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Strategic Control and Performance of Universities in Kenya



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ABSTRACT

Purpose: This thesis endeavored to explore on the relationship between strategic control and performance of universities in Kenya. The thesis study was anchored by resource-based view.

Methodology: The Thesis identified two research philosophy namely; positivist and phenomenological. The study used descriptive research design. The target population for this study was all the 64 respondents from chartered universities in Kenya, comprising of DVCs, Chairs of university councils, executives of UASU officials, and three student leaders. A structured and semi-structured questionnaire was used for primary data collection. The questionnaire was pilot tested to verify validity and reliability of the instruments. The pilot study comprised of ten percent (10%) of equivalent of study respondents amounting to 27 respondents. Secondary data was collected from journals, books, internet searches and articles through desk research from each university. Collected data was coded and organized in spreadsheets for the purpose of analysis and finally entered into Statistical Package for Social Sciences Version 28. Descriptive statistics such as mean and standard deviation was used to analyze the data. Correlation and regression analysis was conducted to find the relationship between the independent and dependent variable.

Findings: The study found that strategic control has a positive and significant effect on performance of universities in Kenya. The study concludes that strategic control has a positive and significant effect on performance of universities in Kenya.

Unique Contribution to Theory, Practice and Policy: Based on the findings, this study recommends that the universities should promote compliance by followers through the reward and recognition system depending on agreement between the universities and students. The universities should enhance surveillance controls as managerial practices to achieve the university's goals. The study advances theory by linking rewards and controls to compliance, informs policy by emphasizing supportive accountability frameworks, and guides practice by urging universities to adopt reward and monitoring systems for improved performance.

Key Words: *Strategic Control, Performance of Universities*

Background of the Study

Since its inception more than 50 years ago, strategic management has expanded its body of knowledge regarding the strategic direction and management of the business. Its roots are primarily located in works by Chandler 1962, and it dates back to the 1960s. As a result, it has undergone substantial development, maturing into a more established and sophisticated field within the field of management. The development of strategic management has been influenced by many contributions from various social science disciplines. The discipline has evolved and matured over the last few decades, as evidenced by developments. It now has a greater range of theories, topics analyzed, and methodologies, along with a great capacity for analysis. There are several reasons for this growth. For example, the range of topics covered has significantly expanded and now includes, among other things, internationalization, firm collaboration, strategies and competition in the product and factor markets, and strategic leadership (Taherdoost, 2022).

The scope of research methods has also expanded; for example, quantitative tools based on sophisticated econometric techniques, multilevel analysis, and, more recently, hybrid methodologies, have supplanted in-depth case studies. The growing consensus on certain fundamental ideas, like the definition or concept of strategy or strategic management, is another sign of the discipline's increasing maturity (Wanyama & Aila, 2022a). In retrospectively, the variety of scholars drawn to strategy research has been steadily rising. Consequently, strategic management has amassed a sizable body of theoretical and empirical knowledge over the course of its development. Compared to other business school disciplines, the SM field is theoretically and topically diverse, lacking a single, well-developed paradigm; as such, its multidisciplinary perspectives can be viewed as a strength and virtue. Furthermore, there is an abundance of evidence demonstrating the field's recent advancements and success in handling challenging and evolving management issues. Accordingly, the theories applied in strategic management are drawn from a broad variety of disciplinary traditions, and this contributes significantly to the topical diversity of strategic management research (Shammi, Bodrud-Doza, Islam & Rahman, 2021).

Additionally, strategic management practices foster innovation and creativity in enterprises; this invention can provide a competitive edge, enhance performance, and expand market share. SM also ensures that all organizational aspects, including functions, resources, and activities, are directed towards a shared objective (Rhys, George & Richard, 2020). This alignment guarantees the synchronization of all endeavors, ensuring they harmoniously contribute to attaining company goals, ultimately leading to enhanced overall performance. However, strategic management practices should prominently include consistently measuring and evaluating performance, as Universities may boost their performance by monitoring key performance indicators (KPIs) and assessing performance against established objectives. This allows them

to identify areas that need improvement and execute suitable actions. Therefore, adopting strategic management practices can enhance organizational performance through setting explicit goals, improved decision-making, efficient allocation of resources, adaptation to environmental changes, promotion of innovation and creativity, ensuring organizational alignment, and implementation of performance measurement and evaluation procedures (Reza, Meysam & Mahdiah, 2020).

