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INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON NON-FINANCIAL PERFORMANCE OF PRIVATE PRIMARY SCHOOLS IN KASARANI SUB-COUNTY, NAIROBI COUNTY

HELLEN WANJIKU MURAYA

ST. PAUL'S UNIVERSITY

A DISSERTATION PRESENTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS TO THE AWARD OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (STRATEGIC MANAGEMENT OPTION) OF ST PAUL'S UNIVERSITY.

OCTOBER, 2026

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DECLARATION

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DEDICATION

To my beloved husband, Maurifixten, and my daughters, Shanelle and Elsie, and my son, Jedidiah, who have been my pillar of strength throughout this journey. Your unwavering dedication has really aided me in completing this dissertation with zeal and persistence.

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ACKNOWLEDGEMENT

I give much gratitude and honour to God for His provision and grace throughout my studies. I am indeed grateful to my supervisors, Dr. Julius Kahuthia and Dr. Grace Kiboro, for their unrelenting support, time, and guidance throughout this journey. I also extend my gratitude to the management of St. Paul's University for establishing a supportive learning environment. Finally, I express my sincere thanks to my dad, mum, sisters and parents-in-law for their prayers and unfailing support in my academic path.

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ABSTRACT

This study examined how strategic management practices affect the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County, Kenya. Although private primary schools contribute significantly to access to basic education, their sustainability remains a concern. The number of private primary schools declined from 13,699 in 2018 to 8,838 in 2022, highlighting challenges in the sector (KNBS, 2022). The study addressed limited empirical evidence on strategic management and integrated non-financial performance in urban Kenyan private primary schools. Specifically, it sought to determine whether strategic leadership, strategy implementation, and strategic control influence non-financial performance measured through teacher retention, enrolment stability, and institutional sustainability. The study was anchored on the Resource-Based View, Contingency Theory, and Systems Theory. A quantitative cross-sectional survey design was adopted. The accessible population comprised 287 private primary schools that had operated for at least ten years, from which the study sampled 74 schools using Yamane's formula and stratified sampling. Data were collected from school administrators and teachers using structured questionnaires. Of the 148 questionnaires distributed, 103 were returned and found usable for analysis, representing a response rate of 69.6%. We assessed validity through supervisor review, alignment with the conceptual framework and literature, and construct assessment, and we assessed reliability using Cronbach's alpha ($\alpha = 0.920$). Data were analyzed using descriptive statistics, Pearson correlation, and multiple regression. The regression model was significant ($R^2 = 0.531$, $p < 0.001$). Strategic leadership had a significant positive influence on non-financial performance ($\beta = 0.470$, $p < 0.001$), as did strategic control ($\beta = 0.328$, $p = 0.006$). Strategy implementation was not a significant independent predictor ($\beta = 0.021$, $p = 0.866$). The study contributes theoretically by extending RBV and Systems Theory to private primary schools and refining understanding of the complementary role of strategic management practices. It recommends strengthening strategic leadership, strategic control, and supported strategy implementation to enhance teacher retention, enrolment stability, and institutional sustainability.

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ABBREVIATIONS AND ACRONYMS

CBC	-	Competency-Based Curriculum
FPE	-	Free Primary Education
ISERC	-	Institutional Scientific Ethical Review Committee
JSS	-	Junior Secondary School
KAPSA	-	Kenya Association of Private School Owners
KNBS	-	Kenya National Bureau of Statistics
KPSA	-	Kenya Private School Association
MOE	-	Ministry of Education
NACOSTI	-	National Council of Science, Technology and Innovation
QASO	-	Quality Assurance and Standard Officer
RBV	-	Resource Based View
SPSS	-	Statistical Packages for Social Science
TSC	-	Teachers Service Commission

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OPERATIONAL DEFINITION OF TERMS

Non-financial Performance: Refers to the extent to which private primary schools achieve desired outcomes in terms of operational stability and long-term sustainability. In this study, it is measured using teacher retention, enrolment stability, and institutional sustainability**.**

Private Primary Schools: Registered basic education institutions in Kasarani Sub-County owned and managed by non-governmental entities. In this study, it specifically includes schools that have been in operation for 10 years or more.

School administrators: This refers collectively to headteachers, deputy headteachers, and school administrators, who are responsible for providing information on strategic management practices.

Strategic Control: Refers to the mechanisms private primary schools use to monitor and evaluate strategy execution and ensure alignment with institutional objectives. In this study, it is measured using performance monitoring, feedback and evaluation systems, and corrective action mechanisms**.**

Strategic Leadership: Signifies the ability of school leadership to guide the institution towards achieving its strategic objectives through effective direction and decision-making. In this study, it is measured using vision communication, decision-making agility, and staff motivation.

Strategic Management Practices: It refers to the organized actions undertaken by private primary schools to plan, implement, and control strategies aimed at improving performance. In this study, it comprises strategic leadership, strategy implementation, and strategic control**.**

Strategy Implementation: It is the procedure that private primary schools take through coordinated actions and processes in making strategic plans into practice. In this study, it is measured by strategy communication**.**

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study on how strategic management practices influence the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County, Kenya. It presents the study background, focusing on strategic management practices, non-financial performance, and private primary schools in Kasarani Sub-County. The chapter also presents the research problem, objectives, research questions, significance, scope, and limitations.

1.1 Background of the Study

In the case of educational institutions, strategic management entails the application of strategic management processes, which include strategic leadership, strategy implementation, and strategic control, so that the organizations can solve their problems, optimize their resource utilization, and achieve sustainable performance (Yuenyong, 2024; Wheelen et al., 2021). These processes are not only theoretical but also practical, as they provide tools to address emerging issues, improve resource utilization, and enhance performance. In this regard, these processes emerge from the need for continuous improvement and sustainability (Duodu, 2025).

Mwima & Kibanga (2023) define performance in education as extending beyond financial outcomes to include non-financial indicators such as teacher retention, enrolment stability, operational efficiency, and institutional sustainability. These indicators are relevant to private primary schools, which depend on internally generated resources and operate in a competitive market. Hence, Alfalasi et al. (2020) state that effective strategic management is principal in perpetuating institutional stability and responding to changing educational demands. Globally, private educational institutions are increasingly viewed as strategic business entities competing for students, skilled personnel, and limited resources. Evidence from advanced economies indicates that schools that incorporate strategic leadership with

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effective strategy execution tend to illustrate excellent results in enrolment growth, staff retention, and service quality (Kilonzo, 2020). Unlike public institutions that often benefit from government subsidies, private schools largely depend on tuition fees and internally generated wealth, thereby demanding the adoption of robust strategic management practices to continue being financially sustainable, competitive, and sensitive to changing demands in education.

The rapid growth of private education in Sub-Saharan Africa is fueled by urbanization, population growth, and rising demand for high-quality education, which has heightened industry competitiveness (Kilonzo, 2020). As a result, educational reforms have increasingly relied on strategic management and resource efficiency to improve organizational performance (Kamili et al., 2024). However, there are still many private institutions that continue to struggle in terms of their sustainability because of poor strategic management systems, ineffective strategy implementation, and leadership deficiencies (Kihara & Waswa, 2023). This case is especially true in Ghana, where private primary schools are constantly facing challenges such as a decrease in student enrollment, rising costs of operations, and high expectations in terms of quality, hence requiring proper strategic interventions (Duodu, 2025).

Private primary schools in Kenya operate in an extremely competitive and heavily regulated environment. This environment is characterized by rising operational costs, regulatory requirements, and increasing parental expectations. Despite the major contribution of private schools towards quality education in the country, these institutions face some challenges such as the issue of competition, lack of financial resources, poor infrastructure and enrolment trends (Mwima & Kibanga, 2023; Musumba, 2020). In order to overcome these challenges, the school has to implement certain strategic management practices that would allow them to continue excelling

Quality Assurance and Standards Officers (QASOs) monitor adherence to educational standards at private primary schools in Kenya, which are governed by the Ministry of Education. QASOs influence how schools implement and oversee their strategies through inspections and performance reviews. Therefore, to maintain registration and sustain

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performance, schools must align their strategic management methods with regulatory criteria.

However, in the local context where private primary schools are operating in Kasarani Sub-County, there are similar regulatory, economic, and competitive environment conditions existing, but what differs is the degree of stability and sustainability among the private primary schools in the locality. From this perspective, the study investigates the influence of strategic management practices on non-financial performance. The research analyzed the impact of strategic management practices, strategy implementation, and strategic control on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. The private primary schools were regarded as strategic organizations whose performance was determined by the effectiveness of strategic leadership, strategy implementation and strategic control.

1.1.1 Non-financial Performance

Non-financial performance is defined as the on the extent to which an organization achieves its goals through operational efficiency, stakeholder satisfaction, and sustainability. Current management knowledge holds that organizational performance includes more than financial results; it also encompasses service quality, organizational effectiveness, and the achievement of organizational goals (Kaplan & Norton, 2020). Institutions have traditionally measured performance using financial yardsticks such as profitability, growth, and returns on investment. However, performance indicators in terms of finance may not be sufficient when measuring performance in the education sector since apart from the financial aspects, there are other goals such as quality of services offered, retention of employees, number of students enrolled, among others.

This perspective is pertinent to private primary schools, since financial data might not be easily available and might not accurately reflect institution success. By using non-financial indicators, it becomes possible to conduct a more comprehensive evaluation of institutional performance by assessing human resource performance, organizational stability, and sustainability. In this research project, the term non-financial performance will be defined by means of three variables, namely: teacher retention, enrolment stability, and institutional

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sustainability. Teacher retention evaluates an organization's success in recruiting and retaining experienced, skilled teachers. Teacher retention supports instructional continuity, stability, and low recruitment and training costs. Strategic management has been shown to be linked to good employee commitment and low turnover rates (Kihara & Waswa, 2023; Kamili et al., 2024; Hitt et al., 2020).

Stable enrolment levels mean the educational institution is retaining students as it grows. This demonstrates institutional appeal, market confidence, and competitiveness. Schools with stable enrolment are better positioned to sustain their operations and invest in quality improvement initiatives (Kilonzo, 2020; Mwima & Kibanga, 2023). Institutional sustainability refers to a school's ability to maintain continuous operations and achieve long-term survival while adapting to environmental and economic pressures. It includes infrastructure development, asset ownership, and reinvestment in institutional growth. Schools that strengthen their infrastructure and operational capacity are more likely to demonstrate resilience and long-term competitiveness (Mwima & Kibanga, 2023; Wheelen et al., 2021). Therefore, this study uses non-financial performance measures because they provide relevant indicators of institutional effectiveness and sustainability in private primary schools (Yuenyong, 2024).

1.1.2 Strategic Management Practices

Mwima and Kibanga (2023) describe strategic management practices as a set of events and procedures through which organizations formulate and execute strategies to achieve their vision and mission. These processes include assessing internal and external environments, setting strategic objectives, making informed strategic choices, and implementing plans to improve organizational performance (Mwima & Kibanga, 2023). But, according to Armstrong (2020), strategic management is described as a comprehensive approach used to plan, implement, and evaluate decisions which lead the organisation to achieve its long-term objectives. Consequently, an organization has a competitive advantage if it generates more profit than other organizations in the same industry.

As indicated by Mwima & Kibanga (2023), strategic management consists of several tasks and processes that are interrelated, among which include implementation of strategy,

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control of strategy and strategic leadership. Strategic leadership encompasses the ability of upper-level management to provide vision and direction and offer ethical guidance by aligning organizational resources with strategic goals. Strategic leaders play an important role in the development and growth of the organisation, as well as influencing organisational culture, the policy-making process and the strategic orientation of the institution.

Strategy implementation involves the process of translating strategic planning into action and activity (Kihara & Waswa, 2023). Proper implementation ensures the effective translation of strategic intent into performance results. Nonetheless, Kihara & Waswa (2023) argue that this process is the most crucial step in the strategic management process, as it mostly depends on the level of managerial commitment, active participation of employees, and resource sufficiency. Strategic control is the process through which an organization can control the process of implementing its strategies. Effective control of strategy implementation involves monitoring and evaluation mechanisms, feedback, and strategic reviews.

Strategic control in private primary schools in Kenya revolves not only around internal control systems but also around external control systems. For example, Quality Assurance and Standards Officers (QASO) under the Ministry of Education (Kenya) conduct regular inspections and appraisals of schools to ensure they follow education standards, curricula, and institutional management in line with national guidelines. Strategic control determines whether an institution can cope with its environment and gain a competitive advantage. Strategic management measures to consider include leadership, strategic planning, resources, performance control systems, and feedback systems.

Empirical evidence from the education field shows that structured strategic management practices lead to efficient operations, better academic performance, and institutional sustainability (Bansal & Desjardine, 2023). In general, strategic management practices form the backbone of institutional development and sustainability. Their effective application enables goal-setting, efficient allocation of resources, and good decision-making, which are vital for the success of educational institutions in the increasingly competitive learning environment (Mugambi et al., 2024). It is because of such reasons

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that this study identifies the justification for choosing these strategic management practices based on their ability to influence teacher retention, enrolment stability and institutional sustainability in privately held institutions.

1.1.3 Private Primary School in Kasarani Sub-County, Nairobi County.

In Kenya, private primary schooling has risen amid socio-economic changes, educational policy shifts, and responses to deficiencies in the public schooling system. Private schooling was not widespread before the 1980s, and where it existed, it was mainly faith-based and mission schools catering to particular groups. However, structural adjustment programs in the 1980s and 1990s reduced public expenditure on social services, including education, creating opportunities for increased private sector participation in basic education provision (World Bank, 1994; Republic of Kenya, 2013). A major turning point occurred in Kenya's Education sector in 2003 with the introduction of Free Primary Education (FPE), which significantly expanded access to public schooling. Despite this achievement, FPE resulted in overcrowded classrooms, strained infrastructure, and teacher shortages in many public schools. Consequently, demand for private primary schools increased, particularly in urban areas, as parents sought alternatives perceived to offer better management, accountability, and quality of education (Republic of Kenya, 2013; Githua, 2019).

Over the past two decades, private primary schools have increasingly evolved into market-driven institutions competing for students, qualified teachers, and parental trust. Urban centers such as Nairobi County have seen rapid growth in private schools driven by population expansion, rural–urban migration, and rising household expectations for education services. Kasarani Sub-County exemplifies this trend, with a significant increase in private primary schools, from low-cost, community-based institutions to well-established academies serving middle-income households (Kenya National Bureau of Statistics [KNBS], 2023). Igadwah (2023) describes economic shocks and financial instability as the biggest influence on the performance and sustainability of private education institutions across different contexts. During economic recessions, family incomes decline, reducing parents' capacity to pay school fees, which lowers enrolments and pushes students from private to public institutions (Mugambi et al., 2024). According

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to research by Korir (2022), there is a decline in spending on education during economic recessions, especially among poor families

For private education systems that are highly dependent on fees paid by students, these economic shocks pose a serious threat to operational sustainability, thus compelling institutions to employ different tactics in order to counteract such threats, including cutting down on fees, cost-saving efforts, or even shutting down the institutions (Mugambi et al., 2024). Additionally, these economic pressures not only affect an individual event but continue well after the crisis periods as people face income volatility, joblessness, and higher levels of the cost of living. This leads to uncertainties regarding enrolment, which is particularly difficult for private schools operating in competitive urban settings (Center for Global Development [CGD], 2021). In view of this, strategic management becomes important for private schools through strategic control mechanisms.

