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Strategic Leadership Practices and Sustainable Performance of Private Primary Schools in  
Turbo Sub County, Uasin Gishu County, Kenya



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**Strategic Leadership Practices and Sustainable Performance of Private Primary Schools in Turbo Sub County, Uasin Gishu County, Kenya**

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**ABSTRACT**

**Purpose:** This study sought to establish the influence of strategic leadership practices on sustainable performance of private primary schools in Turbo Sub County, Kenya. The study specifically aimed at establishing the influence of Strategic direction practices, human capital development practices, ethical leadership practices and Strategic communication practices on sustainable performance private primary schools in Turbo Sub County. The study was guided by the following theories; System Theory, Human Capital Theory, Path Goal Leadership Theory and Communication Theory.

**Methodology:** This study used descriptive survey research design. The target population comprised of 93 private primary schools in Turbo Sub County, Uasin Gishu County. The unit of observation was both head teachers and senior teachers. All head teachers and one senior teacher from each primary school were targeted in the study making a total of 186 respondents. Research instruments used in this study was questionnaires. Descriptive and inferential statistics were used to analyse the data with the aid of the Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics included percentages, frequencies, mean and standard deviation. Inferential statistics comprising of correlations and regression were applied in assessing the relationship between the study variables.

**Findings:** The study established that Strategic direction practices, Human Capital Development Practices, Ethical Leadership Practices and Strategic Communication bears a positive and significant influence on sustainable performance of private primary schools in Turbo Sub County, Kenya. This is shown by respective beta values of 0.296, 0.534, 0.628 and 0.335 and respective significant values of 0.003, 0, 0 and 0.

**Unique contribution to theory, practice and policy:** The findings led to conclusions that Strategic direction practices, Human Capital Development Practices, Ethical Leadership Practices and Strategic Communication influences sustainable performance of private primary schools in Turbo Sub County to positive and significant level. The study recommended the management of private primary schools in the Sub County to enhance practices surrounding Strategic direction, Human Capital Development, Ethical Leadership and Communication since the practices results into improved sustainable performances.

**Key Words:** *Strategic Direction Practices, Human Capital Development Practices, Ethical Leadership Practices, Strategic Communication Practices, and Sustainable Performance*

### **Background of the Study**

Sustainable performance majorly depends on the type of leadership in place. Education greatly brings about change in the society and takes a major role in the development process of the country. In the field of education, obtaining sustainable results overtime is a key factor. Sustainability involves continuous learning over time which is supported by resources that eventually improve the capacity of education and social environment. In order to achieve sustainable performance, strategic leadership is required. Through their strategic decisions and behavior which is critical, strategic leaders influence performance (Quigley & Hambrick, 2015). Strategic leadership practices are a demand of the day, and needed for schools to survive. Private schools are faced with various challenges which include leader's inability to make long term strategic decision, insufficient financing, learners' transfers, staff turnover and stiff competition (Teferra & Altbachl, 2016). According to Teferra and Altbachl (2016), strategic leadership practices refers to practices through which leaders in an institution through application of various management styles develops the institution's vision that enables it to remain competitive and adapt in the changing operational environment.

The key variable that affects academic achievement is leadership. Strategic leaders make strategic decisions and create the context which can lead to long term success. The head teacher is the single most influential person in a school set up and is in charge of day to day running of the school programs both administrative and academic. School aspects revolve around the head teacher (Kent, Green & Feldman, 2017). Strategic leadership practices include Strategic direction practices, human capital development, ethical leadership practices and strategic communication. Strategic direction practices is the foundational ideas that allow for greater consistency in strategy over time. It ultimately helps the school achieve its vision and helps it fulfill the goals of its organizational strategy. It also helps unite a school's strategies and provides for greater stability into the future. When a school has a Strategic direction practices, it helps determine the school's objectives and how it plans to accomplish them, it helps determine the required resources and it helps identify how an organization needs to operate in order to find sustainable performance.

Strategic head teachers have the responsibility to influence the members of the school to embrace a culture of hard work and excellence in academic performance (Hatch, 2019). Human capital development is a deliberate and ongoing process of obtaining and expanding the number of people with the necessary knowledge, education, skills, and experience for a country's economic development (Adawo, 2017). Individuals are inspired to contribute to increase their dedication and effort by head teachers creating a strategic framework in which they are driven to contribute (Adawo, 2017). School principals improve the school's capability through increased human capital participation and strategic dialogue. In the new competitive landscape that the twenty-first century will bring, strategic leadership skills will be required. Human and social capital are sources of long-term competitive advantage for schools and should be properly maintained and developed as a result (Adawo, 2017).

Ethics is defined as the discipline of dealing with good and bad with dedication and moral responsibility. In education, ethics is extremely essential. Ethics establishes what is acceptable and what is not, therefore safeguarding the interests of both teachers and pupils. Ethical practices are normative values that inform corporate and individual conduct (Maxwell, 2017). Schools that uphold ethical values achieve their strategies effectively and motivates members of the school at all levels to act ethically in dispensing school operations. School head promotes sustainable performance of teachers and the success of students by upholding integrity, fairness, honest and demonstrating professional code of ethics. The head teacher ensures school processes of solving school-based conflicts are fair and democratic and also protects confidentiality and rights of staff and students (Gülcan, 2015). Communication is the lifeblood of school management which can influence sustainable performance.

Communication influences the behavior of teachers, students, non-teaching staff and parents among others in school environment. The school principal as the head of school is expected to communicate the school rules and regulations to all and sundry within the school set up. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. Students are informed and constantly reminded of their responsibilities during school assemblies. Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehavior through available communication channels. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by Strategic communication practices.

