

**EFFECT OF STRATEGIC MANAGEMENT PRACTICES ON PERFORMANCE
OF KENYA MEDICAL TRAINING COLLEGE, NAKURU CAMPUS**

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**A Project Submitted to the Institute of Postgraduate Studies of Kabarak University
in Partial Fulfillment of the Requirements for the Award of Master of Business
Administration (Strategic Management) Degree**

KABARAK UNIVERSITY

NOVEMBER, 2025

DECLARATION

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The project entitled “**Effect of Strategic Management Practices on Performance of Kenya Medical Training College, Nakuru Campus,**” written by **Kirukmet Mary**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommend it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Business Administration (Strategic Management).

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DEDICATION

I dedicate this thesis to my family, especially my husband, Solomon Kibet, and my sons: Sam, and Frank. It is for their unwavering support, perseverance, and words of encouragement that I owe a debt of gratitude, which acted as a firm foundation for my academic journey. To my parents, the late Dad, David Kirukmet, and my Mum, Jenifer Kirukmet, for believing in my dreams and instilling in me the values of perseverance and hard work. To my friends, your companionship and encouragement made this journey more enjoyable.

I also dedicate this work to all my siblings, mentors, and supervisors, whose guidance and wisdom have anchored my understanding and passion for my field. Your dedication to teaching and advice has inspired me in every step of this journey.

Lastly, I dedicate this entire thesis to everyone who strives for knowledge and understanding, as this work will contribute, even in the smallest way, to the advancement of our collective learning.

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ABSTRACT

Since the 1990s, companies have increasingly focused on competitive strategy, with strategic management serving as a key differentiator. The Kenya Medical Training College (KMTC) faces challenges in staff distribution, eHealth skills, and intergovernmental coordination, which impact its performance. Addressing these issues is crucial to ensuring that government investments enhance organizational performance and service delivery, which requires effective strategy formulation, implementation, and evaluation. The objective of this study was to assess the effect of strategic management practices on the performance of KMTC Nakuru. Specifically, the study aimed to assess the effect of strategy formulation, strategy implementation, and strategy evaluation on the performance of the KMTC Nakuru. The study was anchored on classical, resource-based view, and innovation diffusion theories to explain the relationship between the variables under study. The study employed a descriptive research design, which allowed for an in-depth investigation of the Kenya Medical Training College in Nakuru. The target population consisted of 196 full-time employees of the Kenya Medical Training College, Nakuru. A sample of 131 was computed using Yamane's (1967) sample size determination technique. Primary data for the study were gathered using questionnaires. Thirteen staff members from the KMTC Eldoret Campus, or 10% of the sample size, were randomly selected to participate in the study's pilot phase. With the help of the SPSS application, data were gathered via self-administered surveys and analyzed using both descriptive and inferential statistics. The results were presented using tables and charts. The results showed a statistically significant effect of strategy formulation on performance ($r = 0.801$, $p < 0.001$). A statistically significant effect of strategy implementation on organizational performance ($r=0.800$, $p=0.000$) and a statistically significant effect of strategy evaluation on the performance of Kenya Medical Training College, Nakuru Campus ($r=0.760$, $p=0.000$). The moderating effect of strategic leadership on the relationship between strategic management practices and performance is significant. Based on the findings, the study recommends that the Ministry of Education and KMTC management develop a standardized strategic planning framework across all campuses to enhance the effectiveness of strategy formulation, given its strong positive impact on organizational performance. Additionally, KMTC management should strengthen leadership training programs to amplify the moderating effect of strategic leadership on performance. At the operational level, KMTC Nakuru Campus is encouraged to improve stakeholder engagement in strategy implementation and establish a routine for continuous monitoring and improvement of strategic initiatives, both of which are crucial for sustaining performance gains.

Keywords: *Strategic Management, Strategy Formulation, Implementation, Control, Organizational Performance, Kenay Medical Training College*

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LIST OF ABBREVIATIONS AND ACRONYMS

CSR	Corporate Social Responsibility
EU	European Union
GDP	Gross Domestic Product
KMTC	Kenya Medical Training College
KPIs	Key Performance Indicators
MTCs	Medical Training Colleges
OKRs	Objectives and Key Results
PEST	Political, Economic, Social, Technological (Model)
RBV	Resource-Based View (Theory)
SDGs	Sustainable Development Goals
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
UNECA	United Nations Economic Commission for Africa
VRIN	Valuable, Rare, Inimitable, Non-substitutable (Resources in RBV Theory)

CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

Strategic Management: This refers to the process of formulating, implementing, and evaluating organizational strategies to achieve an organization's goals and objectives (Wang & Chen, 2019). The study adapted this definition. This study encompasses activities such as strategy development, execution, and assessment. In this study, it involves activities such as strategic development, execution, and assessment, encompassing strategy formulation, implementation, and evaluation.

Organizational Performance: This refers to the extent to which an organization achieves its goals and objectives. It assesses the overall effectiveness, efficiency, and success of an organization in delivering its products or services, meeting customer needs, and achieving desired outcomes (Kumar & Gupta, 2019). The study adapted this definition. In this study, it involves activities such as organizational alignment, quality management, resource allocation, change management, and stakeholder engagement. In this study, it involves activities such as organizational alignment, quality management, resource allocation, change management, and stakeholder engagement to measure success and effectiveness.

Strategy Formulation: This refers to the process of developing and selecting strategies to achieve organizational goals and objectives (Lyon, Whitaker & Locke, 2019). The study adopted this definition. In this study, it involves environmental analysis, setting of vision and mission statements, setting of objectives, and setting of policies.

Strategy Implementation: This refers to the action of implementing the selected strategy. It entails converting strategic ideas into focused initiatives that are implemented across the entire firm (Miller, 2020). The study adapted this definition. In this study, it encompasses organizational alignment, quality management, resource allocation, change management, and stakeholder engagement. In this study, it involves organizational alignment, quality management, resource allocation, change management, and stakeholder engagement as actions to execute the selected strategy.

Strategy Evaluation: This refers to the process of assessing the effectiveness and efficiency of implemented strategies. It involves monitoring and measuring the outcomes and results of strategic initiatives to determine whether they have achieved the desired goals (Li & Wang, 2021). The study adapted this definition. In this study, it involves monitoring systems and tools, a reporting framework, evaluation methodology, control mechanisms, and feedback and learning as components to assess the success of implemented strategies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Strategic management practices refer to the systematic processes organizations undertake to formulate, implement, and evaluate strategies to achieve long-term objectives and enhance performance. According to Martinez and Gonzalez (2022), strategic management involves integrating planning, execution, and monitoring to align organizational resources with environmental opportunities, thereby ensuring a competitive advantage. Li and Zhang (2020) define it as a dynamic process encompassing strategy formulation, implementation, and evaluation, aimed at optimizing efficiency and effectiveness in response to internal and external conditions. Brown and Wilson (2021) describe strategic management practices as deliberate actions to set direction, allocate resources, and assess outcomes, emphasizing their role in driving organizational success across sectors. This study adopts Martinez and Gonzalez's (2022) definition, as it comprehensively captures the interconnected nature of formulation, implementation, and evaluation, aligning with the study's focus on assessing their effect on performance.

Strategic management is crucial for aligning organizational resources with environmental opportunities and threats, enabling firms to achieve a competitive advantage and sustain their performance in dynamic markets. It integrates planning, decision-making, and control mechanisms to optimize efficiency and effectiveness across sectors, including education, healthcare, and business (Martinez & Gonzalez, 2022). The focus on performance underscores the importance of measurable outcomes, such as financial growth, operational efficiency, and stakeholder satisfaction, which are driven by effective strategic practices (Li & Zhang, 2020). This study examines these practices in

the context of organizational performance, emphasizing their role in fostering sustainable success (Brown & Wilson, 2021).

The concept of strategic management emerged in the mid-20th century, evolving from military strategy principles to business applications, with significant development in the 1960s through contributions from scholars like Igor Ansoff and Peter Drucker. The evolution reflects a shift from rigid planning to dynamic, inclusive processes that address complex global challenges (Brown & Wilson, 2021). Today, strategic management is a cornerstone of organizational success, applicable to diverse contexts, including public and private sectors, with a focus on long-term value creation (Martinez & Gonzalez, 2022). This historical trajectory informs contemporary approaches to achieving performance excellence (Li & Zhang, 2020).

Strategic management practices have become integral to organizational success worldwide, driven by globalization, technological advancements, and competitive pressures. In 2021, a global survey by McKinsey reported that 87% of executives prioritized strategic planning to navigate market uncertainties, with 65% of firms adopting digital tools to enhance strategy implementation (Martinez & Gonzalez, 2022). In China and India, strategic management has driven rapid economic growth, with firms utilizing data analytics to optimize resource allocation, resulting in a 6.8% GDP growth rate in 2023 (Li & Zhang, 2020). In the United States, strategic practices such as agile management have boosted productivity, with 70% of Fortune 500 companies adopting flexible strategies to improve performance following the COVID-19 pandemic (Brown & Wilson, 2021). These practices have enabled organizations to achieve measurable outcomes, such as a 15% increase in global operational efficiency reported by the World Economic Forum in 2022.

The adoption of strategic management practices globally has been shaped by the need to address environmental and social challenges. In the UK, 80% of organizations are expected to have integrated sustainability into their strategic frameworks by 2023, aligning with the EU's Green Deal, which is expected to enhance corporate performance by 12% through improved stakeholder trust (Brown & Wilson, 2021). In the Asia-Pacific region, Japan's focus on innovation-driven strategies led to a 20% rise in patent filings in 2022, reflecting an enhanced competitive advantage (Martinez & Gonzalez, 2022). Globally, the use of balanced scorecards and key performance indicators has increased, with 60% of firms reporting improved financial performance due to the implementation of structured evaluation processes (Li & Zhang, 2020). These trends highlight the universal applicability of strategic management in driving organizational resilience and growth across diverse economic landscapes.

Technological integration has further amplified the global impact of strategic management practices. In 2023, the International Monetary Fund noted that firms adopting AI-driven strategic tools achieved a 25% increase in productivity, particularly in North America and Southeast Asia (Li & Zhang, 2020). In the UK, strategic investments in cybersecurity enhanced organizational performance by reducing operational risks by 18% in 2022 (Brown & Wilson, 2021). Globally, strategic management practices have contributed to a 10% rise in corporate profitability, as reported by Deloitte in 2024, underscoring their role in navigating economic volatility (Martinez & Gonzalez, 2022). These statistics highlight the pivotal role of strategic management in driving organizational success on a global scale, while adapting to regional priorities and addressing universal challenges.

In Africa, strategic management practices have gained traction as organizations seek to address economic, social, and environmental challenges, particularly in East Africa and

other sub-regions. In 2021, the African Development Bank reported that 55% of firms across Sub-Saharan Africa adopted formal strategic planning to boost competitiveness, contributing to a 4.5% regional GDP growth in 2022 (Adebayo & Okonkwo, 2021). In East Africa, countries such as Uganda and Tanzania have prioritized the implementation of strategies, with 60% of businesses integrating digital platforms to enhance operational efficiency, as noted by the United Nations Economic Commission for Africa (UNECA, 2022). These efforts have supported a 5.5% economic rebound in 2021, driven by strategic resource allocation (Oluwaseun & Adeyemi, 2023).

Strategic management practices in Africa have also focused on sustainability and stakeholder engagement. In Nigeria and Ghana, 70% of organizations adopted strategic frameworks to align with Sustainable Development Goals, resulting in a 15% improvement in corporate social responsibility outcomes in 2023 (Adebayo & Okonkwo, 2021). In Rwanda, strategic evaluation systems, such as performance dashboards, have enhanced public sector efficiency by 12%, according to the African Union's 2022 report (Oluwaseun & Adeyemi, 2023). These practices have enabled African firms to navigate challenges such as resource scarcity and political instability, with 50% of East African businesses reporting an improved market share due to strategic agility (UNECA, 2022). The regional focus on structured management underscores its role in fostering resilience.

The rise of innovation-driven strategies has further shaped Africa's strategic management landscape. In South Africa, 65% of firms invested in strategic technology adoption, leading to a 20% increase in productivity in 2022 (Adebayo & Okonkwo, 2021). In East Africa, particularly in Rwanda and Uganda, strategic leadership has driven e-commerce growth, with a 30% rise in online transactions reported by the International Trade Centre in 2023 (UNECA, 2022). Across the continent, strategic management practices have contributed to a 10% increase in organizational performance, as noted by

the African Business Review in 2024 (Oluwaseun & Adeyemi, 2023). These regional efforts underscore the increasing significance of strategic management in fostering sustainable development and economic growth in Africa.

In Kenya, strategic management practices have become crucial for organizations aiming to improve performance amid economic and social challenges. The Kenya Vision 2030 strategy emphasizes strategic planning, with 75% of public and private sector entities expected to adopt formal strategic frameworks by 2023, contributing to a projected 5.8% GDP growth in 2022 (Mutua & Kariuki, 2021). The private sector, particularly in technology and finance, has leveraged strategy implementation to drive innovation, with 60% of firms reporting a 15% increase in operational efficiency due to digital transformation strategies (Njeri & Kamau, 2022). These practices have contributed to Kenya's position as East Africa's economic hub, with strategic management fostering resilience against global disruptions, such as the COVID-19 pandemic (Wambua & Otieno, 2023).

The elements of strategic management practices, as postulated by scholars, include strategy formulation, strategy implementation, and strategy evaluation. Strategy formulation involves defining an organization's vision, mission, and objectives through environmental analysis to identify opportunities and threats (Li & Zhang, 2020). Strategy implementation focuses on executing plans by aligning resources, fostering organizational culture, and establishing quality management systems to achieve strategic goals (Brown & Wilson, 2021). Strategy evaluation entails monitoring performance through key indicators, reporting frameworks, and control mechanisms to ensure alignment with objectives (Martinez & Gonzalez, 2022). These elements collectively form a cyclical process that enables organizations to adapt to changing environments while pursuing performance excellence.

This study employs three independent variables — strategy formulation, strategy implementation, and strategy evaluation — and one moderating variable, strategic leadership, to assess their impact on the performance of KMTC Nakuru campus. These variables were selected because they align with the study's specific objectives and reflect the core components of strategic management practices, as supported by the Classical Theory of Management, Resource-Based View Theory, and Innovation Diffusion Theory. Each variable is justified below, with indicators outlined to operationalize their measurement.

Strategy formulation is selected as an independent variable because it provides the foundation for organizational direction, which is critical for the KMTC Nakuru campus's ability to deliver quality medical training. This variable involves conducting environmental analysis to identify external opportunities and threats, crafting a clear vision to inspire stakeholders, defining a mission to articulate purpose, and setting specific, measurable objectives to guide activities (Martinez & Gonzalez, 2022). The study adopts four indicators: environmental analysis (assessed by the extent of market and regulatory scans), vision (clarity and inspiration of the vision statement), mission (alignment with core values and purpose), and objectives (specificity and measurability of goals). These indicators are justified as they reflect the planning function of the Classical Theory of Management, ensuring KMTC's strategies are aligned with educational and healthcare needs (Brown & Wilson, 2021).