Private primary school operations in Kenya are regulated by the Basic Education Act No. 14 of 2013, which includes provisions concerning registration, quality, governance, and compliance (Republic of Kenya, 2013). The Ministry of Education is responsible for compliance with the standards of education through Quality Assurance and Standards Officers (QASOs). They ensure that all the curricular standards, teacher qualifications, and infrastructural adequacy are followed (Ministry of Education [MoE], 2023). Furthermore, the Teachers Service Commission (TSC) regulates teacher registration and professionalism in both public and private institutions (Teachers Service Commission [TSC], 2024). Private primary schools in Kenya are also required to abide by the Registration Guidelines for Basic Education Institutions (2021) and the Kenya School Safety Standards Manual, where the minimum standards regarding infrastructure, sanitation, transport, and learner well-being have been laid out. Compliance with these standards requires significant financial commitment for infrastructure, transport, and staffing.

In this case, at the sectoral level, bodies like the Kenya Private Schools Association (KPSA) have an important role in the advocacy, coordination, and capacity-building process for owners of private schools. The resultant regulatory and competitive environment makes the managerial task more difficult and calls for good practice in

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strategic management such as strategic leadership, strategy implementation, and strategic control. Consequently, strategic leadership becomes important in allowing the school owners to make long term investment decisions, comply with regulations and maintain the levels of enrollment. On the other hand, strategy implementation entails putting strategic decisions into action, including those involving infrastructure expansion, provision of school transport services, and teacher retention strategies (Mugambi et al., 2024).

Strategic control mechanisms include performance controls, enrolment controls, turnover controls, and compliance audits, through which organizations can measure performance and implement corrective measures. Because the environment in which organizations operate is dynamic and uncertain, organizations need effective control mechanisms to manage changes in enrolment numbers, resource shortages, and stakeholder demands. It has been found in a number of empirical studies that organizations with control mechanisms succeed in dealing with stability and risks and also maintaining performance. In the absence of appropriate control mechanisms, organizations face many types of risks, including underperformance and leaving the market (CGD, 2021; Hitt et al., 2020). Economic instability worsens the situation because of low incomes and high costs.

The schools' performance is evaluated using indicators that are not based on finances but on teacher retention, enrolment stability, and institutional sustainability. These indicators measure resource management efficiency, continuity of operation, and adaptability to environmental changes. While private primary schools play an important role in expanding access to education and improving urban livelihoods, most research has examined educational attainment and learning quality, with little interest in private schools as strategic business organizations (Kamau & Mwangi, 2023; Kihara & Waiswa, 2023). Empirical evidence on the effect of strategic management practices on non-financial performance metrics in private primary schools is also scarce, especially in localized settings like Kasarani Sub-County.

This research paper seeks to fill this gap by examining the effects of strategic leadership, strategy implementation, and strategic controls on the non-financial performance of private primary schools in Kasarani Sub-County. This paper contributes to strategic management

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and education while offering useful insights to private school proprietors, policymakers, and regulators.

1.2 Statement of the Research Problem

Private primary schools have an important part to play in promoting the accessibility of basic education in Kenya especially in fast-growing regions like Kasarani Sub-County, Nairobi County. Nevertheless, despite the essential function they perform in the provision of education services, the education sub-sector continues to face performance and sustainability challenges. Official statistics point to a noticeable decline in the private education sector characterized by a marked fall in the number of private primary schools from 13,699 in 2018 to 8,838 in 2022 (Kenya National Bureau of Statistics [KNBS], 2022). Furthermore, official statistics on the education sector show unstable enrolment trends in the private school sector (Ministry of Education, 2023).

Beyond institutional failure, Kenya's current economic state has created additional challenges for private schools. High inflation, a high cost of living, and low household disposable income have limited parents' ability to pay school fees on time, negatively affecting enrolment and the finances of fee-paying private schools (World Bank, 2024; KNBS, 2024). These economic challenges are further compounded by the high cost of running schools, including teacher salaries and maintenance (UNICEF, 2023). Private schools have, therefore, been put in a more dynamic economic setting in which their viability and sustainability will be threatened. Under seemingly similar regulatory and market settings, there are notable disparities among private primary schools located in Kasarani Sub-County when it comes to the non-financial performance. Some private schools are resilient by maintaining steady enrolment, retaining teachers, and growing, while others struggle to maintain enrolment, suffer high staff turn-over and instability. From this it can be seen that there must be other factors beyond the external forces influencing their performance.

While past studies in Kenya have explored issues of competitive strategies, financial performance indicators, and strategic planning in private institutions (Ndugo et al., 2022; Mwima & Kibanga, 2023), little has been done to investigate how critical strategic

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management practices such as strategic leadership, strategy implementation, and strategic control impact non-financial performance in private primary schools together. Also, previous research works have been done mostly in rural or secondary school environments and therefore cannot be applicable in urban primary schools such as those in Kasarani Sub-County. Past research has mostly considered financial performance, which may be difficult to measure in privately owned institutions and may not reflect institutional stability and sustainability.

Financial performance metrics such as profitability, revenue, and return on investment may also not comprehensively capture performance in private primary schools. Schools aim to achieve various goals, including having quality teachers, recruiting and retaining learners, and maintaining effective institutional operations. Thus, this study was interested in measuring non-financial performance metrics such as teacher retention, enrolment stability and institutional sustainability. Consequently, non-financial indicators such as teacher retention, enrolment stability, and institutional sustainability remain underexplored in relation to strategic management practices within the Kenyan private education sector. Consequently, a clear empirical and contextual gap exists in explaining how strategic management practices influence the non-financial performance of private primary schools in urban Kenya.

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1.3 Objectives of the study

The study examined how strategic management practices influence the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. Specifically, it focused on how strategic leadership, implementation, and control influence non-financial performance measures, namely: enrolment stability, teacher retention, and institutional sustainability.

1.3.1 General objectives of the study

The general objective of this study was to examine how strategic management practices influence the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County.

1.3.2 Specific objectives of the study

The study was guided by the following objectives:

i. To determine the influence of strategic leadership on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County.

ii. To examine the influence of strategy implementation on non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County.

iii. To assess the influence of strategic control on non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County.

1.4 Research Questions

i. What is the influence of strategic leadership on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County?
ii. What is the influence of strategy implementation on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County?
iii. What is the influence of strategic control on non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County?

1.5 Significance of the Study

The findings of this study will be significant to various stakeholders. For academia, the study will contribute to existing knowledge by providing empirical evidence on how strategic management practices influence non-financial performance in private primary schools. It will provide an extension in the application of the Resource-Based View, Contingency Theory, and Systems Theory in the education sector, hence deepening knowledge in strategic management while being a reference point for future researchers. For policymakers and regulators, especially in the Ministry of Education and the Kenya Private Schools Association, this research will give insights into the strategic factors influencing the sustainability of private primary schools. The findings will inform the development of policies and regulatory frameworks that support effective school management and long-term institutional stability. For school management and ownership,

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the research will provide useful information on applying strategic leadership, implementing strategies successfully, and using control methods that improve non-financial performance, especially teacher retention and enrolment stability. Methodologically, the research will demonstrate the usefulness of non-financial performance measures in assessing organizational effectiveness in private learning institutions.

1.6 Scope of the Study

The research focused on how strategic management practices influence the non-financial performance of private primary schools. Specifically, the study examined three dimensions of strategic management practices, namely strategic leadership, strategy implementation, and strategic control. The dependent variable is non-financial performance, which was measured using teacher retention, enrolment stability, and institutional sustainability. The research unit of analysis comprised registered private primary schools in Kasarani Sub-County, Nairobi County. The unit of observation included key respondents involved in school management and operations, specifically head teachers, deputy head teachers, administrators, and teachers, who were considered knowledgeable about strategic practices and institutional performance.

Geographically, the study was conducted in Kasarani Sub-County, Nairobi County, Kenya. The area is densely concentrated with private primary schools and has a unique competitive education environment; it was selected. According to data from the Government of Kenya Basic Education Statistics (2020), Kasarani Sub-County has one of the highest numbers of private schools in Nairobi County, with 374 registered private primary schools (Ministry of Education, 2023). However, only 287 schools that had been in operation for ten years met the study's inclusion criterion. The schools that had operated for less than ten years were excluded because they were considered to have insufficient experience in strategic management practices to provide meaningful information on long-term non-financial performance. The researcher determined a sample of 74 schools from the accessible population of 287 schools using Yamane's (1967) formula. Momentarily, the researcher considered strategic management practices and performance trends over the past five years

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to capture recent organizational dynamics and performance patterns. Methodologically, the study adopted a quantitative research design and utilized structured questionnaires to collect primary data from the selected respondents. The research was conducted from May to June, 2026.

1.7 Limitations of the Study

This study experienced a few limitations during the data collection process. Initially, some respondents were hesitant to provide information on their schools' strategic management practices and performance because they were concerned about confidentiality and the potential disclosure of sensitive institutional information. To address this challenge, the researcher assured all respondents of anonymity and confidentiality and emphasized that the information collected would be used solely for academic purposes. Second, accessing some respondents and institutional information was challenging because of the busy schedules of school proprietors, head teachers, and administrators. Consequently, some questionnaires were returned later than anticipated. However, the researcher made follow-up visits and maintained regular communication with the respondents, which enhanced the response rate and ensured the collection of adequate data for analysis. Lastly, the study was limited to private primary schools in Kasarani Sub-County, Nairobi County. Hence, the findings may not be fully generalizable to private primary schools operating in different geographical, socioeconomic, and regulatory environments. Nevertheless, the findings offer valuable insights into how strategic management practices affect the non-financial performance of private primary schools and may help explain similar institutions in rapidly urbanizing areas within Kenya.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers theoretical review, empirical review, summary of empirical gaps, and conceptual framework. The theoretical review is anchored on the Resource-Based View (RBV) Theory, while Contingency Theory and System Theory provide complementary perspectives on the relationships among study variables. The empirical review will examine strategic leadership, strategy implementation, and strategic control and also identify research gaps.

2.2 Theoretical Framework

A theoretical framework provides the foundation for explaining the relationships among the variables under investigation and guides the interpretation of research findings (Vinz, 2022; Maxwell, 2022). This study is anchored on the Resource-Based View (RBV) Theory and complemented by Contingency Theory and Systems Theory. RBV provides the theoretical underpinning by explaining how valuable, inimitable organizational resources and capabilities help achieve superior performance. Contingency theory supplements RBV by stating that strategic management success depends on the context in which it is undertaken, and systems theory views the school as a system in which organizational processes interact to affect performance.

These three theories give an insight into why the two variables have been related in a number of studies conducted on the topic of strategic management practices. The Resource-Based View theory explains the role of strategic leadership and an organization's capabilities, while Contingency Theory explains how strategy implementation and strategic practices must fit specific circumstances. The Systems Theory accounts for the mutual dependence between strategic leadership, strategy implementation and strategic control.

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2.2.1 Resource Based View Theory

The Resource-Based View (RBV) was initially proposed by Wernerfelt (1984), who argued that organizations' internal resources are the basis for competitive advantage. This theory has been developed further and modified by many scholars, but one of the major contributors has been Barney (1991, 1996), who pointed out that resources can lead to sustained competitive advantages if they are valuable, rare, inimitable, and non-substitutable (VRIN). Further research has also indicated that both tangible and intangible resources contribute to the success of the organization through implementation of strategies in response to environmental changes (Crook et al., 2008). According to Priem & Butler (2001), the Resource-Based View stresses on the role of internal resources of organizations in creation of competitive advantages.

Barney (1996) further elaborates on the resources of firms as the combination of assets, capabilities, organizational processes, knowledge, and skills through which an organization can create and execute its strategy effectively. In case of private primary schools, these resources can be considered as tangible assets, which may include the assets of the school infrastructure and financial assets, and also the intangible resources such as strategic leadership, teachers' expertise, organizational culture, and strategic control system. RBV posits that sustainable competitive advantage emerges from the effective use of internal resources and capabilities compared with competitors. According to Barney (1996), an organization's internal capabilities drive its competitive position in the external environment. When firms adopt strategies through such resources, they gain an advantage that rival firms cannot easily cop (Mugambi et al., 2024).

Applied to the private primary school sector, this means that owners and managers of private primary schools who can use their internal strengths in leadership, strategy, and controls will perform better organizationally despite similar external threats. Recent extensions of RBV place strong emphasis on dynamic capabilities, which hold that an organization's ability to continually capture and convert resources in response to changing circumstances is just as important for long-term competitive advantage as valuable firm-specific resources (Teece, Pisano & Shuen, 1997). This evolution aligns RBV more closely

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with strategic leadership and control mechanisms. Parveen (2023) reinforces that a firm's competitive edge is deeply rooted in its internal resources which are critical for survival and success in the market. Barney (1996) noted that dynamic capabilities guide organizational action and are crucial to achieving exceptional performance (Musumba, 2020). In private primary schools, this evolution underscores the importance of not only having resources but managing them dynamically**,** especially in rapidly changing urban environments such as Kasarani Sub-County.

Despite its widespread use, RBV has been criticized for static focus since it assumes resources are stable and ignores rapidly changing contexts (Barney, 1996). Some scholars like Dierickx & Cool (1989), argue that the uncertainty of causality and the compression of time make it hard to analyze systematically how resources contribute to creating long-term advantages (Mugambi et. al, 2024). The above constraints will be overcome through the integration of RBV with the Contingency Theory, which is concerned with the congruence with the environment or context, and the Systems Theory, which stresses on feedback and control. Using the RBV approach, firms can leverage their resources to improve competence (Barney, 1996; Ng'ang'a et al., 2024).

The Resource Based View (RBV) is important in this research because it shows how differences in internal organizational resources and capabilities can lead to differences in the non-financial performance of private primary schools. The assumption of this study is that when intangible organizational capabilities, namely strategic leadership, strategy implementation, and strategic control, are created and utilized properly, they end up giving value to the organization. Strategic leadership is a valuable capability because of efficient vision communication, decision making and motivation of employees and these capabilities are necessary in ensuring that the school conducts its operations in the direction of achieving its goals. Strategy implementation is a capability that creates value in the organisation due to efficient allocation of resources, employee involvement and the communication of strategy. Strategic control is also an organizational capability in that it involves performance monitoring, feedback, an evaluation process, and corrective action. If these capabilities create value, are not easy to be imitated by other competing schools

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and are efficiently organised within the school, they will lead to high teacher retention rates, enrolment levels, parents' satisfaction and sustainability.

However, despite its wide application, RBV has been criticized for focusing heavily on internal resources while paying less attention to external changes. However, it is also static in nature, since the significance of useful resources and capabilities may change as the external environment evolves. Moreover, determining whether a particular resource is costly to copy may be a problem since contributions of different resources to performance may not be readily available. This is applicable to private primary schools since their performance may be influenced by certain environmental factors like competition, governmental regulation, changes in parent preferences, etc. In order to address these limitations, the current research will use additional theories to enrich RBV, namely Contingency Theory, which is based on the adaptability of management to environmental and situational circumstances, and Systems Theory, which sees the school as a system whose components interact and impact performance. In this way, RBV forms the core of the company's internal capabilities, while other theories expand it by considering environmental fit and organizational interaction.

In our context, for private primary schools, RBV informs the study's assumption that differences in non-financial performance among private primary schools arise from variations in strategic management practices rather than external conditions alone. RBV theory will guide the design of research instruments by highlighting key resource-based indicators (leadership quality, implementation capacity, and control systems). Schools with strong internal capabilities will perform better even under environmental pressures like competition and regulatory compliance. Schools can enhance organizational performance and keep a competitive edge in the education sector by concentrating on the emergence and tactical application of special and priceless resources (Muriithia & Muriuki, 2024; Mugambi et al., 2024).

2.2.2 Contingency Theory

Fred Fiedler developed Contingency Theory in 1967**.** The theory argues that no single management or leadership approach is universally effective for all organizations. Instead,

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organizational effectiveness depends on how well management practices and leadership styles align with an organization's internal and external conditions. Consequently, strategies and organizational structures that are successful in one setting may not produce the same outcomes in another. Fiedler (1967) further contends that leadership effectiveness depends on how well a leader's style fits the prevailing situation. Building on this perspective, recent studies argue that organizations perform better when they adapt strategic decisions, leadership approaches, and organizational structures to environmental conditions rather than applying a single standardized management approach (Mugambi et al., 2024; Ng'ang'a et al., 2024).