### **Statement of the Problem**

Strategic leadership practices is an essential function in management of schools as it ensures use of effective strategic management process which results in achieving intended high performances in the school. Schools with head teachers practicing effective strategic leadership practices are

perceived to post high performance compared to their counterpart with poor strategic practices (Kent, Green & Feldman, 2017). Following the introduction of free primary education, public schools witnessed a surge in the number of pupils, which resulted to disproportionate teacher-student ratio and inadequate physical and financial resources. This culminated into deterioration in the levels of quality of education offered in the public schools. To enhance the performance levels of pupils, private schools have been on the rise. However, poor leadership practices in the private schools have resulted to some of the schools post poor KCPE results as compared to public schools. In Turbo Sub County, more than 30 private primary schools risk to be closed due to their poor performances in KCPE.

According to the Department of Education (2021), majority of the private primary school faces leadership challenges that exposes the institutions to operational problems thus affecting the learning process. Based on KCPE results of 2019, 2020 & 2021, private schools in Turbo Sub County had an average performance mean score of 315, 313 & 314 marks respectively. 55% of the candidates scored above the mean, 10% below the mean score, and 35% were below average. Despite parents having invested heavy on their education, the performance is attributable to the way individual schools are managed. Majority of the institutions fails to pay their teachers good remuneration on timely basis thus forcing them to leave the institutions looking for greener pastures. It has also resulted in teachers' lack of motivation which is manifested in their unwillingness to participate in school activities, poor attendance, unexpected absences, tardiness, lack of additional training, uncreative and unstimulating teaching, lack of interest in meetings, and unhelpful attitudes when assistance is required.

The challenges facing the institutions are attributed to poor leadership practices exercised by the management of the schools especially the head teachers while running the schools. According to Teferra and Altbachl (2016), adoption of strategic leadership practices bears the capability of enhancing and sustaining school performances. It's due to this premise that the current study was conducted to determine the impact of strategic leadership techniques on the long-term success of private primary schools in Kenya's Turbo sub-county. The study is additionally motivated by the fact that there are research gaps from the study's issue. Özer and Tinaztepe (2014) conducted a study concentrating on Turkish SMEs to determine the impact of strategic leadership styles on business performance. According to the study, strategic leadership styles have a substantial impact on the performance of the firms. However, this study was carried out in a different setting. This presented a contextual knowledge gap. A study by Chishambo and Muchelule, (2018) how strategic leadership practices affects performance of youth enterprises in in Tharaka Nithi County. The study, though conducted in Kenya focused on different variables and was also conducted in a different context. This presented both conceptual and contextual knowledge gaps. The current study sought to fill the knowledge gap by assessing the influence of strategic leadership practices on sustainable performance of private primary schools in Turbo sub county in Kenya.

## **Objectives of the Study**

- i. To determine the influence of strategic direction practices on sustainable performance of private primary school in Turbo Sub County.
- ii. To establish the influence of human capital development practices on sustainable performance of private primary school in Turbo Sub County.
- iii. To investigate the influence of ethical leadership practices on sustainable performance of private primary school in Turbo Sub County.
- iv. To assess the influence of strategic communication practices on sustainable performance of private primary school in Turbo Sub County.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **System Theory**

Ludwig Von Bertalanffy, a Hungarian biologist, first put forth the concept of systems theory in 1928. Systems theory is based on the idea that every part of an organization is interconnected, changing one factor may have an impact on many others, and if one subsystem fails, the entire system is in peril. Organizations are thought of as open systems that constantly interact with their surroundings. The four components that make up these interconnected parts can be thought of as follows: inputs, which include resources like raw materials, money, technology, and people; processes, which include planning, organizing, motivating, and controlling; outputs, which include goods and services, improved systems, and productivity. This implies that when one part of the system is removed, the nature of the system is changed as well. Systems theory helps managers to look at the organization more broadly and recognize the interrelationships among the various parts. Systems theory is important in examining how strategic planning and actions influence activities within the organization and how this translates to improved internal business processes. These effects are likely to create value for customer in terms of efficient delivery of services and quality products. For instance, consensus management and decision making in organizations, especially medium organizations, rely on a systems approach. The strategic planning and implementation models are based on processes and systems approach. It was of interest to find out the extent these processes and systems are applicable in medium businesses and in the ever- changing environment. One of the most salient arguments against systems theory is that the complexity introduced by nonlinearity makes it difficult or impossible to fully understand the relationships between variables. Norman (2015) views models as echanistic and he argues that he business practice today is working off models and working on open-ended creative processes as organizations can be viewed as living organisms. This theory is relevant to the study because it seeks to find out if

failure in environmental analysis, establishment of organizational direction or strategy formulation can cause success or failure in performance.

### **Human Capital Theory**

It is possible to trace the beginnings of human capital to the advent of classical economics in 1776, which resulted in the creation of a scientific theory. The idea of investing in human capital was initially put forth by Adam Smith (1776), who claimed in *The Wealth of Nations* that variations in the working styles of individuals with varying degrees of education and training reflected variations in the returns necessary to cover those expenditures. Economists like Firth et al. (2007) developed the human capital theory. The quality of the labor supply, not its amount, is what the theory considers to be human capital. Brown *et al.*, (2014) regarded human capital as one of the major factors of national economic growth in the contemporary economy once the idea became a theory. According to the hypothesis, a person's earning power is determined by his or her formal education. According to human capital theory, an organization's competitive advantage is influenced by the key competences, skills, knowledge, and abilities of its personnel. It emphasizes approaches for resourcing, human resource development, compensation, and reward. According to the Human Capital Theory, investing in education makes sense since it has the potential to benefit individuals and society as a whole. Human capital theorists believe that education and earning potential are intertwined, suggesting that the more education one has, the more money they may be able to make and that the abilities, skills, and knowledge they have gained through education can be applied to the workplace to increase productivity (Firth *et al.*, 2007).