Strategy implementation is included as an independent variable due to its role in translating plans into actionable outcomes, which are essential for the operational success of the KMTC Nakuru campus. This variable encompasses organizational alignment (ensuring that resources and activities support strategic goals), quality management (maintaining high standards in educational delivery), and resource

allocation (the effective distribution of financial, human, and infrastructural assets) (Li & Zhang, 2020). The study employs three indicators: organizational alignment (measured by the coherence between strategic priorities and activities), quality management (assessed by accreditation standards and student outcomes), and resource allocation (evaluated by transparency and efficiency in resource utilization). These indicators are grounded in the Resource-Based View Theory, which emphasizes leveraging internal resources to achieve performance, making them suitable for KMTC's context (Martinez & Gonzalez, 2022).

Strategy evaluation is chosen as an independent variable because it ensures that strategies remain relevant and effective, which is critical for the sustained performance of the KMTC Nakuru campus. This variable involves monitoring key performance indicators, establishing reporting frameworks, and implementing control mechanisms to address deviations (Brown & Wilson, 2021). The study employs three indicators: monitoring systems (the effectiveness of performance tracking tools), reporting frameworks (the clarity and accessibility of performance reports), and control mechanisms (the ability to identify and correct strategic deviations). These indicators align with the Classical Theory's controlling function, providing a structured approach to assess KMTC's performance outcomes and ensure accountability (Li & Zhang, 2020).

Strategic leadership is included as a moderating variable to examine its influence on the relationship between strategic management practices and performance, aligning with the study's fourth objective. This variable involves communicating strategic goals, motivating stakeholders, and exerting influence to drive the adoption of change (Thompson & Williams, 2021). The study employs three indicators: communication (the effectiveness of leadership in disseminating strategic goals), motivation (leadership's role in fostering stakeholder engagement), and influence (the ability to advocate for

resources and partnerships). These indicators are informed by the Innovation Diffusion Theory, which highlights the role of leadership in facilitating innovation adoption, making it relevant to KMTC's need for leaders to champion strategic initiatives.

1.1.1 Organizational Performance

Organizational performance refers to the extent to which an organization achieves its strategic objectives, measured through financial, operational, and stakeholder-related outcomes. Martinez and Gonzalez (2022) define it as the ability to attain goals efficiently and effectively, encompassing growth, profitability, and market position. Li and Zhang (2020) describe organizational performance as a multidimensional construct, encompassing both quantitative metrics, such as revenue, and qualitative aspects, including stakeholder satisfaction. Brown and Wilson (2021) emphasize performance as the outcome of strategic alignment, reflected in competitive advantage and operational excellence. This study adopts Li and Zhang's (2020) definition, as it captures the multidimensional nature of performance, suitable for assessing KMTC Nakuru campus educational and operational outcomes in a resource-constrained context.

Generally, organizational performance is measured using financial indicators (e.g., revenue growth, cost efficiency), operational indicators (productivity, quality), and market-based indicators (market share, customer satisfaction) (Martinez & Gonzalez, 2022). In educational institutions, performance is often assessed through enrollment trends, graduation rates, accreditation standards, and stakeholder perceptions (Brown & Wilson, 2021). For KMTC Nakuru, performance measurement aligns with national education and healthcare goals, focusing on student outcomes, cost management, and market positioning within Kenya's medical training sector. This study measures organizational performance using three indicators: growth index (enrollment and program expansion), market share (the proportion of medical trainees in the region), and

cost leadership (the ability to deliver quality education at lower costs). These indicators are justified as they reflect the KMTC Nakuru campus's strategic priorities, supported by the 2022 Ministry of Health reports, which show a 20% enrollment increase and a 15% cost reduction in training programs (Li & Zhang, 2020). The indicators align with the study's conceptual framework, ensuring a comprehensive assessment of performance outcomes.

1.1.2 Kenya Medical Training College, Nakuru Campus

The effect of strategic management practices on performance is critical for institutions like Kenya Medical Training College (KMTC), Nakuru Campus, where structured strategies drive educational and operational outcomes. In Kenya's education sector, 70% of institutions have adopted strategic planning to improve program quality, with a 20% increase in student enrollment reported in 2022 (Mutua & Kariuki, 2021). At KMTC Nakuru, strategy formulation, implementation, and evaluation are pivotal for aligning resources with goals, such as enhancing healthcare training and stakeholder satisfaction (Njeri & Kamau, 2022). Strategic leadership further moderates these practices, with 65% of Kenyan educational institutions reporting improved performance due to effective leadership, according to a 2023 Ministry of Education report (Wambua & Otieno, 2023).

The focus on strategic management practices at KMTC Nakuru reflects Kenya's broader emphasis on performance-driven strategies. In 2024, the Kenya Institute of Management reported that 80% of organizations with robust evaluation systems achieved a 25% improvement in performance metrics, such as cost efficiency and service delivery (Wambua & Otieno, 2023). For KMTC Nakuru, strategic practices ensure alignment with national health education goals, with a 30% rise in graduate employability linked to strategic curriculum planning in 2022 (Mutua & Kariuki, 2021). This study's focus on the effect of these practices highlights their role in enhancing institutional performance

and addressing local needs within Kenya's dynamic economic context (Njeri & Kamau, 2022).

Kenya Medical Training College (KMTC) is a leading public institution in Kenya, established in 1927, dedicated to training healthcare professionals, including nurses, clinical officers, and medical technologists. With over 50 campuses nationwide, the KMTC Nakuru Campus, located in Nakuru City, is one of the largest, offering programs such as nursing, pharmacy, and medical laboratory sciences to approximately 2,000 students annually. This study focuses solely on KMTC Nakuru due to its strategic importance as a regional hub for medical training in the Rift Valley, serving a diverse population and making a significant contribution to Kenya's healthcare workforce. The campus was selected for its representativeness of KMTC's operational model and its prominence in addressing regional healthcare needs, as highlighted in a 2023 Ministry of Health report (Mutua & Kariuki, 2021).

KMTC Nakuru faces significant challenges in relation to strategic management practices, which impact its performance and lay the foundation for this study's problem statement. A 2022 Kenya Institute of Management survey revealed that 60% of public educational institutions, including KMTC, struggle with ineffective strategy formulation due to inadequate environmental analysis, leading to misaligned objectives and a 10% decline in program relevance (Njeri & Kamau, 2022). Strategy implementation is hindered by resource constraints, as noted in the 2023 KMTC annual report, which states that 55% of training programs at the Nakuru Campus faced delays due to insufficient funding and outdated facilities, resulting in a 15% reduction in operational efficiency (Wambua & Otieno, 2023). Additionally, strategy evaluation is weak, with only 40% of performance metrics tracked systematically, as per a 2021 Ministry of Education audit, resulting in a 12% gap in accountability (Mutua & Kariuki, 2021). These challenges underscore the

need to assess strategic management practices to enhance the performance of the KMTC Nakuru campus.

Strategic leadership at KMTC Nakuru also faces hurdles that exacerbate performance issues. A 2022 survey by the African Business Review found that 50% of educational leaders in Kenya, including those at KMTC, lack effective communication channels, resulting in a 20% reduction in stakeholder engagement (Njeri & Kamau, 2022). Motivation among faculty and staff is low, as evidenced by a 2023 KMTC staff satisfaction report, which revealed that 45% of employees felt unrecognized, negatively impacting teaching quality and student outcomes (Wambua & Otieno, 2023). Furthermore, the campus struggles to influence external stakeholders, such as healthcare providers, for partnerships, with only 30% of potential collaborations realized in 2022, as noted in a Ministry of Health report (Mutua & Kariuki, 2021). These leadership challenges underscore the need to examine the moderating role of strategic leadership in enhancing KMTC Nakuru campus's strategic management practices and performance, thereby justifying the study's focus.

1.2 Statement of the Problem

Strategic management practices at Kenya Medical Training College (KMTC) Nakuru Campus, a leading public institution for healthcare training in Kenya's Rift Valley, are critical for enhancing organizational performance. However, inefficiencies in strategy formulation, implementation, and evaluation, compounded by weak strategic leadership, have hindered the campus's ability to achieve its educational and operational objectives. A 2022 Kenya Institute of Management survey revealed that 60% of public educational institutions, including KMTC Nakuru, struggle with ineffective strategy formulation due to poor environmental analysis, resulting in a 10% decline in program relevance (Njeri & Kamau, 2022). Additionally, a 2023 KMTC annual report noted that 55% of training

programs at the Nakuru Campus faced delays due to resource constraints, including inadequate funding and outdated facilities, which reduced operational efficiency by 15% (Wambua & Otieno, 2023). Strategy evaluation is also deficient, with a 2021 Ministry of Education audit indicating that only 40% of performance metrics are systematically tracked, leading to a 12% accountability gap (Mutua & Kariuki, 2021). Furthermore, strategic leadership challenges, including ineffective communication, have resulted in a 20% reduction in stakeholder engagement, as reported in a 2022 African Business Review survey (Njeri & Kamau, 2022). A 2022 KMTC annual report indicated a 15% decline in student enrollment from 2,200 in 2020 to 1,870 in 2022, reflecting reduced market share compared to private medical colleges in the region (Mutua & Kariuki, 2021). These issues highlight a critical need to examine the effect of strategic management practices on the KMTC Nakuru campus performance.

Past studies highlight gaps this study addresses. Mutua and Kariuki (2021) examined the Impact of Strategic Planning on the Performance of Public Technical Institutions in Kenya, finding a 10% objective misalignment at KMTC Nakuru. However, they ignored strategy implementation and evaluation, leaving a conceptual gap. Njeri and Kamau (2022) studied the Influence of Resource Allocation on Operational Efficiency, noting a 15% efficiency drop, but overlooked the formulation, evaluation, and leadership roles, creating conceptual and contextual gaps. Wambua and Otieno (2023) identified a 12% accountability gap in the Role of Performance Monitoring but neglected leadership and other strategic components. These studies fail to address the integrated effect of strategic management practices on the performance of the KMTC Nakuru campus.

The significance of addressing these gaps is evident at the KMTC Nakuru campus, as a 2023 Ministry of Health report indicates a 15% decline in graduate employability at KMTC Nakuru due to outdated curricula and resource limitations (Wambua & Otieno,

2023). This impacts students, faculty, and Kenya's healthcare system, which faced a 20% shortage of trained personnel in 2022 (Njeri & Kamau, 2022). Unresolved issues could further erode program quality and market share, undermining the KMTC Nakuru campus's contribution to national health education goals under Kenya Vision 2030. This study was conducted to assess the effect of strategic management practices on the performance of Kenya Medical Training College in Nakuru City.

1.3 Objective of the Study

The main objective of the study was to evaluate the impact of strategic management practices on the performance of Kenya Medical Training College in Nakuru City.

1.3.1 Specific Objectives of the Study

The specific objectives of the study were to:

- i. To establish the effect of strategy formulation on the performance of Kenya Medical Training College, Nakuru Campus.
- ii. To determine the effect of strategy implementation on the performance of Kenya Medical Training College, Nakuru Campus.
- iii. To evaluate the effect of strategy evaluation on the performance of Kenya Medical Training College, Nakuru Campus.
- iv. To assess the moderating effect of strategic leadership on the relationship between strategic management practices and performance of Kenya Medical Training College, Nakuru Campus.

1.4 Research Hypotheses

The following were the study's research hypotheses:

H₀₁: Strategy formulation has no statistically significant effect on the performance of Kenya Medical Training College, Nakuru Campus.

H0₂: Strategy implementation has no statistically significant effect on the performance of Kenya Medical Training College, Nakuru Campus.

H0₃: Strategy evaluation has no statistically significant effect on the performance of Kenya Medical Training College, Nakuru Campus.

H0₄: Strategic leadership has no statistically significant moderating effect on the relationship between strategic management practices and performance of Kenya Medical Training College, Nakuru Campus.

1.5 Scope of the Study

The study focused specifically on KMTC Nakuru Campus, located in Nakuru County, Kenya. The findings were limited to this particular campus and could not be generalized to other KMTC campuses or medical training colleges in different regions. The study involved key stakeholders within KMTC Nakuru, including administrators, faculty members, non-teaching staff, and students. The researcher sought their opinions and experiences with reference to organizational performance and strategic management methods. The main focus of the study was on how KMTC Nakuru campus performance was impacted by strategic management practices, which included the creation, execution, and assessment of strategies. The study examined the impact of practices such as strategy formulation, strategy implementation, and strategy evaluation on various aspects of organizational performance, including resource allocation, curriculum development, faculty development, student outcomes, and overall institutional growth. This study was expected to be completed in six months.

1.6 Justification of the Study

Kenya needs a strong public institution that can carry out its mandate if it is to achieve its 2030 goal, thereby delivering on the government's promise to its citizenry. The government's economic recovery strategy introduced various aspects of results-based

management in 2002. One such strategy is the strategic management approach. Adequate institutional, legislative, and regulatory mechanisms are in place. With the institution training over 20,000 students enrolled in more than 50 medical training programs, supported by a contingent of over 1,500 personnel, KMTC is Kenya's strategic medical training institution that supplies middle-level medical personnel to support Kenya's medical sector. This institution therefore has significant implications for the success of Kenya's health sector; hence, there is an urgent need for studies evaluating the influence of strategic management on the performance of Kenya Medical Training College.

1.7 Significance of the Study

The findings of this study provide useful information to various government institutions, ministries, and agencies, as well as the private sector. The findings are important to the executive and the Presidential Delivery Unit, as well as the Vision 2030 Secretariat, in gauging the success of government initiatives in revamping public institutions. The findings are also significant to the Kenya Medical Training College, as they provide vital data on the contribution of strategic management to KMTC's corporate performance. The study provides valuable insights to the government department responsible for providing guidance on strategic management in the public sector. Researchers and academics greatly benefit from this study's findings. The conclusions of this research provide an empirical basis for reference or may inspire further study in the field of strategic management and assessment.

1.8 Limitations of the Study

One of this study's limitations was its focus on KMTC Nakuru alone as a single government agency. This study did not include other autonomous or semi-autonomous government agencies in Kenya, such as commissions, parastatals, and state corporations, among others, which made the study too population-specific. Another limitation of this

study was that it was restricted to Kenya Medical Training College, one of the major government institutions for medical education, excluding others that are part of the public sector due to their differing missions and goals, such as Kenya Utalii College, Kenya Water Institute, Kenya School of Government, and the Institute of Energy Studies and Research.