According to Contingency Theory, effective managers recognize that strategic decisions should reflect the specific circumstances facing their organizations rather than relying on universal management practices (Ithili, 2025). Organizational factors such as size, market conditions, stakeholder expectations, and the regulatory environment influence the choice and effectiveness of strategic management practices (Kilonzo, 2020). This implies that the performance of the organization in private primary schools will depend on the level of consistency between strategic leadership, implementation and control of strategies within the environment where the organization operates. Examples of some of the ways in which private primary schools can react to changes in their environment include revising the mode of payment of fees when parents experience financial difficulties; communicating effectively with the stakeholders when their expectations are changing; and allocating resources based on the number of enrolments. Moreover, the school can also react to changes in government policies in terms of instructional method and composition of the teachers. In case of stiff competition, schools can use vision communication, service improvement and proper programs to retain old pupils and attract new ones.

Similarly, performance monitoring and feedback can help school management identify potential problems and address them through corrective measures. Such cases highlight the relevance of Contingency Theory because the efficiency of strategic management depends on how it meets the specific situation in which the school finds itself. The above view is supported by Gupta (2009) who contends that the effectiveness of a leader hinges on how far the leadership style and capabilities meet the existing circumstances. Therefore, school

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managers must regularly examine and adjust their strategies and control systems to address environmental changes and enhance organizational performance. Since then, Contingency Theory has evolved beyond leadership effectiveness to include organizational aspects such as strategy formulation, organizational design, and strategic control systems. Modern applications of the theory have highlighted the necessity for organizations to have flexibility and adaptation capability as part of their strategies. This explains why Contingency Theory is increasingly applied in strategic management to analyze organizational performance in uncertain, competitive environments (Nassou & Bennani, 2024).

The theory is thus highly pertinent to the study, as private primary schools operate in a constantly changing environment where changes in enrolments, regulatory issues, and competition require strategic adjustments. Recent research have also shown that organizational performance can be enhanced when strategies and performance management systems of an organization are matched with the context (Mwima & Kibanga, 2023). Although the theory is highly relevant to the study, it has received considerable criticism. Gehringer (2024) criticized contingency theory on the ground that changing the leader was the only way to address serious internal and external problems affecting the long-term leadership process. Olowoyeye and Adegoke (2025) states it is difficult to determine and quantify "fit" between strategy and environment. Organizations that lack effective strategic leadership see their capacity to establish or maintain a competitive advantage significantly diminished (Kamau & Mwangi, 2023; Ng'ang'a et al., 2024). However, these limitations are mitigated when Contingency Theory is integrated with Resource-Based View and Systems Theory, which together balance internal capabilities, proactive planning, and systematic control.

Contingency Theory directly informs the connection between the research parameters as follows: Leaders must interpret environmental conditions and adjust strategic direction accordingly. Implementation approaches must be flexible and responsive to contextual demands such as competition and regulatory requirements. Control mechanisms are adopted to enable schools to monitor environmental changes and make timely corrective actions. Performance outcomes vary depending on how effectively strategic practices align

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with contextual realities, reflected in non-financial indicators, including enrolment stability, teacher retention, and stakeholder satisfaction (Ochola et al., 2025). The theory therefore explains why private primary schools operating under similar external environments may show different performance outcomes because of differences in strategic alignment and adaptability.

Contingency Theory has several implications for the present study since it justifies examining strategic management practices within a specific contextual setting, namely private primary schools in Kasarani Sub-County. The theory supports using strategy implementation and strategic controls as key explanatory variables that determine performance. It strengthens the necessity of research on context-based strategic actions as opposed to blanket approaches. The study will provide a basis for school administrators and management to improve their management practices and policies (Nganga et al., 2024; Mwima & Kibanga, 2023).

2.2.3 Systems Theory

Systems Theory was formulated by Ludwig von Bertalanffy (1968) and was applied to organizational studies by Katz & Kahn (1978). From this theory, one can view an organization as an open system in which different elements within the organization are interconnected and interdependent in achieving common objectives. This was essential because evaluation and adjustments enabled managers to alter plans based on shortcomings identified during the evaluation process.

According to this perspective, organizations continuously interact with their external environment by acquiring inputs, transforming them through internal processes, and producing outputs that reflect organizational performance. Feedback from both the internal and external environment enables organizations to evaluate their performance and make the necessary adjustments to improve effectiveness. A systems perspective is reflected in this research, especially in the strategic control indicator, which assimilates performance monitoring, corrective action measures, and feedback systems. Performance monitoring enables school management to gauge whether strategic procedures achieve the desired results, while feedback identifies areas that need improvement. Evaluation and corrective

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measures assist managers to adjust strategies, distribute resources properly, and address performance gaps raised. Thereby, the monitoring and feedback mechanisms examined in this research represent the feedback loops through which private primary schools analyze their operations and make corrections to improve teacher retention, enrolment stability, and institutional sustainability.

Systems Theory continues to provide an important outlook for understanding how different organizational components interact to influence performance in current institutional research. The theory views organizations as complex adaptive systems in which leadership, organizational structures, and management processes work together to shape organizational outcomes (Kunc, 2024). In the educational sector, schools operate as combined systems where leadership, staff, policies, resources, and administrative processes together influence institutional performance. Consequently, Systems Theory provides a useful framework for explaining how coordinated strategic management practices contribute to organizational effectiveness. According to Galpin (2020), the systems approach helps firms to understand and respond effectively to both internal and external environmental variables. The theory is founded on several key principles. First, organizations comprise interrelated subsystems, including leadership, human resources, operational processes, and organizational resources, which must work together to achieve common objectives. Second, organizations receive inputs such as finances, personnel, policies, and information, which internal processes transform into outputs such as service quality, stakeholder satisfaction, and institutional sustainability. Third, feedback mechanisms enable organizations to evaluate performance and make appropriate strategic adjustments in response to changing conditions. Finally, organizations operate as open systems that must continuously adapt to environmental factors such as competition, regulatory requirements, and stakeholder expectations.

A study by Phan et al. (2023), indicate that organizations incorporating effective leadership, operational processes, and performance monitoring systems are more likely to achieve improved organizational outcomes because of enhanced coordination and continuous learning. Similarly, Kilonzo (2020) argues that Systems Theory encourages managers to identify the underlying causes of organizational challenges rather than merely

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addressing observable symptoms, thereby promoting organizational adaptability and long-term effectiveness. Over time, Systems Theory has evolved to incorporate concepts such as systems thinking, organizational learning, and dynamic performance management. Contemporary applications emphasize how organizations operate as complex adaptive systems that continuously learn and adjust through feedback loops and information flows. A study by Kunc (2024) highlights that systems thinking provides an integrated framework for analyzing how organizational structures, leadership processes, and operational systems collectively influence strategic outcomes. This evolution has strengthened Systems Theory's relevance in explaining performance within complex institutions such as schools, where educational management, human resources, and administrative systems must operate cohesively.

Nevertheless, Systems Theory has been blamed for its intellectual nature and failure to offer managers any practical recommendations (Pfeffer, 2009). Although the theory offers understanding of the organization's functions as the system itself, it does not give concrete management tools that should be used within an organization. Still, despite all the mentioned criticisms, it can be stated that the Systems Theory is highly valuable, as it offers great insight into the link between management tools and organizational structure (Gehringer, 2024). As Mugambi et al. (2024) state, a systems approach to school management focuses on optimal resource utilization, strengthening communication channels, and ensuring interdepartmental collaboration to fulfill its objectives.

Systems Theory highlights the connections between the study variables by showing that strategic leadership guides and coordinates an organization's subsystems to meet institutional goals. Strategy implementation is reflected in the operational processes that convert resources and plans into results. Strategic control provides feedback mechanisms that let organizations assess performance and adjust strategies as needed. Non-financial performance results, such as teacher retention, enrolment stability, and institutional sustainability, reflect the outcomes produced by the organizational system. From this perspective, non-financial performance signifies the successful integration and alignment of internal strategic processes within the educational system. Systems Theory highlights the significance of combining strategic leadership, implementation, and control

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mechanisms to enhance organizational effectiveness. It supports the claim that non-financial performance stems from interconnected management processes rather than separate managerial actions (Phan et al., 2023).

2.2.4 Synthesis of Theories

The three theories reviewed in this study- Resource-Based View, Contingency Theory, and Systems Theory collectively offer an encompassing structure for comprehending how strategic management practices influence non-financial performance in private primary schools. Each theory contributes a different but complementary perspective on how organizations achieve sustained performance.

The Resource-Based View emphasizes the importance of internal organizational resources and capabilities in achieving exceptional performance and competitive advantage. In private primary schools, elements like skilled leadership, experienced educators, efficient communication networks, and the school's reputation serve as key resources that can improve performance. RBV thus elucidates how strategic leadership, employee motivation, and efficient resource distribution enhance teacher retention, parent satisfaction, and institutional viability. Conversely, Contingency Theory emphasizes the necessity for organizations to synchronize their strategies and management practices with external environmental factors. Private schools operate in ever-changing settings marked by evolving educational policies, institutional competition, fluctuating enrollment, and economic instability. This theory suggests that strategic management practices, including flexible decision-making, adaptive resource allocation, and responsive communication systems, allow schools to adjust their strategies to meet environmental demands, thereby enhancing organizational performance and long-term survival.

According to systems theory, organizations are interconnected systems consisting of inputs, processes, and outputs that interact with their surrounding environment. In private primary schools, effective leadership, strategic execution processes, and control systems convert resources like finances, teaching personnel, facilities, and student enrollment into results such as teacher retention, parental satisfaction, consistent enrollment, and institutional sustainability. Systems Theory thus elucidates how strategic management

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practices operate as processes that transform organizational resources into quantifiable performance results. These theories enhance each other in clarifying the link between strategic management practices and non-financial performance. RBV focuses on schools' internal resources and capabilities, Contingency Theory highlights the importance of aligning strategies with the surrounding environment, and Systems Theory describes how organizational processes convert resources into performance results. Consequently, integrating these perspectives provides a solid foundation for examining how strategic leadership, strategy execution, and strategic oversight affect non-financial performance in private primary schools in Kasarani Sub-County, Nairobi County.

2.3 Empirical Literature Review

An empirical literature review involves analyzing available literature through observation and evidence to determine the connections between variables and the direction in which the research should be conducted (Schmidt, 2021). The process helps determine what is already known about a subject, the methods used, and any gaps in knowledge (Mugambi et al., 2024). In this case, the empirical review is concerned with how strategic management, particularly strategic leadership, strategy implementation, and strategic control affect non-financial measures of performance such as teacher retention, enrollment, and sustainability.

2.3.1 Strategic Leadership and Non-Financial Performance

Strategic leadership is widely recognized as a key driver of organizational performance, particularly in private educational institutions, where school leaders play a critical role in shaping staff motivation, institutional direction, and school performance. Sitawa (2022) examined the influence of learning-oriented leadership on pupils' academic performance at private primary schools in Tanzania's Temeke District. The study used a quantitative approach and questionnaires to survey school principals and teachers. It was found that effective leadership qualities, such as having vision, supporting staff, and involving staff in decision-making, had a positive impact on the performance of schools by improving

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teaching and learner performance. Although this study was mainly focused on the academic performance of students and not financial performance such as teacher retention, school enrollments, and the viability of the school institution, it demonstrates that strategic leadership has a tremendous effect on the performance of private primary schools. Sengendo & Musinguzi (2024) conducted a similar study focused on the effect of transformational characteristics of headteachers on academic performance in private secondary schools in Uganda. This study applied a quantitative research design, where the sample included teachers and directors of studies from private secondary schools. The results have shown that there is a significant relationship between performance and transformational leader behavior. It can be concluded from this research that the behaviors of the leaders positively impact the performance of the institution through the dedication of the teachers.

Mwima & Kibanga (2023) used systems theory to analyze strategic leadership practices in private schools in Kenya. In this case, the two measures of strategic leadership were decision-making flexibility and communication efficiency, while performance was measured by teacher retention and academic performance. Using a quantitative cross-sectional design, the findings revealed that leadership responsiveness to environmental changes significantly improved teacher retention and institutional stability. However, the study did not examine broader sustainability indicators such as asset development or long-term institutional growth. Also, Mailu and Kariuki (2022), guided by the Resource-Based View, examined strategic leadership in organizations and conceptualized leadership competencies as intangible resources that enhance performance. The study measured leadership through vision articulation, decision-making effectiveness, and employee motivation, while assessing performance through service quality and stakeholder satisfaction. The findings showed that participatory leadership significantly improved stakeholder satisfaction and operational efficiency. Nevertheless, the study focused on corporate settings, limiting its applicability to private education institutions.

Nguyen et al. (2021) further examined leadership influence in private education institutions in Vietnam, using stakeholder satisfaction as a key performance indicator. The study found that effective communication and responsiveness to stakeholder needs significantly

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increased satisfaction. But, there was no relationship between the strategies employed in leadership and their impact in the long term such as enrolment sustainability. Hence, it is clear that there exists a great impact due to strategic leadership in performance indicators like enrolment sustainability, stakeholder satisfaction, and teacher retention. But, most of the researches are focusing only on the performance indicators without linking them together. There are no studies on private primary schools in urban Kenya at all.

2.3.2 Strategy Implementation and Non-Financial Performance

Strategy implementation is vital to implementing strategic initiatives aimed at ensuring high performance within an organization. Strategy implementation includes such processes as resource allocation, communication, and staffing among others, which are key to strategy implementation. Kamau & Mwangi (2023) applied Resource-Based View theory in studying strategy implementation in service organizations in emerging economies. In this case, resource allocation and communication efficiency were the independent variables, whereas operational efficiency and customer satisfaction were the dependent variables. Resource allocation and communication efficiency positively influence performance. However, the sector dynamics have not been taken into account in private educational institutions.

Implementation of Strategic Plans in Private Secondary Schools of Kenya Using Contingency Theory by Kihara & Waswa (2023). This study involved the researchers undertaking an assessment of the implementation of strategic plans in private secondary schools of Kenya using contingency theory. This research examined resource reallocation to determine how organizations reconfigure their resources in relation to their environment. The study measured plan implementation in terms of resource allocation, efficient communication, and employee involvement. The performance of the organization was measured through consistency of enrollment and sustainability of the organization.

On the other hand, the research done by Kamili et al. (2024) on strategy implementation in private universities in the Democratic Republic of Congo indicated that the process of strategy implementation requires involvement and communication. From the point of view of systems theory, the research indicated that the process of participative strategy

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implementation fosters commitment among the workers while reducing their resistance to change, thereby promoting service delivery and the stability of the number of students. However, the research did not measure the sustainability of organizational performance. Also, according to Oplatka (2021), effective strategy implementation within educational organizations requires communication and employee involvement. Involvement of employees during the process of strategy implementation leads to better commitment and performance of the organization (e.g., retention). However, one major weakness of the research was its qualitative nature.

From a practical perspective, strategy implementation is one of the factors that affect non-financial performance outcomes, including enrollment stability, sustainability, and employee commitment. However, previous studies have examined only the influence of performance factors without examining the connection between the strategy implementation process and non-financial performance. Furthermore, no research has examined private primary schools in the city.

2.3.3 Strategic Control and Non-Financial Performance

The strategic control process ensures alignment between organizational activities and strategic goals through ongoing evaluation and feedback. The strategic control process assists organizations in identifying deviations and taking appropriate steps to ensure performance. Research was carried out by Ithili (2025) based on the principles of Systems theory as far as performance management in organizations is concerned. He highlighted the need for monitoring and evaluation (M&E) process for ensuring continuous improvement. The strategic control process was analyzed in terms of performance tracking and the feedback process, whereas performance was analyzed in terms of service delivery. It was found that organizations with an efficient control process would be able to improve their performance constantly.