Human capital theorists have traditionally claimed that businesses can improve their human capital by enhancing the knowledge and skills of current employees internally and attracting high-knowledge and skill persons from the external labor market. Human capital increases in two ways: when the organization uses more of what people know and when more people know more of what the organization needs Brown *et al.*, (2014). Human capital theory is the main underpinning theory in human capital research, and it supports factors like knowledge management, education, training, and skills development in this study. Human capital theory serves as the foundation for a structural policy framework aimed at improving labor market flexibility through labor market regulatory reform, as well as raising skill levels through increased investment in education, training, and employment schemes, as well as immigration aimed at attracting high-quality human capital. According to the human capital theory, for head teachers to operate efficiently, government assistance is required to update their skills and knowledge through informal training. Education and training are critical for effective participation in the emerging global economy. To compete worldwide, head teachers must have the necessary abilities and knowledge.

### **Path Goal Leadership Theory**

According to the theory, which Robert House put forth in 1971, a leader's functional job in an institution is to create and clarify organizational goals in collaboration with other subordinate staff members. When the leaders work along with other subordinate staffs, this is possible. Additionally, organizational leaders are responsible for assisting other team members in choosing the best course of action to take in order to achieve the specified performance goals as well as for recognizing and removing potential obstacles that might stand in the way of success. An institution according to the theory is besieged by situational factors that act as crucial contributors to effective and efficient traits of leadership on other staffs such as their self-confidence, needs, abilities and workplace environment such as reward systems, tasks, working arrangements, and relationship between employees which plays a critical role in sailing an institution towards achieving set performance goal. House (1971) posits that the behaviors of leaders in an institution can be classified in to five categories; achievement oriented, supportive, instrumental, participative, and transformative. The theory views the behaviors of leaders as providing subordinates' satisfaction and acceptable only when it acts as a basis of motivation and satisfaction to the side of the subordinate.

The ways through which leaders behave in an institution bears the capability of increasing subordinate staff efforts in their verge of attaining set performance goals. Of more important is the fact that leaders act as a bridge between the subordinate staffs and realization of set performance goals. This is possible through defining positions and tasks, roles, eliminating performance related obstacles, enlisting and involving members of the group in goal setting exercise, promoting team efforts and cohesiveness of the group and reducing external controls and stress. Leaders achieve through making expectations clear and through enhancing realization of set members' expectations. The theory is important in the current study as it illuminates the significance of having rightful leaders in possession of right leadership attributes for navigating the institutions towards achieving performance goals in the schools. The head teachers bears the responsibilities of availing the relevant leadership characteristics for gearing the institution towards realizing set performance goals. When an institution have the right leaders with performance oriented attributes such as commitment and supporting employees' welfare and activities paves ways for achieving set performance goals in the institution.

### **Communication Theory**

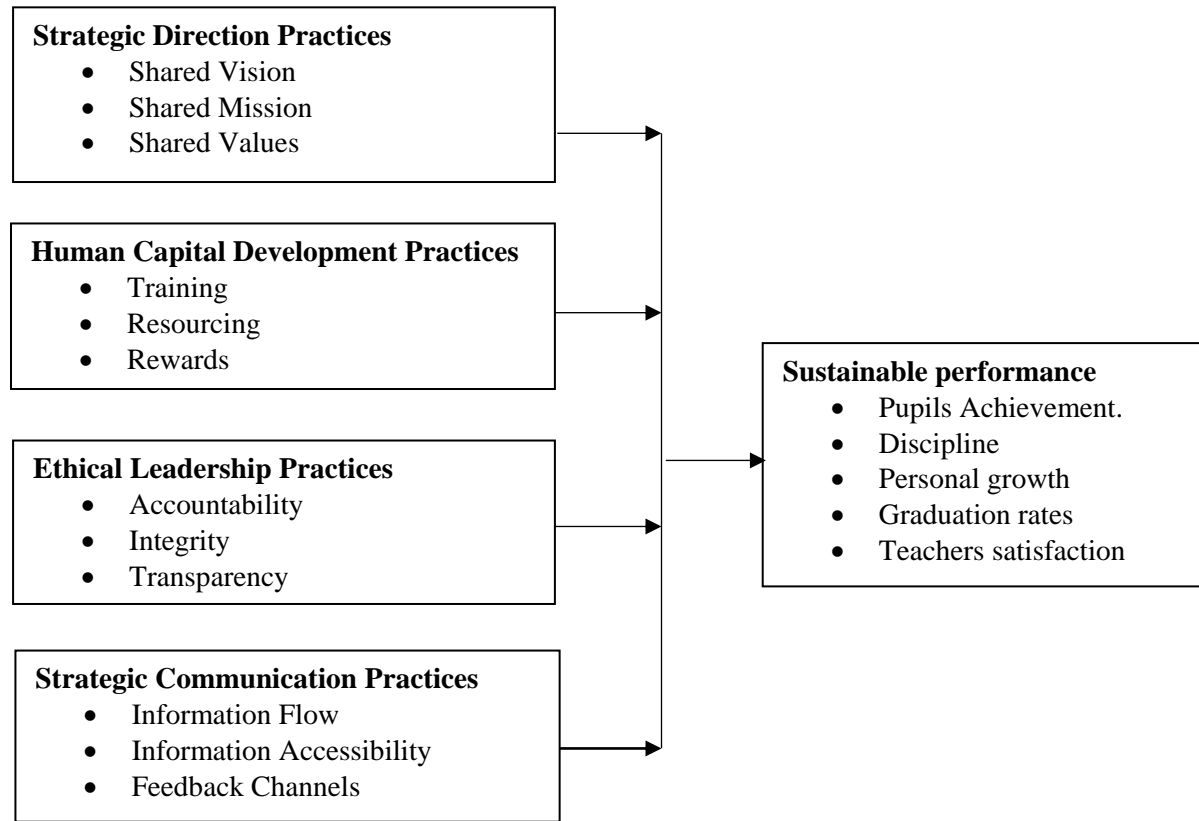
Communication theory was proposed in Goldie and Pinch in 1991 with the aim of availing an avenue for efficiently sending and receiving communications through an established communication channel and assessing challenges that may hinder the process. The theory views communication as a composition of various aspects starting with the sender who is the originator of the message, a channel of communication which provides communication passage and usually exposed to noise and distortions, and message receiver which forms the intended destination of