Therefore, the model consists of four essential components: defining a strategic target, devising a plan, executing the strategy, and assessing and supervising its progress. They observed that strategic management is a top-level managerial responsibility that centers on making decisions regarding a company's mission, vision, principles, objectives, plans, and carefully formulated policies (Koros and Ragui (2021). It entails the development of a strategic plan to effectively address environmental opportunities and risks, considering the organization's capabilities and limitations to achieve expected performance. Organizational performance as the velocity and extent to which a corporation effectively achieves its business goals. On the one hand, organizational performance analysis assesses an organization's outcomes relative to its expected outputs or objectives (Makwana & Patange, 2022).

Universities in Kenya are established under the Universities Rules, 1989 which details the Establishment of Universities, the Standardization processes, procedures and accreditation, the Universities Act 1985 (CAP 210B) and the Universities Act 2012. Universities in the country operate under two main categories, those with a full charter or those operating under an interim letter of authority waiting full chartering (Golensky & Hager, 2020). There are 64 accredited universities in Kenya. Universities in Kenya offer both undergraduate and postgraduate programs with different programs including certificates, diplomas and degrees. The sector's regulator is the Commission for University Education (CUE), charged with the ensuring that the standards of a university are adhered to by universities (Kinyua & Sije, 2023).

With 17 fully chartered universities in Kenya, the higher education sector has registered performance, attributable to a host of factors, among them the growing demand for university education. Consequently, there has been a strain on public universities to handle the subsequent demand (Golensky & Hager, 2020). The performance of University sector in Kenya has further been attributed to the fact that most of the universities in the country are established and managed and/or affiliated with religious Universities with massive followings diminishing; as well as the diminishing opportunities available in public universities. Being profit making entities, fees in universities are accordingly charged in conformity to market forces on the grounds of full cost recovery (Kinyua & Sije, 2023).

Despite the assertion that strategic leadership always plays very vital and dynamic role to formulate the strategies which is heart of an organization or a university that ultimately leads

toward sustainable competitive advantages (Dudin & Al-rbabah) and the deliberate move by the Government of Kenya to expand university education through the creation of more universities and expansion of programmes offered to get industrialized by the year 2030 in line with the Kenya Vision 2030, Kenyan universities continue to be ranked low internationally as only University of Nairobi and Strathmore University were ranked among top 50 out of 12000 institutions in Africa in survey conducted by the Webometrics in (20123).

Only the University of Nairobi (1405) was ranked among the top 1500 in a survey conducted by the Academic Ranking of World Universities in 2023 suggesting that the universities' attainment of sustainable competitive advantage has become a point of concern to stakeholders following these low positions in ranking (Golensky & Hager, 2020). In 2020, only University of Nairobi appeared in the top 50 ranking among the Universities in Africa as per the Webometrics survey in 2020. The survey suggests that universities' performance has become a point of concern to stakeholders following these low positions in ranking. University rankings are an important aspect of academia as they provide a way for students to compare different institutions, inform educators and researchers about the institutions making the most significant contributions to their field and help policymakers evaluate the performance of universities (Kinyua & Sije, 2023).

The University ranking in Kenya is based on the school's number of alumni who have secured employment, published research projects, the quality of its learning facilities and other assets, students' population, its regional and global reputation, among other things (Golensky & Hager, 2020).. Evidently, the ranking summarises the global performance of the institutions, provides information for prospective students and scholars, and reflects the commitment to the dissemination of scientific knowledge. According to Rabai (2022), universities with good reputation historically and consistently receive accolades in research and academics and produces high-performing graduates.

Statement of the Problem

University education holds immense value for any country, contributing significantly to economic growth, social development, and innovation (Wakhisi, 2021). According to Kinyua and Sije (2023), observed that as centers for advanced learning, universities equip individuals with specialized skills and knowledge that drive key industries, from healthcare to technology, agriculture, and more, however of late there has been declining from 69% to 47% between the year of 2022 and 2024. Also Panagiotou (2021) asserted that graduates can bring innovation to the workforce, fostering an environment of entrepreneurship and research that bolsters the country's competitiveness through strategic management and the intervention of external environment. This collective contribution from universities helps Kenya address critical challenges such as poverty, unemployment, and health crises, ultimately driving sustainable national development and enhancing the quality of life for its citizens (Otieno & Lewa, 2020).