Similarly, Duodu (2025) used contingency theory to study the process of strategic control in private university colleges in Ghana. The study analyzed the strategic control process through monitoring, feedback, and corrective actions, while assessing university college performance based on enrolment stability and stakeholder satisfaction. It was revealed

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from the outcome that the existence of feedback systems ensured timely decisions and effective performance. However, institutional sustainability of performance was not considered in the study. Similarly, Bansal & DesJardine (2023) studied the concept of a sustainability-oriented control system and concluded that continuous monitoring and feedback are essential for organizational sustainability. However, it was hard to implement this study in private educational institutions because the study was carried out in corporate organizations.

For instance, Ibrahim (2020) on Kenya's situation revealed that adopting strategic controls like evaluation and feedback will help retain teachers and enhance stability through early detection and problem-solving. However, the study made no connection between strategic controls and sustainability criteria. Overall, the literature suggests that strategic controls significantly affect non-financial criteria such as teacher retention, enrolment, and stability. At the same time, it can be argued that there is limited connection between strategic control and non-financial performance metrics, especially sustainability, in private primary schools in urban Kenya

2.4 Summary of Empirical Gaps

Table 1 summarizes the key empirical studies and highlights the specific conceptual, methodological, and contextual gaps that inform the present study.

Table 1 Summary of Gaps

Author(s) & Year	Context & Study Focus	Key Findings	Type of Gap	Specific Gap Identified
Mailu & Kariuki (2022).	NGOs in Nairobi; strategic leadership and performance	Leadership improves stakeholder satisfaction and efficiency	Contextual	Study focused on NGOs; lacks application to private primary schools and sustainability indicators
Sitawa (2022)	Private Primary Schools (Tanzania); leadership and	Vision communication improves enrolment stability	Conceptual	Study focuses on pupils' academic performance and does not include sustainability indicators

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Author(s) & Year	Context & Study Focus	Key Findings	Type of Gap	Specific Gap Identified
	performance			
Sengendo and Musinguzi (2024)	Private Secondary Schools (Uganda)	Leadership enhances teacher retention and efficiency	Conceptual	Does not include institutional sustainability
Mwima & Kibanga (2023)	Private schools (Kenya); leadership and performance	Leadership improves retention and stability	Contextual	Limited to Bungoma; lacks urban context and sustainability indicators
Nguyen et al. (2021)	Private education (Vietnam); service quality	Communication improves satisfaction	Conceptual	Does not link satisfaction to enrolment stability or long-term sustainability
Kamau & Mwangi (2023)	Service organizations; strategy implementation	Resource use improves performance	Contextual	Not specific to education sector; excludes staff involvement and sustainability indicators
Kihara & Waswa (2023)	Private secondary schools (Kenya); implementation	Resource reconfiguration supports stability	Conceptual	Does not include teacher retention or sustainability indicators
Kamili et al. (2024)	Private universities (DRC); implementation practices	Staff involvement improves performance	Conceptual	Lacks long-term sustainability indicators
Oplatka (2021)	Educational institutions; implementation	Participation improves retention	Methodological	Lacks quantitative validation and measurable performance linkage
Ithili (2025)	Textile firms; strategic control	Monitoring improves performance	Contextual	Focus on non-education sector; lacks private school applicability
Duodu (2025)	Private schools (Ghana); strategic control	Feedback improves performance	Conceptual	Does not include institutional sustainability
Bansal & DesJardine (2023)	Corporate organizations; sustainability control	Control systems enhance sustainability	Contextual	Not specific to education sector

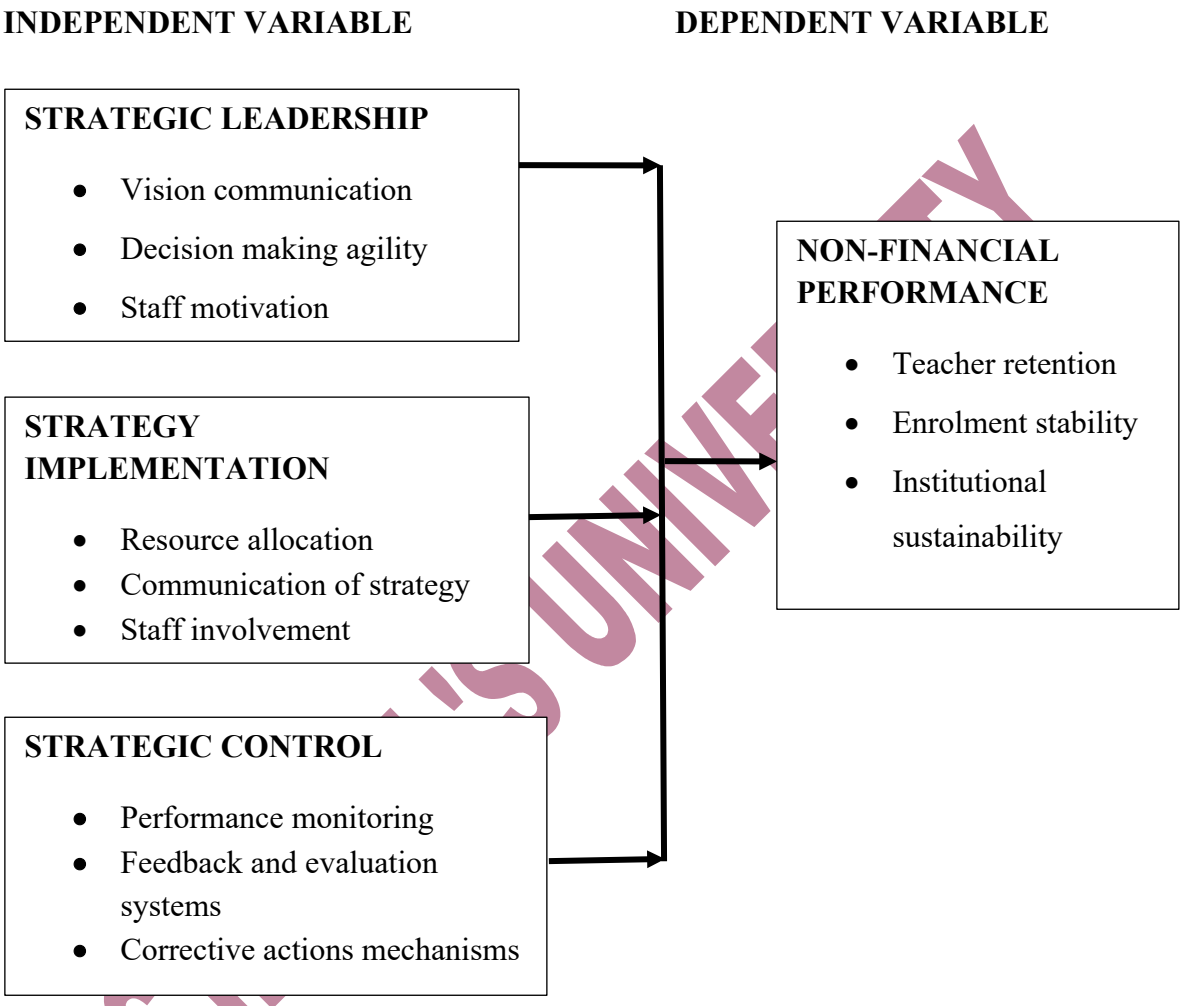
Source: (Researcher, 2026)

2.5 Conceptual Framework

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The conceptual framework demonstrates the relationship between the independent variables and the dependent variable of strategic management practices, which influences non-financial performance. The variables are presented diagrammatically.

Figure 1 Conceptual Framework



Source: (Researcher, 2026)

The independent variable is strategic management practices, which comprise strategic leadership, strategy implementation, and strategic control. Strategic Leadership will be evaluated through vision communication, flexibility in decision-making, and staff motivation. Strategic Implementation will be evaluated through resource allocation, staff involvement, and strategy communication, whereas strategic control will be evaluated through performance monitoring, feedback and evaluation, and corrective action. The

dependent variable will be the non-financial performance of private primary schools, evaluated through teacher retention, enrolment stability, and institutional sustainability. This theoretical framework posits that strategic management practices positively affect the non-financial performance of private primary schools. Thus, schools with effective strategic management practices will have better teacher retention, enrolment stability, and institutional sustainability.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to examine the influence of strategic management practices on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. It describes the research design, target population, sampling procedures, data collection instruments, pilot testing, data analysis techniques, and ethical considerations that guided the study.

3.2 Research Design

The study adopted a quantitative approach using descriptive, correlational, and cross-sectional survey research designs. The descriptive research design described the characteristics of strategic management practices and non-financial performance among private primary schools in Kasarani Sub-County. According to Kothari (2017), descriptive research enables the systematic description and analysis of phenomena as they exist. The study used a correlational research design to examine the relationship between strategic management practices and non-financial performance. Creswell (2014) noted that correlational designs enable researchers to determine the nature and strength of relationships among variables without manipulating them. This design was appropriate because the study sought to establish whether strategic management practices were associated with non-financial performance outcomes in private primary schools.

The study also used a cross-sectional survey design, collecting data from respondents at a single point in time. This design was suitable because it allowed data collection from a large population over a relatively short period. A quantitative approach was appropriate because the study collected numerical data through structured questionnaires and analyzed it using descriptive statistics, correlation analysis, and regression analysis. According to Saunders, Lewis, and Thornhill (2019), quantitative methods suit examining relationships among variables and generalizing from a sample to a target population. This combination

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of research designs provided an effective framework for describing the study variables and examining their relationships.

3.3 Target Population

Mugenda and Mugenda (2003) defined a population as a complete group of individuals, cases, or elements that possess observable and identifiable characteristics. Similarly, Saunders et al. (2019) described a target population as the entire set of units to which the findings of a study can be generalized. For this study, the target population comprised all registered private primary schools in Kasarani Sub-County, Nairobi County, Kenya. The study population was drawn from official records from the Ministry of Education, State Department for Basic Education, Kasarani Sub-County (Ministry of Education, 2023). The records indicated that there were 374 registered private primary schools within the sub-county. These schools were categorized according to the presence or absence of Junior Secondary School (JSS) as provided for under the Competency-Based Curriculum (CBC) framework which integrates JSS within grades 7 to 9 (Ministry of Education, 2023; UNESCO, 2022).

The distribution of the target population is presented in Table 2

Table 2 Target Population Distribution

Respondents	**Population**
Schools with Junior Secondary (JSS)	174
Schools without Junior Secondary	200
Total	374

Including all registered private primary schools ensured the study captured a comprehensive representation of institutions operating within Kasarani Sub-County. Registered schools are appropriate for the study because they meet the regulatory standards set by the Ministry of Education for infrastructure, staffing, and curriculum implementation, enhancing the consistency and reliability of the information gathered (Ministry of Education, 2023; Saunders et al., 2019). The selected population was also suitable for examining the correlation between strategic management practices and non-

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financial performance because it includes schools operating under diverse management structures, including privately owned, faith-based, and international institutions. This diversity provided a suitable basis for examining how strategic management practices influence non-financial performance indicators such as teacher retention, enrollment stability, and institutional sustainability (Mugenda & Mugenda, 2003).

3.4 Sampling

Creswell (2014) defined sampling as selecting a subset of a population to represent the entire population in a study. The target population for this study comprised 374 registered private primary schools in Kasarani Sub-County, as obtained from the Ministry of Education database (MoE, 2023). However, the study focused on an accessible population of 287 private primary schools that had been in operation for ten years and above. This criterion ensured that the selected schools had established strategic management structures and sufficient operational experience to support an informed assessment of the influence of strategic management practices on non-financial performance. Schools with less than ten years of operation were excluded because they were considered to still be in their formative stages and may not have fully developed or institutionalized strategic management practices. Therefore, the accessible population of 287 schools provided a more appropriate and reliable basis for examining the relationship between strategic management practices and performance outcomes (Saunders et al., 2019; Mugenda & Mugenda, 2003).

3.4.1 Sampling Technique

The study used stratified random sampling to ensure all relevant subgroups within the population were adequately represented. The accessible population of 287 schools was divided into two strata based on the presence or absence of Junior Secondary School (JSS), in line with the Competency-Based Curriculum structure (MoE, 2023). The first stratum comprised 154 schools with JSS, while the second stratum consisted of 133 schools without JSS. Within each stratum, schools were selected using simple random sampling. Each school was assigned a number and selected randomly to ensure equal probability of inclusion. This approach minimized selection bias and improved representativeness across

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both school categories, including those with strong strategic management practices and those facing operational challenges such as low enrollment or financial constraints. Stratified random sampling was considered appropriate for this study because the population was heterogeneous. It enhanced proportional representation and improved the precision and reliability of the study findings (Creswell, 2014; Saunders et al., 2019).

3.4.2 Sample Size

Sample size refers to the number of individuals or units included in a study that adequately represents the target population's characteristics (Creswell, 2014). The study determined the sample size using Yamane's formula rather than an a priori statistical power analysis. Nevertheless, the study recognizes that power analysis can provide additional assurance that the sample is sufficient to detect the expected relationships. The study used a 10% margin of error when determining the sample size using Yamane's formula. The 10% margin of error was selected in line with similar empirical studies in education and management research that have applied Yamane's formula at the same level of precision (Ng'ang'a et al., 2024). This level of precision was considered appropriate because the study was conducted within a geographically defined population of registered private primary schools in Kasarani Sub-County and involved a relatively accessible population of 287 schools.

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

Where n = sample size, N = population size (schools) and e = margin of error 10 % (0.1)

$$n = \frac{287}{1+ 287 (0.1)2} = 74$$

Therefore, the study used a sample size of 74 schools.

Stratified allocation

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With JSS $\frac{154}{287} \times 74 = 40$

Without JSS $\frac{133}{287} \times 74 = 34$

This resulted in 40 schools with Junior Secondary School (JSS) and 34 schools without JSS. Proportionate allocation ensured that each subgroup was represented in line with its relative size in the population, thereby enhancing representativeness and improving the reliability of the findings (Mugenda & Mugenda, 2003; Saunders et al., 2019).

Table 3 Sample Size

Respondents	**Population**	**Sample size**
Schools with Junior Secondary (JSS)	154	40
Schools without Junior Secondary	133	34
Total	**287**	**74**

3.4.3 Sampling Frame

The sampling frame consisted of a complete list of registered private primary schools in Kasarani Sub-County that had been in operation for ten years and above. The Ministry of Education, State Department for Basic Education (2025), provided this list, ensuring that only accredited institutions were included in the study. The schools were categorized based on the presence or absence of Junior Secondary School (JSS). A well-defined sampling frame ensured that every eligible school had a known and non-zero probability of selection, thereby strengthening the validity and generalizability of the study findings (Creswell, 2014; Mugenda & Mugenda, 2003). In addition, including schools with varying operational capacities allowed a more comprehensive analysis of how strategic management practices influence performance under different institutional conditions, including variations in leadership structure, resource allocation, and strategic adaptability (Saunders et al., 2019).

The distribution of the sampling frame is presented in Table 4

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Table 4 Sampling Frame of Private Primary Schools 10+ in Operation

Category of Schools	Number of Schools
Schools with Junior Secondary (JSS)	154
Schools without Junior Secondary	133
Total	**287**

3.5 Data Collection

This section presents the methods that were used to collect data for the study. It outlines the data sources and the procedures used to obtain information from the selected respondents. The aim was to ensure that the data collected was relevant, reliable, and aligned with the study objectives.

