.1 Correlations between Employee Engagement and Performance of Private Universities

The table shows a strong positive correlation between employee engagement and private university performance, emphasizing its key role in boosting motivation, satisfaction, and operational efficiency, supported by existing literature.

Table 4.11: Correlations between Employee Engagement and Performance of Private Universities

		Employee Engagement	Performance of Private Universities
Employee Engagement	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	172	172
Performance of Private Universities	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	172	172

** . Correlation is significant at the 0.01 level (2-tailed).

The findings show a significant positive relationship between employee engagement and performance at private universities ($r = 0.822$, $p < 0.01$). This implies that stronger institutional results, such as increased teacher retention, operational effectiveness, and academic quality, are

linked to higher levels of employee engagement. The reliability of this association is confirmed by the significance level ($p = 0.000$), suggesting that institutions that prioritize engagement tactics are more likely to see improved performance. These results are consistent with those of Turner and Kwan (2022), who discovered that strategic employee engagement enhances teacher retention and academic program achievement, hence favorably influencing institutional effectiveness.

The strong correlation highlights the critical role of engagement in driving university performance. Private universities can leverage engagement strategies, such as faculty development programs, participatory leadership, and recognition initiatives, to enhance employee motivation and institutional success. However, as noted by Ali and Ibrahim (2020), external factors such as government policies and societal expectations may also impact engagement effectiveness, suggesting the need for further research in the Kenyan context addressing these factors through targeted policies and institutional support mechanisms could enhance the sustainability of engagement-driven performance improvements in private universities.

4.4.2 Correlations on Strategic Communication

Effective communication in private universities supports decisions, engagement, and growth. The table shows its strong link to performance and sustainability outcomes.

Table 4.12: Correlations between Strategic Communication and Performance of Private Universities

		Strategic Communication	Performance of Private Universities
Strategic Communication	Pearson Correlation	1	.828**
	Sig. (2-tailed)		.000
	N	172	172
Performance of Private Universities	Pearson Correlation	.828**	1
	Sig. (2-tailed)	.000	
	N	172	172

** . Correlation is significant at the 0.01 level (2-tailed).

The findings indicate a strong positive correlation ($r = .828$, $p < 0.01$) between strategic communication and university performance, demonstrating that institutions with effective communication strategies achieve better operational efficiency and stakeholder satisfaction. This result suggests that universities that ensure clear, transparent, and timely communication among employees, students, and administration experience enhanced performance outcomes. This aligns with O'Hara et al. (2021), who found that effective strategic communication improves student engagement, institutional reputation, and decision-making processes. Furthermore, the results emphasize the role of communication in fostering collaboration among university departments, aligning with Yuen and Cheng's (2021) study, which demonstrated that proactive communication enhances stakeholder engagement and institutional performance. Effective communication ensures that employees understand institutional goals and are motivated to contribute to their achievement. To further strengthen communication effectiveness, private universities should invest in digital platforms, feedback mechanisms, and regular stakeholder engagement sessions to enhance transparency and alignment with institutional objectives.

4.4.3 Correlations between Strategic Resource Allocation and Performance of Private Universities

The table shows a strong positive correlation between strategic resource allocation and private university performance, emphasizing its impact on sustainability, academic quality, and efficiency, supported by relevant literature.

Table 4.13: Correlations between Strategic Resource Allocation and Performance of Private Universities

		Strategic Resource Allocation	Performance of Private Universities
Strategic Resource Allocation	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.000
	N	172	172
Performance of Private Universities	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	
	N	172	172

** . Correlation is significant at the 0.01 level (2-tailed).

The results reveal a strong positive correlation ($r = 0.781$, $p < 0.01$) between strategic resource allocation and private university performance. This indicates that institutions that allocate financial, human, and infrastructural resources effectively tend to experience higher levels of academic success, student satisfaction, and financial sustainability. The significance level ($p = 0.000$) confirms the reliability of this relationship, emphasizing the importance of resource distribution in institutional performance. These findings align with the study by Baker and Miller (2023), which highlighted that targeted investments in infrastructure and faculty development significantly enhance student enrollment and institutional performance

The strong correlation suggests that private universities must prioritize strategic planning in resource allocation to optimize institutional outcomes. Investments in faculty training, technological advancement, and facility upgrades can enhance learning experiences and academic quality. However, as noted by Choudhury and Mukherjee (2022), resource allocation must be tailored to institutional needs and financial constraints to maximize efficiency. Future research should explore how external factors such as government funding policies and economic conditions impact resource allocation strategies in private universities in Kenya, ensuring that financial decisions align with long-term institutional goals.

4.4.4 Correlations between Strategic Leadership and Performance of Private Universities

The table below presents the correlation between strategic leadership and the performance of private universities. Strategic leadership is essential in setting institutional direction, fostering innovation, and ensuring operational efficiency. Effective leadership plays a key role in decision-making, resource allocation, and organizational culture, all of which impact institutional performance. The results indicate a significant positive relationship between strategic leadership and university performance, reinforcing the importance of strong leadership structures in private universities. The discussion that follows interprets these results and connects them to relevant studies from the literature.