the message. The theory views the receiver's main goal as decoding the message aiming at understanding the intended communication. A communication is perceived as complete and successful when the sent message reaches the intended receiver and the receiver fully unravels the message and acknowledges the sender's intents. Consequently, communication is perceived to more effective upon reaching the receiver who acts in line with desires of the sender. This is attained through the receiver providing a feedback inform of a reply that acknowledges being in receipt of the message.

The communication theory was initially employed by Mason (1978) to conceptualize the performance of the communication channel. In his conceptualization process, Mason (1978) propounded a framework of communication denoted by three success aspects perceived as necessary but not sufficient in capturing organization performance goals. The factors include technicality, which defines the degree of message accuracy from the sender to the receiver, semantics, which defines the precise manner in which the intended message is received by the recipient, and effectiveness, which describes the degrees of effectiveness of the communication channel with regard to the communicating parties. The communication theory is adopted in the current study with the aim of interpreting the significance of having an effective communication within an institution. The theory suggests that communication need to be precise and clear from the origin (sender) to the destination (receiver). In a school set up, there is a need for a clear channel of communication from head teachers to teachers and students. Similarly, there is a need for having a well formulated feedback channels through which replies can be channeled through. The channels, both from the sender and the receiver, ought to be away from any form of distortion such as noises aiming at ensuring that the receiver attains the intended message as planned.

**Conceptual Framework**



**Independent variables**

**Dependent Variable**

**Figure 1: Conceptual Framework**

**Strategic Direction Practices**

Strategic direction practices according to Fojt (2011) comprises of the plans that an institutions needs to implement aiming at progressing towards fulfilling goals and visions. The Strategic direction practices acts as a pointer pointing where the organization need to direct efforts for the sole purpose of attaining institutional set goals. Strategic direction practices ensure that leaders in the institution communicate the significance of employees’ work and their It ensures owners and management can communicate the importance of employees work and their contribution to the realization of set institution’s objectives. For an institution to be in a position of selecting an appropriate strategy, it first needs to determine the institution’s Strategic direction practices since setting the direction forms the first step of strategic management process. Kungu, Kahuthia and Kinyua (2020) notes that an institution’s Strategic direction practices harbored on the vision. The

vision results from the views of the institution's top management and the institution's conclusions on the direction in performance areas. The vision depicts the aspirations of the institutions management providing a broad view of where the institution is heading and what needs to be done to reach there. Munyao, Chiroma and Walter (2020) adds that for the institutions to realize set performance goals, they ought to be in possession of core values and purposes that remain fixed in the institution's practices and strategies that adapt to the dynamisms in the operational environment. The values ought to be illuminated through the leaders and cascaded down to other parties in the management hierarchy. The dynamics surrounding preserving the core values and stimulating progress forms the reasons for turning academic institutions into elite institutions able to renew themselves and realize superior and long term performance.

### **Human Capital Development Practices**

According to Chidi and Victor (2015) human capital development is a process that entails enriching and enhancing knowledge, attitudes and skills of employees in an institution. On the other hand, (Olunuga, 2020) perceives human capital development as a continuous process through which leaders within an institution assist their employees in a planned and a continuous way aiming at acquiring or sharpening their capabilities necessary for performing different functions related to their current and expected roles in the future. It's a process of improving the performance of an institution through the institution's personnel capabilities. The development process incorporates activities related to aptitude, work design, motivation and expertise. In a contrast view, Daniel (2019) opines that human capital development comprises of a comprehensive system of learning that releases the human potentials of the institution and includes both on the job experiences and vicarious experiences of learning anchored on the institution's survival needs. The main goal of developing human capital in an institution is to improve and enhance the institution's performance through maximizing performance and efficiency of employees. The process develops employees skills and knowledge, standards and actions, incentives, motivation work environment and attitudes (Olunuga, 2020). For enhancement of performances, there is a need for employees to continuously develop new abilities and learn new skills for them to be in a position of responding to workplace changes. Furnishing responsiveness of employees takes nothing less than relevant enhancement of technical and conceptual skills especially with the employees in the operational cadre since these employees directly manage and handle the largest portion of work in the verge of attaining institution's set goals.