According to Rabai (2020), the expansion of university education has experienced a crisis deteriorating quality and relevance, unsustainable financing, limited research, low staff morale.

According to Stantcheva (2023), he observed that through rapid expansion has also led to a rise in educational costs. Leadership challenges have led to crises in the universities including failure to meet the demand for high quality services and the implication is that academic standards have been compromised in pursuit of the financial survival of the institution (CUE, 2022). These is worsened by the fact that there is lack of strategic direction, strategic human resource management, poor strategic control and bad communication strategies which culminate to lack of competitiveness. Despite the deliberate move by the Government of Kenya to expand university education through the creation of more universities and expansion of programmes offered to get industrialized by the year 2030 in line with the Kenya Vision 2030, Kenyan universities continue to be ranked low internationally as only University of Nairobi, JKUAT , Moi and Kenyatta University were ranked among top 100 out of 12,000 institutions in Africa and no Kenyan university was ranked among the top 1000 in a survey conducted by the Academic Ranking of World Universities in 2022.

The survey suggests that universities' performance has become a point of concern to stakeholders following these low positions in ranking (Kaluyu, M'chebere, & Gichunge, 2023). Wakhisi (2021) assessed the effect of strategic leadership on organization performance of state-owned sugar manufacturing firms in western Kenya. Unfortunately, most recent studies have also tackled on different variables on the subject of strategic leadership practices leaving a knowledge gap on the relationship between strategic leadership practices and performance of universities in Kenya (Stantcheva, 2023). This study, therefore study was done in the Kenyan context so as to bridge the existing knowledge gap with new thesis findings. Finally, this thesis sought to fill the gap in the literature by focusing on the relationship between strategic control and performance of universities in Kenya.

Specific Objectives

- i To establish the relationship between strategic control and performance of universities in Kenya

Theoretical Framework

Resource Based Theory

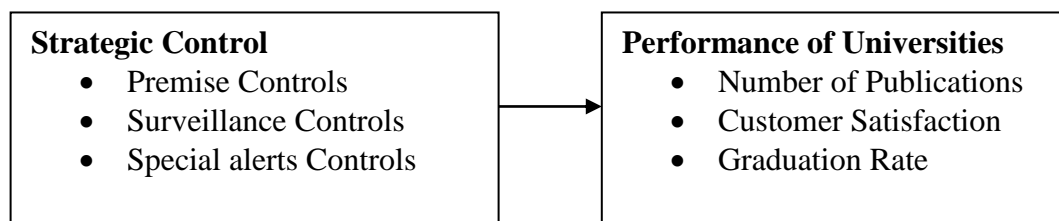
In strategic management, the resource-based view postulates the success of a firm is anchored on the unique resources at the firm's disposal which are hard to imitate (Penrose, 2009). However, the availability of these resources is not a guarantee to a firm's competitive advantage unless they are well managed to build capabilities in order to create value. According to Hatch and Cunliffe (2016), this theory, competitive advantage is a result of utilizing resources that cannot

be substituted with ease and those that are difficult to imitate a firm's Competitive advantage also arises from the application of resources that are tactical and synergistic. A firm is said to create value by offering unique solutions to customer's issues while at the same time realizing additional and sustainable revenues for the owners (Gill, 2019).

This implies that managers should be on the lookout for identifying fundamental resources for enhancing competitive advantage, improving their performance as well as creating value for the customers. These resources are but not limited to organizational innovation, talent brand nurturing, knowledge management and organizational learning which have potential to build intellectual capital. Bratton (2003) describe a firm as a collection of resources at that are utilized in creating value. Therefore, the resource-based view in literature is used to explain the differences in performance between firms in a given industry literature. In order to increase firm growth and sustainability, intellectual capital is the main source of competitive advantage. According to Becker (1962), has focused on intangible assets as the main firm resources. Organizational learning, which is the ability to deduce information from the business environment and assemble it to develop new concepts which are exhibited through the external and internal activities within the firm. Penrose (2009) asserts that organizational learning is the most valuable and important resource for a firm's competitive advantage and sustainability. This theory is thus deemed relevant in this study as it outlines the role of Strategic control for enhancing performance of Kenyan universities. With the application of appropriate Strategic control, universities are able to apply innovative strategies to deliver exemplary services to all the customers as well as stakeholders (Gill, 2019).

Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Zikmund (2017), define a conceptual framework a hypothesized model identifying the model under study and the relationship between the dependent and independent variables



Dependent Variable

Independent Variable

Figure 1: Conceptual Framework

Strategic Control

Strategic control is a key element of corporate competitiveness in the 21st century, and has therefore attracted special attention from management researchers and practitioners. Shammi *et al.* (2021), although this theme has been in the spotlight over the past few years, its discussion is in no way recent. One may observe a division of the research on Strategic control into two large fields. The first, based on economic theory, focuses on the differences in patterns of Strategic control between countries and industry sectors, the evolution of technology over time, and differences in propensity to innovate in a given sector; that is, a macro view of Strategic control. The second area, focusing on the micro level and individual companies, has the study of product development processes as one of its concerns (Ongongo & Mang'ana, 2022).

Strategic control can improve companies' competitiveness, but, in order to do so, it requires a different set of management knowledge and skills than that used in running the firm's day-to-day operations (Taherdoost, 2022). This set of knowledge and management skills may be termed companies' innovative capacity, as defined the internal potential to generate new ideas, identify new market opportunities and implement marketable innovations through exploration of the company's existing resources and capacities. According to Shammi *et al.* (2021), the Strategic control is key to the company's business; it is associated with renewal and evolution of the business, renewing what the company has to offer and how it creates this. In order to do so, each firm may adapt the Strategic control process to its own specificities, in order to integrate the process into the firm's way of building knowledge (Ongongo & Mang'ana, 2022).

Empirical Literature Review

Strategic Control

According to Johnson and Scholes (2018) strategic control is describes the process of control of formulation and implementation of strategic plans; it is a specialized form of management control, and differs from other forms of management control (in particular from operational control) in respects of its need to handle uncertainty and ambiguity at various points in the control process. Nyambane *et al.* (2022), Strategic control is also focused on the achievement of future goals, rather than the evaluation of past performance. They examined, implications of management control systems (MCS) in the formulation, implementation and monitoring of strategies. The aim of this study is to examine the relationship between the use of MCS and the implementation of organizational strategy. More specifically, the study investigates the relationship between MCS and strategy in a particular company. The study's results suggest that MCS influence the implementation and monitoring of strategies, providing feedback for learning and information to be used interactively to formulate strategy further. This study upgrades the existing theory in that it not only establishes a relationship between contextual (in our case strategy) and MCS variables, but also considers how this relationship impacts the organizational

performance. Moreover, the study's contribution is that it incorporates a wider range of controls, including informal (i.e. social) mechanisms, to provide a more comprehensive analysis, as opposed to the majority of prior contingency studies focusing on a more limited range of controls (Momoh & Itohan, 2023).

Nyambane *et al.* (2022) studied the Influence of strategy control on organizational performance of companies listed at Nairobi Securities Exchange. The study was based on positivism research philosophy and explanatory research design. The target population was 325 senior managers of companies listed at NSE. Stratified sampling technique was used with real estate investment trust, telecommunication and technology, manufacturing and allied, investment services, investment, insurance, energy and petroleum, construction and allied, commercial and services, banking, automobiles and accessories, and agricultural sectors forming the strata. The findings revealed that organizational performance was positively and significantly correlated with strategic control and that there was a significant mean difference between organizational performance and strategic control (Momoh & Itohan, 2023).

Nyambane *et al.* (2022), examined whether strategic control improve organizational performance? A meta-analysis. This article undertakes a meta-analysis of 87 correlations from 31 empirical studies and asks, does strategic planning improve organizational performance? A random-effects meta-analysis reveals that strategic planning has a positive, moderate, and significant impact on organizational performance. The study concluded that that the positive impact of strategic planning on organizational performance is strongest when performance is measured as effectiveness and when strategic planning is measured as formal strategic planning.

Kitonga, Bichanga and Muema (2020) conducted a study on strategic control and organizational performance in Not-For-Profit Universities in Nairobi County in Kenya. A survey assessing strategic leadership practice and organizational performance was completed by managers representing 328 not-for-profit Universities in Nairobi County in Kenya. The study established a significant positive relationship between strategic leadership variables and organizational performance. The findings concluded that if not-for-profit leaders use well the strategic leadership they are likely to improve their organizational performance significantly (Momoh & Itohan, 2023).