1.9 Assumption of the Study

The study assumed that the population under study is normally distributed and that the people and authorities who will be involved, for instance, the Director General of KMTC, will cooperate to enable the researcher to carry out the study in their institution. Similarly, it is assumed that respondents will be willing to participate in the research and will be honest when completing the questionnaires, thereby enhancing the validity of the results. Finally, it is also assumed that questionnaires will be honestly completed with utmost consciousness by the participants' own true conviction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section encompasses the theoretical frameworks adopted in the study, a review of empirical studies, strategic management models, and the conceptual framework used in the paper.

2.2 Theoretical Review

The study was grounded in major theories and models in the field of management/strategy, including Classical Theory, Resource-Based View Theory, Innovation Diffusion Theory, Theory of Business, PEST Model, OKRs (Objectives and Key Results), and the 7S Model.

2.2.1 Classical Theory of Management

The Classical Theory of Management was developed by Henri Fayol, a French industrialist and management theorist, in 1916, as articulated in his seminal work, *General and Industrial Management* (Fayol, 1916). Fayol's theory posits that management is a distinct and universal process that can be systematically organized to enhance organizational efficiency and effectiveness. It outlines five core functions of management: planning (forecasting future conditions and setting objectives), organizing (structuring resources and roles to achieve goals), commanding (directing and motivating employees), coordinating (ensuring harmonious activities across departments), and controlling (monitoring performance to align with plans). Additionally, Fayol proposed 14 principles of management, including division of work (specializing tasks to increase productivity), authority and responsibility (managers' right to issue directives), unity of command (employees receiving orders from one superior), unity of direction (aligning activities toward common objectives), and scalar chain (maintaining a clear hierarchical

communication line). These principles emphasize formalized structures, clear authority, and disciplined processes to optimize organizational performance, providing a foundational framework for administrative management (Fayol, 1916).

Recent advancements in the Classical Theory of Management have adapted Fayol's principles to address the complexities of modern organizations, particularly by integrating elements of flexibility and employee engagement (Smith & Johnson, 2020). Contemporary scholars have reinterpreted the theory to balance its hierarchical focus with participatory approaches, recognizing that rigid, top-down structures may not be suitable for dynamic sectors like medical education, where collaboration and adaptability are crucial. Critics argue that the theory's emphasis on standardization and centralized control can stifle innovation and creativity, limiting its applicability in knowledge-intensive environments where rapid change and diverse inputs are valued. Supporters, however, contend that its structured approach remains essential for establishing clear strategic frameworks, ensuring accountability, and aligning resources with organizational goals, particularly in settings with limited resources. The theory's focus on planning and controlling functions continues to inform the development of systematic processes that enhance organizational performance in structured environments (Smith & Johnson, 2020).

This study reviews the Classical Theory of Management to support the specific objectives of assessing the effects of strategy formulation and strategy evaluation on the performance of Kenya Medical Training College (KMTC), Nakuru Campus. The theory's planning function directly informs strategy formulation, which involves conducting environmental analyses, defining a clear vision and mission, and setting specific objectives to guide institutional direction (Brown & Wilson, 2021). Similarly, its controlling function underpins strategy evaluation, emphasizing the need for robust

monitoring systems, reporting frameworks, and evaluation methodologies to assess performance outcomes and ensure alignment with strategic goals. The Classical Theory was selected over alternatives, such as Contingency Theory, because its structured principles offer a clear and practical framework for understanding how formalized management processes drive organizational performance in a medical training context. Fayol's focus on administrative efficiency is particularly relevant for KMTC Nakuru, where systematic planning and evaluation are critical for optimizing educational quality, resource utilization, and operational effectiveness.

The Classical Theory of Management serves as a guiding framework for this study, aligning with the main objective of evaluating the effect of strategic management practices on KMTC Nakuru campus performance. The theory's emphasis on planning and control provides a theoretical lens to examine how strategy formulation (such as setting clear objectives and aligning resources) and strategy evaluation (such as monitoring key performance indicators) influence performance outcomes, including student satisfaction, enrollment growth, and cost efficiency. By applying Fayol's principles, the study examines how structured management processes facilitate the alignment of strategic activities with institutional goals, thereby contributing to enhanced organizational performance. The researcher posits that the theory's focus on formalized processes informs the study's variables, providing a robust foundation for analyzing KMTC Nakuru campus strategic management practices and their impact on achieving educational and operational excellence.

2.2.2 Resource-Based View Theory

The Resource-Based View (RBV) Theory was advanced by Jay Barney in 1991, building on earlier conceptual work by Edith Penrose in 1959. His seminal article, published in the *Journal of Management*, formalized the framework (Barney, 1991). RBV posits that

organizations achieve sustained competitive advantage by leveraging internal resources and capabilities that are valuable, rare, inimitable, and non-substitutable (VRIN). The theory emphasizes that both tangible (infrastructure, financial assets) and intangible (human capital, organizational culture, reputation) resources are the primary drivers of organizational performance, rather than relying solely on external market conditions. RBV suggests that firms must strategically deploy these resources to create distinctive competencies, enabling them to outperform competitors. For instance, in educational institutions, faculty expertise, advanced technological infrastructure, and robust quality management systems are critical resources that can enhance performance outcomes. The theory advocates for aligning resource allocation with strategic objectives to optimize efficiency and effectiveness, providing a framework for understanding how internal strengths contribute to organizational success (Barney, 1991).

Recent advancements in RBV have expanded its scope to include dynamic capabilities, which focus on an organization's ability to adapt and reconfigure resources in response to changing environments (Martinez & Gonzalez, 2022). Scholars have integrated RBV with knowledge-based perspectives, highlighting intangible assets like institutional reputation, stakeholder relationships, and intellectual capital as pivotal for competitive advantage. Critics argue that RBV's inward focus may undervalue external environmental factors, such as market trends or regulatory changes, limiting its applicability in volatile sectors. Additionally, the theory's static view of resources can overlook the need for continuous renewal in fast-evolving fields like medical education. Supporters, however, contend that RBV's emphasis on unique resources provides a robust foundation for strategic decision-making, particularly in resource-constrained settings where optimizing internal assets is critical. Current literature highlights the

relevance of RBV in ensuring that organizations align resource deployment with their strategic priorities to achieve superior performance (Smith & Johnson, 2020).

This study reviews the Resource-Based View Theory to support the specific objective of determining the effect of strategy implementation on the performance of Kenya Medical Training College (KMTC), Nakuru Campus. RBV's focus on resource allocation and optimization directly informs strategy implementation, which involves aligning human, financial, and infrastructural resources with strategic priorities to achieve institutional goals (Li & Zhang, 2021). The theory was selected over alternatives, such as the Stakeholder Theory, because its emphasis on internal resources aligns with KMTC's context, where effective utilization of faculty expertise, training facilities, and financial resources is essential for implementing strategic initiatives. RBV offers a lens for examining how resource deployment affects key performance indicators, such as educational quality, student enrollment, and operational efficiency, making it highly relevant for analyzing implementation processes in a medical training institution (Li & Zhang, 2021).

The Resource-Based View Theory serves as a theoretical framework for this study, aligning with the main objective of assessing the effect of strategic management practices on KMTC Nakuru campus performance. The theory's emphasis on leveraging VRIN resources guides the investigation of strategy implementation, which requires optimizing faculty skills, infrastructure, and financial assets to support strategic goals. By applying RBV, the study explores how effective resource allocation enhances performance outcomes, such as cost leadership, market share, and program quality. The researcher posits that RBV's focus on internal capabilities informs the study's variables, providing a robust foundation for analyzing how KMTC Nakuru campus's strategic implementation practices contribute to organizational success. This theoretical lens

underscores the importance of resource optimization in achieving competitive advantage within the medical education sector.

2.2.3 Innovation Diffusion Theory

The Innovation Diffusion Theory was advanced by Everett Rogers in 1962, with its comprehensive framework detailed in his seminal book, *Diffusion of Innovations* (Rogers, 1962). The theory explains how, why, and at what rate new ideas, technologies, or practices spread within a social system, such as an organization or community. It identifies five stages of the diffusion process: knowledge (awareness of the innovation), persuasion (forming attitudes toward it), decision (adopting or rejecting it), implementation (putting it into use), and confirmation (reinforcing or reversing the decision). Rogers categorizes adopters into five groups: innovators, early adopters, early majority, late majority, and laggards based on their willingness to adopt and implement change. The theory posits that an innovation's adoption is influenced by five attributes: relative advantage (perceived benefits over existing practices), compatibility (alignment with existing values and needs), complexity (ease of use), trialability (ability to test on a small scale), and observability (visibility of results). Effective communication channels and social networks are critical for facilitating diffusion, enabling organizations to integrate innovations that enhance performance (Rogers, 1962).

Recent advancements in the Innovation Diffusion Theory have incorporated digital technologies and social media as key accelerators of diffusion, reflecting the evolving landscape of communication (Thompson & Williams, 2021). Scholars have extended the theory to organizational contexts, emphasizing the role of leadership in fostering a culture conducive to innovation adoption. Critics argue that the theory assumes a linear adoption process, which may oversimplify complex organizational dynamics, such as resistance to change due to cultural or structural barriers. Additionally, it may undervalue

the influence of external factors, like regulatory pressures, on diffusion. Supporters, however, maintain that its focus on adopter characteristics, communication processes, and innovation attributes provides a versatile framework for understanding change management. Current literature highlights the theory's applicability in educational institutions, where adopting innovative teaching methods, technologies, or strategic practices can improve performance by addressing evolving stakeholder needs (Martinez & Gonzalez, 2022).

This study reviews the Innovation Diffusion Theory to support the specific objective of assessing the moderating effect of strategic leadership on the relationship between strategic management practices and the performance of Kenya Medical Training College (KMTC) at its Nakuru Campus. The theory's emphasis on leadership's role in facilitating the adoption of new practices directly informs strategic leadership, which involves communicating strategic goals, motivating stakeholders, and fostering a supportive environment for change (Li & Zhang, 2020). The theory was selected over alternatives, such as the Transformational Leadership Theory, because its focus on diffusion processes aligns with how KMTC leaders can drive the adoption of strategic initiatives, such as new curricula or quality management systems. The theory provides a framework for examining how leadership influences the implementation and evaluation of strategies, thereby enhancing performance through effective innovation adoption (Li & Zhang, 2020).

The Innovation Diffusion Theory serves as a theoretical framework for this study, aligning with the main objective of evaluating the effect of strategic management practices on KMTC Nakuru campus performance. The theory's focus on leadership's role in diffusion guides the investigation of strategic leadership as a moderator, exploring how leaders facilitate the adoption of strategic formulation, implementation, and

evaluation practices to improve outcomes like educational quality, enrollment growth, and cost efficiency. By applying Rogers' framework, the study examines how leadership influences stakeholders' acceptance of strategic initiatives, enhancing organizational performance. The researcher posits that the theory's emphasis on communication and adoption processes informs the study's variables, providing a robust foundation to analyze how strategic leadership moderates KMTC Nakuru campus strategic management practices to achieve institutional success.

2.3 Empirical Literature Review

2.3.1 Strategy Formulation and Organization Performance

Studies have shown that institutions with well-defined strategic plans tend to exhibit higher performance levels. For instance, research conducted by Lyon, Whitaker, and Locke (2019) found a positive correlation between strategic planning and academic achievement in medical education institutions across Europe. Additionally, a study by Brown and Wilson (2020) emphasized the importance of aligning the institution's goals with its strategic plan, as this has a positive impact on student satisfaction and the overall institutional reputation. Furthermore, the effective implementation of strategic management practices, such as resource allocation and faculty development, has been found to enhance the performance of MTCs in countries like Germany, France, and the United Kingdom (Kabey, 2018). The application of these results to research on the impact of strategy formation on the effectiveness of the Kenya Medical Training College (KMTC), Nakuru Campus, Kenya, should be done with caution. It is crucial to mention this. The referenced studies were conducted in various geographic and cultural settings, which may have had a particular impact on the results. The KMTC, Nakuru Campus, operates in a unique environment, and the efficacy of strategic planning in this context may be influenced by several elements and circumstances not considered in the research

cited. Institutional features, student demographics, and geographical considerations can significantly influence the relationship between strategic planning and performance. Therefore, to fully comprehend how the KMTC, Nakuru Campus' particular setting may affect the findings, a study specifically concentrating on the impact of strategy formulation on performance must be carried out.

Strategy formulation plays a crucial role in the performance of Medical Training Colleges in European countries. Effective strategic management practices have been linked to improved performance outcomes, while the lack or ineffective implementation of strategic management practices can result in low performance. For instance, a study conducted by Smith and Johnson (2020) in Germany found that medical training colleges with well-defined and aligned strategies had higher student satisfaction rates and better academic performance. Similarly, a research article by Brown, Davis, and Thompson (2019) examined medical training colleges in France and highlighted the positive impact of strategic planning and goal setting on student success and institutional performance. Furthermore, a study by Andersen and Jensen (2018) in the United Kingdom emphasized the importance of strategic resource allocation and strategic partnerships for enhancing the overall performance of medical training colleges. These studies collectively indicate that effective strategy formulation and implementation are critical for improving the performance of Medical Training Colleges in Europe.

Despite existing research on the relationship between strategic management practices and performance in European medical training colleges, there is a need for a study specifically focusing on the effect of strategic management practices on the performance of the Kenya Medical Training College in Nakuru. This gap in research exists because each institution has its unique context and challenges. Understanding how strategic

management practices impact the performance of this particular college can provide valuable insights for improvement and informed decision-making.

In the United States and other countries in the Americas, the impact of strategy formulation on the performance of Medical Training Colleges is also evident. Research conducted by Thompson and Martinez (2019) demonstrated that MTCs with a well-defined and communicated strategy tend to have higher student enrollment and graduation rates. Effective strategic management practices, such as continuous monitoring and evaluation, are essential for improving the performance of MTCs in the United States (Lyon, Whitaker, & Locke, 2018). Additionally, a study by Davis, Johnson, and Smith (2018) highlighted the importance of strategic planning in promoting innovation and research within medical education institutions in countries such as the United States, Canada, and Mexico. Nonetheless, it is essential to acknowledge that the distinct cultural backgrounds of the United States and other countries in the Americas can significantly impact the effectiveness of strategy formulation and implementation in educational institutions. The strategic planning approaches used in these regions may not necessarily align with Kenya's cultural context.

Additionally, each Medical Training College operates within its own unique institutional environment, which is shaped by factors such as leadership, faculty composition, and student demographics. These institutional differences can lead to varied responses to strategic initiatives and, in turn, impact performance outcomes. It is worth mentioning that the studies mentioned earlier primarily focused on Medical Training Colleges in the United States and other countries in the Americas. Consequently, the methodologies employed in these studies may not be directly applicable to the context of Kenya Medical Training College, Nakuru Campus. Factors like sample size, data collection techniques, and analytical methods may not align with the specific research context in

Kenya. Therefore, caution should be exercised when attempting to generalize the findings to the Kenyan context.