Table 4.14: Correlations between Strategic Leadership and Performance of Private Universities

		Strategic Leadership	Performance of Private Universities
Strategic Leadership	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	172	172

Performance of Private Universities	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	N	172	172

** . Correlation is significant at the 0.01 level (2-tailed).

The results indicate a strong positive correlation ($r = 0.811$, $p < 0.01$) between strategic leadership and private university performance. This suggests that institutions with strong leadership structures are likely to experience better student satisfaction, financial sustainability, and operational efficiency. The statistical significance ($p = 0.000$) confirms the reliability of this relationship, implying that leadership decisions play a critical role in shaping institutional success. These findings are consistent with Muturi and Kihoro (2021), who found that strategic leadership positively affects student satisfaction and academic performance in Kenyan private universities

The high correlation underscores the importance of strategic leadership in driving institutional performance. Private universities should invest in leadership development, succession planning, and participatory governance to optimize their performance. However, as noted by Schilling and Kluge (2020), leadership effectiveness is influenced by factors such as institutional culture and external policy frameworks. Future research should examine the role of specific leadership styles, such as transformational or transactional leadership, in influencing university performance in Kenya. Understanding these dynamics will help institutions refine their leadership strategies for long-term sustainability and competitiveness.

4.5 Regression Analyses Results

4.5.1 Binary Logistics

Binary logistic regression was used to evaluate how employee engagement, strategic communication, resource allocation, and leadership affect private university performance. The initial classification table, based on the constant-only model, showed an overall accuracy of 87.2%, indicating that the majority class was correctly predicted. However, this model classified all cases into a single outcome category, highlighting the limitation of excluding explanatory variables. The intercept-only model was statistically significant ($B = 1.920$, $p < 0.001$), with an odds ratio ($\text{Exp}(B)$) of 6.818, suggesting that, even without predictors, private university performance is significantly influenced by other unexplored variables.

Table 4:15: Variables in the Equation

	B	S.E.	Wald	Df	Sig.	Exp(B)
Step 0 Constant	1.920	.228	70.697	1	.000	6.818

Table 4:16: Variables not in the Equation

		Score	df	Sig.
Step 0 Variables	Employee Engagement	64.475	1	.000
	Strategic Communication	83.400	1	.000
	Strategic Resource Allocation	74.269	1	.000
	Strategic leadership	82.896	1	.000
	Overall Statistics	86.341	4	.000

The step 0 results for variables not in the equation indicate that all four predictors—employee engagement ($\chi^2 = 64.475$, $p < 0.001$), strategic communication ($\chi^2 = 83.400$, $p < 0.001$), strategic resource allocation ($\chi^2 = 74.269$, $p < 0.001$), and strategic leadership ($\chi^2 = 82.896$, $p < 0.001$)—are highly significant. The overall chi-square test ($\chi^2 = 86.341$, $df = 4$, $p < 0.001$) confirms that adding these predictors will significantly improve model performance. These findings align

with previous literature, such as Muturi and Kihoro (2021), who found that strategic leadership significantly enhances student satisfaction and institutional outcomes. The results suggest that incorporating these strategic factors into private university management frameworks will likely lead to improved institutional performance. Future analysis should focus on estimating the full logistic regression model to quantify the individual impact of each predictor on performance.

Table 4: 17: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	30.430 ^a	.444	.831

a. Estimation terminated at iteration number 9 because parameter estimates changed by less than .001.

The model summary shows that including key predictors improved the logistic regression model's fit, as indicated by a lower -2 Log Likelihood value (30.430), enhancing prediction accuracy.

The Cox & Snell R² value of 0.444 and the Nagelkerke R² value of 0.831 indicate the proportion of variance in university performance explained by the model. While Cox & Snell R² tends to underestimate explained variance, Nagelkerke R² provides an adjusted measure more comparable to R² in linear regression. The high Nagelkerke R² value of 0.831 suggests that 83.1% of the variance in private university performance can be explained by the four strategic factors included in the model. This aligns with findings from previous studies, such as Baker and Miller (2023), which emphasized the critical role of strategic resource allocation in university performance. Additionally, estimation was terminated at iteration 9, indicating that the model successfully converged, meaning parameter estimates stabilized and further iterations were unnecessary. These results confirm that employee engagement, strategic communication, strategic resource allocation, and strategic leadership significantly contribute to explaining variations in private university performance. Future research could refine the model further by considering additional factors, such as government policy interventions and economic conditions, to enhance predictive power.