### **Ethical Leadership Practices**

Aydn, Güçlü, and Pisapia (2015) views ethical leadership as application of fair procedures in an institution in the process of making decisions, perceived outcome fairness and recognizing efforts of the individual. An ethical leader is one who adheres to formulated ethical principles in the process of discharging their duties. When an institution has ethical leaders who create a fair and

trustful work environment, the institution attains an ethical work culture. Ali (2016) opines that the main goal of an ethical leader is to provide motivation to followers and energizing the power of hearing and love. Ethical leadership entails institution's relationships on the basis of respect, trust and mutual liking. Leaders with ethics make use of their skills in the community and workplace aiming at meeting the goals of the institution. Consequently, ethical leaders tend to be effective communicators and ensure that what they manage is not open to ethical failures. Kefa (2019) notes that ethical leaders obtain positive employee evaluation due to their way of respectfully treating the employees and creating a conducive workplace environment that acts as a motivator to the staff. Ethical leadership practices comprise of diversified elements that acts as enablers to people to act in the right way. According to Kefa (2019), ethical leadership entails maximizing subordinates welfare and championing for the right things. The components of ethical leadership include communication of moral standards, integrity, leading moral behavior, authenticity and honesty. In a schooling institution, ethical leadership practices is envisioned to culminate into a positive influence on the subordinates performance, job responses and intrinsic motivation. Leaders of the institutions bear the responsibilities of portraying ethical leadership practices in the process of running the institution characterized by respect, integrity, honesty and truthfulness. By portraying leadership ethics, head teachers creates a working environment where each staff feels respected and appreciated which culminates into promoting the performance levels (Aydn, Güçlü & Pisapia, 2015).

### **Strategic Communication Practices**

Siam (2017) views Strategic communication practices as a term that describes principles of communication, initiatives and strategies applied to further the goals, values and missions of the institution. Daniel (2018) defines Strategic communication practices as guidance and policy making that aims at availing consistent flow of information in the organization and between individuals in the organization. Omondi (2020) adds that strategic communication practices is perceived as communicating a data, process or concept that aims at fulfilling long term strategic goals through facilitating advancing planning process. The process entails transmission of both verbal and non-verbal information from a source (sender) to intended destination (receiver) through a medium (channel). According to Omondi (2020), having a concise Strategic communication practices practice forms a crucial pillar towards attaining set communication objectives in an institution. To effectively enhance institutional performance, head teachers need to be guided by three crucial aspects of strategic communication; communication, participation and empathy. The attributes ensures that the both the teachers and the head teachers are involved in implementing the contents of the communication. Chepkosgei, Mwangi and Kinyua (2020) notes that the modalities through which the management of the schools provides communication determines the extent to which the receiver actions on the intended communication. When there is a well establish means of communication between the management and other employees in the

institutions, execution of activities runs smoothly without interruptions which leads to performance enhancement.

## RESEARCH METHODOLOGY

The study adopted a descriptive survey research approach. The target population of the study comprised of 93 private primary schools in Turbo Sub County, Uasin Gishu County. The unit of observation comprised of both head teachers and senior teacher. All head teachers and one senior teacher was targeted in the study making a total of 186 respondents. Primary data was collected through questionnaires. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the data using descriptive and inferential statistics. Percentages, frequencies, means, and standard deviation were all examples of descriptive statistics. The study employed the below model for the study:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:,  $Y$  represent sustainable performance of Private Primary Schools,  $\beta_0$  represent constant term,  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  represent beta coefficients,  $X_1$  represent Strategic direction practices,  $X_2$  represent Human Capital Development Practices,  $X_3$  represent Ethical Leadership Practices,  $X_4$  represent Strategic communication practices, and  $\varepsilon$  represent Error term.

## Results

186 questionnaires were distributed to the study's respondents, who included senior teachers and head teachers. 126 completed and returned surveys were collected. This represented a 74.2% response rate. According to Mugenda and Mugenda's (2013) arguments, any response rate of more than 50% is regarded to be favorable for analysis, the response rate was suitable.

## Descriptive Findings and Analysis

The study incorporated descriptive statistics to enable the researcher describe how the measures of items contained in each variable in the questionnaires were distributed. The study employed both standard deviations and means to describe the distributions. The items in the questionnaires were rate in a Likert scale of 1-5 where where 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree. Respondents were requested to indicate their level of agreement with the items on each variable using the scale. The mean response and mean standard deviation was then taken for each statement.

## Strategic Direction Practices

The study sought to determine the influence of strategic direction practices on sustainable performance of private primary school in Turbo Sub County. The descriptive results presented in table 1 shows that respondents agreed with the statements that the school leadership has established

a clear vision of the school, mean=4.41, that the vision of the school is in line with what the school aims at achieving, mean=4.61 and that there is a shared mission established by the school, mean=4.11. The results further revealed that established values in the school guides execution of activities in the school, mean=4.29, that the management of the school ensures adherence of the formulated values, mean=3.96 and that there is commitment by the school in ensuring that the school stays in line with the envisioned mission, mean=3.73. On overall, respondents were in agreement with the statements on strategic direction practices, mean=4.185. The results concurs with Kungu, Kahuthia and Kinyua (2020) who suggested that for an institution to be in a position of selecting an appropriate strategy, it first needs to determine the institution's Strategic direction practices since setting the direction forms the first step of strategic management process.

**Table 1: Strategic Direction Practices**

<b>Strategic direction practices</b>	<b>Count</b>	<b>Mean</b>	<b>Std.Dev</b>
The school leadership has established a clear vision of the school	126	4.41	0.325
The vision of the school is in line with what the school aims at achieving	126	4.61	0.265
There is a shared mission established by the school	126	4.11	0.459
Established values guides execution of activities in the school	126	4.29	0.321
The management of the school ensures the formulated values are adhered to	126	3.96	0.788
There is commitment by the school in ensuring that the school stays in line with the envisioned mission	126	3.73	0.814
<b>Average</b>	<b>126</b>	<b>4.185</b>	<b>0.495</b>

### **Human Capital Development Practices**

The study also sought establish the influence of human capital development practices on sustainable performance of private primary school in Turbo Sub County. The descriptive results presented in table 2 shows that respondents agreed with the statements that the leadership of the school supports professional growth, mean=3.75, that teachers are being nurtured to increase sustainable performance, mean=4.13, that teachers are rewarded according to their performance, mean=4.38, and that there are evidence-based personnel in school, mean=3.96. The study however

revealed that respondents were neutral on the fact that there is a challenge of high-performing teachers in the school, mean=3.23 and that school leadership is getting right teachers on the right positions on time, mean=3.41. On overall, respondents were in agreement with the statements on human capital development practices, mean=3.81. The results are in tandem with Olunuga(2020) who established that the main goal of developing human capital in an institution is to improve and enhance the institution's performance through maximizing performance and efficiency of employees.