Nyambane *et al.* (2022), examined strategy content and organizational performance: An empirical analysis. Data were drawn from a multiple-informant survey of 119 English local authorities. Measures of strategy content are included in a multivariate model of inter-authority variations in performance. The statistical results show that strategy content matters. Organizational performance is positively associated with a prospector stance and negatively with a reactor stance. Furthermore, local authorities that seek new markets for their services are more likely to perform well. These results suggest that measures of strategy content must be included

in valid theoretical and empirical models of organizational performance in the public sector (Momoh & Itohan, 2023).

Research Methodology

Research Design

A research design is a framework used to collect data and analyze it with the aim of answering the study's research questions (Bhattacharjee, 2023). This study adopted descriptive survey research design approach using quantitative and qualitative research designs (Denis, 2020).

This research also employed the explanatory research design, also referred to as the causal research design, given that the study is aimed at determining the nature and extent of cause-and-impact relationships. The objective of an explanatory research is to identify associations, as well as causal relationships, among different variables.

Research philosophy relates to the development of knowledge and the nature of that knowledge, and contains important assumptions about the way in which researchers view the world. The positivism philosophy was used in this study. This philosophy postulates that it is impossible to comprehend observations through measurements (Pearce & Hall, 1980). This philosophy is flexible as it captures both the quantitative and qualitative research methods (Panksepp, 1982).

Study Population

A target population is a group of events, people or items of interest with a common observable attribute. The target population for this study was the 64 universities accredited to undertake university education in Kenya, distributed as follows: 27 public universities 18 chartered universities, 5 university constituent colleges and 14 institutions with letter of interim authority according to the Commission for University Education website (CUE, 2021). The survey unit of analysis composed of universities accredited to undertake university education in Kenya whose academic leaders were the units of inquiry. These universities were selected for the study since they are largely controlled by the same regulator (CUE) and are required to observe similar guidelines in their operations (Faoubar & Zaghari, 2023).

Table 1: Study Population

Type of University	Population
Public universities	27
Chartered universities	18
University constituent colleges	5
Institutions with letter of interim authority	14
Total	64

Sampling Frame

The sampling frame describes the list of all population units from which the sample was selected (Faoubar & Zaghari, 2023). The sampling frame for this study is the list of 64 universities accredited to undertake university education in Kenya according to the Commission for University Education website (CUE, 2020), of this 64 the study targeted 4 respondents per institution.

Table 2 Unit of Observation

Unit of Observation	Population
University Management	64
Worker Union Representation (2 Representative ,Uasu – 1 and Kusu-- 1)	128
University Councils	64
Total	256

Sample Size and Sampling Technique

The researcher used Stratified sampling which is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed, periodic interval (the sampling interval). The sample size was determined using the formula suggested by Yamane (1967).

The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where, n= Sample size N= Population size

e= Margin of error

Therefore, the sample size for the respondents was:

$$n = 256 / 1 + 256 (0.05)^2$$

$$n = 156 \text{ respondents}$$

Therefore, a sample size of 156 respondents participated.

Table 3: Sample Size

Unit of Observation	Sample
University Management	39
Worker Union Representation (2 Representative ,Uasu – 1 and Kusu-- 1)	78
University Councils	39
Total	156

Research Instruments

Both qualitative and quantitative data was collected through primary and secondary data. Primary data was required to gain deeper insight and a better interpretation of the quantitative data. This research used questionnaire. The primary data is key to the current research as it provides information that addresses the research objectives. Denis (2020) states that a questionnaire is a form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information (Faoubar & Zaghari, 2023). Structured questionnaires are those in which some control or guidance is given for the answers. The questionnaire was administered by four trained research assistants to the university management. The method of data collection was through drop and pick method. On the other hand, secondary data on university performance was collected using a data collection sheet.