3.5.1 Data Sources

The study used both primary and secondary data sources. The study collected primary data using structured questionnaires administered to respondents from selected private primary schools in Kasarani Sub-County. Primary data was considered appropriate because it provided first-hand information on strategic management practices and non-financial performance directly from respondents. It enabled the collection of specific and relevant data aligned with the study objectives (Creswell, 2014). The study also obtained secondary data from relevant documents, including school reports, policy documents, and records from the Ministry of Education, Kenya. These sources provided additional background information and contextual understanding of strategic management practices and non-financial performance in private primary schools. Secondary data complemented the primary data by strengthening the study's findings through triangulation and contextual support (Saunders et al., 2019; Creswell, 2014).

3.5.2 Data Collection Procedure

The data collection process followed a systematic, structured procedure to ensure accurate, reliable data. First, the researcher obtained an introduction letter from the university, which facilitated access to the study area. The researcher then sought the necessary approvals

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from relevant authorities, including the Institutional Scientific Ethical Review Committee (ISERC) and the National Commission for Science, Technology and Innovation (NACOSTI), to ensure compliance with research regulations and ethical standards (Mugenda & Mugenda, 2003). After receiving the required approvals, the researcher contacted the selected private primary schools in Kasarani Sub-County to request permission to conduct the study. After approval, the researcher scheduled appointments with school administrators and teachers, the targeted respondents, because of their involvement in strategic management practices within their institutions. The researcher collected data using structured questionnaires, administered both in person and online to improve response rates. For schools that were physically accessible, the researcher personally delivered the questionnaires and provided clarification where necessary. Respondents were given sufficient time to complete the questionnaires, and the researcher followed up to ensure completed instruments were collected. In addition, the researcher developed an online, self-administered questionnaire using Google Forms to reach respondents who could not be accessed in person. The link was shared via email and other appropriate communication channels. Respondents were given a period of seven days to complete and submit the questionnaires. This mixed-mode approach enhanced coverage, flexibility, and the likelihood of achieving a higher response rate (Saunders et al., 2019; Creswell, 2014).

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3.5.3 Data Collection Instruments

The study used a structured questionnaire as the primary data collection instrument. The questionnaire was selected because it collects standardized data suitable for quantitative analysis (Tapiwa, 2023). The target respondents were head teachers, deputy head teachers, administrators, and teachers, as they played key roles in strategic decision-making and the implementation of strategic initiatives within their schools. The questionnaire was divided into three sections, as shown in Appendix A. Section A collected respondents' demographic information, such as years of service. Section B focused on strategic management practices, which constituted the independent variables, while Section C addressed non-financial performance, the dependent variable. Items in Sections B and C were measured using a five-point Likert scale, where 1 represented Strongly Disagree, 2 Disagree, 3 Neutral, 4

Agree, and 5 Strongly Agree. The scale collected quantitative data reflecting respondents' perceptions of strategic management practices and non-financial performance.

The structured questionnaire was considered appropriate because it promoted uniformity in responses and facilitated quantitative analysis using descriptive statistics, correlation analysis, and regression analysis. Furthermore, structured questionnaires are widely used in social science research because they enable efficient data collection from a large number of respondents (Creswell, 2014; Kothari, 2017). Likert-scale items also enhanced the reliability and consistency of responses, making them suitable for statistical analysis (Saunders et al., 2019).

3.6 Pilot Testing

A pilot study was conducted to assess the clarity, reliability, and suitability of the data collection instrument prior to the main data collection exercise. According to Kothari (2017), a pilot study involving 10% of the sample size is adequate for social science research. With a sample of 74 schools, the pilot study was conducted in 7 private primary schools in Starehe Sub-County, Nairobi County. The pilot study involved 14 respondents drawn from the selected private primary schools in Starehe Sub-County, Nairobi County, which were excluded from the main study to avoid contaminating the study population while ensuring the pilot respondents shared characteristics similar to those in Kasarani Sub-County (Mugenda & Mugenda, 2003). The researcher targeted institutions with operational and structural characteristics similar to those in the main study population. This approach was appropriate for pilot testinggeneralize findings (Saunders et al., 2019).

The pilot study sought to evaluate the clarity of questionnaire items, the flow and sequencing of questions, the relevance of the items to the study objectives, and the time required to complete the instrument. Feedback from the pilot led to revisions to several questionnaire items. We reworded ambiguous and repetitive statements, simplified technical terms that respondents might not easily understand, and adjusted the sequence of some questions to improve logical flow. Instructions accompanying the questionnaire were also clarified. The researchers refined items that did not adequately reflect the study variables before administering the final questionnaire to the selected respondents. The

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revised instrument was subsequently used for the main data collection exercise (Creswell, 2014; Kothari, 2017).

3.7 Reliability of Research Instrument

Reliability refers to the extent to which a research instrument produces consistent and stable results when administered under similar conditions (Kothari, 2017). In this study, reliability was assessed using Cronbach's Alpha coefficient to determine the questionnaire items' internal consistency. According to Creswell (2014), a Cronbach's Alpha coefficient of 0.70 or higher is considered acceptable in social science research. We conducted reliability analysis using data from the pilot study involving respondents from selected private primary schools in Starehe Sub-County, Nairobi County. The analysis was undertaken for each study construct, namely strategic leadership, strategy implementation, strategic control, and non-financial performance.

The reliability results are presented in Table 5

Table 5 Reliability Test Results for Pilot Testing

Construct	Number of Items	Cronbach's Alpha	Interpretation
Strategic Leadership	3	0.890	Reliable
Strategy Implementation	3	0.910	Highly Reliable
Strategic Control	3	0.870	Reliable
Non-financial Performance	9	0.821	Reliable
Overall Instrument	18	0.935	Highly Reliable

Table 6 Reliability Statistics for Pilot Testing

Cronbach Alpha	N of Item
0.935	18

Source: Research Data (2026)

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The questionnaire yielded a Cronbach's Alpha coefficient of 0.935 for the 18 items, indicating excellent internal consistency. Since the coefficient exceeded the recommended threshold of 0.70, the instrument was considered reliable and suitable for data collection.

3.8 Validity of Research Instrument

Validity refers to the extent to which a research instrument measures what it is intended to measure (Mugenda & Mugenda, 2003). This study established the face, content, and construct validity of the research instrument. The research supervisor reviewed the questionnaire to ensure the items were clear, relevant, and appropriate for measuring the study variables (Saunders et al., 2019). Content validity was achieved by aligning the questionnaire items with the study objectives, conceptual framework, and relevant literature on strategic management practices and non-financial performance (Mugenda & Mugenda, 2003). The study assessed construct validity through factor analysis during data analysis to determine whether the questionnaire items adequately measured their respective constructs. In addition, feedback obtained from the pilot study was used to revise ambiguous questions, improve wording, and enhance the sequencing of questionnaire items. These measures enhanced the validity and suitability of the instrument for the main study (Mugenda & Mugenda, 2003: Creswell, 2014).

3.9 Diagnostic Tests

The study conducted diagnostic tests to determine whether the data met the assumptions underlying multiple regression analysis. Specifically, the study performed normality, multicollinearity, and heteroscedasticity tests to ensure the validity and reliability of the regression results (Creswell, 2014; Gujarati, 2004).

3.9.1 Normality Test

The purpose of the normality test was to determine whether the data approximated a normal distribution, which is an important assumption for regression analysis. We assessed normality using skewness and kurtosis statistics, as well as visual inspection of histograms and normal probability plots. Data were considered normally distributed if skewness and kurtosis values fell within the acceptable range of ±2. When deviations from normality

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were observed, we considered data transformation techniques to improve normality (Field, 2013; Gujarati, 2004).

3.9.2 Multicollinearity

Multicollinearity occurs when independent variables are highly correlated, which can compromise and distort the accuracy of regression results (Creswell, 2014; Gujarati, 2004). The multicollinearity test was conducted to establish whether the independent variables were highly correlated, which could distort regression estimates. Variance Inflation Factor (VIF) and tolerance statistics were used to assess multicollinearity. A VIF value below 10 and tolerance values above 0.1 indicated the absence of multicollinearity. Where multicollinearity was detected, highly correlated variables were considered for removal or modification (Creswell, 2014).

3.9.3 Heteroscedasticity

Heteroscedasticity refers to unequal variance of error terms in regression analysis, which violates the assumption of constant variance and can result in inaccurate estimates (Field, 2013). The heteroscedasticity test was performed to determine whether residual variance remained constant across levels of the independent variables. This assumption was assessed using scatter plots of standardized residuals against predicted values. A random scatter of points indicated homoscedasticity, whereas a clear pattern suggested heteroscedasticity. Where heteroscedasticity was detected, remedial measures such as robust standard errors were considered to improve the reliability of the regression estimates (Field, 2013).

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3.10 Data Analysis and Presentation

This section details the process of processing, analyzing, and presenting the collected data. After data collection was completed, the questionnaires were checked for errors. This was followed by data cleaning where errors, if any, were corrected. After cleaning, the data was then coded and entered into the Statistical Package for the Social Sciences (SPSS). SPSS was chosen for its efficiency in handling quantitative data and conducting statistical tests (Creswell, 2014; Saunders et al., 2019). This study used both descriptive and inferential

statistics to analyze the data. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used.

Inferential statistical techniques were employed to analyze relationships between the study variables and achieve the research objectives. Specifically, Pearson correlation was used to investigate the degree of association between strategic management practices and non-financial performance. In addition, regression analysis assessed the influence of strategic management practices on non-financial performance. The regression model estimated the degree to which the independent variables predicted the change in the dependent variable, keeping other variables constant. The regression model is as follows:

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

Where:

Y = Non-financial Performance

$\boldsymbol{\beta_0}$ = Constant term (intercept)

$\boldsymbol{\beta_1, \beta_2, \beta_3}$ = Regression coefficients

$\mathbf{X_1}$ = Strategic Leadership

$\mathbf{X_2}$ = Strategy Implementation

$\mathbf{X_3}$ = Strategic Control

$\boldsymbol{\varepsilon}$ = Error term

Results were presented in tables and graphs to improve clarity and readability. This ensured that the results could be communicated effectively

3.11 Ethical Considerations

In addition, the research was conducted ethically and professionally throughout the research period in order to maintain the integrity of the research and the safety of the participants involved. Participation in the research was voluntary, and the aim of the research was explained to participants before data collection. The researchers maintained respondents' confidentiality and anonymity throughout the research process. No personal

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or identifiable information was disclosed, and the data collected were used strictly for academic purposes (Creswell, 2014; Saunders, Lewis, & Thornhill, 2019). The researcher securely stored the data to prevent unauthorized access.

The researcher ensured that respondents' information was accurately recorded and reported without distortion or misrepresentation. To promote accountability and transparency, the study adhered to institutional and regulatory requirements governing research. The researcher obtained an introduction letter from the university and secured the necessary approvals and permits from relevant authorities, including the Institutional Scientific Ethical Review Committee (ISERC), Approval Number: 774, and the National Commission for Science, Technology and Innovation (NACOSTI) License Number: NACOSTI/P/2026/4191610, before commencing data collection. These measures ensured compliance with ethical research standards and relevant regulatory requirements (Mugenda & Mugenda, 2003).

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CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, findings and discussion of data collected on the influence of strategic management practices on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. Data were collected using structured questionnaires and analyzed using SPSS Version 20. This chapter presents the response rate, reliability and validity tests, diagnostic tests, descriptive statistics, and correlation and regression analyses. The findings show that strategic leadership ($\beta = 0.470$, $p < 0.001$) and strategic control ($\beta = 0.328$, $p = 0.006$) on non-financial performance, while strategy implementation had a positive but statistically insignificant influence ($\beta = 0.021$, $p = 0.866$). The findings are subsequently discussed in relation to the study objectives and empirical literature.

4.2 Response Rate

The study distributed a total of 148 questionnaires. The study distributed 148 questionnaires to school administrators and teachers from the sampled private primary schools. The sample included 74 schools, and each school was administered two questionnaires to respondents. Of these, 103 questionnaires were completed, returned, and found suitable for analysis, representing a response rate of 69.6%. The response rate was considered adequate for statistical analysis.

Table 7 Response Rate

Questionnaire	**Frequency**	**Percentage (%)**
Distributed	148	100
Returned and Usable	103	69.6
Not returned and Incomplete	45	30.4
Total	**148**	**100**

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Source: Research Data (2026)

The overall response rate of 69.6% was considered adequate for analysis and reporting. According to Mugenda and Mugenda (2003), a response rate of 50% and above is adequate for analysis. Therefore, the achieved response rate was sufficient to support the reliability of the study findings.

4.3 Reliability and Validity Tests

4.3.1 Reliability Test

Reliability refers to the extent to which a research instrument consistently measures the constructs under investigation. The questionnaire's internal consistency was assessed using Cronbach's Alpha coefficient, computed in the Statistical Package for the Social Sciences (SPSS) Version 20. According to Nunnally and Bernstein (1994), a Cronbach's Alpha coefficient of 0.70 or higher indicates that a research instrument is reliable for scientific research. We conducted a reliability analysis for each study construct. The results showed that Strategic Leadership recorded a Cronbach's Alpha coefficient of 0.753, Strategy Implementation recorded 0.819, and Strategic Control recorded 0.854, while Non-financial Performance recorded 0.878. All coefficients exceeded the recommended threshold of 0.70, indicating satisfactory internal consistency and reliability for data collection and subsequent statistical analysis.

Table 8 Reliability Statistics

Study Construct	Number of Items	Cronbach's Alpha	Interpretation
Strategic Leadership	3	0.753	Acceptable
Strategy Implementation	3	0.819	Good
Strategic Control	3	0.854	Good
Non-financial Performance	9	0.878	Good

Source: Research Data (2026)

The findings indicate that all the study constructs met the recommended reliability threshold, demonstrating that the questionnaire consistently measured the intended

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variables. Consequently, the instrument was considered reliable for analyzing the influence of strategic management practices on the non-financial performance of private primary schools in Kasarani Sub-County.

4.3.2 Validity of the Research Instrument

The validity of the research instrument was established before the main data collection, as discussed in Chapter Three. The university supervisors assessed face and content validity by reviewing the questionnaire items for relevance, clarity, and adequacy in measuring the study variables. The researchers incorporated the comments and recommendations into the final version of the questionnaire before administering it to respondents. Consequently, the instrument was considered valid and suitable for collecting data on strategic management practices and non-financial performance.

4.4 Diagnostic Test

Before conducting multiple regression analysis, diagnostic tests were performed to determine whether the data met the assumptions underlying regression analysis. The diagnostic tests included normality, multicollinearity, heteroscedasticity and linearity.

4.4.1 Normality Test

The normality of the dependent variable was assessed using the Shapiro–Wilk test. In addition, skewness and kurtosis statistics were examined to assess the data distribution.

Table 9 Normality Test

Test	Statistic	df	Sig.
Shapiro-Wilk	0.952	103	0.001

The Shapiro–Wilk test was statistically significant ($p = 0.001$), suggesting departures from perfect normality. However, the skewness (-0.096) and kurtosis (-0.242) values were within acceptable range of ±2, suggesting that the departure from normality was not substantial (Field, 2018). Furthermore, the study analyzed data from 103 respondents, which exceeds the minimum sample size generally considered adequate for parametric

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statistical analysis, including Multiple Regression and Pearson correlation. According to the Central Limit Theorem (CLT) for sample sizes $N > 30$ or $N > 100$, parametric techniques are highly robust to minor deviations from normality (Hair et al., 2019). Therefore, the data were considered suitable for subsequent parametric analysis.

4.4.2 Multicollinearity Test

We assessed multicollinearity using the Variance Inflation Factor (VIF) and Tolerance statistics.