**Table 2: Human Capital Development Practices**

<b>Human Capital Development Practices</b>	<b>Count</b>	<b>Mean</b>	<b>Std.Dev</b>
School leadership is getting right teachers on the right positions on time	126	3.41	1.086
School leadership support professional growth	126	3.75	0.842
Teachers are being nurtured to increase sustainable performance	126	4.13	0.406
Teachers are rewarded according to their performance	126	4.38	0.271
There is a challenge of high-performing teachers in the school	126	3.23	1.112
There are evidence-based personnel in school	126	3.96	0.816
<b>Average</b>	<b>126</b>	<b>3.81</b>	<b>0.756</b>

### **Ethical Leadership Practices**

The study further sought to investigate the influence of ethical leadership practices on sustainable performance of private primary school in Turbo Sub County. The descriptive results presented in table 3 shows that respondents agreed with the statements that there is accountability of activities in the school from the management, mean=4.13, that there is mutual respect between the management and teachers, that fairness is important both when encountering individual learners and groups but also in the work community, mean=4.53, that teachers make integrity the norm in their classrooms and school environment in several important ways, mean=4.66 and that there is transparency in teachers awards and motivations, mean=4.19. On overall, respondents were in agreement with the statements on ethical leadership practices, mean=4.354. The results concurs with Kefa (2019) who noted that ethical leadership entails maximizing subordinates welfare and championing for the right things. The components of ethical leadership include communication of moral standards, integrity, leading moral behavior, authenticity, and honesty.

**Table 3: Ethical Leadership Practices**

<b>Ethical Leadership Practices</b>	<b>Count</b>	<b>Mean</b>	<b>Std.Dev</b>
There is accountability of activities in the school from the management	126	4.13	0.309
There is mutual respect between the management and teachers	126	4.26	0.212
Fairness is important both when encountering individual learners and groups but also in the work community	126	4.53	0.386
Teachers make integrity the norm in their classrooms and school environment in several important ways.	126	4.66	0.103
There is transparency in teachers awards and motivations	126	4.19	0.579
<b>Average</b>	<b>126</b>	<b>4.354</b>	<b>0.318</b>

**Strategic Communication Practices**

The study further sought to assess the influence of strategic communication practices on sustainable performance of private primary school in Turbo Sub County. The descriptive results presented in table 4 shows that respondents agreed with the statements that there is an established communication structure in the school, mean=4.27, that the school has established various channels of communication in the school, mean= 4.34 and that the management makes information available to all parties in the school, mean=3.53. The study further established that the information in the school reaches the intended recipient in the original form it was sent, mean=4.06 and that the school has established various channels for providing feedback, mean=3.69. On overall, respondents were in agreement with the statements on strategic communication practices, mean=3.978. The results tallies with Omondi (2020) who established that the degree of effectiveness in communication within an institution forms one of the key component for accomplishing and realizing set performance goals.



**Table 4: Strategic Communication Practices**

<b>Strategic Communication</b>	<b>Count</b>	<b>Mean</b>	<b>Std.Dev</b>
There is an established communication structure in the school	126	4.27	0.328
The school has established various channels of communication in the school	126	4.34	0.268
The management makes information available to all parties in the school	126	3.53	0.697
The information reaches the intended recipient in the original form it was sent	126	4.06	0.371
The school has established various channels for providing feedback	126	3.69	0.639
<b>Average</b>	<b>126</b>	<b>3.978</b>	<b>0.461</b>

### **Sustainable Performance**

The study sought to assess how the primary schools involved in the study had achieved sustainable performance as a result of adoption of strategic leadership practices. The results outlined in table 5 shows that respondents were in agreement with the statements that the schools had recorded an improved pupil's achievement due to improved competences of head teachers, mean=4.74, that there is high pupils' discipline in school due to strategic leadership, mean=4.04, and that there is improved pupil's attendance rates in school, mean=4.29. The results further established that teachers are satisfied with their work, mean=3.59 and that there is improved graduation rates among learners, mean=3.93. On overall, respondents were in agreement with the statements on strategic communication practices, mean=4.118.

**Table 5: Sustainable Performance**

<b>Sustainable Performance</b>	<b>Count</b>	<b>Mean</b>	<b>Std.Dev</b>
There is improved pupil's achievement due to improved competences of head teachers	126	4.74	0.127
There is high pupils' discipline in school due to strategic leadership	126	4.04	0.316
There is improved pupil's attendance rates in school	126	4.29	0.218
Teachers are satisfied with their work	126	3.59	0.789
There is improved graduation rates among learners	126	3.93	0.716
<b>Average</b>	<b>126</b>	<b>4.118</b>	<b>0.4332</b>