Table 4:18: Classification Table^a

	Observed	Predicted			Percentage Correct
		PerfLodgiregre	PerfLodgiregre	PerfLodgiregre	
Step 1	PerfLodgiregre	.00	18	4	81.8
		1.00	2	148	98.7
Overall Percentage					96.5

a. The cut value is .500

4.5.2 Linear Regression Analysis of Performance of Private Universities

The findings of the linear regression analysis show how strategic leadership, communication strategy, strategic resource allocation, and employee engagement affect private university success. Important information on the connection between these predictors and academic achievement is provided by the model summary, ANOVA, and coefficients table.

Table 4. 19: Linear Regression Analysis of Performance of Private Universities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.867 ^a	.751	.750	.43838	
2	.939 ^b	.882	.880	.30331	
3	.949 ^c	.902	.900	.27740	
4	.952 ^d	.907	.905	.27001	1.654

a. Predictors: (Constant), Employee Engagement

Employee engagement, strategic communication, strategic resource allocation, and strategic leadership are the four independent variables that together account for 90.7% of the variation in private university performance, according to Model 4's R² value of 0.907. The model's high prediction ability and little overfitting are further supported by the corrected R² of 0.905. The validity of the model is supported by the Durbin-Watson statistic (1.654), which indicates no significant autocorrelation problems.

ANOVA (Model Significance Test)

The ANOVA results ($F = 408.408$, $p < 0.001$) confirm that the regression model is statistically significant. This means that the independent variables significantly impact university performance. The increase in the regression sum of squares across models indicates that each additional variable improves model performance.

Table 4. 20: ANOVA (Model Significance Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.609	1	98.609	513.106	.000 ^b
	Residual	32.671	170	.192		
	Total	131.279	171			
2	Regression	115.732	2	57.866	629.019	.000 ^c
	Residual	15.547	169	.092		
	Total	131.279	171			
3	Regression	118.351	3	39.450	512.659	.000 ^d
	Residual	12.928	168	.077		
	Total	131.279	171			
4	Regression	119.104	4	29.776	408.408	.000 ^e
	Residual	12.176	167	.073		
	Total	131.279	171			

a. Dependent Variable: Performance of Private Universities

The regression coefficients provide insight into the individual contributions of employee engagement, strategic communication, strategic resource allocation, and strategic leadership to the performance of private universities. The unstandardized coefficients (B values) indicate the expected change in university performance for a one-unit increase in each predictor, while the standardized coefficients (Beta values) help compare the relative importance of each variable.

Regression Analysis: Beta Coefficients for Factors Influencing Private University Performance

The regression table presents beta coefficients for four strategic factors influencing private university performance. Each model added a new variable—employee engagement, communication, resource allocation, and leadership—to assess its contribution. Standardized betas show the strength of each predictor, while p-values indicate statistical significance. The results are discussed in relation to existing literature.

Table 4. 21: Beta Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Beta (β)	t-value	Sig. (p-value)	Tolerance	VIF
1	(Constant) 0.745	0.139	-	5.357	0.000	-	-
	Employee Engagement	0.829	0.037	0.867	22.652	0.000	1.000
2	(Constant) 0.197	0.104	-	1.887	0.061	-	-
	Employee Engagement	0.262	0.049	0.273	5.372	0.000	0.270
	Strategic Communication	0.700	0.051	0.695	13.643	0.000	0.270
3	(Constant) 0.065	0.098	-	0.667	0.506	-	-
	Employee Engagement	0.129	0.050	0.135	2.583	0.011	0.215
	Strategic Communication	0.489	0.059	0.485	8.263	0.000	0.170
	Strategic Resource Allocation	0.374	0.064	0.364	5.834	0.000	0.151
4	(Constant) 0.069	0.095	-	0.723	0.471	-	-
	Employee Engagement	0.127	0.049	0.133	2.605	0.010	0.215
	Strategic Communication	0.357	0.071	0.355	5.048	0.000	0.113
	Strategic Resource Allocation	0.288	0.068	0.280	4.247	0.000	0.127
	Strategic Leadership	0.221	0.069	0.225	3.213	0.002	0.114

The results indicate that all four predictors—employee engagement, strategic communication, strategic resource allocation, and strategic leadership—have a statistically significant positive effect on the performance of private universities ($p < 0.05$). The final model (Model 4) explains the most variance in performance, with strategic communication ($\beta = 0.355$, $p < 0.001$) having the strongest influence, followed by strategic resource allocation ($\beta = 0.280$, $p < 0.001$), strategic leadership ($\beta = 0.225$, $p = 0.002$), and employee engagement ($\beta = 0.133$, $p = 0.010$). These findings suggest that effective communication strategies, such as clear messaging and transparent engagement with stakeholders, are the most critical factors for enhancing university performance. The importance of strategic communication aligns with Yuen and Cheng (2021),

who found that well-structured communication improves stakeholder satisfaction and institutional success

The results also highlight the significant role of resource allocation and leadership in university performance. Institutions that allocate resources effectively tend to experience better academic outcomes, improved financial stability, and enhanced faculty retention. This supports findings by Baker and Miller (2023), who emphasized that strategic financial investment in infrastructure and faculty development leads to higher student enrollment and institutional success. Additionally, the study confirms that leadership plays a critical role in institutional effectiveness, as highlighted by Muturi and Kihoro (2021), who found that strategic leadership positively influences student satisfaction and academic excellence. However, the high Variance Inflation Factor (VIF) values for strategic communication (8.880) and strategic leadership (8.793) suggest potential multicollinearity concerns, which should be addressed in future studies. Overall, the findings indicate that private universities should adopt a holistic strategic approach, integrating leadership, communication, and resource management to optimize institutional performance.