Data Processing and Presentation

Descriptive and inferential statistics was used to analyze quantitative data after appropriate data coding using Statistical Package for Performance of social Science (SPSS) version 28 (Faoubar & Zaghari, 2023). Statistical techniques such as measures of central tendency, dispersion, symmetry and inferential statistics were used to analyze the data. In descriptive analysis, the raw data of the indicators was analyzed and presented in frequency tables and graphs for all the variables depending on the nature of the categorical data of the indicator. The mode in terms of the modal class was used as a measure of central tendency of choice because the indicators were ordinal categorical data with 5 categories each.

Bivariate regression models were fitted to determine the relationship between each independent variable and Performance of Universities in Kenya. Denis (2020) bivariate models consider the relationship between two variables at a time without considering the combined joint relationships. The study used two types of linear regression analyses; linear multiple regression and hierarchical linear regression (Faoubar & Zaghari, 2023). Linear regression was used to test relationship between variables due to linear relationship between the variables. The following regression model was used for quantitative procedures examining the relationship between independent and dependent variables;

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y = Performance of Universities in Kenya

β_0 = constant

β_1 = Regression Coefficient

X_1 – Strategic control

ε = the error of term

Research Findings and Discussion

Descriptive Statistics

Descriptive Statistics for Strategic Control

The study sought to examine the influence of strategic leadership practices on performance of Universities in Kenya. The first objective of the study was to establish the influence of strategic control on performance of Universities in Kenya. The respondents were required to indicate the extent to which strategic control influenced performance of Universities in Kenya. This was on a

likert scale of strongly disagree, disagree, not sure, agree and strongly agree. The results were expressed as frequencies, percentages, mean and standard deviation as shown in Table 4 below.

Table 4: Descriptive Statistics for Strategic Control

Statements	1 %	2 %	3 %	4 %	5 %	Me an	Std. Deviation
The university promote compliance through premise controls	0(0)	0(0)	0(0)	45 (37.7)	72 (60.3)	4.37	0.746
The university enhances surveillance controls on students to ensure performance	0(0)	0(0)	3 (2.3)	43 (36.3)	73 (61.4)	3.51	0.890
The university promote compliance by followers through special alerts controls	0(0)	0(0)	3(2.7)	50 (42.3)	65 (55)	4.51	0.721
The university encourage and support the initiatives of individual students to explore new opportunities for the benefit of the university	0(0)	0(0)	0(0)	49 (42)	64 (53)	3.47	0.951
Supervision and university play a big role in the performance of the university	0(0)	0(0)	0(0)	47 (39.7)	72b(60.3)	4.37	0.846
The university provide bonuses and merits or recognition to students when they meet certain goals	0(0)	0(0)	3 (2.3)	43 (36.3)	73 (61.4)	4.51	0.790
The university uses premise controls as a form of managerial practices to achieve the university's goals	3 (2.7)	3 (2.7)	0(0)	39 (33)	67 (56.6)	3.45	0.756
The university uses surveillance controls as managerial practices to achieve the university's goals	3 (2.7)	3 (2.7)	0(0)	44 (37.6)	68 (57)	4.49	0.856
Students are encouraged by the university to develop new programs	0(0)	0(0)	3 (2.3)	43 (36.3)	73 (61.4)	4.51	0.790
Strategic control enhances academic behavior and skills of students	0 (0)	0 (0)	3 (2.7)	50 (42.3)	65 (55)	4.51	0.721

The findings on the statement of “The university promote compliance by followers through premise controls”, the majority of the respondents, 72 (60.3%) gave strongly agreed and 47 (39.7%) gave agreed to the statement as evidenced by a mean of 3.37 and a standard deviation of 0.746. Concerning the statement of “The university enhances surveillance controls on students to ensure performance”, the majority of the respondents, 73 (61.4%) gave strongly agreed and 43 (36.3%) gave agreed to the statement, while a few of the respondents, 3 (2.3%) were not sure with the statement as shown by a mean of 3.51 and a standard deviation of 0.790. This is in line with the findings of Muriithi *et al.* (2022).

On the statement of “The university promote compliance by followers through special alerts controls”, the majority of the respondents, 65 (55%) gave strongly agreed and 50 (42.3%) agreed to the statement, while a few of the respondents, 3 (2.7%) were not sure with the statement as supported by a mean of 3.59 and a standard deviation of 0.721. Regarding the statement of “The

university encourage and support the initiatives of individual students to explore new opportunities for the benefit of the university”, the majority of the respondents, 63 (53%) gave strongly agreed and 50 (42%) gave agreed to the statement as indicated by a mean of 4.47 and a standard deviation of 0.951. On the statement of “Supervision and university plays a big role in the performance of the university”, the majority of the respondents, 72 (60.3%) gave strongly agreed and 47 (39.7%) gave agreed to the statement as supported by a mean of 4.37 and a standard deviation of 0.846. This is in line with the findings of Muriithi *et al.* (2022).