### **Inferential Statistics**

#### **Correlation Results**

In order to determine whether there was a relationship between the independent variables (Strategic direction practices, Human Capital Development practices, Ethical Leadership Practices, and Strategic Communication) and the dependent variable (Sustainable Performance), a correlation analysis was included in the study. The results of the correlation analysis is presented in table 6. According to the results, Strategic direction practices and sustainable performance of private primary schools in Turbo Sub County correlates to positive and significant level as shown by a correlation value of 0.214 and significance value of 0.006 which is less than 0.05. The results bears the implications that upon enhancing Strategic direction practices, the private schools bears the capability of increasing the levels of sustainable performance. The results are in agreement with Kungu, Kahuthia and Kinyua (2020) who suggested that for an institution to be in a position of selecting an appropriate strategy, it first needs to determine the institution's Strategic direction practices since setting the direction forms the first step of strategic management process. The results also revealed that human capital development practices and sustainable performance of private primary schools in Turbo Sub County correlates to positive and significant level as shown by a correlation value of 0.374 and significance value of 0.000 which is less than 0.05. The results bears the implications that enhancing human capital development practices results to enhanced levels of sustainable performances amongst the school. The results are in agreement with Olunuga(2020) who established that the main goal of developing human capital in an institution is to improve and enhance the institution's performance through maximizing performance and efficiency of employees.

The correlation value of 0.521 and significance value of 0.000, which is less than 0.05, in the data further demonstrated the positive and substantial association between ethical leadership practices and sustainable performance of private primary schools in Turbo Sub County. The findings imply that improving ethical leadership practices leads to improved long-term school performance. The results concurs with Kefa (2019) who noted that ethical leadership entails maximizing subordinates welfare and championing for the right things. The components of ethical leadership include communication of moral standards, integrity, leading moral behavior, authenticity and honesty. The results further established that strategic communication and sustainable performance of private primary schools in Turbo Sub County correlates to positive and significant level as shown by a correlation value of 0.311 and significance value of 0.000 which is less than 0.05. The results bears the implications that enhancing strategic communication results to enhanced levels of sustainable performances amongst the school. The results agrees with Omondi (2020) that the degree of effectiveness in communication within an institution forms one of the key component for accomplishing and realizing set performance goals.

**Table 6: Correlation Analysis**

		<b>Strategic direction practices</b>	<b>Human Capital Development Practices</b>	<b>Ethical Leadership Practices</b>	<b>Strategic Commu nication</b>	<b>Sustainable Performance</b>
Strategic direction practices	Pearson Correlatio n	1				
	Sig. (2-tailed)					
Human Capital Development Practices	Pearson Correlatio n	.183	1			
	Sig. (2- tailed)	0.183				
Ethical Leadership Practices	Pearson Correlatio n	.171**	.197	1		
	Sig. (2- tailed)	0.098	0.076			
Strategic Communication	Pearson Correlatio n	.275	.197	-.268	1	
	Sig. (2- tailed)	0.061	0.112	0.049		
Sustainable Performance	Pearson Correlatio n	.214	.374	.521	.311	1
	Sig. (2- tailed)	0.006	0.000	0.000	0.001	
	N	126	126	126	126	126

### Multiple Regression Analysis

The inclusion of a multiple regression analysis was to assess the level of relationship between the independent variable (Strategic direction practices, Human Capital Development Practices, Ethical Leadership Practices and Strategic Communication) and the dependent variable (Sustainable Performance). A significance level of 0.05 was adopted in the study. The results in table 7 revealed that the R-Value was 0.807 implying that independent variables strongly relate with the dependent variable. The coefficient of determination represented by R-squared value was 0.651 implying that the independent variables jointly account for 65.1% in variations of sustainable performance of private primary schools in Turbo Sub County.

**Table 7: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 <sup>a</sup>	0.651	0.617	0.37622

a. Predictors: (Constant), Strategic direction practices, Human Capital Development Practices, Ethical Leadership Practices and Strategic Communication

ANOVA was used to determine the statistical significance of the model linking independent and dependent variables (Analysis of Variance). Table 8 findings showed that the sig value was 0.0000.05. This suggests that the model was statistically significant, making it an excellent match for analyzing the relationship between the study's independent and dependent variables.

**Table 8: ANOVA (Model Significance)**

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	86.162	4	21.5405	17.6173	.000 <sup>b</sup>
	Residual	147.945	121	1.2227		
	<b>Total</b>	<b>234.107</b>	<b>125</b>			

a. Dependent Variable: Sustainable Performance

b. Predictors: (Constant), Strategic direction practices, Human Capital Development Practices, Ethical Leadership Practices and Strategic Communication

The model's coefficient results, which are presented in Table 9, demonstrate that strategic direction techniques have a favourable and significant impact on the long-term success of private primary schools in Turbo Sub County. A beta value of 0.296 and a significant value of  $0.003 < 0.05$  demonstrate this. This has the implication that raising strategic direction practices by one unit will raise the school's levels of sustainable performance by 0.296 units. The results agree with the findings from Muthaa (2018) in his study on how Strategic direction practices affects performance of technical training institutions which revealed that Strategic direction practices significantly influences the performances of the institutions. According to the findings, human capital development techniques have a favourable and significant impact on the long-term success of private primary schools in Turbo Sub County. A beta value of 0.534 and a significant value of  $0.000 < 0.05$  demonstrate this. This has the implication that increasing human capital development techniques by one unit will result in an increase of 0.534 units in the school's levels of sustained performance. According to Olunuga (2020), human capital development significantly influences the performance and acts as tool through which the institutions can attain sustainable performances.