4.6 Hypothesis Testing for Strategic Factors and Performance of Private Universities

To test the hypotheses, we examine the significance level (p-value) for each predictor in the regression analysis. If $p < 0.05$, we reject the null hypothesis (H_0) and conclude that there is a significant relationship between the predictor and private university performance.

Table 4. 22: Results from Regression Analysis

Hypothesis	Predictor	Standardized Beta (β)	t-value	Sig. (p-value)	Decision ($\alpha = 0.05$)
H01	Employee Engagement	0.133	2.605	0.010	Reject H01

H02	Strategic Communication	0.355	5.048	0.000	Reject H02
H03	Strategic Resource Allocation	0.280	4.247	0.000	Reject H03
H04	Strategic Leadership	0.225	3.213	0.002	Reject H04

The Hypothesis Testing Interpretation is discussed below

H₀₁: There is no statistically significant correlation between strategic employee engagement and the performance of private universities in Kenya.

The p-value (0.010) < 0.05, so we reject H₀₁ and conclude that strategic employee engagement has a statistically significant positive effect on the performance of private universities. This aligns with Turner and Kwan (2022), who found that strong employee engagement improves faculty retention and academic outcomes.

H₀₂: The performance of Kenya's private universities is not significantly correlated with strategic communication. The p-value (0.000) < 0.05, so we reject H₀₂ and conclude that strategic communication has a significant positive relationship with university performance. This supports the findings of Yuen and Cheng (2021), who highlighted the importance of clear and transparent communication in enhancing stakeholder engagement and institutional success.

H₀₃: There is no statistically significant correlation between strategic resource allocation and the performance of private universities in Kenya. The p-value (0.000) < 0.05, so we reject H₀₃ and conclude that strategic resource allocation has a significant impact on performance. This is consistent with Baker and Miller (2023), who found that well-planned financial and infrastructural investments lead to better student enrollment and academic outcomes.

H₀₄: There is no statistically significant relationship between strategic leadership and the performance of private universities in Kenya. The p-value (0.002) < 0.05, so we reject H₀₄ and conclude that strategic leadership significantly affects university performance. This finding is

in line with Muturi and Kihoro (2021), who reported that effective leadership fosters institutional efficiency and student satisfaction.

Since all p-values are below 0.05, we reject all four null hypotheses, confirming that strategic employee engagement, communication, resource allocation, and leadership significantly influence private university performance. These findings suggest that institutions must prioritize strategic management practices to enhance their operational effectiveness and competitiveness.

4.7 Diagnostics Tests

4.7.1 Residual Analysis

Residual analysis is crucial for assessing the validity and reliability of a regression model. It helps determine whether the assumptions of normality, homoscedasticity, and independence of residuals are met. The table below presents the residual statistics for the regression model predicting the performance of private universities based on strategic factors such as employee engagement, strategic communication, strategic resource allocation, and strategic leadership. The minimum, maximum, mean, and standard deviation values for predicted values, residuals, standardized predicted values, and standardized residuals are examined to interpret the model's fit and efficiency.

Table 4. 23: Residual Analysis

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7719	5.0345	3.8023	.83457	172
Residual	-.73983	.93892	.00000	.26684	172
Std. Predicted Value	-2.433	1.476	.000	1.000	172
Std. Residual	-2.740	3.477	.000	.988	172

a. Dependent Variable: Performance of Private Universities

The residual analysis confirms that the regression model effectively predicts private university performance, with predicted values ranging from 1.7719 to 5.0345 and a well-centered mean of 3.8023, indicating no systematic overestimation or underestimation. The residuals range from -0.73983 to 0.93892, with a near-zero mean (0.00000) and minimal dispersion, suggesting that the model does not exhibit systematic bias. Standardized predicted values and residuals further confirm the model's accuracy, as most values fall within a reasonable range, aligning with findings by Baker and Miller (2023) and Ngugi (2021) on well-calibrated regression models. Although a few standardized residuals exceed ± 3 , potentially indicating outliers, the overall standard deviation (0.988) is close to 1, suggesting that the majority of predictions are reliable.