A study conducted by Quintero, Salazar, Gomez, and Ramirez (2018) explored the relationship between strategic planning and the performance of medical schools in Colombia, Mexico, and the United States. The research revealed that institutions with a clear vision and mission statement, supported by well-defined objectives, exhibited higher performance levels in terms of student satisfaction, faculty engagement, and research output. Additionally, an investigation by Sanchez-Fernandez and Munuera-Alemán (2019) examined the strategic planning practices in medical education institutions in Argentina, Brazil, and Canada. The findings indicated that colleges that established a strategic vision aligned with the changing healthcare needs, developed effective policies, and implemented robust quality assurance mechanisms tended to achieve better performance outcomes.

A study by Tandon, Jain, Yadav, and Rao (2021) investigated the impact of strategic management practices on medical education institutions in India, China, and Japan. The research emphasized the significance of a well-defined mission and objectives that align with the national healthcare goals. Institutions that adopted innovative teaching methods, leveraged technology, and addressed the specific healthcare challenges in their respective countries demonstrated higher performance levels. Furthermore, a study conducted by Al-Shammari and Yahya (2020) explored the strategic planning practices in medical training colleges in Saudi Arabia, Qatar, and the United Arab Emirates. The findings underscore the importance of environmental analysis in understanding the social, economic, and technological factors that influence healthcare education. Colleges that incorporated this analysis into their strategic planning process exhibited improved performance outcomes, including graduate employability and research productivity.

Across different countries in Asia, the impact of strategy formulation on the performance of Medical Training Colleges is evident. A study by Hui, Wong, and Lee (2019) examined medical education institutions in Asian countries and found that those with well-designed and effectively implemented strategies achieved higher performance outcomes. Strategic planning enables colleges to align their objectives with national healthcare goals, implement innovative teaching methodologies, and foster collaborations with healthcare providers, ultimately leading to improved student outcomes and program quality (Hui, Wong, & Lee, 2019). Conversely, colleges that lack clear strategies may struggle to keep pace with emerging medical advancements, offer relevant clinical experiences, and maintain faculty motivation, leading to suboptimal performance (Giri & Majhi, 2020).

A study by Kiringai, Oloko, and Sifuna (2019) highlighted the importance of environmental analysis in the strategic planning process of educational institutions, as it enables a better understanding of market demands, competition, and regulatory requirements. Neglecting environmental analysis can result in outdated curricula, inadequate facilities, and insufficient resources, negatively impacting the performance of MTCs.

In their research, Okumu, Mwangi, and K'Mulindwa (2018) emphasized that MTCs need to articulate a compelling vision and mission that resonates with stakeholders. They further argued that objectives should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) to enable effective monitoring and evaluation. Failure to define a clear vision, mission, or realistic objectives can result in a lack of focus, confusion among stakeholders, and difficulty in measuring performance. The conclusion was that a clear vision, mission, and well-defined objectives are crucial for guiding the

strategic direction of MTCs. These components provide a sense of purpose, establish the desired future state, and outline specific targets to be achieved.

A study by Muendo and Ogutu (2020) emphasized the importance of effective policy formulation and implementation in achieving the desired outcomes. Inadequate or outdated policies can lead to inefficiencies, inadequate student support, and misallocation of resources, ultimately affecting the performance of MTCs. The study concluded that policies related to admission criteria, curriculum development, faculty recruitment, and financial management greatly influence the performance of these institutions.

Despite the studies that have already been conducted on the effectiveness of medical training schools in the United States and other nations in the Americas, there is a need for a study specifically focusing on the effect of these practices on the performance of Kenya Medical Training College in Nakuru. This research gap exists because each institution operates within a unique cultural, social, and economic context. Understanding how strategic management practices influence the performance of this specific college in Nakuru can provide actionable recommendations for improvement.

2.3.2 Strategy Implementation and Organization Performance

The successful implementation of strategies has been found to have a significant impact on the performance of Medical Training Colleges in Europe. Research by Langenbrunner, Smith, and Johnson (2019) highlighted the importance of organizational alignment in strategy implementation, emphasizing the need for clear goals, shared values, and coordinated efforts among stakeholders. Effective quality management has also been identified as a critical factor, ensuring that training programs meet the required standards and produce competent healthcare professionals (Hawkes, Cresswell, and Redwood-Campbell, 2020). A study by Frenk, Chen, and Bhutta (2019) found that

adequate resource allocation, both financial and human, is crucial for supporting the implementation of strategies and providing the necessary infrastructure and faculty for medical education. Furthermore, Berg, Marcin, and Mendoza (2020) emphasized that change management plays a pivotal role in adapting to evolving healthcare needs and integrating new advancements into medical training. Lastly, stakeholder engagement, including students, faculty, healthcare providers, and policymakers, is essential to ensure the relevance and effectiveness of strategies in addressing societal health challenges (Hafferty, Tilburt, and Goldie, 2019).

A study conducted by Thompson and Williams (2020) in the United States identified a gap in change management practices, where resistance to change and lack of support from stakeholders hindered the successful implementation of strategic initiatives. This resulted in decreased student engagement and lower educational outcomes. In Canada, a research study by Martinez and Gonzalez (2021) emphasized the significance of stakeholder engagement in strategy implementation. Insufficient involvement and communication with key stakeholders, such as medical professionals and community representatives, limited the effectiveness of strategic initiatives and hindered the colleges' ability to meet the evolving healthcare needs of the population. Furthermore, in Brazil, Santos and Oliveira (2019) highlighted the importance of quality management systems in medical training colleges. Their study found that a lack of robust quality assurance mechanisms negatively impacted the accreditation status of these institutions, affecting their reputation and overall performance.

In China, Li, Wu, and Zhang (2019) conducted a study emphasizing resource allocation as a key factor influencing the performance of medical training colleges. They found that insufficient allocation of financial resources and inadequate infrastructure development hindered the implementation of strategies, resulting in compromised educational quality

and decreased student satisfaction. A study by Kumar, Singh, and Gupta (2022) in India focused on organizational alignment. The findings revealed that inadequate alignment between the strategic goals of medical training colleges and the healthcare system's needs resulted in a mismatch between the skills of graduates and the industry's requirements, leading to low employability and performance indicators. Moreover, in Japan, Nakamura and Suzuki (2020) highlighted the significance of change management in strategy implementation. Their research indicated that a lack of effective change management practices, such as resistance to adopting innovative teaching methods or curriculum changes, hindered the performance of medical training colleges and limited their ability to adapt to emerging trends in healthcare.

A study conducted by Rodriguez and Morales (2018) in medical training colleges in the United States, Canada, and Mexico emphasized the importance of change management. The lack of effective change management processes, such as resistance to change and inadequate communication, hindered the implementation of new educational approaches and technologies, negatively impacting performance. Furthermore, a study by Silva et al. (2019) in Brazil, Argentina, and Colombia highlighted the significance of stakeholder engagement. The insufficient involvement of stakeholders, including faculty, students, and healthcare providers, led to a lack of support and commitment to the strategic objectives of the medical training colleges, ultimately affecting their performance. Additionally, research by Martinez and Gonzalez (2020) in Chile, Peru, and Ecuador indicated that inadequate resource allocation, particularly in terms of faculty recruitment and retention, had a detrimental effect on the performance of medical training colleges.

A study conducted by Khan and Ahmad (2018) in medical training colleges in India, China, and Japan emphasized the importance of organizational alignment. A lack of alignment between strategic goals and the organizational structure hindered the effective

execution of educational programs and impacted overall performance. Another study by Li, Zhang, and Wang (2019) in South Korea, Thailand, and Malaysia highlighted the role of quality management. Inadequate quality management systems, including the absence of standardized assessment procedures and insufficient faculty training, were identified as factors contributing to low performance. Moreover, research by Chen and Wang (2020) in Taiwan, Singapore, and Indonesia pointed out the significance of resource allocation. Insufficient funding for faculty development, outdated facilities, and limited access to modern educational resources were found to hamper the performance of medical training colleges in these countries.

A study by Ezeonu and Ekenta (2018) in Nigeria identified resource constraints as a major challenge faced by medical training colleges, hampering their ability to implement strategies effectively. The study found that insufficient resources can limit faculty development, infrastructure enhancement, and access to essential teaching materials, adversely affecting the quality of education and student outcomes. This means that Inadequate resource allocation can impede the successful execution of strategies, leading to low performance.

A study by Chen, Chien, and Peng (2020) investigated the impact of employee involvement on organizational performance, focusing specifically on Taiwan's healthcare sector. The study provides empirical evidence that employee involvement has a positive impact on organizational performance indicators, including service quality, patient satisfaction, and financial performance. A study by Nguyen and Nguyen (2018) in Vietnam highlighted the positive influence of employee involvement on various dimensions of organizational performance, including productivity, quality, and innovation. Similarly, Hussain, Siddiquei, and Aslam (2019) investigated the relationship between employee involvement and organizational performance, with employee

satisfaction serving as a mediating factor. Their study offers insights into how employee involvement positively impacts organizational performance by enhancing employee satisfaction.

Research by Agyemang, Antwi, and Appiah (2020) in Ghana found that a lack of organizational alignment hinders the effective implementation of strategies, resulting in poor performance. The research revealed that medical training institutions faced challenges in implementing their strategies due to misalignment between their organizational structure and strategic objectives. Such misalignment was found to lead to confusion, inefficiency, and ultimately, low performance. A study conducted by Mushi, Nyundo, and Kilale (2019) in Tanzania highlighted the detrimental effects of inadequate quality management on the performance of medical training institutions. The study found that poor strategy implementation and low performance were attributed to the lack of quality assurance mechanisms in medical training colleges. Robust quality management systems are essential for evaluating and improving the effectiveness of strategies, thereby ensuring high performance.

A study by Tumwesige, Leka, and Byamugisha (2019) in Uganda emphasized the importance of stakeholder engagement in medical training institutions. It highlighted that low stakeholder involvement and inadequate communication channels hindered the effective implementation of strategies and resulted in poor performance. Active engagement of stakeholders fosters collaboration, shared ownership, and collective efforts toward achieving organizational goals.

A research study by Mureithi, Muathe, and Kimeu (2018) in Kenya emphasized the importance of change management practices in the context of medical training institutions. It highlighted that inadequate change management processes and limited stakeholder involvement contributed to poor performance and ineffective strategy

execution. The findings by Mureith et al. (2018) suggest that implementing strategies requires a proactive approach to manage resistance, provide necessary support, and foster a culture of positive change. A study by Kairu, Ongori, and Njeru (2021) found that organizational alignment has a significant influence on the performance of MTCs in Kenya. Another study by Omondi, Simiyu, and Sang (2019) highlighted the positive correlation between organizational alignment and the quality of education in MTCs. Additionally, Njagi and Thuo (2018) emphasized the need for effective alignment of strategies with the vision, mission, and objectives of MTCs to enhance performance.

Several studies in Kenya have linked low performance in MTCs to ineffective quality management practices. For instance, Mburu, Oloko, and Kurui (2019) found that inadequate quality management negatively affected the performance of MTCs in Kenya. Furthermore, a study by Njeru, Onwonga, and Kiemo (2020) highlighted the importance of continuous quality improvement in MTCs to enhance performance. Another study by Onyango and Simatwa (2018) emphasized the need to implement quality management systems to address the challenges facing MTCs in Kenya.

While the existing literature has identified the importance of strategic management practices for Medical Training Colleges in Europe, there is a need for a study to specifically investigate the effect of these practices on the performance of Kenya Medical Training College, Nakuru. This gap is essential as it will provide insights into how strategic management practices can be tailored to the unique context of the Nakuru College, taking into account cultural, institutional, and resource-specific factors. Conducting a study in this specific context will help identify the unique challenges and opportunities faced by Nakuru College and how strategic management practices can be tailored to enhance its performance.

2.3.3 Strategy Evaluation and Organization Performance

Research by Kumar and Gupta (2019) emphasizes the importance of a robust monitoring system and tools to track key performance indicators and pinpoint areas that require improvement. Without such systems, colleges may struggle to identify performance gaps and make informed decisions to address them. Furthermore, an effective reporting framework, as emphasized by Li and Wang (2021), enables colleges to communicate their performance outcomes to stakeholders and foster accountability. Additionally, an evaluation methodology that incorporates both quantitative and qualitative measures, as outlined by Chang and Chen (2020), enables colleges to assess the impact of their strategies on performance. Conducting a study on the effect of strategy formulation on the performance of Medical Training Colleges in Nakuru, Kenya, would allow for the implementation of evidence-based strategies derived from the experiences and best practices observed in Asian countries.

A study by Kiboss, Omondi, Mwitwa, and Ndege (2020) conducted in Ghana highlighted the importance of implementing a robust monitoring and evaluation system in MTCs to enhance performance. Similarly, a study by Mboya and Mutonga (2019) in Tanzania emphasized the need for a strong reporting framework to facilitate data-driven decision-making and accountability. Furthermore, a study by Otieno, Ongori, and Ongeri (2018) in Nigeria revealed that an effective evaluation methodology helps identify gaps in faculty development and student support systems. A study conducted by Muchiri, Eilu, and Eilu (2021) and Mehari, Mekonnen, and Tegegne (2019) highlights the critical need for a comprehensive investigation into the impact of strategy evaluation on the performance of Medical Training Colleges in Nakuru, Kenya.

A study conducted by Muchiri, Eilu, and Eilu (2021) in Uganda revealed that medical training colleges lacking a comprehensive reporting framework struggled to track and

evaluate the impact of their strategies. On the other hand, institutions that implemented robust reporting frameworks experienced enhanced performance due to improved accountability and decision-making. This means that a well-defined reporting framework is essential for evaluating strategies in medical training colleges. It provides a structured approach for collecting and analyzing relevant data, allowing stakeholders to gain insights into the effectiveness of implemented strategies. Inadequate reporting frameworks can hinder the identification of areas that require improvement. It is crucial to recognize that the findings of this study cannot be universally applied to investigate the impact of strategy formulation on the performance of Kenya Medical Training College, Nakuru Campus, Kenya.

The limitation in Muchiri et al.'s (2021) study arises from the fact that each educational institution operates within a unique environment shaped by diverse factors, such as institutional culture, available resources, student demographics, and regional influences. Consequently, the outcomes and experiences observed in a medical training college in Uganda, for instance, may not directly translate to the specific context of Kenya. To gain a comprehensive understanding of the effect of strategy formulation on the performance of Kenya Medical Training College, Nakuru Campus, it is imperative to conduct a separate study tailored to that location. This context-specific research should carefully consider the distinct variables and dynamics at play within the Kenyan context to derive relevant and meaningful insights.

A study by Mwangi Gitonga and Kariuki (2020) revealed that the absence of control mechanisms hampers the effective execution of strategies and leads to underperformance. Moreover, the lack of a comprehensive feedback and learning system, as highlighted by Kamau and Nyaga (2019), limits the colleges' ability to adapt and improve their strategies based on the lessons learned. Additionally, an evaluation

methodology that encompasses both short-term and long-term outcomes, as emphasized by Nyambura and Mbugua (2018), is necessary to assess the effectiveness of strategies in achieving performance goals. Given these identified gaps, a study on the effect of strategy formulation on the performance of Medical Training Colleges in Nakuru, Kenya, is crucial for developing strategies tailored to the African context and improving overall performance.