About the statement of “The university provide bonuses and merits or recognition to students when they meet certain goals”, the majority of the respondents, 73 (61.4%) gave strongly agreed and 43 (36.3%) gave agreed to the statement, while a few of the respondents, 7 (2.3%) were not sure with the statement as evidenced by a mean of 4.51 and a standard deviation of 1.590. Regarding the statement of “The university uses premise controls as a form of managerial practices to achieve the university's goals”, the majority of the respondents, 67 (56.6%) gave strongly agreed and 39 (33%) agreed to the statement, while a few of the respondents, 3 (2.7%) gave disagreed and 3 (2.7%) strongly disagreed to the statement as shown by a mean of 4.40 and a standard deviation of 0.756. Concerning the statement of “The university uses surveillance controls as managerial practices to achieve the university's goals”, the majority of the respondents, 68 (57%) gave strongly agreed and 45 (37.6%) agreed to the statement, while a few of the respondents, 3 (2.7%) gave disagreed and 3 (2.7%) strongly disagreed to the statement as supported by a mean of 3.40 and a standard deviation of 0.956. This is in line with the findings of ongeri and Osoro (2021).

Regarding the statement of “Students are encouraged by the university to develop new programs and ideas”, the majority of the respondents, 69 (61.4%) gave strongly agreed and 43 (36.3%) agreed to the statement, while a few of the respondents, 3 (2.3%) disagreed were not sure with the statement as evidenced by a mean of 4.54 and a standard deviation of 0.790. Finally, on the statement of “Strategic control enhance entrepreneurial behaviour and skills of students”, the majority of the respondents, 65 (55%) gave strongly agreed and 50 (42.3%) agreed to the statement, while a few of the respondents, 3 (2.7%) were not sure with the statement as shown by a mean of 4.51 and a standard deviation of 0.721. This is in line with the findings of Muriithi *et al.* (2022).

The findings were a clear indication that strategic control enhance the performance of Universities in Kenya as summarized in table 4.10. The findings compare well with that by Rasugu and Nyakundi (2023), who identified that HRM comprising interaction all aspects has a positive influence on operational and financial strategic leadership performance of universities. They found out that interaction al HRM is a more comprehensive view of the strategic leadership that focuses on more strategic aspects and long-term inter-university relationships. According to Nyile *et al.* (2022), established that personal trust, mutual interests, and third parties are

important in enforcing agreements to trade under interaction al HRM. They concluded that the interaction al HRM structures encourage and support the initiatives of individual students to explore new opportunities, to develop new programs, and to improve work procedures for the benefit of their universities. They found out that the interactional HRM structure accounts for the actual cost of outsourcing examination of programs or services including interaction costs, educating costs, coordination costs, and search costs to improve performance of universities.

Tests of Hypotheses

Regression Analysis of the Effect of Strategic control on Performance of Universities in Kenya

The first objective of the study was designed to establish the effect of strategic control on performance of Universities in Kenya. The literature that was reviewed in this study as well as theoretical reasoning associated strategic control with performance of Universities. Following the theoretical arguments, the following hypothesis was formulated and tested:

H03: Strategic control does not significantly affect the performance of Universities in Kenya.

The hypothesis was tested by running an ordinary least square regression model. The acceptance and rejection criteria were that, if the p-value is greater than 0.05, the H_0 is not rejected but if it is less than 0.05, the H_0 fails to be accepted. The model summary in table 5 demonstrates the coefficient of determination as indicated by Adjusted R square to be 0.597 implying that 59.7% performance of Universities in Kenya is explained by strategic control. The researcher rejected the null hypothesis stating that interaction al strategic leadership does not affect the performance of Universities in Kenya. The researcher considered the alternative hypothesis since the strategic control has significant effect on performance of Universities in Kenya.