Table 10 Multicollinearity Test

Variable	Tolerance	VIF
Strategic Leadership	0.567	1.763
Strategy Implementation	0.299	3.348
Strategic Control	0.345	2.895

Source: Research data (2026)

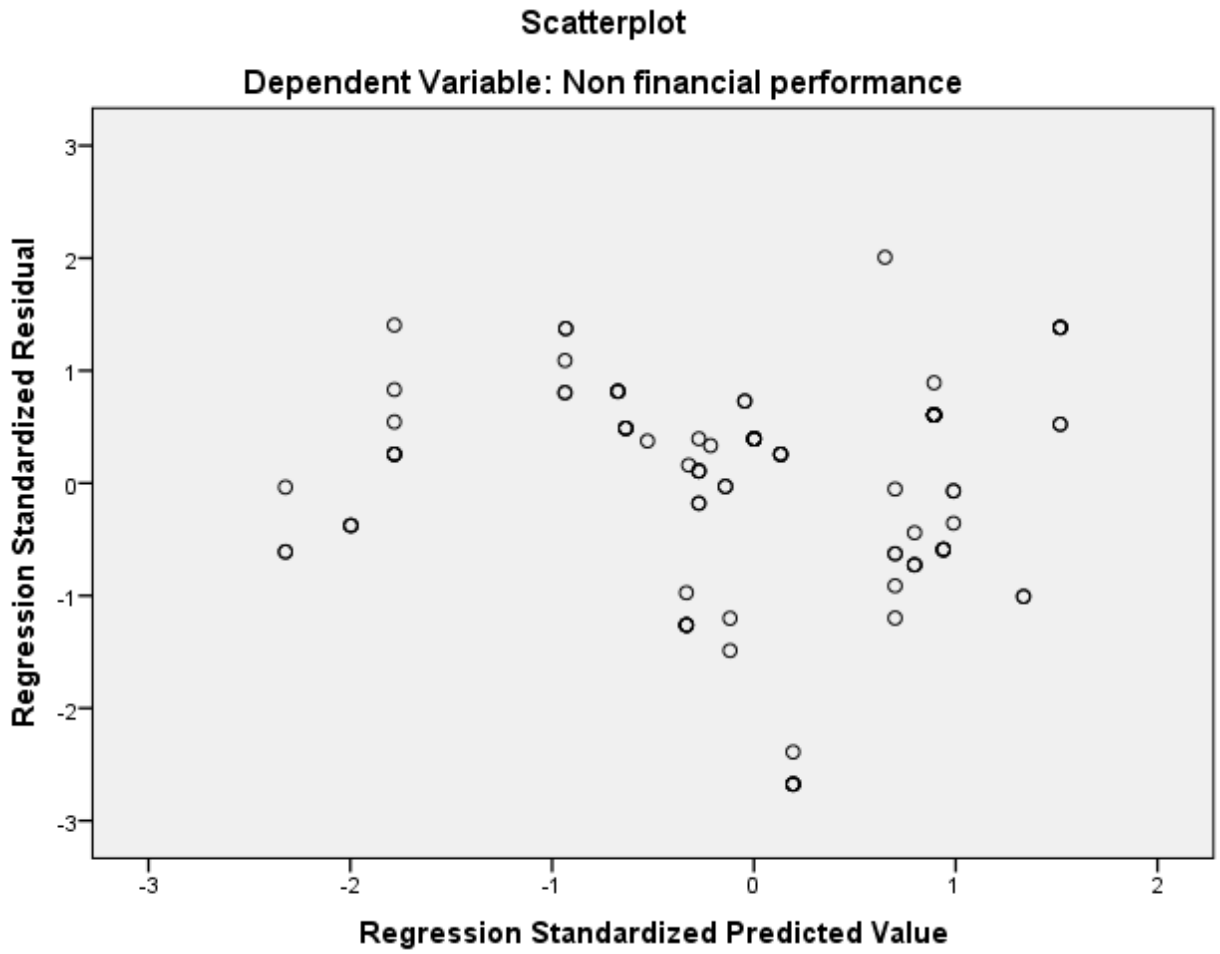
The Variance Inflation Factor (VIF) values ranged from 1.763 to 3.348**,** while the tolerance values were above the recommended minimum threshold of 0.10. These findings indicate that multicollinearity was not a concern in the regression model, as the independent variables were not highly correlated with one another.

4.4.3 Heteroscedasticity Test

Heteroscedasticity was assessed using a scatterplot of standardized residuals against standardized predicted values.

Figure 2 Scatterplot of Standardized Residuals against Standardized Predicted Value

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The scatterplot showed that the residuals were randomly dispersed around the horizontal axis without forming a funnel-shaped or systematic pattern. This indicates that the residual variance remained relatively constant across the predicted values. Therefore, the assumption of homoscedasticity was satisfied.

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4.4.4 Linearity Test

The assumption of linearity was assessed using the scatterplot of standardized residuals against standardized predicted values. The scatterplot, with no discernible curved or systematic pattern. This suggests that a linear relationship existed between the independent variables and the dependent variable. Therefore, the linearity assumption required for multiple regression analysis was satisfied.

4.5 Descriptive Statistics

The study used descriptive statistics to summarize respondents' perceptions of strategic leadership, strategy implementation, strategic control, and non-financial performance. The descriptive statistics included the minimum and maximum scores, mean, and standard deviation. The mean indicated the average level of agreement with each statement, while the standard deviation measured the variation in respondents' opinions. Because the questionnaire used a five-point Likert scale, mean scores closer to 5 indicate stronger agreement, while scores closer to 1 indicate stronger disagreement.

4.5.1 Strategic Leadership

Table 11 Descriptive Statistics for Strategic Leadership

Statement	Mean	Std. Deviation
The school Leadership clearly communicates the school vision to staff	4.41	0.720
Leadership decisions are made promptly and effectively	3.98	0.816
Staff are motivated by leadership practices in the school	3.45	0.967

Source: Research Data (2026)

The findings indicate that respondents generally agreed that strategic leadership practices were evident in their schools. The highest-rated statement was that school leadership clearly communicates the school vision to staff (Mean = 4.41, SD = 0.720), suggesting that communicating the school vision was a strong aspect of strategic leadership and that staff were generally aware of their schools' direction and priorities. Respondents also agreed that leadership decisions are made promptly and effectively (Mean = 3.98, SD = 0.816), indicating that school leaders were generally perceived as responsive in making decisions. However, the statement that staff are motivated by leadership practices in the school recorded the lowest mean score (Mean = 3.45, SD = 0.967). This indicates comparatively lower agreement on staff motivation and greater variation in respondents' experiences

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across schools. The finding suggests that although school leaders communicate the institutional vision effectively and make decisions promptly, they may need to pay more attention to staff motivation. Overall, strategic leadership practices were positively perceived, with vision communication emerging as the strongest aspect, while staff motivation appeared to be an area requiring improvement.

4.5.2 Strategy Implementation

Table 12 Descriptive Statistics for Strategy Implementation

Statement	Mean	Std. Deviation
The school allocates resources effectively to support strategic plans	3.91	0.887
Teachers and staff are actively involved in strategy implementation	3.90	1.053
Strategy plans are clearly communicated to all staff	3.97	0.975

Source: Research Data (2026)

The descriptive results indicate that respondents generally agreed that their schools had strategy implementation practices. The highest mean score was for the statement that strategic plans are clearly communicated to all staff (Mean = 3.97, SD = 0.975), suggesting that strategic plan communication was relatively well established and that staff were generally aware of their schools' direction and priorities. This was followed by effective allocation of resources to support strategic plans (Mean = 3.91, SD = 0.887), indicating that respondents generally perceived their schools as making efforts to provide resources necessary for implementing strategic plans. The statement that teachers and staff are actively involved in strategy implementation recorded a mean of 3.90 (SD = 1.053), also indicating agreement, although the higher standard deviation suggests greater variation in respondents' views on staff involvement across schools. Overall, the findings suggest that strategy implementation practices were generally present and positively perceived,

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particularly in relation to communication and resource allocation. However, variation in staff involvement suggests that participation in implementation may not be experienced equally across all schools, which may affect how consistently strategies translate into day-to-day school activities.

4.5.3 Strategic Control

Table 13 Descriptive Statistics for Strategic Control

Statement	Mean	Std. Deviation
The school regularly monitors its performance indicators	4.24	0.955
The school has effective feedback and evaluation systems	4.12	0.911
Corrective actions are taken when performance gaps are identified	3.93	0.952

Source: Research Data (2026)

The findings show that respondents generally agreed that schools implemented strategic control practices. The statement "the school regularly monitors its performance indicators" had the highest mean score (Mean = 4.24, SD = 0.955), indicating that performance monitoring was well established and that schools generally tracked their performance. Similarly, respondents agreed that "the school has effective feedback and evaluation systems" (Mean = 4.12, SD = 0.911), suggesting that schools generally provided mechanisms for reviewing performance and obtaining feedback. The statement "corrective actions are taken when performance gaps are identified" had the lowest mean score (Mean = 3.93, SD = 0.952), although respondents still agreed. This suggests that while performance monitoring and evaluation were relatively strong, schools were less consistent in translating identified performance gaps into corrective action. Overall, the findings indicate that strategic control practices were generally well established, with performance monitoring emerging as the strongest aspect, while corrective action presented some room for improvement.

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4.5.4 Non-Financial Performance

The study measured non-financial performance using three dimensions: teacher retention, enrolment stability, and institutional sustainability**.** Respondents were asked to indicate the extent to which they agreed with statements relating to each dimension. Table 14 presents the results.

Table 14 Descriptive Statistics for Non-Financial Performance

Statement	Mean	Std. Deviation
Teacher Retention		
The school has high retention rate	3.87	0.997
Teachers are satisfied working in this school	3.86	0.805
The school provides supportive working environment for teachers	3.98	0.816
Enrolment Stability		
Student enrolment remains stable over time	3.69	0.817
The school consistently attracts new students	3.92	0.801
The school maintains balanced student numbers across classes	3.32	0.877
Institutional Sustainability		
The school has systems that support long-term sustainability	3.83	0.601
The school adapts effectively to changes in the environment	4.11	0.559
The school maintains continuity in its operations	4.04	0.685

Source: Research Data (2026)

The findings indicate that respondents generally perceived the non-financial performance of the participating private primary schools positively across the three dimensions of teacher retention, enrolment stability, and institutional sustainability.

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Teacher Retention

Regarding teacher retention, respondents generally agreed that the schools had favorable practices that supported teacher retention. The statement "The school provides a supportive working environment for teachers" recorded the highest mean score (Mean = 3.98, SD = 0.816), suggesting that respondents perceived the working environment as conducive to retaining teachers. Similarly, respondents agreed that the schools had a high teacher retention rate (Mean = 3.87, SD = 0.997) and that teachers were satisfied working in their schools (Mean = 3.86, SD = 0.805). These findings suggest that schools generally had established working conditions that promote teacher retention.

Enrolment Stability

Regarding enrolment stability, respondents generally agreed that schools maintained stable enrolment levels. The statement "The school consistently attracts new students" recorded the highest mean score within this dimension (Mean = 3.92, SD = 0.801), indicating that respondents believed their schools remained attractive to prospective learners. Respondents also agreed that student enrolment remains stable over time (Mean = 3.69, SD = 0.817). However, the statement "The school maintains balanced student numbers across classes" recorded the lowest mean score (Mean = 3.32, SD = 0.877), suggesting that maintaining balanced enrolment across different classes remained a challenge for some schools. Overall, the findings indicate moderate to high levels of enrolment stability among the participating schools.

Institutional Sustainability

The findings further indicate that respondents perceived the institutional sustainability of their schools positively. The statement "The school adapts effectively to changes in the environment" had the highest mean score (Mean = 4.11, SD = 0.559), indicating strong agreement that schools responded effectively to environmental changes. Respondents also agreed that the schools maintain continuity in their operations (Mean = 4.04, SD = 0.685) and that systems supporting long-term sustainability were in place (Mean = 3.83, SD = 0.601). These findings suggest that the participating schools had adopted practices that enhance their long-term sustainability and organizational resilience

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4.6 Correlation Analysis

Pearson's Product Moment Correlation analysis was conducted to determine the strength and direction of the relationship between the independent variables (strategic leadership, strategy implementation, and strategic control) and the dependent variable (non-financial performance). Correlation coefficients range from -1 to +1: values closer to +1 indicate a strong positive relationship, values closer to -1 indicate a strong negative relationship, and values close to zero indicate little or no relationship.

Table 15 Pearson Correlation Matrix

VARIABLES	1	2	3	4
1. Non-financial Performance	1.000			
2. Strategic Leadership	0.674**	1.000		
3. Strategy Implementation	0.592**	0.652**	1.000	
4. Strategic Control	0.617**	0.579**	0.806**	1.000

Source: Research Data (2026)

Table 15 shows that strategic leadership had a strong, statistically significant positive relationship with non-financial performance ($r = 0.674$, $p < 0.001$). This implies that improvements in strategic leadership practices are associated with improvements in the non-financial performance of private primary schools in Kasarani Sub-County. Similarly, strategy implementation showed a moderate, statistically significant positive relationship with non-financial performance ($r = 0.592$, $p < 0.001$). This suggests that effective strategic plan implementation is associated with improved non-financial performance.

The findings a moderately strong, statistically significant positive relationship between strategic control and non-financial performance ($r = 0.617$, $p < 0.001$). This indicates that strengthening strategic control practices is associated with improved non-financial performance among the participating schools. The results also show positive and statistically significant correlations among the independent variables. In particular, strategy

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implementation and strategic control were highly correlated ($r = 0.806$, $p < 0.001$). However, earlier multicollinearity diagnostic tests showed that the tolerance and VIF values were within acceptable limits. Therefore, despite the relatively high correlation between these two variables, multicollinearity was not considered a problem in the regression model.

Overall, the correlation analysis demonstrates that all three strategic management practices are positively associated with non-financial performance. However, correlation analysis indicates only the existence and strength of relationships and does not establish each independent variable's unique contribution. Therefore, multiple regression analysis was conducted to determine the individual influence of strategic leadership, strategy implementation, and strategic control on non-financial performance.

4.7 Multiple Regression Analysis

Multiple regression analysis was conducted to determine the influence of strategic leadership, strategy implementation, and strategic control on the non-financial performance of private primary schools in Kasarani Sub-County. The results are presented in terms of the model summary, analysis of variance (ANOVA), and regression coefficients.

4.7.1 Model Summary

Table 16 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.729	0.531	0.517	3.488

Source: Research Data (2026)

The model summary results indicate that the multiple correlation coefficient ($R = 0.729$) demonstrates a strong positive relationship between the independent variables (strategic

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leadership, strategy implementation, and strategic control) and non-financial performance. The coefficient of determination ($R^2 = 0.531$) indicates that the three strategic management practices in the model explain 53.1% of the variation in non-financial performance among private primary schools in Kasarani Sub-County. The remaining 46.9% may be attributed to other factors not included in the study.

The adjusted coefficient of determination (Adjusted $R^2 = 0.517$) indicates that, after adjusting for the number of predictors in the model, the independent variables explain approximately 51.7% of the variation in non-financial performance. The relatively small difference between R^2 and Adjusted R^2 suggests that the model provides a reasonably stable explanation of non-financial performance after accounting for the number of predictors.

The overall effect size for the regression model expressed using Cohen's f^2**:**

$R^2 = 0.531$

Adjusted $R^2 = 0.517$

$$f^2 = \frac{0.531}{1-0.531} = 1.13$$

The overall effect size of the regression model, expressed using Cohen's f^2, was approximately 1.13. This indicates a large overall effect of the strategic management practices on non-financial performance and complements the significance testing by showing that the model's explanatory contribution was substantial, not merely statistically significant. Overall, the findings indicate that the three strategic management practices jointly to explain a substantial portion of non-financial performance among the participating private primary schools.

4.7.2 Analysis of Variance (ANOVA)

Table 17 Regression ANOVA

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Source	Sum of Square	Df	Mean Square	F	Sig.
Regression	1365.956	3	455.319	37.430	0.000
Residual	1204.277	99	12.164		
Total	2570.233	102			

Source: Research Data (2026)

The ANOVA results indicate that the overall regression model was statistically significant **(**F (3, 99) = 37.430, p < 0.001**)**. This implies that the three strategic management practices jointly have a statistically significant influence on the non-financial performance of private primary schools in Kasarani Sub-County. The significance value of 0.000 is less than the conventional level of 0.05, confirming that the regression model fits the data better than a model with no predictors. Therefore, the model was considered appropriate for explaining variations in non-financial performance.