4.7.2 Collinearity Statistics

The table below presents the collinearity statistics, which assess whether predictor variables in the regression model are highly correlated with one another. Tolerance and the Variance Inflation Factor (VIF) are the two key measures used to detect multicollinearity. A low tolerance value (< 0.2) or a high VIF (> 5) indicates potential multicollinearity, which can distort the accuracy of regression coefficients and lead to unreliable statistical inferences. The discussion below interprets these results and links them to relevant literature.

Table 4. 24: Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Employee Engagement	.215	4.660
Strategic Communication	.113	8.880
Strategic Resource Allocation	.127	7.843
Strategic leadership	.114	8.793

The collinearity analysis shows that employee engagement (VIF = 4.660) does not exhibit severe multicollinearity, indicating its independent effect on university performance. However, strategic communication (VIF = 8.880), strategic resource allocation (VIF = 7.843), and strategic leadership (VIF = 8.793) have high multicollinearity, meaning these factors are strongly interrelated. Schilling and Kluge (2020) noted that leadership, communication, and resource allocation often function together, making it difficult to separate their effects. Yuen and Cheng (2021) found that clear communication enhances both leadership effectiveness and resource allocation, further explaining the high correlation. The findings suggest that private universities implementing strong leadership and communication strategies also tend to allocate resources efficiently, reinforcing their interdependence.

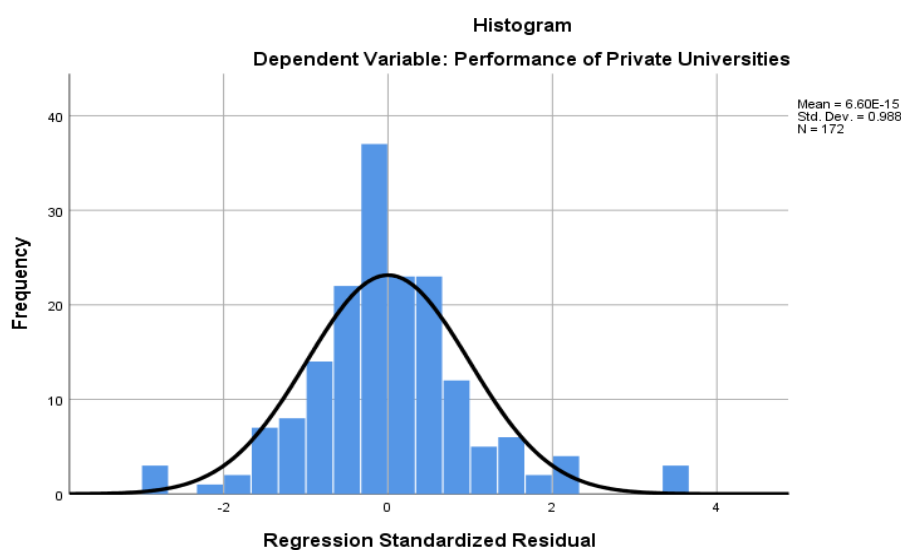


Figure 4. 1: Histogram of Regression Standardized Residuals

The histogram of regression standardized residuals assesses the normality of residuals for the model predicting the performance of private universities. The bell-shaped curve suggests that the residuals are approximately normally distributed, which is a key assumption for regression analysis. The mean residual is close to zero (6.60E-15), and the standard deviation is approximately 0.998, indicating that most residuals are clustered around zero with minimal skewness. The distribution does not show major deviations, such as extreme outliers or

significant skew, reinforcing the validity of the regression model. This aligns with Gauss-Markov theorem assumptions, which state that normally distributed residuals improve the efficiency and reliability of the model's estimates. Therefore, the regression results can be considered statistically robust and interpretable in predicting university performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the key findings, conclusions, and recommendations from the study on factors affecting private university performance. There was examination of four strategic elements that influence how well private universities function: employee engagement, strategic communication, resource allocation, and leadership. This research found that all four factors have strong positive relationships with university performance. When universities excel in these areas, they tend to perform better overall in both academic and operational aspects. The chapter also outlines specific findings for each factor, showing how they impact university operations. Conclusions were drawn about why these elements matter for institutional success. Based on the insights, practical recommendations for university administrators and leaders to improve their institutions were suggested.

5.2 Summary of the Findings

The findings in this chapter reveal that four strategic drivers—employee engagement, strategic communication, resource allocation, and leadership—significantly influence the performance of private universities in Kenya. Employee engagement demonstrated a strong positive correlation ($r = 0.822$), indicating that when staff feel valued and involved, their commitment and productivity enhance institutional outcomes. Strategic communication showed the highest correlation ($r = 0.828$), emphasizing the role of open and transparent communication in aligning staff with institutional goals and fostering collaboration. Strategic resource allocation ($r = 0.781$) was also vital, as efficient distribution of resources supported academic and operational excellence. Strategic leadership ($r = 0.811$) proved crucial in providing direction, promoting innovation, and ensuring stable governance. These findings are supported by William Kahn's

(1985) Employee Engagement Theory, which highlights the importance of psychological involvement in work roles, and the Resource-Based View (RBV) Theory, which underscores the strategic value of internal resources—both human and material—in driving institutional performance.