According to the findings, ethical leadership practices have a favourable and significant impact on the long-term success of the private primary schools in Turbo Sub County. A beta value of 0.648 and a significant value of  $0.000 < 0.05$  demonstrate this. This has the implication that raising ethical leadership practices by one unit will result in an increase of 0.648 units in the school's levels of sustained performance. The results concurs with Kefa (2019) who noted that ethical leadership entails maximizing subordinates welfare and championing for the right things. The components of ethical leadership include communication of moral standards, integrity, leading moral behavior, authenticity and honesty. According to the findings, effective strategic communication has a favourable and significant impact on the long-term performance of private primary schools in Turbo Sub County. A beta value of 0.335 and a significant value of  $0.000 < 0.05$  demonstrate this. This has the implication that raising strategic communication elements by one unit will raise the school's levels of sustained performance by 0.335 units. According to Omondi (2020), the degree of effectiveness in communication within an institution forms one of the key component for accomplishing and realizing set performance goals. Every activity that an institution executes entails communication which calls for establishment of a systematic channels of communication that ensures proper dissemination of information and feedback.

**Table 9: Model Coefficients**

Predictors	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.968	0.445		6.6697	0
Strategic direction practices	0.296	0.209	0.235	1.4163	0.003
Human Capital Development Practices	0.534	0.172	0.491	3.1047	0
Ethical Leadership Practices	0.628	0.177	0.483	3.5480	0
Strategic Communication	0.335	0.119	0.287	2.8151	0

The optimal regression model becomes:

$$\text{Sustainable Performance of Private Primary Schools} = 2.968 + 0.628(\text{Ethical Leadership Practices}) + 0.534(\text{Human Capital Development Practices}) + 0.335(\text{Strategic Communication}) + 0.296(\text{Strategic direction practices})$$

According to the optimal model, Ethical Leadership Practices highly influences performance sustainability of the private primary schools, followed by human capital development, then strategic direction and lastly strategic direction practices.

### Hypothesis Testing

The study employed the results from the regression analysis to either reject or accept the hypothesis formulated in the study. The summary of the hypothesis testing is formulated in table 10.

**Table 10: Hypothesis Testing**

<b>Hypothesis</b>	<b>Method and Criteria</b>	<b>Remark</b>
<b>H<sub>01</sub>:</b> Strategic direction practices have no significant influence on sustainable performance of private primary school in Turbo Sub County.	Multivariate regression analysis (0.003 < 0.05)	Reject <b>H<sub>01</sub></b>
<b>H<sub>02</sub>:</b> Development of human capital has no significant influence on sustainable performance of private primary school in Turbo Sub County.	Multivariate regression analysis (0.000 < 0.05)	Reject <b>H<sub>02</sub></b>
<b>H<sub>03</sub>:</b> Ethical practices have no significant influence on sustainable performance of private primary school in Turbo Sub County	Multivariate regression analysis (0.000 < 0.05)	Reject <b>H<sub>03</sub></b>
<b>H<sub>04</sub>:</b> Strategic communication practices have no significant influence on sustainable performance of private primary school in Turbo Sub County	Multivariate regression analysis (0.000 < 0.05)	Reject <b>H<sub>04</sub></b>

### **Conclusion**

Strategic direction practices positively and significantly influences sustainable performance of private primary school in Turbo Sub County Uasin Gishu County, Kenya. Remarkably, strategic direction practices such as establishing a clear vision of the school which lines with what the school aims at achieving, having a shared mission in the school, establishing values that guides execution of activities, ensuring adherence of formulated values and ensuring that the school remains committed to in the realization of envisioned mission further enhances the levels of sustainable performances in the schools. Human capital development practices positively and significantly influences sustainable performance of private primary school in Turbo Sub County Uasin Gishu County, Kenya. Remarkably, human capital development practices such as having right teachers on the right positions on time, supporting professional growth by the school, nurturing teachers to increase sustainable performance, and rewarding teachers according to their performance further enhances the levels of sustainable performances in the schools.

Ethical leadership practices positively and significantly influences sustainable performance of private primary school in Turbo Sub County Uasin Gishu County, Kenya. Remarkably, ethical leadership practices as having accountability of activities in the school from the management, existence of mutual respect between the management and teachers, treating teachers and pupils



with fairness, having integrity oriented teachers and practicing transparency in rewarding and motivating teachers further enhances the levels of sustainable performances in the schools. Strategic communication positively and significantly influences sustainable performance of private primary school in Turbo Sub County Uasin Gishu County, Kenya. Remarkably, strategic communication practices like having an established communication structure in the school, establishing various channels of communication, availing information to all parties in the school, ensuring that information reaches the intended recipient in the original form it was sent and establishing various channels for providing feedback further enhances the levels of sustainable performances in the schools.

### **Recommendations for the Study**

The study recommends private primary schools operating in Turbo Sub County to enhance the levels of strategic direction practices since by doing so, there is increased sustainable performance in the schools. The schools can achieve this by carrying out activities such as establishing a clear vision of the school which lines with what the school aims at achieving, having a shared mission in the school, establishing values that guides execution of activities, ensuring adherence of formulated values and ensuring that the school remains committed to in the realization of envisioned mission. The study further recommends private primary schools operating in Turbo Sub County to work on enhancing their human capital development practices since the practice culminates into increased sustainable performances in the schools. This can be achieved through having right teachers on the right positions on time, supporting professional growth by the school, nurturing teachers to increase sustainable performance, and rewarding teachers according to their performance.

The study also recommends private primary schools operating in Turbo Sub County to practices and enhance ethical leadership practices since the practice leads to increased sustainable performances in the schools. The schools can attain this through having accountability of activities in the school from the management, existence of mutual respect between the management and teachers, treating teachers and pupils with fairness, having integrity oriented teachers and practicing transparency in rewarding and motivating teachers. The study similarly recommends private primary schools operating in Turbo Sub County to work towards enhancing and improving communication practices since by doing so, there is increased sustainable performance in the schools. The schools can achieve this by having an established communication structure in the school, establishing various channels of communication, availing information to all parties in the school, ensuring that information reaches the intended recipient in the original form it was sent and establishing various channels for providing feedback.

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