4.7.3 Regression Coefficient

Table 18 Regression Coefficients

Variable	β	Beta	t.	Sig.
Constant	12.427		5.842	0.000
Strategic Leadership	1.144	0.470	5.145	0.000
Strategy Implementation	0.043	0.021	0.169	0.866
Strategic Control	0.664	0.328	2.801	0.006

Source: Research Data (2026)

The regression equation generated from the analysis is:

Non-financial Performance= 12.427 + Strategic Leadership (1.144) + Strategy Implementation (0.043) + Strategic Control (0.664)

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The regression coefficients indicate each strategic management practice's unique contribution to non-financial performance while controlling for the other variables. Strategic Leadership had a positive and statistically significant influence on non-financial performance ($\beta = 0.470$, $t = 5.145$, $p < 0.001$). The coefficient indicates a with strategic control ($\beta = 0.328$), suggesting that improvements in strategic leadership were associated with greater improvements in non-financial performance. Therefore, the first research question, which sought to determine the influence of strategic leadership on non-financial performance, is answered affirmatively.

Strategy implementation had a very small positive effect on non-financial performance ($\beta = 0.021$) and was not statistically significant ($p = 0.866$). This suggests that, when strategic leadership and strategic control were considered simultaneously, strategy implementation explanatory value. Therefore, the second research question is answered by concluding that strategy implementation was not a significant predictor of non-financial performance in the fitted regression model.

Strategic Control had a positive and statistically significant influence on non-financial performance ($\beta = 0.328$, $p = 0.006$), although its effect was lower than that of strategic leadership. This indicates that strengthening strategic control practices significantly enhances the non-financial performance of private primary schools. Consequently, the third research question is answered by concluding that strategic control significantly influences non-financial performance.

Overall, the regression analysis shows that strategic leadership and strategic control significantly predicted non-financial performance, whereas strategy implementation, although positively associated with non-financial performance, did not make a statistically significant unique contribution when the three predictors were considered simultaneously.

4.8 Discussion of Findings

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This section discusses the the study's findings in relation to the research objectives, the empirical literature reviewed in Chapter Two, and the underpinning theories. The discussion highlights schools in Kasarani Sub-County.

4.8.1 Strategic Leadership and Non-Financial Performance

The first objective sought to determine the influence of strategic leadership on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. The regression results, statistically significant effect on non-financial performance ($\beta = 0.470$, $p < 0.001$). This indicates that improvements in strategic leadership practices, including effective communication of the school's vision, timely decision-making, and staff motivation, are associated with improved teacher retention, enrollment stability, and institutional sustainability.

These findings are consistent with Mailu and Kariuki (2022), who found that strategic leadership improved organizational performance by enhancing stakeholder satisfaction and operational efficiency within non-governmental organizations. Although their study and focused on NGOs, it demonstrated the importance of leadership in improving organizational outcomes. The findings also agree with Sengendo and Musinguzi (2024), who reported that effective vision communication and leadership decision-making enhanced enrollment stability in private secondary schools in Tanzania. Similarly, Mwima and Kibanga (2023) established that leadership agility and staff motivation significantly improved teacher retention and organizational stability in private schools in Kenya.

The present study extends these earlier studies by examining strategic leadership adopting a broader measure of non-financial performance that includes teacher retention, enrollment stability, and institutional sustainability. This addresses the contextual and conceptual gaps identified in Chapter Two, where previous studies focused on different sectors, geographical locations, or narrower performance indicators. The findings support the Resource-Based View (RBV), which views valuable organizational resources and capabilities as key sources of performance. The relatively strong and significant effect of strategic leadership ($\beta = 0.470$, $p < 0.001$) suggests that leadership capabilities, including vision communication, timely decision-making, and staff motivation, represent important

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organizational capabilities that can contribute to non-financial performance. In toward teacher retention, enrolment stability, and institutional sustainability. The finding therefore provides empirical support for the RBV proposition that valuable organizational capabilities can contribute to sustained organizational performance.

4.8.2 Strategy Implementation and Non-Financial Performance

The second objective sought to determine the influence of strategy implementation on the non-financial performance of private primary schools in Kasarani Sub-County. The regression analysis revealed that strategy implementation had a positive but statistically insignificant influence on non-financial performance ($\beta = 0.043$, $p = 0.866$). Although the relationship was positive, the findings indicate that strategy implementation did not make a significant unique contribution to non-financial performance after controlling for strategic leadership and strategic control. This finding differs from Kamau and Mwangi (2023), who reported that effective resource allocation and communication significantly improved organizational performance in service organizations. It also contrasts with Kihara and Waswa (2023), who established that effective implementation practices supported enrollment stability and institutional continuity in private secondary schools in Kenya. Likewise, Kamili et al. (2024) found that staff involvement and effective communication enhanced organizational performance in private universities in the Democratic Republic of Congo.

One possible explanation is that strategy implementation overlapped with strategic leadership and strategic control. While strategy implementation showed a positive correlation with non-financial performance, its unique contribution became statistically insignificant in the multiple regression model after controlling for the influence of the other strategic management practices. Contingency Theory explains this finding: the effectiveness of management practices depends on their alignment with organizational and environmental conditions rather than on a single universal approach (Fiedler, 1967). Strategy implementation does not yield consistent non-financial results because it depends heavily on leadership quality (Strategic Leadership) and oversight (Strategic Control). In private primary schools, the finding implies that school managers should not focus only on

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developing and implementing strategic plans. They should also focus on creating the leadership and monitoring conditions that enable strategies to translate into improved teacher retention, enrolment stability, and institutional sustainability. Thus, strategy implementation may be more effective when supported by strong strategic leadership and continuous strategic control, since implementation activities alone may not be sufficient to improve school performance. Effective implementation may depend on the quality of leadership that provides direction and the strength of control mechanisms that monitor progress, provide feedback, and initiate corrective action. The present study therefore extends effectively when aligned with complementary strategic management practices.

4.8.3 Strategic Control and Non-Financial Performance

The third objective sought to determine the influence of strategic control on the non-financial performance of private primary schools in Kasarani Sub-County. The findings revealed that strategic control had a positive and statistically significant influence on non-financial performance ($\beta = 0.328$, $p = 0.006$). This implies that schools with effective monitoring systems, feedback mechanisms, and timely corrective actions were more likely to experience improved teacher retention, enrollment stability, and institutional sustainability. Consistent. These findings align with Duodu (2025), who found that effective monitoring and feedback systems improved organizational performance in private university colleges in Ghana. Similarly, Bansal and DesJardine (2023) found that organizations that integrated continuous monitoring and feedback into strategic decision-making achieved greater organizational sustainability.

The findings also agree with Ibrahim (2020), who reported that strategic control mechanisms enhanced teacher retention and institutional stability through regular performance evaluation and corrective action. Unlike earlier studies that focused on monitoring systems or enrollment stability alone, the present study used a broader measure of non-financial performance by incorporating teacher retention, enrollment stability, and institutional sustainability. Consequently, the study addresses the conceptual and contextual gaps identified in the literature by providing evidence from private primary schools in an urban Kenyan setting. The findings further support Systems Theory, which views organizations as interconnected systems in which different components interact and

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influence overall performance. The significant positive effect of strategic control (β = 0.328, p = 0.006) indicates that monitoring, feedback, and corrective action are key mechanisms through which schools assess performance and respond to emerging gaps. This suggests that strategic control does not operate in isolation but interacts with leadership, staff and other organizational processes to support teacher retention, enrolment stability and institutional sustainability. The finding therefore reinforces the Systems Theory proposition that continuous monitoring, feedback and adaptation are important for maintaining organizational effectiveness.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions, contributions, recommendations, limitations, and suggestions for future research. The summary is organized around the research objectives and highlights the major findings on how strategic leadership, strategy implementation, and strategic control affect the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. The chapter study's theoretical, methodological, empirical, and practical contributions, and provides recommendations for school management, policymakers, and future researchers.

5.2 Summary of the Key Findings

This study examine the influence of strategic management practices on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. The findings are summarized objectives by study objective.

Objective One

The first objective sought to determine the influence of strategic leadership on the non-financial performance of private primary schools in Kasarani Sub-County. The study established that strategic leadership positively and significantly influenced non-financial performance. Schools that communicated their vision effectively, made timely strategic decisions, and motivated their staff were more likely to improve teacher retention, enrollment stability, and institutional sustainability. The findings drives non-financial performance in private primary schools.

Objective Two

The second objective examined on the non-financial performance of private primary schools. Although strategy implementation was positively associated with non-financial performance, the study established that it did not have a statistically significant unique

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influence when considered alongside strategic leadership and strategic control. This suggests that strategy implementation alone may not improve non-financial performance unless supported by effective leadership and appropriate strategic control mechanisms.

Objective Three

The third objective sought to determine the influence of strategic control on the non-financial performance of private primary schools. The findings showed that strategic control had a positive, significant influence on non-financial performance. Schools that regularly monitored performance, maintained effective feedback systems, and implemented corrective actions were more likely to achieve better teacher retention, enrollment stability, and institutional sustainability. Overall, the study found that strategic management practices play an important role in enhancing private primary schools' non-financial performance. However, among the three strategic management practices examined, strategic leadership and strategic control emerged as the most influential predictors of non-financial performance.

5.3 Conclusions of the Study

This study's conclusions are presented according to the research objectives and drawn from the empirical findings, underpinning theories, and existing literature. The study sought to determine the influence of strategic leadership, strategy implementation, and strategic control on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County.

5.3.1 Strategic Leadership and Non-Financial Performance

The study concludes that strategic leadership positively and significantly influences the non-financial performance of private primary schools in Kasarani Sub-County. Effective vision communication, timely decision-making, and staff motivation provide strategic direction and contribute to improved teacher retention, enrolment stability, and institutional sustainability. The finding supports the view that effective leadership is an important organizational capability for achieving desired performance outcomes.

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5.3.2 Strategy Implementation and Non-Financial Performance

The study concludes that strategy implementation, although positively associated with non-financial performance, does not have a statistically significant independent influence when considered alongside strategic leadership and strategic control. This suggests that implementing strategic plans alone may not be sufficient to produce improved performance outcomes. Effective implementation may require strong leadership and appropriate control mechanisms to translate strategic intentions into meaningful organizational outcomes.

5.3.3 Strategic Control and Non-Financial Performance

The research concludes that strategic control on the non-financial performance of private primary schools. Strategic control measures, performance monitoring, feedback and evaluation, and corrective action mechanisms, enable schools to identify performance gaps and make timely adjustments. Strategic control therefore plays an important role in maintaining alignment between strategic activities and institutional objectives, thereby supporting teacher retention, enrolment stability, and institutional sustainability.

5.3.4 Overall Conclusion

The study concludes that strategic management practices play an important role in enhancing the non-financial performance of private primary schools. Among the three practices examined, strategic leadership and strategic control emerged as the strongest contributors to teacher retention, enrolment stability, and institutional sustainability. Although strategy implementation was positively associated with non-financial performance, significant; it did not contribute significantly on its own after accounting for strategic leadership and strategic control. This suggests that implementation is most effective when supported by strong leadership and ongoing strategic control, rather than as a standalone management activity.

The findings further demonstrate the applicability of the Resource-Based View and Systems Theory in explaining non-financial performance within private primary schools. Strategic leadership, viewed as a valuable organizational capability, together with effective

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strategic control systems, enables schools to strengthen their long-term sustainability. In addition, the study extends the empirical literature by examining non-financial performance through teacher retention, enrolment stability, and institutional sustainability. While many previous studies have focused on financial performance, academic achievement, service quality, or stakeholder satisfaction, this study shows that strategic management practices also contribute to the long-term sustainability and effectiveness of private primary schools through these non-financial outcomes.

5.4 Contributions of the study

This study contributes to strategic management literature and practice by extending theoretical understanding, generating new knowledge, providing methodological insights, and offering empirical evidence on the impact of strategic management practices on the non-financial performance of private primary schools. Contributions are made from the perspectives of theory, knowledge generation, methodology, and empiricism.

5.4.1 Theoretical Contribution

The research adds value to strategic management literature by empirically examining the relevance of the Resource-Based View (RBV) and Systems Theory in explaining non-financial performance in private primary schools in Kenya. This an education context but also in demonstrating how particular strategic management practices work differently in terms of their effects on school performance; it not only applies these theories in an education context but also shows how specific strategic management practices affect school performance differently. Empirical data from the study support the Resource-Based View theory, which states that an organization's performance can be improved through valuable resources and capabilities that are well organized and managed (Barney, 1991). This research found that strategic leadership had a strong positive effect on non-financial performance. This implies that leadership capability, especially effective vision communication, quick decision-making, and personnel motivation, acts as one of the internal capabilities that private primary schools can use to improve teacher retention, student enrolment, and sustainability.

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The research also advances Systems Theory by asserting that strategic control is critical to sustaining organizational effectiveness. Systems Theory views organizations as systems of components that interact in ways that require monitoring and feedback (Bertalanffy, 1968). Specifically, RBV can help explain the role of internal leadership capabilities as a strategic resource, while Systems Theory can explain the role of monitoring, feedback, and adaptation through strategic control.

Overall, the study demonstrates that the three strategic management practices should not necessarily be viewed as independent sources of performance. Rather, the findings suggest a complementary relationship in which strategic leadership provides direction and mobilizes organizational capabilities, strategy implementation translates strategic intentions into action, and strategic control provides monitoring, feedback and corrective adjustment. The study consequently demonstrates that these theories remain relevant in educational institutions, while also showing that their explanatory value is strengthened when strategic management practices are considered in combination rather than in isolation.

5.4.2 New Knowledge Creation

The research makes an original contribution by presenting empirical data on the effect of strategic management practices on the non-financial performance of private primary schools in Kenya. Previous studies have largely emphasized organizational performance in terms of financial performance, service quality, customer satisfaction, stakeholder satisfaction, and academic performance. This represents a new approach to organizational performance and highlights the significance of strategic management in organizations' ability to retain teachers, stabilize enrolment, and sustain themselves. Another notable contribution of this study is that strategic leadership and strategic control strongly influence non-financial performance, but strategy implementation, although positively affects performance, cannot predict it. This contribution builds on existing knowledge, since strategic management practices do not always translate equally into organizational performance. More specifically, it may be argued that leadership's ability to provide

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direction, along with effective monitoring and corrective mechanisms, is likely to influence non-financial performance more significantly than implementation processes alone.

The paper offers additional insight into the strategy implementation process. The positive bivariate relationship between strategy implementation and non-financial performance, along with its insignificant effect in the regression analysis, implies that these processes may be more effective with strong leadership and strategic control in place. This insight extends current knowledge by suggesting that implementation alone is not enough to produce performance benefits. As a result, the study extends current knowledge on how strategic leadership, strategy implementation, and strategic control influence non-financial performance in private primary schools. The paper's uniqueness stems from its differentiated view of how various strategic management processes affect teacher retention, enrolment stability, and the sustainability of private primary schools in Kenya.

5.4.3 Methodological Contribution

Methodologically, the study contributes to strategic management research by applying a quantitative cross-sectional survey design to examine how strategic management practices influence the non-financial performance of private primary schools. Although cross-sectional survey designs are widely used in management research, this study contributes methodologically by collecting standardized primary data from both school administrators and teachers, providing multiple organizational perspectives on strategic management practices and institutional performance.