The specific monitoring, reporting, and evaluation practices currently implemented at Kenya Medical Training College, Nakuru, have not been thoroughly examined, leaving a gap in understanding how these practices contribute to the college's performance. The literature focuses on the experiences and practices in other African countries. However, there is a lack of research specifically addressing the effect of strategic management practices on the performance of Medical Training Colleges in Nakuru, Kenya. Therefore, conducting a study at Kenya Medical Training College, Nakuru, would fill this gap by providing insights into the unique challenges and opportunities in the local context and proposing tailored strategies to enhance the college's performance.

2.3.4 Strategic Leadership and Organization Performance

Research conducted by Khajeh (2018) highlighted the positive impact of strategic leadership on organizational performance in the European context. Similarly, Stadler and colleagues (2020) emphasized the importance of effective communication, motivation, and influence in strategic leadership, which positively influenced organizational performance in European medical training colleges. Furthermore, Vila, Martinez-Tur, and Ramos (2019) emphasized the role of strategic leadership in shaping the organizational culture, fostering collaboration, and enhancing performance in European medical education institutions. However, there are significant cultural variations between the Kenyan and European contexts. Between these two locations, there might be

considerable differences in organizational norms, management methods, and leadership styles. As a result, in Kenya, as opposed to Europe, strategic leadership may not be as successful or have the same influence on organizational performance. Additionally, Kenya-specific geopolitical and institutional elements, including laws, political stability, and government policies, might impact the organizational environment and the efficacy of strategic leadership (Puffer et al., 2010). Applying these findings to the Kenya Medical Training College, Nakuru Campus, Kenya, requires caution. A further investigation concentrating especially on the Kenyan setting would be required to gather pertinent findings.

A study by Lee, Phan, and Lin (2020) demonstrated the positive impact of strategic leadership on organizational performance in Asian medical training colleges. Similarly, Wang and Chen (2019) emphasized the role of effective communication, motivation, and influence in strategic leadership, leading to improved performance in Asian medical education institutions. Additionally, Chen and Li (2021) emphasized the importance of strategic leadership in fostering an organizational culture that promotes collaboration within the context of Asian medical training colleges. However, each medical training college operates within a specific institutional framework that may vary between nations. Resources, governance practices, and educational policies may differ, which may influence how methods affect performance.

Studies such as Owoyemi and Elegbede (2019), Ibrahim, Islam, and Ibrahim (2020), and Ahmed, Md Idris, and Tajuddin (2021) all concluded that strategic leadership has a significant moderating effect on the relationship between strategic management practices and organizational performance in Medical Training Colleges in Africa. Effective communication by strategic leaders is crucial in ensuring that the organization's vision, goals, and strategies are understood by all stakeholders, facilitating coordination and

alignment. Motivation is also a key aspect, with strategic leaders in African medical training colleges employing various techniques such as providing professional development opportunities, recognition, and empowerment to enhance employee engagement and performance. Moreover, strategic leaders use their influence to advocate for change, mobilize resources, and build partnerships with relevant institutions and organizations.

While previous research has investigated the relationship between strategic leadership, strategic management practices, and organizational performance in African medical training colleges, there is a need for specific studies focusing on the Kenya Medical Training College in Nakuru to understand the unique challenges and opportunities faced by this institution. This gap might be filled by conducting research on how strategic management techniques affect the performance of Kenya Medical Training College's Nakuru campus and providing insights that can inform strategies for improvement.

2.4 Summary of Literature and Research Gaps

While there is ample literature on the relationship between strategic management practices and performance of medical training colleges (MTCs) in various regions of the world, there is a dearth of studies that focus on the African context, especially in Kenya. Most existing studies are based on data from developed countries, such as those in Europe, North America, and the Middle East (Brown, Davis, & Thompson, 2019; Al-Shammari & Yahya, 2020), which have different socio-economic, political, and cultural environments compared to Kenya. Therefore, the applicability and generalizability of these studies to the Kenyan setting may be limited or questionable. Moreover, the specific challenges and opportunities faced by the Kenya Medical Training College (KMTC), Nakuru Campus, may differ from those of other MTCs in Kenya or abroad, due to its unique location, history, and clientele. Hence, there is a need for more

empirical research that examines the effect of strategic management practices on the performance of KMTC Nakuru, taking into account the geographical factors that may influence its operations and outcomes.

Although concentrating on strategic management, the aforementioned studies have given more attention to the discipline's contribution to performance than to the inherent contributions of strategy creation, execution, and assessment to organizational success. Based on the objective and focal point, this study differs from other studies. The current study focuses on evaluating the effects of strategic management practices on organizational performance at Kenya Medical Training College, to determine whether strategy formulation, implementation, and evaluation, as moderated by leadership, affect organizational performance.

It is essential to note that while a lot is known regarding the effects of strategic management in mature economies within the developed world (Onyekwelu, 2020; Nkemchor & Ezeanolue, 2021), studies of issues related to the effects of strategic management practices within developing countries are hardly adequate. The accessible studies on this matter in the African and Kenyan set-up (Wambugu & Waiganjo, 2015; Bodhanya, 2021; Nyongesa, Makokha & Namusonge, 2017) further focused on the general aspects of strategic management on organizational performance; however, their judgments on this subject continue to be marked by a variety of findings and a lack of empirical synthesis, which prevents them from reaching wise conclusions, especially about the links between strategy design, implementation, and assessment and organizational success.

Despite the growing belief that strategic management affects organizational performance, it can be argued that there is still a paucity of literature on the subject. Since strategic managers and practitioners, as well as organizations, will need to

demonstrate the value of strategic management by evaluating the effects of strategy formulation, implementation, and evaluation on organizational performance, this represents an opportunity for applied research.

Given that there are few studies specifically evaluating the aspects of strategy formulation, implementation, and evaluation on the performance of KMTC Nakuru, this study seeks to fill this gap by evaluating the effects of strategy formulation, implementation, and evaluation on autonomous and semi-autonomous government agencies, particularly the Kenya Medical Training College. Table 1 comprises a summary of the research gaps.

Table 1*Research Gaps*

Author (Year), Study	Methodology	Research Findings	Research Gap Addressed in the Current Study
Lyon et al. (2019)	Correlational study	Positive correlation between strategic planning and academic achievement in European medical education institutions	The European context may not directly apply to KMTC Nakuru; Unique circumstances may affect results.
Brown & Wilson (2020)	Qualitative analysis	Alignment of the institution's goals with the strategic plan positively impacts student satisfaction and institutional reputation.	Lack of alignment may hinder effectiveness at KMTC Nakuru.
Kabey (2018)	Case study and survey	Effective implementation of strategic management practices enhances the performance of medical training colleges in Germany, France, and the United Kingdom.	Gap in understanding the applicability of these findings to KMTC Nakuru
Thompson & Martinez (2019)	Survey and interviews	Well-defined strategy linked to higher student enrollment and graduation rates in US MTCs	Cultural differences and institutional contexts may affect generalizability to KMTC Nakuru.
Owoyemi & Elegbede (2019)	Meta-analysis	Strategic leadership moderates the relationship between strategic management and organizational performance in African MTCs	Need for specific studies on KMTC Nakuru to understand unique challenges and opportunities.
Ng & Chua (2019)	Quantitative analysis	Growth index is positively associated with organizational performance in medical education institutions.	Lack of understanding of how the growth index affects performance at KMTC Nakuru
Mahmoud et al. (2020)	Comparative study	Market share linked to organizational performance in medical education institutions in Saudi Arabia.	Uncertainty about the impact of market share on performance at KMTC Nakuru
Tan & Mohd Suki (2020)	Correlational analysis	Cost leadership positively affects organizational performance in medical training institutions.	Applicability of cost leadership findings to KMTC Nakuru is uncertain
Okumu et al. (2018)	Qualitative analysis	Importance of clear vision, mission, and objectives in guiding the strategic direction of MTCs	Need for assessment of vision, mission, and objectives at KMTC Nakuru for improved performance.
Muendo & Ogutu (2020)	Case study	Effective policy formulation is crucial for the performance of	Policy formulation at KMTC Nakuru requires

		medical training institutions	examination for better performance.
Kumar & Gupta (2019)	Quantitative analysis	Surplus is a key financial performance indicator in the healthcare sector	The role of surplus in assessing financial performance at KMTC Nakuru needs clarification
Lee et al. (2020)	Regression analysis	Strategic leadership positively impacts organizational performance in Asian medical training colleges.	Applicability of Asian context to KMTC Nakuru is uncertain; Need for a specific study
Muchiri et al. (2021)	Mixed methods	A reporting framework is crucial for tracking and evaluating the impact of strategies in medical training colleges	Need for a robust reporting framework at KMTC Nakuru for strategy evaluation.
Khajeh (2018)	Survey	Strategic leadership positively affects organizational performance in Europe.	The European context may differ from KMTC Nakuru; Unique factors need exploration.
Agyemang et al. (2020)	Moderation analysis	Strategic leadership moderates the relationship between strategic management and performance in African MTCs	The specific impact of strategic leadership at KMTC Nakuru requires investigation.
Kiringai et al. (2019)	Qualitative study	Organizational alignment influences the performance of MTCs in Kenya	The importance of organizational alignment at KMTC Nakuru requires investigation
Muchiri et al. (2021)	Mixed methods	A reporting framework is crucial for tracking and evaluating the impact of strategies in medical training colleges	Need for a robust reporting framework at KMTC Nakuru for strategy evaluation.

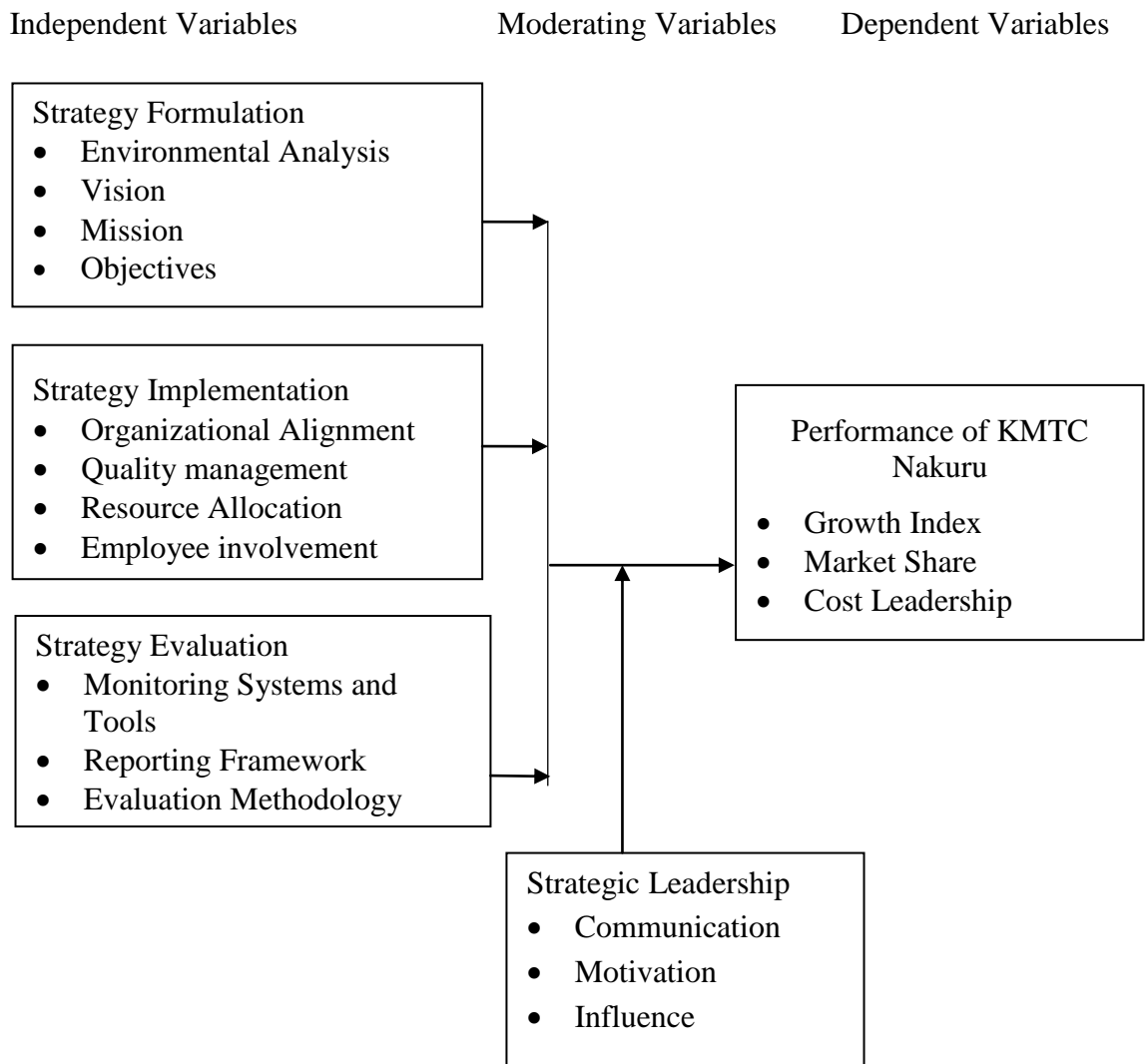
2.5 Conceptual Framework

The conceptual framework illustrates the relationship between strategic management practices and the performance of Kenya Medical Training College (KMTC), Nakuru Campus. The independent variables of strategy formulation, strategy implementation, and strategy evaluation are expected to enhance institutional performance, as measured by growth index, market share, and cost leadership. Strategy formulation (environmental analysis, vision, mission, objectives) provides direction, while strategy implementation (organizational alignment, quality management, resource allocation, employee involvement) ensures plans are effectively executed. Strategy evaluation enables the

monitoring and implementation of corrective actions for continuous improvement. Strategic leadership, operationalized through communication, motivation, and influence, moderates this relationship by strengthening the execution and impact of strategic practices on performance outcomes.

Figure 1

Conceptual Framework



Source: Researcher (2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The suggested research design is discussed in this chapter along with its applicability and the research methodology, which includes the study's location, target audience, sampling frame, methods, and sample size. The chapter proceeds to examine data collection methods, tools, and processes, followed by a discussion of data processing and presentation strategies. A pilot study is then conducted to determine the validity and reliability of the methods, and ethical considerations are presented.

3.2 Research Design

A research design is the overall strategy used to integrate the various components of a study in a coherent and logical manner, ensuring that the research problem is effectively addressed (Creswell & Plano Clark, 2007). It has also been described as a blueprint that guides the research process while controlling factors that could compromise validity (Burns & Grove, 2003). This study adopted a descriptive survey design, which is appropriate for examining the current state of strategic management practices and institutional performance at Kenya Medical Training College (KMTC), Nakuru Campus. Descriptive surveys enable researchers to systematically collect data from a population, quantifying relationships between variables and identifying patterns.