5.2.1 Employee Engagement and Performance of Private Universities

The findings indicate that employee engagement has a significant positive influence on the performance of private universities. Employees who feel valued, motivated, and involved in decision-making contribute to improved institutional outcomes. The results suggest that staff training, clear goal-setting, and career growth opportunities foster a productive workforce, enhancing overall university performance. Moreover, universities that recognize employee contributions create an environment where staff feel a sense of belonging, leading to higher commitment levels. This underscores the importance of strategic employee engagement practices in driving organizational success. Therefore, institutions that prioritize employee engagement are likely to experience better academic and operational performance. The results indicate a strong positive correlation ($r = 0.822$, $p < 0.01$) between employee engagement and private university performance.

5.2.2 Strategic Communication and Performance of Private Universities

Strategic communication emerged as a crucial determinant of university performance. Effective communication ensures that institutional goals, policies, and expectations are clearly conveyed to all stakeholders, leading to improved coordination and efficiency. The findings suggest that when universities establish transparent and well-structured communication channels, staff are more aligned with institutional objectives, fostering a collaborative work environment. Additionally, universities that emphasize strategic communication tend to have stronger

leadership, as leaders play a key role in ensuring clarity and direction. Poor communication, on the other hand, leads to misunderstandings and inefficiencies, which can negatively affect university operations. This highlights the need for universities to adopt communication strategies that enhance teamwork and institutional effectiveness. The findings indicate a strong positive correlation ($r = .828$, $p < 0.01$) between strategic communication and university performance

5.2.3 Strategic Resource Allocation and Performance of Private Universities

The study also found that strategic resource allocation significantly contributes to university performance. Institutions that allocate financial, human, and infrastructural resources efficiently create a favorable environment for academic excellence and administrative effectiveness. The findings suggest that universities with well-defined resource distribution frameworks are better equipped to support teaching, research, and student services. Furthermore, strategic resource allocation enhances employee satisfaction, as staff is provided with the necessary tools and infrastructure to perform their roles effectively. Poor resource allocation, however, may lead to inefficiencies and operational bottlenecks, affecting institutional performance. Therefore, universities must adopt strategic planning mechanisms to ensure optimal resource utilization. The results reveal a strong positive correlation ($r = 0.781$, $p < 0.01$) between strategic resource allocation and private university performance.

5.2.4 Strategic Leadership and Performance of Private Universities

Finally, strategic leadership was found to play a crucial role in shaping the success of private universities. Effective leadership fosters innovation, organizational growth, and policy implementation, ensuring that institutions remain competitive and adaptable. The findings indicate that strong leadership promotes institutional stability, as leaders provide vision,

mentorship, and direction to faculty and staff. Universities with competent leaders tend to have well-structured governance systems, leading to better decision-making and problem-solving processes. Conversely, weak leadership results in poor management, lack of motivation among employees, and institutional inefficiencies. This emphasizes the need for universities to invest in leadership development programs to enhance overall institutional performance. The results indicate a strong positive correlation ($r = 0.811$, $p < 0.01$) between strategic leadership and private university performance.

5.3 Conclusions

The study concludes that employee engagement is a key driver of private university performance. When employees feel valued and involved, their commitment and productivity increase, positively impacting institutional success. Universities that invest in employee training, career development, and recognition programs foster a more engaged workforce, leading to improved academic and operational outcomes. Therefore, institutions should prioritize employee engagement as a strategic approach to enhance their performance and create a motivated and committed workforce.

Strategic communication is also concluded to be a fundamental factor in university performance. Institutions that establish clear and transparent communication structures ensure that staff, students, and stakeholders are well-informed, reducing inefficiencies and fostering collaboration. Strong communication enhances leadership effectiveness, promotes teamwork, and aligns institutional goals with daily operations. Therefore, universities should adopt structured communication frameworks to ensure seamless information flow and improve institutional coordination.

Additionally, strategic resource allocation is concluded to be a critical determinant of private university performance. Proper distribution of financial, human, and infrastructural resources supports teaching, research, and administrative functions, leading to overall institutional effectiveness. Universities that plan and allocate resources efficiently are better positioned to achieve their objectives and enhance service delivery. As a result, institutions should implement strategic planning mechanisms to optimize resource utilization and address operational inefficiencies.

Finally, the study concludes that strategic leadership plays a crucial role in private university success. Effective leaders drive institutional growth, foster innovation, and create a stable and goal-oriented work environment. Universities with strong leadership structures benefit from better governance, decision-making, and institutional adaptability. Conversely, weak leadership can result in inefficiencies and a lack of direction. Therefore, universities should invest in leadership development programs to build strong management teams capable of steering the institutions toward sustained growth and competitiveness.