The study further strengthens its methodology by applying descriptive statistics, reliability analysis, diagnostic tests, correlation analysis, and multiple regression analysis to examine relationships among the study variables. In particular, multiple regression enabled the study to assess the independent contribution of strategic leadership, strategy implementation, and strategic control to non-financial performance while considering the practices simultaneously. This was important for distinguishing simple associations from each strategic management practice's unique contribution.

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A further methodological contribution is operationalizing non-financial performance through teacher retention, enrolment stability, and institutional sustainability, and examining it alongside three strategic management practices. This provides a quantitative framework that future researchers can adapt when examining strategic management and performance in private schools and other service-oriented organizations. However, the methodological contribution should be considered alongside the cross-sectional design's limitations. Since data were collected at one point in time, the study establishes relationships among the variables but does not provide evidence of changes over time or definitive causal relationships. Future studies could therefore use longitudinal or mixed-method designs to better understand how strategic management practices influence non-financial performance over time.

5.4.4 Empirical Contribution

The study contributes empirical evidence to the growing body of strategic management literature by addressing the contextual, conceptual, and empirical gaps identified in previous studies conducted globally, regionally, and locally. At the global level, previous studies conducted in countries such as Vietnam primarily examined strategic management practices in relation to service quality and customer satisfaction. In contrast, studies conducted within corporate organizations focused on organizational sustainability. These studies provided limited evidence on how strategic management practices affect non-financial performance in educational institutions. At the regional level, studies conducted in Tanzania, Ghana, and the Democratic Republic of Congo reported positive relationships between strategic management practices and organizational performance using indicators such as enrollment, service delivery, stakeholder satisfaction, and institutional performance. However, these studies did not comprehensively examine non-financial performance by integrating teacher retention, enrollment stability, and institutional sustainability as performance indicators. Within Kenya, previous studies focused on non-governmental organizations, service organizations, private secondary schools, and schools located outside Nairobi County. Although these studies demonstrated positive relationships between strategic management practices and organizational performance, they provided limited evidence on private primary schools operating in urban settings. They did not

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comprehensively examine non-financial performance using the indicators adopted in the present study. The present study therefore fills these contextual and conceptual gaps by providing empirical evidence from private primary schools in Kasarani Sub-County, Nairobi County. The findings confirm that strategic leadership and strategic control significantly influence non-financial performance, while strategy implementation does not independently predict non-financial performance after controlling for the other strategic management practices. Therefore, the study extends previous empirical evidence by illustrating that strategic management practices contribute to teacher retention, enrolment stability, and institutional sustainability. Hence, it provides broader knowledge of non-financial performance within private primary schools. The findings provide valuable evidence for school and education managers, policymakers, researchers, and other stakeholders seeking to strengthen strategic management practices and improve the long-term sustainability of private primary schools in Kenya.

5.5 Recommendations of the Study

The recommendations are derived directly from the study findings and are presented as practical/managerial and policy recommendations.

5.5.1 Managerial Recommendations

Based on the findings of the study, the following specific and actionable recommendations are proposed:

Strategic leadership: School proprietors, boards of management, and headteachers should strengthen strategic leadership by developing a clear annual school strategic plan and communicating its priorities to teachers at the beginning of each academic year. Headteachers should also hold staff consultation meetings at least once every school term to encourage participatory decision-making and identify staff concerns. In addition, school management should introduce practical staff motivation initiatives, such as recognizing good performance, providing professional development opportunities, and regularly appreciating staff contributions. School management should implement these measures

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within three months and review them termly to assess their contribution to teacher retention and institutional performance.

Strategic control: School management should establish a structured performance monitoring and evaluation system covering key areas such as teacher retention, enrolment and progress towards institutional targets. Conduct performance reviews at least once every school term, with written feedback provided to responsible staff. Where performance gaps are identified, agree on and implement corrective actions within 30 days. Proprietors and boards of management should review the implementation of these corrective measures at the end of each term to ensure that identified challenges are addressed promptly.

Strategy implementation: Although strategy implementation did not have a statistically significant independent influence on non-financial performance, school management should continue to strengthen its implementation processes. Within three months, schools should translate strategic priorities into clear annual activities, assign responsibilities to specific staff members, communicate expected outcomes, and allocate the required resources. Progress should then be reviewed termly by the headteacher and management team. This will help ensure that effective strategic leadership and strategic control support implementation, rather than treating it as an isolated activity.

Long-term review: School proprietors and boards of management should conduct an annual strategic review to assess whether leadership practices, implementation activities, and control mechanisms contribute to teacher retention, enrolment stability, and institutional sustainability. The review findings should inform the following year's strategic plan and resource allocation decisions.

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5.5.2 Policy Recommendations

The Ministry of Education, in collaboration with the Kenya Association of Private Schools (KAPSA) and relevant education stakeholders, should strengthen private primary schools' strategic management capacity through specific, implementable policy measures. First, the Ministry of Education should develop a strategic management capacity-building framework for private primary schools within 12 months. The framework should provide

practical guidance on strategic leadership, strategy implementation, performance monitoring, staff motivation, and corrective action. The framework should be incorporated into existing school quality assurance and capacity-building initiatives a separate regulatory burden for schools.

Secondly, the Ministry, working with KAPSA, should establish annual leadership development programs for proprietors, headteachers, deputies and heads of departments. These programs should focus on planning, and performance management. The programs should commence within one year and be offered at least annually, with participation and training outcomes monitored. Thirdly, KAPSA should introduce a peer-learning and benchmarking program in which private schools within and beyond Nairobi share practical approaches to strategic leadership, teacher retention, enrolment management and institutional sustainability. Schools should participate in at least one benchmarking or peer-learning activity each year, incorporate lessons, and include them in subsequent school strategic plans.

Fourthly, the Ministry and KAPSA should develop a standard strategic management monitoring template that private primary schools can adapt to their individual circumstances. The template should include indicators such as teacher retention, enrolment trends, and implementation of strategic activities, performance targets, feedback, and corrective actions. Schools should review these indicators each term, while school management should use the results to inform corrective measures and annual planning. Fifthly, the Ministry and KAPSA should strengthen continuous professional development (CPD) in strategic management by encouraging schools to include strategic management competencies in their annual staff development plans. Training should occur at least once each academic year, with priority given to school leaders and teachers with leadership responsibilities.

Finally, the Ministry of Education and KAPSA should review implementation of these policy measures annually. The review should assess participation in leadership programs, adoption of monitoring systems, implementation of school strategic plans, and emerging challenges affecting teacher retention, enrolment stability, and institutional sustainability.

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The results should refine and inform subsequent capacity-building programs and policy interventions. These measures would translate the study findings into practical policy action by providing private primary schools with structured support to strengthen strategic leadership and strategic control, while improving the conditions for effective strategy implementation.

5.6 Limitations of the Study

The study was confined to three strategic management practices, strategic leadership, strategy implementation, and strategic control, as determinants of non-financial performance considered. The study did not consider organizational culture, employee commitment, financial resources, or external environment factors. These factors might affect non-financial performance, but considering strategic management practices was sufficient to meet the study's objective and address the research questions. A cross-sectional research design was employed, in which data were collected from respondents at one point in time. This research design was suitable for investigating the relationship among the study variables. However, it could not reveal changes in strategic management practices or non-financial performance over time. Therefore, the results reflect the situation prevailing in the private primary schools that participated in this study during the data collection period.

The study was also limited to registered private primary schools in Kasarani Sub-County, Nairobi County. Because institutional features and environments vary by county and education sector, it is prudent to use caution when generalizing the results to institutions in other contexts. Lastly, the study depended entirely on self-reported data collected through structured questionnaires from school administrators and teachers. Self-reported data may be influenced by factors such as social desirability or respondents' perceptions of their institutions' strategic performance. .Some respondents may have answered the questionnaire questions based on what they felt was in the best interest of their schools, rather than what was actually the case. While confidentiality and anonymity of respondents' identities were assured to ensure candid responses, the possibility of response biases cannot be ruled out entirely.

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5.7 Areas for Future Research

The findings and limitations of this study suggest further areas for future investigation. Future studies should examine additional organizational factors that may affect organizational performance and financial success, such as organizational culture, innovation, organizational commitment, digital transformation, and resource capability. Moreover, this study could be replicated in other types of educational establishments, including public primary schools, secondary schools, tertiary organizations, and private universities.

Future research could use longitudinal designs to assess the impact of strategic management practices on non-financial performance. Longitudinal designs would provide better insight into the effects of strategic leadership, strategy implementation, and strategic control on organizational sustainability. Lastly, future research could organizational culture, organizational learning, or innovation capability to assess the link between strategic management practices and non-financial performance.

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APPENDICES

APPENDIX I: RESEARCH STUDY QUESTIONNAIRE

This questionnaire seeks to gather information to be used in a study on the influence of strategic management practices on the non-financial performance of private primary schools in Kasarani Sub-County, Nairobi County. Your responses will be used for this study only. For confidentiality, please do not write your name or the name of your school in the questionnaire.

Instructions: Please tick (✓) the option that best represents your opinion.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

   Male ☐ Female ☐

2. What is your highest level of education

   Diploma ☐ Degree ☐

   Masters ☐ PHD ☐

3. What is your position in the institution?

   Headteacher ☐ Deputy Headteacher ☐

   Teacher ☐ Administrator ☐

4. Years in service in the school

   Less than 2 years ☐ 2- 5 years ☐

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6 – 10 years ☐ above 10 years ☐

SECTION B: STRATEGIC MANAGEMENT PRACTICES

STRATEGIC LEADERSHIP

5. Please indicate your level of agreement with the statements below regarding the Strategic Leadership in your institution.

   (1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
The school leadership clearly communicates the school vision to staff.					
Leadership decisions are made promptly and effectively.					
Staff are motivated by leadership practices in the school.					

STRATEGY IMPLEMENTATION

6. Please indicate your level of agreement with the statements below regarding strategy implementation in your institution.

   (1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
The school allocate resources effectively to support strategic plans.					
Teachers and staff are actively involved in strategy implementation.					
Strategic plans are clearly communicated to all staff.					

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STRATEGIC CONTROL

7. Please indicate your level of agreement with statements regarding Strategic Control in your institution.

   (1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
The school regularly monitors its performance indicators.					
The school has effective feedback and evaluation systems.					
Corrective actions are taken when performance gaps are identified.					

SECTION C: PERCEIVED NON-FINANCIAL PERFORMANCE

TEACHER RETENTION

8. Please indicate your level of agreement with statements on perceived non-financial performance in your institution in terms of teacher retention.

   (1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
The school has a high teacher retention rate.					
Teachers are satisfied working in this school.					
The school provides a supportive working environment for teachers.					

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ENROLMENT STABILITY

9. Please indicate your level of agreement with statements on perceived non-financial performance in your institution in terms of enrolment stability.

(1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
Student enrolment remains stable over time.					
The school consistently attracts new students.					
The school maintains balanced student numbers across classes.					

INSTITUTIONAL SUSTAINABILITY

10. Please indicate your level of agreement with statements on perceived non-financial performance in your institution in terms of institutional sustainability.

(1 = strongly disagree, 2=Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree)

	1	2	3	4	5
The school has systems that support long-term sustainability.					
The school adapts effectively to changes in the environment.					
The school maintains continuity in its operations.					

Thank you for your time and co-operation. Your responses are highly appreciated.

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APPENDIX II: LIST OF PRIVATE PRIMARY SCHOOLS WITH JSS 10+ YRS IN OPERATION - KASARANI SUB COUNTY (MOE, 2026)

PRIVATE PRIMARY SCHOOL WITH JUNIOR SECONDARY SCHOOL			
1	Mountain View	21	Little Wonder School
2	St. Mathew Learning Centre	22	Providence Academy
3	Mwiki Goodhope Academy	23	Kijani Ridge School
4	Addah Joy Academy	24	Trevor's School
5	St. Mary's Sportsview Academy	25	Green River Learning Centre
6	Thika Road Christian School	26	Covenant Renewal School
7	Jalyn Junior School	27	Kasarani Junior School
8	Mt. Laverna School	28	Kasarani Little Angels School
9	MGA Schools Mwiki	29	Firm Foundation Academy
10	Home Candle Educational Centre	30	Blessed Brains School
11	Strong Tower Education Centre	31	Wisdom Seekers Group of School
12	Precious Brains School	32	Midas Golden Academy
13	Nyawai Academy	33	Benrose School
14	Santaparis Academy	34	Hezmar Educational Centre
15	Beauty Kid School	35	Flying Angels Education Centre
16	Kellyn Junior School	36	Abraham Springs Junior Academy
17	Mirema School	37	Caso Upendo Academy
18	Gospel Assembly Christian	38	The Brain House School
19	Linet Academy	39	Clara Academy
20	Global Academy	40	Hanka Educational Centre

Source: Ministry of Education (2026) - Kasarani Sub – County

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APPENDIX III: LIST OF PRIVATE PRIMARY SCHOOLS WITHOUT JSS 10+ YRS IN OPERATION - KASARANI SUB COUNTY (MOE, 2026)

PRIVATE PRIMARY SCHOOLS WITHOUT JUNIOR SECONDARY SCHOOL			
1	Mwiki Shining Stars School	19	Rehema Day Care
2	Nsemia Sure Step Group of Schools	20	Flying Eagle Learning Centre
3	Solidarity Child Rescue Centre School	21	Lebam School
4	Joy Bright Education Centre	22	Little Jewels
5	Solidarity Child Rescue School	23	Red Petal Education Centre
6	St Scholastica Catholic School	24	St Irene Kasarani School
7	St. Jacinta Christ School	25	Uzima Tele Education Centre
8	St. Dominic Savio School	26	St Patricks Education Centre
9	St. Joseph's Resource Centre and School	27	Wenkan Kasarani School
10	Uzima Missions Academy	28	St. Agnes Learning Centre
11	Wakajoy Junior School	29	Watoto Wetu School
12	Blessed Explorer Centre	30	Nima Preparatory School
13	Blessed Vision	31	Peace Children Centre
14	KBA School	32	Penda Elimu School
15	Ack St. Stephens Academy Chieko	33	Jacky's Education Centre
16	Amito Junior	34	Light Field School
17	St. Ann Junior Centre		
18	Kasarani Police Line		

Source: Ministry of Education Kasarani Sub- County (2026)

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APPENDIX IV: RECOMMENDATION AND ISERC APPROVAL LETTER



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email:office@spu.ac.ke
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BOARD OF POSTGRADUATE STUDIES

20th May, 2026

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR HELLEN WANJIKU MURAYA – MBADIST327525 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Business Administration (MBA) Program at St. Paul's University.

After completion of the course work, the student is engaged in major research work leading to a Thesis/Dissertation writing. The student's selected topic is:

"Influence of strategic management practices on non-financial performance of private primary school in Kasarani Sub-County, Nairobi, Kenya."

The SPU-Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal and granted the ERB approval number 774, for the period between 19th May, 2026 – 19th May, 2027 (1 Year).

Kindly grant this student the required permit. For further information, please contact the undersigned through postgraduatestudies@spu.ac.ke

Yours Faithfully,

DIRECTOR POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 20 MAY 2026

Dr. John Muhoho Kimani
Director Postgraduate Studies
postgraduatestudies@spu.ac.ke

| SPUKenya

SPU IS ISO 9001:2015 CERTIFIED

APPENDIX V: NACOSTI PERMIT

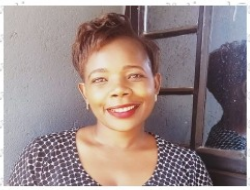
REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **648491**

Date of Issue: **25/June/2026**

RESEARCH LICENSE



This is to Certify that Ms.. HELLEN WANJIKU MURAYA of St. Paul's University, Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON NON-FINANCIAL PERFORMANCE OF PRIVATE PRIMARY SCHOOLS IN KASARANI SUB-COUNTY, NAIROBI COUNTY for the period ending : 25/June/2027.

License No: **NACOSTI/P/26/4191610**

648491

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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