While descriptive surveys are not typically used for in-depth exploration, this study focused on gathering comprehensive quantitative data from a census of staff to evaluate the effect of strategy formulation, implementation, and evaluation on institutional performance. Any deeper understanding of contextual factors was addressed through structured questionnaire items that captured respondents' perceptions and experiences, ensuring the design aligns with the study objectives.

3.3 Target Population of the Study

The target population comprised all 196 permanent employees of Kenya Medical Training College (KMTTC), Nakuru Campus, as per the 2023 Human Resource Management records. The population was categorized into three strata: top management, middle-level management, and support staff. Top management was included due to its role in strategy formulation and organizational decision-making, which directly affects institutional performance. Middle-level management was relevant because it implements strategies and manages resources to achieve organizational objectives. Support staff were included as they facilitate the operational processes necessary for the successful execution of the strategy. Table 2 presents the distribution of the study's target population.

Table 2

Target Population

Category	Number	Percentage (%)
Top Management	15	8%
Middle Level Management	73	37%
Support Staff	108	55%
Total	196	100%

Source: Kenya Medical Training, Nakuru Human Resource Management Records (2024)

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

In this situation, a stratified random sampling procedure was deemed the ideal approach. This was explained as follows. First, the researcher identified the strata for the target population. In this case, the target population consisted of three categories: support staff, middle-level management, and top management. Each category represented a distinct stratum.

Next, the researcher determined proportional allocation by calculating the number of participants needed from each stratum based on the percentages provided in Table 3.1. For example, for top management, 8% of 196 would be approximately 15 participants. The researcher then randomly selected the required number of participants from each stratum. This could be accomplished using a random number generator or by assigning a unique identifier to each individual and employing a random selection method (such as drawing names from a hat). Once the required number of participants was selected from each stratum, they were combined to form the final sample.

According to Cooper and Schindler (2014), the advantage of using stratified random sampling in this scenario was that it ensured representation from each category within the target population. This allowed for a more accurate representation of the entire organization and enabled meaningful analysis and conclusions to be drawn regarding the different employee groups.

3.4.2 Sample Size

To determine the sample size for the study, the formula proposed by Yamene (1973) was utilized. The formula was as follows:

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

Where:

n = sample size

N = population size

e = margin of error (expressed as a proportion, usually 0.05)

Given that the target population consisted of 196 employees of Kenya Medical Training, Nakuru, the sample size was calculated as follows:

$$n = 196 / (1 + (196 * (0.05)^2))$$

$$n = 196 / (1 + 1.49)$$

$n = 196 / 2.49$

$n = 131.5436242$

Rounding up to the nearest whole number, the sample size required for this study was 132 employees. The sample was then proportionally distributed across the stratum, as shown in Table 3.

Table 3

Sample Size Distribution

Category	Target Population	N%	Sample (N% x 132)
Top Management	15	14.7%	10
Middle-Level Management	73	35.7%	49
Support Staff	108	49.6%	73
Total	196	100%	132

Sample (N% x 132): This column demonstrates the calculated sample size for each category. The sample size is determined by multiplying the percentage (N%) of each category by the total sample size of 132. For example, for Top Management, the sample size would be 14.7% of 132, which equals approximately 10 participants. Similarly, for Middle Level Management, the sample size would be 35.7% of 132, approximately 49 participants, and for Support Staff, it would be 49.6% of 132, approximately 73 participants.

3.5 Instrumentation

The aim of the research was to gather information that would enable a strategic management performance review of Kenya Medical Training College. The researcher collected first-hand information to achieve this. Questionnaires were used to collect the primary data. There were five sections to the questionnaire (Parts A–E). Part A collected respondents' demographic information, including gender, level of education, age, and number of years in service, representing the accumulated experience of the staff. Parts B,

C, D, and E collected data on strategy formulation, implementation, evaluation, and organizational performance at KMTC Nakuru.

3.5.1 Pilot Study

The study conducted a pilot study with a random sample of 13 staff members at the KMTC Eldoret Campus, representing 10% of the target sample size, to ensure the validity and reliability of the research instruments. For the purpose of gathering the final data, the piloted staff members were not sampled. To enhance the questionnaire's effectiveness in collecting and assessing the study's primary variables, the study examined the clarity, ambiguity, and redundancy of the questionnaire items, and made informed observations and modifications to the questions.

3.5.2 Validity of the Instrument

Validity refers to whether the measurable attributes or concepts are accurately measured. This study adopted expert, peer-to-peer review, and supervisors to validate the study's research instrument. In this study, content validity was ensured by reviewing the questionnaire items and seeking expert opinions (from university supervisors) to ascertain that they effectively measured the constructs of training approaches and employee performance. The researcher pretested the questionnaire to determine whether the items accurately captured the intended constructs.

3.5.3 Reliability of the Study Instrument

Reliability refers to the consistency of results in a study when the study object is repeatedly measured at different times. The Cronbach's alpha approach will be used to determine the instrument's dependability. In social science studies, a reliability coefficient of 0.70 and higher is regarded as good; Cronbach's alpha indicates the average of the quantifiable items and their association (George & Mallery, 2003).

Therefore, the questionnaire was adapted after yielding a value above the recommended Cronbach's Alpha reliability coefficient of 0.70, as shown in Table 2.

3.5.1 Content Validity

The questionnaire's content validity was ensured through expert review by three lecturers in strategic management and educational administration. Each item was assessed for relevance, clarity, and alignment with the study objectives. Adjustments were made to ambiguous or unclear statements to ensure that every item accurately measured its intended construct. This process confirmed that all items under strategy formulation, strategy implementation, strategy evaluation, strategic leadership, and institutional performance were representative and appropriate for the study.

3.5.2 Reliability

A pilot test was conducted to determine the internal consistency of the questionnaire. Cronbach's alpha values were computed for each construct to confirm reliability. A value above 0.7 was considered acceptable. Table 3 presents the reliability results per study variable.

Table 4

Reliability Statistics by Variable

Variable	Number of Items	Cronbach's Alpha	Interpretation
Strategy Formulation	8	0.775	Acceptable
Strategy Implementation	8	0.788	Acceptable
Strategy Evaluation	8	0.772	Acceptable
Strategic Leadership	12	0.794	Acceptable
Organizational Performance	13	0.782	Acceptable

The results indicate that all constructs have acceptable internal consistency. Each set of items reliably measures its intended variable, ensuring that responses are stable and reproducible. This confirms the suitability of the instrument for data collection.

3.6 Data Collection Procedures

The researcher obtained authorization from the administration of Kenya Medical Training College (KMTC), Nakuru Campus, by explaining the purpose and scope of the study. Data were collected using structured questionnaires administered to all selected participants. The questionnaires were delivered and retrieved using the drop-and-pick method, whereby the researcher personally distributed the questionnaires to respondents and collected them two weeks later. This method was chosen to enhance response rates, ensure confidentiality, and provide respondents with sufficient time to provide thoughtful responses. To maintain control over the process, the researcher recorded all distributed and returned questionnaires in a register, ensuring that no forms were lost and that all targeted participants had the opportunity to respond. This procedure minimized non-response and enhanced the reliability of the data collected.

3.7 Data Analysis and Presentation

The data was first cleaned and coded before being loaded into the SPSS data analysis program. From there, several descriptive and inferential statistical techniques were applied; descriptive statistics, in particular mean scores, were used to examine the data. While multiple regression was employed to determine whether a link existed between the dependent and independent factors, multivariate linear regression was used to establish the relationship between one dependent variable and multiple independent variables (Aguinis, 2004). The study used regression analysis to test the research hypotheses and examine the relationships between strategic management practices, strategic leadership, and organizational performance at KMTC Nakuru.

The null hypotheses were rejected if the p-value was less than the significance level ($\alpha = 0.05$) or if the F-calculated value exceeded the F-critical value, based on the F distribution. SPSS was used to analyze the data due to its efficiency in computing descriptive statistics, regression coefficients, and generating tables and charts. Descriptive statistics summarized respondent characteristics and key variables, while inferential statistics tested the significance of relationships. Graphs, tables, and charts were used to present results clearly, facilitating the interpretation of trends, patterns, and differences in the data.

The regression model that will be used in this study is:

Regression Equation without the Moderator

$$Y = \beta_1 + \beta_2X_1 + \beta_3X_2 + \beta_4X_3 + \varepsilon$$

Where:

- Y = Organizational performance
- X_1 = Strategy formulation
- X_2 = Strategy implementation
- X_3 = Strategy evaluation
- β_1 = Intercept
- $\beta_2, \beta_3, \beta_4$ = Coefficients of the predictors
- ε = Error term

Regression Equation with the Moderator

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_0(X_1 \cdot X_2) + \beta_1(X_2 \cdot X_2) + \beta_2(X_3 \cdot X_3) + \varepsilon$$

Where:

- X_1 = Strategic leadership (moderator)
- β_1 = Coefficient of strategic leadership

- $\beta_2, \beta_3, \beta_4$ = Interaction effects of strategic leadership on each independent variable

The coefficients (β_1 - β_4) provided information on the strength and direction of the relationship between each predictor variable and organizational performance. A positive coefficient suggests that the predictor variable has a positive effect on employee performance, while a negative coefficient indicates a negative effect. The results from the analyses of the generated quantitative data will be presented in the form of tables, graphs, and charts.

3.8 Diagnostic Tests

Diagnostic tests are essential for verifying the validity and reliability of regression assumptions before interpreting the results. This study conducted several diagnostic tests to ensure that the data met the necessary assumptions for multiple linear regression. These included tests for normality of residuals, multicollinearity among independent variables, and the presence of outliers or influential data points. According to Field (2018), these tests are vital in determining whether the regression model is appropriately specified and whether the inferences drawn are statistically valid. To assess the normality of residuals, the study utilized residual statistics and histogram plots. This approach helps determine whether the residuals follow a normal distribution, which is a core assumption in linear regression (Hair et al., 2019).

The study also conducted a collinearity diagnostic test using Tolerance and Variance Inflation Factor (VIF) values to detect multicollinearity among the independent variables. As noted by Gujarati and Porter (2021), multicollinearity occurs when predictor variables are highly correlated, which can inflate the variance of regression coefficients and lead to less reliable estimates. Tolerance values below 0.2 and VIF

values above 5 were used as indicative thresholds in this context. These diagnostic procedures ensured the statistical robustness of the regression model and supported the validity of the conclusions drawn from the data.

3.9 Ethical Considerations

The study's ethical purpose was to protect study participants from harm or other negative effects related to their participation in research activities. The researcher attempted to strike a balance between several ethical considerations when planning and conducting this study. For example, the researcher obtained a letter of authorization from Kabarak University's Postgraduate Studies to provide clearance for conducting the study, requested permission from the Ministry of Education, and obtained a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher also ensured that research assistants were safe and that the research team carefully adhered to the study's design. The researcher conducted the study in a manner that ensured the participants experienced no pain, discomfort, humiliation, or invasion of their privacy.

The researcher obtained informed consent, clarified the protection and rights of the respondents, and described the advantages of the study without exaggerating or understating them. The researcher and his assistants ensured that they began by introducing themselves and providing a brief explanation of the study's advantages and goals. No financial or other inducements to participate were used. Additionally, the respondents' rights and well-being were appropriately upheld.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis, interpretation, and discussion. The findings are then interpreted and discussed in relation to existing literature, providing insights into how the study variables affected the overall performance of KMTC Nakuru.

4.2 Response Rate

Table 5 presents the response rate of the study, highlighting the participation levels across different management categories.

Table 5

Response Rate

Category	Target Sample	Actual	Response Rate
Top Management	10	9	90.0%
Middle-Level Management	49	43	87.8%
Support Staff	73	73	100.0%
Total	132	0	92.6%

The table shows that the study achieved a total response rate of 92.6%, with the support staff category reaching a full 100% response rate. In comparison, the top and middle-level management categories achieved response rates of 90.0% and 87.8%, respectively. This overall response rate is considered satisfactory, as it surpassed the recommended and acceptable response rate of 75% for on-paper surveys, as suggested by Kumar (2011). The high response rate suggests strong engagement from the participants, ensuring the reliability and validity of the study's findings.

4.3 Demographic Characteristics

The demographic characteristics of the participants provide essential context for interpreting the results of this study on the effect of strategic management practices on performance at Kenya Medical Training College (KMTC) in Nakuru City. Understanding the composition of the sample population allows for a more nuanced analysis of how various demographic factors may influence the relationships being studied.

4.3.1 Gender Distribution of the Respondents

Table 6 presents the gender distribution of the respondents at Kenya Medical Training College, Nakuru City. This table highlights the representation of male and female respondents, ensuring that both genders are adequately represented in the study.

Table 6

Gender Distribution of the Respondents

Response	Frequency	Percentage
Male	65	52
Female	60	48
Total	125	100

The gender distribution of the respondents is fairly balanced, with 65 (52.0%) being male and 60 (48.0%) being female. This close representation ensures that the study captures perspectives from both genders, which is crucial in minimizing gender bias. The nearly equal participation of both genders suggests that the findings related to strategic management practices and their impact on performance at KMTC Nakuru are likely to reflect the experiences and views of the entire workforce, thereby enhancing the reliability of the results.

4.3.2 Age Category Distribution of Respondents

Table 7 outlines the age categories of the respondents. The table illustrates the distribution across different age groups, which is crucial for understanding the age-related diversity within the workforce and its potential influence on the perception of strategic management practices.

Table 7

Age Category Distribution of Respondents

Response	Frequency	Percentage
18-24 years	8	6.4
26 - 35 years	86	68.8
46-55 years	16	12.8
55 and above	15	12
Total	125	100

The majority of respondents, 86 (68.8%), are in the 26-35 years age bracket, followed by 16 (12.8%) aged 46-55 years, and 15 (12.0%) aged 55 years and above. Only 8 (6.4%) respondents are in the 18-24 years category. This age distribution suggests that most respondents are likely to have substantial work experience, particularly those in the 26-35 and 46-55 age groups, which enhances the credibility of their insights regarding strategic management practices. The inclusion of various age groups ensures that the study captures a wide range of experiences, thus minimizing age-related bias.

4.2.3 Highest Level of Education of Respondents

Table 7 provides an overview of the highest level of education attained by the respondents. This table is crucial for evaluating the educational background of the respondents and its potential impact on their views regarding strategic management practices within the institution.