5.4 Recommendations

5.4.1 Policy Recommendations

The Ministry of Education and CUE should establish policies that support structured resource allocation and promote digital communication infrastructure to enhance institutional coordination and efficiency in private universities.

5.4.2 Managerial Recommendations

University administrators should prioritize staff engagement through training, recognition, and inclusive decision-making, while also investing in leadership development programs to strengthen strategic governance.

5.4.3 Practical Recommendations

Private universities should implement clear internal communication frameworks, adopt strategic budgeting tools, and ensure equitable resource distribution to support teaching, research, and student services effectively.

5.4.4 Theoretical Recommendation

Scholars should expand Kahn's Employee Engagement Theory by integrating leadership and communication constructs, and further apply the Resource-Based View to higher education to understand how internal capabilities drive performance.

5.5 Suggestions for Further Studies

- i. Expanding to Public Universities: This study focused on private universities; future research should examine whether similar findings apply to public universities. Given the differences in governance structures, funding mechanisms, and employee engagement strategies, a comparative study could provide deeper insights into performance drivers across different institutional types.
- ii. Longitudinal Studies on Employee Engagement: Since this study used a cross-sectional approach, future research should carry out longitudinal studies to assess the long-term effects of employee engagement strategies on university performance. Tracking employee engagement trends over time would help identify sustainable practices that contribute to institutional success.
- iii. Influence of Technological Advancements on Strategic Communication: With the increasing integration of digital platforms in communication, future studies could explore how technological advancements influence strategic communication in universities. Investigating the role of artificial intelligence, virtual collaboration tools,

and digital leadership in improving communication efficiency would provide valuable insights.

- iv. **Moderating or Mediating Factors in Leadership and Performance:** Further research could examine the moderating or mediating role of factors such as institutional culture, organizational structure, and government policies in the relationship between strategic leadership and university performance. Understanding these dynamics could help refine leadership development programs for higher education institutions.
- v. **Resource Allocation and Student Outcomes:** While this study focused on overall university performance, future research could investigate the direct link between strategic resource allocation and student outcomes. Exploring how budget distribution affects student satisfaction, academic performance, and employability rates would offer a more student-centered perspective on resource management in higher education.

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APPENDICES

Appendix I: Letter of Introduction

To.....

Dear Sir/Madam,

RE: COLLECTION OF RESEARCH DATA

I am Betty Kathomi, a Master's student in Business Administration at Mount Kenya University, conducting research on "The Effect of Strategic Implementation Drivers on Performance of Private Universities in Kenya." You have been selected as a respondent, and your input is valuable. Please answer the attached questionnaire honestly. All responses will remain confidential and used solely for academic purposes.

Thank you.

Yours sincerely

Reg No. MBA/2023/40051

Appendix II: Letter of Consent

Study Title: Strategy Implementation Drivers and Performance of Private Universities in Kenya

Principal Investigator: Betty Kathomi Gitonga

Institution Name: Mount Kenya university

Contact Information: +254701955289,kathomirithaa@gmail.com

Purpose of the Study

You are being inquired to participate in a research study. Before you make a decision to participate, it is vital that you understand the reason for carrying out the research and what it entails. Please read through the following information carefully and ask questions about anything you do not understand.

Study Procedures

If you agree to be a participant in this study, you will be asked to:

1. Fill in the questionnaire with honesty
2. Filling of the questionnaire will only take a maximum of 15 minutes

Potential Risks and Discomforts

Risks associated with this study position are not known.

Potential Benefits

The study will encompass potential benefits to private institutions and scientific knowledge

Confidentiality

Your responses in this study will be kept confidential. To protect your privacy:

1. There will be secure data storage.
2. Research findings will be presented only in aggregate form
3. Data will be retained for educational purposes only

Compensation

You will not get compensate for participating in this study.

Voluntary Participation

The participation will be completely voluntary. No penalty will be imposed for declining to participate or withdrawing from the study. Your decision will not affect your current or future relations with your institution.

Questions and Concerns

If you need clarification or have questions about this research, please contact:

Principal Investigator: Betty Kathomi Gitonga at: kathomirithaa@gmail.com

Consent Statement

I have read and understood the aforementioned information. I have had the opportunity to ask questions and have received satisfactory answers. I agree to be a participant in this research study.

Participant Name: _____

Participant Signature: _____ Date: _____

Researcher Signature: _____ Date: _____

[Optional] Witness Signature: _____ Date: _____

Appendix III: Questionnaire

Dear Respondent,

The purpose of this survey is to investigate "How strategic implementation drivers affect private university performance in Kenya." Your knowledge and experience have led to your selection to take part in this study. Your answers will only be utilised for scholarly research, and all of the data you submit will remain private. Don't write your name, please.