The findings of this study agree with Grabs (2020) who observed that interaction al HRM is a more comprehensive view of the strategic leadership that focuses on more strategic aspects and long-term inter-university relationships. Murrell, Karalashvili and Francis (2023) established that the transactional HRM structures encourage and support the initiatives of individual students to explore new opportunities, to develop new programs, and to improve work procedures for the benefit of the university. Grabs (2020), found out that the interaction al HRM structure accounts for the actual cost of outsourcing examination of programs or services including interaction costs, educating costs, coordination costs, and search costs.

Table 5: Model Summary for Strategic control and Performance of Universities in Kenya

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774 ^a	0.599	0.573	0.19413

Predictor: (Constant), Strategic control

Dependable Variable: Performance of Universities

ANOVA for Strategic control and Performance of Universities in Kenya

In table 6, the ANOVA was used to show the overall model significance. The hypothesis was tested by running an ordinary least square regression model. The acceptance and rejection criteria were that, if the p-value is greater than 0.05, the H_0 is not rejected but if it is less than 0.05, the H_0 fails to be accepted. Since the p-value is less than 0.05, then strategic control had a positive significant explanatory power on performance of Universities ($F=444.317$ and p-value <0.05). The finding was supported by the p-value of 0.000. The researcher rejected the null hypothesis stating that interaction al strategic leadership does not influence the performance of Universities in Kenya. The researcher considered the alternative hypothesis since the strategic control has significant influence on performance of Universities in Kenya.

The findings of this study agree with Grabs (2020), who observed that interaction al HRM is a more comprehensive view of the strategic leadership that focuses on more strategic aspects and long-term inter-university relationships. They concluded that interaction al HRM affects the operational aspects with regard to global costs and in the financial aspects of investment return in a university. Murrell, Karalashvili and Francis (2023) established that the strategic HRM structures encourage and support the initiatives of individual students to explore new opportunities, to develop new programs, and to improve work procedures for the benefit of the university. Okumu and Bett (2019), found out that the strategic HRM structure accounts for the actual cost of outsourcing examination of programs or services including interaction costs, educating costs, coordination costs, and search costs.

Table 6: ANOVA Table for Strategic Control and Performance of Universities in Kenya

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.753	1	16.753	125.624	.000 ^b
	Residual	4.236	118	0.133		
	Total	10.933	119			

a. Dependent Variable: Performance of Universities

b. Predictors: (Constant), Strategic control

From the results in Table 7, the following regression model was fitted.

$$Y = 0.289 + 0.388 X_I$$

(X_I is Strategic Control)

The coefficient results showed that the constant had a coefficient of 0.289 suggesting that if strategic control was held constant at zero, performance of universities in Kenya would be 0.29 units. In addition, results showed that strategic control coefficient was 0.388 indicating that a unit increase in strategic control would result in a 0.388 improvement in performance of universities in Kenya. It was also noted that the P-value for freight strategic control coefficient was 0.000 which is less than the set 0.05 significance level indicating that strategic control was significant. Based on these results, the study rejected the null hypothesis and accepted the alternative that strategic control has positive significant influence on performance of universities in Kenya.

Table 7: Beta Coefficients for Strategic Control

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
	(Constant)	0.289	.075	3.853	.000
	strategic control	.388	.101	.3871	3.842 .000

a. Dependent Variable: performance of universities in Kenya

Conclusions and Recommendations

Conclusions of the Study

The study concluded that strategic control plays a big role in the performance of Universities in Kenya. The study coned university that strategic control positively impacts on the performance of Universities. An improvement on strategic control within the strategic leadership practices

system results on a positive significant increase on performance of Universities. The study can thus conclude that strategic control has a positive effect on the performance of Universities. The strategic control was found to have positive significant effect on the performance of Universities in Kenya. The study concludes that the universities to encourage and support the initiatives of students to explore new opportunities for the benefit of the university.

Recommendations of the Study

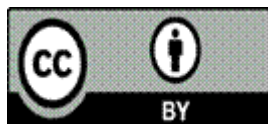
Strategic control is a part of practices style that focuses on supervision, university and performance of universities through promotion of compliance by both rewards and punishments. This study established that strategic control statistically and significantly influences the performance of Universities. Therefore, this study recommends that the universities to promote compliance by followers through the reward and recognition system depending on agreement between the universities and students. The universities to enhance surveillance controls as managerial practices to achieve the university's goals.

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