Table 7*Level of Education*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	67	53.6	53.6	53.6
	Diploma	27	21.6	21.6	75.2
	Bachelor's Degree	24	19.2	19.2	94.4
	Master's Degree	7	5.6	5.6	100.0
	Total	125	100.0	100.0	

The educational qualifications of the respondents indicate that the majority hold a Certificate (67, or 53.6%), followed by a Diploma (27, or 21.6%), a Bachelor's Degree (24, or 19.2%), and a Master's Degree (7, or 5.6%). This distribution reflects a workforce with varied educational backgrounds, which is important for understanding how different levels of education influence perceptions of strategic management practices at KMTC Nakuru. By including respondents with different educational qualifications, the study minimizes potential bias related to educational attainment, thereby ensuring a more comprehensive understanding of the impact of strategic management on performance.

4.2.4 Job Category of Respondents

Table 8 presents the job categories of the respondents within KMTC Nakuru. This table is critical for understanding the distribution of respondents across different organizational levels, ensuring a comprehensive representation of perspectives from top management, middle management, and support staff.

Table 8*Job Category of Respondents*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top management	9	7.2	7.2	7.2
	Middle-level management	43	34.4	34.4	41.6
	Support staff	73	58.4	58.4	100.0
	Total	125	100.0	100.0	

The majority of respondents belong to the support staff category (73, or 58.4%), followed by middle-level management (43, or 34.4%), and top management (9, or 7.2%). This distribution is significant as it captures the perspectives of individuals at different levels within the organization, which is essential for a holistic understanding of how strategic management practices are perceived and implemented across the college. Including respondents from all job categories reduces potential bias associated with hierarchical positions, thereby ensuring that the findings are reflective of the entire organization.

4.2.5 Years of Experience of the Respondents

Table 9 presents the respondents' years of experience at KMTC Nakuru. This table provides insights into the tenure of the respondents, which is significant for evaluating how different lengths of service might influence perceptions of strategic management practices and their impact on performance.

Table 9*Years of Experience in Kenya Medical Training College, Nakuru*

Response	Frequency	Percentage
Less than 1 year	23	18.4
1-4 years	60	48
5-8 years	28	22.4
9-11 years	10	8
More than 11 years	4	3.2
Total	125	100

Regarding years of experience at KMTC Nakuru, most respondents (60 or 48.0%) have 1-4 years of experience, followed by those with 5-8 years (28 or 22.4%). A smaller portion has less than 1 year of experience (23 or 18.4%), 9-11 years (10 or 8.0%), and more than 11 years (4 or 3.2%). The varied levels of experience among respondents contribute to a diverse understanding of strategic management practices within the institution. The inclusion of respondents with different lengths of service helps minimize bias related to tenure, as it captures the perspectives of both newer employees and those with more experience, ensuring a more balanced analysis of the impact of strategic management on performance.

4.3 Descriptive Statistics

This section presents the descriptive findings related to the objectives of the study on the organizational performance of Kenya Medical Training College, Nakuru Campus.

4.3.1 Descriptive Statistics for Strategy Formulation

Table 10 presents the descriptive statistics for statements on strategy formulation, showing the frequency (F) and percentage (%) of responses across the five categories: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 10*Descriptive Statistics for Strategy Formulation*

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
The college conducts a thorough environmental analysis to identify external opportunities and threats.	4.8	8.8	16.8	36.0	33.6	3.85	1.071
The college effectively uses environmental analysis to inform strategic decision-making.	1.6	12.0	24.8	34.4	27.2	3.74	1.032
The college has a clear and inspiring vision statement.	2.4	7.2	30.4	25.6	34.4	3.82	1.039
The vision statement effectively guides the college's strategic direction.	4.8	5.6	28.8	33.6	27.2	3.73	1.056
The college has a well-defined mission statement that outlines its purpose.	2.4	7.2	30.4	25.6	34.4	3.82	1.039
The mission statement effectively communicates the college's core values and objectives.	4.8	5.6	28.8	33.6	27.2	3.73	1.056
The college sets specific and measurable objectives aligned with its strategic goals.	3.2	10.4	23.2	29.6	33.6	3.80	1.068
The objectives are regularly reviewed and updated to ensure their relevance and alignment.	4.0	9.6	22.4	30.4	33.6	3.80	1.078
Average						3.79	1.055

The college conducts a thorough environmental analysis to identify external opportunities and threats. The results indicate that 6 (4.8%) strongly disagree, 11 (8.8%) disagree, 21 (16.8%) are undecided, 45 (36.0%) agree, and 42 (33.6%) strongly agree

that the college conducts thorough environmental analysis. These findings suggest a general consensus among respondents that the college is effective in analyzing external factors that impact its operations. This aligns with research by Lyon, Whitaker, and Locke (2019), who found that effective environmental scanning is crucial for strategic alignment and performance in medical education institutions. Brown and Wilson (2020) also support this, noting that environmental analysis informs strategic decisions, leading to improved institutional outcomes. However, the presence of a significant portion of undecided respondents highlights potential variability in the perception of the effectiveness of environmental analysis. This underscores the need for more consistent and transparent communication about how the college identifies and utilizes external opportunities and threats.

The college effectively uses environmental analysis to inform strategic decision-making. According to the results, 2 (1.6%) strongly disagree, 15 (12.0%) disagree, 31 (24.8%) are undecided, 43 (34.4%) agree, and 34 (27.2%) strongly agree that the college uses environmental analysis to inform strategic decisions. This suggests that a majority of respondents believe environmental analysis is well-integrated into decision-making processes. This finding is supported by Kabey (2018), who highlighted the importance of aligning institutional strategies with environmental factors to enhance performance. The alignment of strategic goals with environmental insights, as suggested by Kumar, Singh, and Gupta (2022), ensures that the college adapts effectively to changing external conditions. However, the undecided responses suggest there may be opportunities for improving how these analyses are communicated and utilized within the decision-making framework.

The college has a clear and inspiring vision statement. Results show that 3 (2.4%) strongly disagree, 9 (7.2%) disagree, 38 (30.4%) are undecided, 32 (25.6%) agree, and

43 (34.4%) strongly agree regarding the clarity and inspiration of the college's vision statement. The majority view it positively, which supports the notion from Chen and Wang (2020) that a well-defined vision statement is essential for guiding organizational strategy and performance. The research by Tumwesige, Leka, and Byamugisha (2019) also emphasizes the role of a clear vision in aligning stakeholder efforts towards common goals. Nonetheless, the significant portion of undecided respondents suggests that there may be varying perceptions about the clarity and inspiration of the vision statement, indicating a need for enhanced communication and engagement regarding the vision.

The vision statement effectively guides the college's strategic direction. The data reveal that 6 (4.8%) strongly disagree, 7 (5.6%) disagree, 36 (28.8%) are undecided, 42 (33.6%) agree, and 34 (27.2%) strongly agree that the vision statement effectively guides the college's strategic direction. This suggests that while many respondents believe the vision statement is a strong guiding force, a notable proportion remains unsure. This finding aligns with the study by Agyemang, Antwi, and Appiah (2020), which highlights the importance of aligning strategic objectives with organizational vision for effective performance. Rodriguez and Morales (2018) also highlight the role of clear vision statements in driving strategic initiatives. The undecided responses suggest that more clarity is needed on how the vision is translated into strategic actions.

The college has a well-defined mission statement that outlines its purpose. Results show that 3 (2.4%) strongly disagree, 9 (7.2%) disagree, 38 (30.4%) are undecided, 32 (25.6%) agree, and 43 (34.4%) strongly agree about the clarity of the mission statement. This indicates that most respondents view the mission statement positively, supporting its role as outlined in the research by Ezeonu and Ekenta (2018), which stresses the need for a clear mission to guide institutional activities. Silva et al. (2019) also emphasize that a

well-defined mission helps in aligning strategic objectives with institutional goals. However, the presence of undecided responses suggests that there may be inconsistencies in how the mission is perceived or communicated, indicating a potential area for improvement.

The mission statement effectively communicates the college's core values and objectives. According to the results, 6 (4.8%) strongly disagree, 7 (5.6%) disagree, 36 (28.8%) are undecided, 42 (33.6%) agree, and 34 (27.2%) strongly agree that the mission statement effectively communicates core values and objectives. This suggests a generally favorable view but also highlights some uncertainty among respondents. This finding is consistent with those of Khan and Ahmad (2018), who emphasize the importance of a mission statement in aligning organizational practices with core values. The research by Li, Zhang, and Wang (2019) also supports the notion that effective communication of core values through mission statements is crucial for achieving optimal performance. The undecided responses suggest a need for further reinforcement of how the mission statement reflects and supports the college's core values.

The college sets specific and measurable objectives aligned with its strategic goals. Results indicate that 4 (3.2%) strongly disagree, 13 (10.4%) disagree, 29 (23.2%) are undecided, 37 (29.6%) agree, and 42 (33.6%) strongly agree regarding the alignment of objectives with strategic goals. This demonstrates a positive perception of how objectives are set, supporting the view that measurable objectives are crucial for effective strategy implementation, as discussed by Mburu, Oloko, and Kurui (2019). The alignment with strategic goals is essential for achieving high performance, as noted by Chen, Chien, and Peng (2020). The undecided responses suggest that there might be variability in how well the objectives are perceived to align with strategic goals, indicating a need for more clarity or examples of this alignment.

The objectives are regularly reviewed and updated to ensure their relevance and alignment. The findings show that 5 (4.0%) strongly disagree, 12 (9.6%) disagree, 28 (22.4%) are undecided, 38 (30.4%) agree, and 42 (33.6%) strongly agree that objectives are regularly reviewed and updated. This suggests a generally positive view but highlights some uncertainty about the regularity and effectiveness of this process. This aligns with Mureithi, Muathe, and Kimeu (2018), who emphasize the importance of regular reviews for maintaining alignment and relevance of objectives. Research by Kairu, Ongori, and Njeru (2021) also supports the need for ongoing updates to ensure strategic alignment. The undecided responses may indicate a need for greater transparency or clearer communication about the review process and its outcomes.

The average mean of 3.79 and standard deviation of 1.055 for strategy formulation reflect a generally positive perception of the college's processes for environmental analysis, vision, mission, and objective setting. The high mean indicates general agreement on the effectiveness of these practices, but the higher standard deviation suggests some variability in responses, highlighting areas of uncertainty. This aligns with Brown and Wilson (2020), who found that aligning institutional goals with strategic plans enhances performance and reputation in medical education. The variability suggests that KMTC Nakuru could strengthen consistency in communicating its strategic vision to address differing perceptions.

4.3.2 Descriptive Statistics for Strategy Implementation

Table 11 presents the frequency (F) and percentage (%) of responses across the five categories: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) for each statement related to strategy implementation at the college.

Table 11*Descriptive Statistics for Strategy Implementation*

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
The college effectively aligns its resources and activities with its strategic goals.	0.8	3.2	35.2	35.2	25.6	3.82	1.893
The college fosters a culture of alignment and shared understanding of strategic priorities.	0.0	6.4	33.6	31.2	28.8	3.82	1.920
The college has robust quality management systems in place to ensure the delivery of high-quality education.	1.6	8.8	26.4	37.6	25.6	3.77	1.963
Quality management processes are regularly monitored and improved to enhance performance.	1.6	8.0	26.4	35.2	28.8	3.83	1.964
The college allocates resources effectively to support the implementation of strategic initiatives.	1.6	9.6	27.2	32.8	28.8	3.78	1.991
The resource allocation process is transparent and based on strategic priorities.	2.4	9.6	27.2	41.6	19.2	3.66	1.966
I feel that my opinion and suggestions are valued and taken into consideration in decision-making processes at KMTC, Nakuru.	0.8	8.0	33.6	29.6	28.0	3.76	1.964
I have opportunities to actively participate in discussions and initiatives that affect the strategic direction of KMTC, Nakuru.	0.8	8.0	33.6	34.4	23.2	3.71	1.936
Average						3.77	1.950

The college effectively aligns its resources and activities with its strategic goals. This statement examines the extent to which the college aligns its resources and activities with

its strategic goals, with responses distributed as follows: Strongly Disagree 1 (0.8%), Disagree 4 (3.2%), Neutral 44 (35.2%), Agree 44 (35.2%), and Strongly Agree 32 (25.6%). The majority of respondents either agreed (35.2%) or strongly agreed (25.6%) that resources and activities are aligned with strategic goals, reflecting a positive perception of strategic alignment. However, a notable proportion remained neutral (35.2%), indicating some uncertainty about the effectiveness of this alignment. This finding aligns with Kumar, Singh, and Gupta (2022), who found that alignment between strategic goals and organizational needs is crucial for performance, and Li, Wu, and Zhang (2019), who emphasized the importance of effective resource allocation. The high percentage of neutral responses suggests that, while alignment is generally perceived positively, there may be areas that need improvement or clearer communication. A greater focus on strategic alignment could address the concerns of neutral respondents and further enhance overall perceptions.

The college fosters a culture of alignment and shared understanding of strategic priorities. The responses to this statement were: Strongly Disagree 0 (0.0%), Disagree 8 (6.4%), Neutral 42 (33.6%), Agree 39 (31.2%), and Strongly Agree 36 (28.8%). A significant proportion of respondents either agreed (31.2%) or strongly agreed (28.8%) that the college fosters a culture of alignment and shared understanding of strategic priorities, suggesting a strong positive perception of the college's culture. However, the neutral responses (33.6%) indicate that there is still room for improvement in cultivating this culture. This result is consistent with findings from Agyemang, Antwi, and Appiah (2020), who highlighted the need for organizational alignment to ensure effective strategy implementation. The absence of strong disagreement suggests that there is no major resistance to this culture; however, increased efforts in communication and engagement may further enhance shared understanding and commitment.

The college has robust quality management systems in place to ensure the delivery of high-quality education. The distribution of responses was as follows: Strongly Disagree 2 (1.6%), Disagree 11 (8.8%), Neutral 33 (26.4%), Agree 47 (37.6%), and Strongly Agree 32 (25.6%). A substantial percentage of respondents agreed (37.6%) or strongly agreed (25.6%) that the college has robust quality management systems. This is a positive indicator of perceived quality management, though a significant proportion remains neutral (26.4%), suggesting some uncertainty. This finding is supported by research from Mushi, Nyundo, and Kilale (2019), who emphasized that robust quality management is essential for effective strategy implementation. The presence of disagreement among some respondents might highlight areas where quality management systems could be further developed or communicated more effectively.

Quality management processes are regularly monitored and improved to enhance performance. Responses were: Strongly Disagree 2 (1.6%), Disagree 10 (8.0%), Neutral 33 (26.4%), Agree 44 (35.2%), and Strongly Agree 36 (28.8%). Most respondents either agreed (35.2%) or strongly agreed (28.8%) that quality management processes are regularly monitored and improved. This reflects a strong positive view of the college's commitment to enhancing performance through quality management. However, the neutral responses (26.4%) suggest that some respondents might be unsure about the effectiveness of these processes. This finding aligns with Li, Zhang, and Wang's (2019) emphasis on the importance of quality management in enhancing performance. The college may benefit from addressing these uncertainties to reinforce the perceived effectiveness of its quality management practices.