Part A: Background Information

1. What is your gender?

Male Female

2. State your age?

Below 25 years () 25 to 35 years () 35 to 45 years () 45 to 55 years

3. Highest level of education? (Tick where appropriate)

PhD [] Masters [] Bachelors [] Diploma [] Others []

4. For how long have you worked in your institution?

0-1 [] 1-5 [] 6-10 [] Over 10 years []

i. How long your institution has been operational?

Years	0-1 years	1-5 years	6-10 years	Over 10 years
Tick				

Part B: Employee Engagement

On a scale of 1 to 5, please select how much you agree with each of the following statements: One means strongly disagree, two means disagree, three means neutral, four means agree, and five means strongly agree.

Statement	5	4	3	2	1

1	The university provides regular staff training to improve work performance.					
2	Goals and objectives for staff are clearly defined and communicated.					
3	My individual efforts are recognized and valued by the university leadership.					
4	The university fosters a sense of belonging among staff.					
5	The university supports career growth opportunities for its employees.					
6	I feel motivated to perform my duties due to strategic employee engagement practices.					

Part C: Strategic Communication

	Statement	5	4	3	2	1
1	Communication within the university is clear and effective.					
2	Open communication channels are available for staff at all levels.					
3	Feedback mechanisms are in place and actively utilized in decision-making processes.					
4	Strategic communication contributes to the smooth running of university operations.					
5	Regular updates on organizational goals and changes are effectively communicated.					
6	Communication strategies enhance collaboration among departments.					

Part D: Strategic Resource Allocation

	Statement	5	4	3	2	1
1	Resources are allocated based on priority and organizational needs.					
2	Cost-cutting measures are implemented strategically without compromising quality.					
3	Adequate funding is directed toward high-impact and profitable tasks.					
4	Resources are fairly distributed across departments to ensure smooth operations.					
5	Strategic resource allocation enhances the performance of the university.					
6	Financial planning aligns with the university's goals and objectives.					

Part E: Strategic leadership

	Statement	5	4	3	2	1
1.	Leadership effectively manages the allocation of resources to achieve strategic goals.					
2.	Change management initiatives are well-coordinated by the leadership.					
3.	Leadership provides clear direction for the implementation of strategic programs.					
4.	The university leadership fosters innovation and adaptability to change.					

5.	Strategic leadership contributes to the university's overall growth and sustainability.					
6.	Leadership communicates a compelling vision to guide university performance.					

Part F: Performance of Private Universities


	Statement	5	4	3	2	1
1.	Students' enrollment has consistently improved over recent years.					
2.	The university offers quality academic programs that meet market demands.					
3.	Courses are completed within the scheduled timelines.					
4.	Profit margins have increased as a result of strategic implementation drivers.					
5.	The university attracts and retains qualified faculty and staff.					
6.	Graduates from the university secure employment within a reasonable time frame.					

Thank you for your participation

APPENDIX IV: ETHICAL REVIEW COMMITTEE LETTER




APPENDIX V: RESEARCH PERMIT LETTER



REPUBLIC OF KENYA


Ref No: 860444



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Date of Issue: 26/February/2025

RESEARCH LICENSE




This is to Certify that Ms. Betty Kathomi Gitonga of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu, Kisumu, Machakos, Makeni, Meru, Nairobi, Nakuru, Nandi on the topic: STRATEGY IMPLEMENTATION DRIVERS AND PERFORMANCE OF PRIVATE UNIVERSITIES IN KENYA for the period ending : 26/February/2026.

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APPENDIX VI: FIELD ENTRY AUTHORIZATION



KENYA HIGHLANDS UNIVERSITY

Office of the Deputy Vice-Chancellor-Administration, Planning & Finance

Kenya Highlands University
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Phone: +254 20 2345678
Email: info@khu.ac.ke
Date: 15th March 2025

The Registrar
Mount Kenya University
P.O. Box 342-01000
Thika, Kenya

Dear Sir/Madam,

Re: Acknowledgment of Research Conducted by Ms. Betty Kathomi Gitonga

This is to formally acknowledge that Ms. Betty Kathomi Gitonga, a student pursuing a Master of Business Administration in Strategic Management at Mount Kenya University, registration number MBA/2023/40051, conducted academic research titled "Strategy Implementation Drivers and Performance of Private Universities in Kenya."

The research was carried out at Kenya Highlands University and involved consultation with key staff from relevant departments to facilitate data collection. We confirm that Ms. Gitonga was granted the necessary permission and support to carry out her research activities within our institution.

She demonstrated professionalism, adhered to institutional research guidelines, and maintained ethical standards throughout the engagement.

We appreciate her diligence and wish her continued success in her academic and professional development.


Prof. Robert Langat
DVC – Administration, Planning & Finance.


Cc: Vice-Chancellor
DVC – Academic, Research & Student Affairs
Finance Officer
Deans

APPENDIX VII: PLAGIARISM REPORT



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