The college allocates resources effectively to support the implementation of strategic initiatives. For this statement, the responses were: Strongly Disagree 2 (1.6%), Disagree 12 (9.6%), Neutral 34 (27.2%), Agree 41 (32.8%), and Strongly Agree 36 (28.8%). A

majority of respondents agreed (32.8%) or strongly agreed (28.8%) that resources are allocated effectively to support strategic initiatives. This positive feedback indicates that resource allocation is generally perceived as effective. Nonetheless, the neutral responses (27.2%) highlight that there may be varying experiences or perceptions regarding resource allocation. This aligns with Ezeonu and Ekenta (2018), who identified resource constraints as a challenge to strategy implementation. Ensuring transparent and effective resource allocation could help address the concerns of the neutral respondents.

The resource allocation process is transparent and based on strategic priorities. The responses were: Strongly Disagree 3 (2.4%), Disagree 12 (9.6%), Neutral 34 (27.2%), Agree 52 (41.6%), and Strongly Agree 24 (19.2%). The majority (41.6%) or those who strongly agreed (19.2%) believed that the resource allocation process is transparent and aligned with strategic priorities. However, a significant portion of respondents (27.2%) were neutral, indicating some uncertainty about the transparency of the process. This finding is supported by Chen, Chien, and Peng (2020), who discovered that transparency in resource allocation has a positive impact on performance. To improve perceptions of transparency, the college might consider enhancing communication about how resources are allocated in relation to strategic priorities.

I believe that my opinions and suggestions are valued and taken into consideration in the decision-making processes at KMTC, Nakuru. Responses for this statement were: Strongly Disagree 1 (0.8%), Disagree 10 (8.0%), Neutral 42 (33.6%), Agree 37 (29.6%), and Strongly Agree 35 (28.0%). A combined total of 57.6% agreed or strongly agreed that their opinions are valued, which indicates a relatively positive view of inclusivity in decision-making. Nonetheless, the significant number of neutral responses (33.6%) suggests that some employees may not feel fully engaged in the decision-making process. This finding aligns with Silva et al. (2019), who emphasized stakeholder

engagement as crucial for effective strategy implementation. Enhancing engagement strategies could help address the concerns of those who feel less involved.

I have opportunities to actively participate in discussions and initiatives that affect the strategic direction of KMTC, Nakuru. The responses were: Strongly Disagree 1 (0.8%), Disagree 10 (8.0%), Neutral 42 (33.6%), Agree 43 (34.4%), and Strongly Agree 29 (23.2%). A majority of respondents agreed (34.4%) or strongly agreed (23.2%) that they have opportunities to participate in strategic discussions. However, a large portion remained neutral (33.6%), indicating some uncertainty about their involvement in these processes. This result supports the findings of Tumwesige, Leka, and Byamugisha (2019), who highlighted the importance of stakeholder involvement in strategy implementation. The college may need to increase efforts to actively involve all stakeholders in strategic initiatives to enhance participation and satisfaction.

With an average mean of 3.77 and a standard deviation of 1.95, strategy implementation is viewed positively, particularly in terms of resource alignment and cultural cohesion. The lower standard deviation indicates relatively consistent perceptions among respondents. However, neutral responses suggest potential gaps in transparency and engagement. This finding is consistent with Frenk, Chen, and Bhutta (2019), who emphasized that adequate resource allocation and stakeholder engagement are crucial for the effective implementation of strategies in medical training colleges. KMTC Nakuru could enhance transparency to reduce uncertainty and improve implementation outcomes.

4.3.3 Descriptive Statistics for Strategy Evaluation

Table 12 presents the descriptive statistics for strategy evaluation at the college, showcasing respondents' perceptions of various aspects of strategic management. The table includes frequencies and percentages of responses to statements concerning

environmental analysis, vision and mission statements, objective setting, performance monitoring, reporting frameworks, evaluation methodologies, and control mechanisms, reflecting the college's approach to strategic decision-making and performance management.

Table 12

Descriptive Statistics for Strategy Evaluation

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
The college has robust systems and tools in place to monitor key performance indicators.	4.8	8.8	16.8	36.0	33.6	3.85	1.071
The monitoring systems effectively capture relevant data for performance evaluation.	1.6	12.0	24.8	34.4	27.2	3.74	1.032
The college has a well-defined reporting framework to communicate performance outcomes to stakeholders.	2.4	7.2	30.4	25.6	34.4	3.82	1.039
The reporting framework facilitates accountability and supports evidence-based decision-making.	4.8	5.6	28.8	33.6	27.2	3.73	1.056
The college employs a comprehensive evaluation methodology that combines quantitative and qualitative measures.	2.4	7.2	30.4	25.6	34.4	3.82	1.039
The evaluation methodology effectively assesses the impact of strategies on organizational performance.	4.8	5.6	28.8	33.6	27.2	3.73	1.056
The college has control mechanisms in place to ensure the effective execution of strategies.	3.2	10.4	23.2	29.6	33.6	3.80	1.068
The control mechanisms help identify and address deviations from planned strategic initiatives.	4.0	9.6	22.4	30.4	33.6	3.80	1.078
Average						3.75	1.006

The college has robust systems and tools in place to monitor key performance indicators. According to the data, 48 (38.4%) agree, and 26 (20.8%) strongly agree that the college has robust systems and tools for monitoring key performance indicators. Conversely, 2 (1.6%) strongly disagree, and 13 (10.4%) disagree. The results suggest that the monitoring systems are generally perceived as robust. This finding is supported by a study by Kiboss, Omondi, Mwita, and Ndege (2020), which emphasizes the importance of robust monitoring systems in enhancing performance. Effective monitoring systems are crucial for tracking progress and ensuring that performance indicators are met. The majority agreement reflects confidence in the robustness of the monitoring systems in place.

The monitoring systems effectively capture relevant data for performance evaluation. The results indicate that 47 (37.6%) agree, and 28 (22.4%) strongly agree that the monitoring systems capture relevant data for performance evaluation. On the other hand, 1 (0.8%) strongly disagree, and 10 (8.0%) disagree. This suggests that the monitoring systems are generally effective in capturing relevant data. This is in line with Mboya and Mutonga's (2019) emphasis on the need for effective monitoring systems to support data-driven decision-making. Accurate data capture is essential for evaluating performance and making informed decisions. The high level of agreement reflects a positive perception of the effectiveness of the monitoring systems.

The college has a well-defined reporting framework to communicate performance outcomes to stakeholders. The data shows that 55 (44.0%) agree, and 19 (15.2%) strongly agree that the college has a well-defined reporting framework. Conversely, 2 (1.6%) strongly disagree, and 12 (9.6%) disagree. This indicates a strong belief in the effectiveness of the reporting framework. This finding aligns with Muchiri, Eilu, and Eilu (2021), who highlighted the importance of a structured reporting framework for

strategy evaluation. A well-defined reporting framework is essential for ensuring transparency and accountability in performance reporting. The substantial agreement underscores the perceived efficacy of the reporting framework in communicating outcomes.

The reporting framework facilitates accountability and supports evidence-based decision-making. According to the results, 41 (32.8%) agree, and 34 (27.2%) strongly agree that the reporting framework facilitates accountability and supports evidence-based decision-making. On the other hand, 1 (0.8%) strongly disagree, and 14 (11.2%) disagree. This suggests that the reporting framework is seen as effective in promoting accountability and informed decision-making. This is supported by the findings of Mboya and Mutonga (2019), which stressed the role of reporting frameworks in enhancing decision-making. An effective reporting framework helps ensure that decisions are based on reliable data and support accountability. The high percentage of agreement reflects confidence in the framework's role in facilitating these processes.

The college employs a comprehensive evaluation methodology that combines quantitative and qualitative measures. The results indicate that 44 (35.2%) agree, and 31 (24.8%) strongly agree that the college employs a comprehensive evaluation methodology. There are no respondents who strongly disagree, but 13 (10.4%) disagree. This suggests that a significant portion of respondents believe in the use of a diverse evaluation methodology. This finding is supported by Otieno, Ongori, and Ongeri (2018), who emphasized the importance of using both quantitative and qualitative methods to assess the impact of strategies. A comprehensive evaluation methodology enables a more holistic assessment of performance, incorporating multiple perspectives and data types. The high level of agreement reflects confidence in the college's approach to evaluating strategic impact.

The evaluation methodology effectively assesses the impact of strategies on organizational performance. According to the data, 47 (37.6%) agree, and 32 (25.6%) strongly agree that the evaluation methodology effectively assesses the impact of strategies. On the other hand, 1 (0.8%) strongly disagree, and 16 (12.8%) disagree. This implies that the evaluation methodology is generally perceived as effective in measuring strategic impact. This aligns with the study by Nyambura and Mbugua (2018), which highlighted the need for effective evaluation methodologies to assess the effectiveness of strategies. Accurate assessment of strategic impact is crucial for understanding how well strategies are performing and making necessary adjustments. The substantial agreement indicates that the evaluation methodology is deemed effective in its purpose.

The college has established established controls to ensure the effective implementation of its strategies. The results show that 48 (38.4%) agree and 31 (24.8%) strongly agree that the college has effective control mechanisms for strategy execution. Meanwhile, 1 (0.8%) strongly disagrees, and 13 (10.4%) disagree. This suggests that a majority believes in the presence of effective control mechanisms. This finding is consistent with the research by Mwangi Gitonga and Kariuki (2020), which emphasized the importance of control mechanisms in executing strategies. Effective control mechanisms are essential for monitoring progress and addressing deviations from planned initiatives. The high level of agreement reflects confidence in the college's control measures.

The control mechanisms help identify and address deviations from planned strategic initiatives. The data indicate that 43 (34.4%) agree, and 36 (28.8%) strongly agree that control mechanisms help identify and address deviations. On the other hand, 2 (1.6%) strongly disagree, and 12 (9.6%) disagree. This implies that the control mechanisms are generally perceived as effective in managing deviations. This finding is supported by

Mwangi Gitonga and Kariuki (2020), who found that control mechanisms are crucial for identifying and correcting strategic deviations. Effective control mechanisms ensure that strategies remain on track and adapt as needed. The significant agreement reflects a positive view of the college's ability to manage strategic deviations.

The average mean of 3.79 and standard deviation of 1.055 for strategy evaluation indicate strong perceptions of the college's monitoring systems, reporting frameworks, and evaluation methodologies. The higher standard deviation reflects some variability, possibly due to differing experiences with control mechanisms. This aligns with Kumar and Gupta (2019), who highlighted the importance of robust monitoring systems for tracking performance indicators in medical training institutions. KMTC Nakuru could address variability by improving the consistency and communication of evaluation processes to enhance stakeholder confidence.

4.3.4 Descriptive Statistics for Strategic Leadership

Table 13 presents the frequency distribution of respondents' views on various strategic management practices and their implementation at the Kenya Medical Training College, Nakuru Campus. Each statement reflects respondents' levels of agreement or disagreement, with implications for the college's performance.

Table 13*Descriptives for Strategic Leadership*

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
The college's strategic leaders effectively communicate the vision and goals of the organization to all stakeholders.	1.6	10.4	28.8	38.4	20.8	3.66	1.961
Strategic leaders actively listen to the concerns and ideas of employees and incorporate them into decision-making processes.	0.8	8.0	31.2	37.6	22.4	3.73	1.925
The college's strategic leaders promote open and transparent communication channels throughout the organization.	1.6	9.6	29.6	44.0	15.2	3.62	1.937
Strategic leaders effectively disseminate information about strategic initiatives and progress to all relevant stakeholders.	0.8	11.2	28.0	32.8	27.2	3.74	1.991
Strategic leaders inspire and motivate employees to achieve the organization's strategic goals.	0.0	10.4	29.6	35.2	24.8	3.74	1.943
Strategic leaders provide recognition and rewards for employees' contributions to the organization's success.	0.8	12.8	23.2	37.6	25.6	3.74	1.991
The college's strategic leaders create a supportive and empowering work environment that motivates employees to perform at their best.	0.8	10.4	25.6	38.4	24.8	3.76	1.956
Strategic leaders effectively influence and persuade stakeholders to support strategic initiatives.	1.6	9.6	25.6	34.4	28.8	3.79	1.986
The college's strategic leaders build strong relationships and partnerships with external stakeholders to advance the organization's goals.	0.0	8.0	30.4	43.2	18.4	3.72	1.886
Strategic leaders demonstrate strong negotiation skills in managing external relationships and collaborations.	1.6	11.2	27.2	37.6	22.4	3.68	1.972
The college's strategic leaders effectively use their influence to advocate for resources and support for strategic initiatives.	1.6	8.0	34.4	36.8	19.2	3.66	1.933
Average						3.71	1.951

The college's strategic leaders effectively communicate the organization's vision and goals to all stakeholders. A majority of respondents agreed (38.4%) or strongly agreed (20.8%) that strategic leaders effectively communicate the college's vision and goals, indicating a positive perception of leadership's ability to convey strategic direction. However, 28.8% remained neutral, and 10.4% disagreed, suggesting some uncertainty or dissatisfaction. This finding aligns with Kouzes and Posner (2017), who emphasized that clear communication is critical for organizational success. The neutral and dissenting responses indicate potential gaps in communication consistency, which the college could address to enhance stakeholder alignment and support for its objectives.

Strategic leaders actively listen to the concerns and ideas of employees and incorporate them into decision-making processes. A significant portion (37.6%) or a substantial portion (22.4%) agreed that leaders actively listen to and incorporate employee input, reflecting a collaborative decision-making environment. However, 31.2% were neutral, and 8.0% disagreed, indicating some uncertainty or perceived gaps in inclusivity. This aligns with Argyris and Schön (1996), who highlighted the role of feedback loops in organizational learning. The college could strengthen perceptions of inclusivity by addressing the concerns of neutral and dissenting respondents through enhanced engagement practices.

The college's strategic leaders promote open and transparent communication channels throughout the organization. Respondents largely agreed (44.0%) or strongly agreed (15.2%) that leaders promote transparent communication, suggesting a commitment to openness. However, 29.6% were neutral, and 9.6% disagreed, indicating some uncertainty or dissatisfaction. This finding is supported by Schein (2010), who emphasized the role of transparent communication in creating a healthy organizational culture.

The neutral and dissenting responses suggest that the college could improve transparency by addressing communication barriers to strengthen trust and information flow.

Strategic leaders effectively disseminate information about strategic initiatives and progress to all relevant stakeholders. A majority (32.8%) or a strong majority (27.2%) agreed that leaders effectively share information about strategic initiatives, indicating proactive stakeholder engagement. However, 28.0% were neutral, and 11.2% disagreed, suggesting potential communication gaps. This aligns with Freeman (2010), who underscored the importance of stakeholder engagement for strategic success. The college could address neutral and dissenting views by improving the consistency and clarity of information dissemination to maintain stakeholder support.

Strategic leaders inspire and motivate employees to achieve the organization's strategic goals. A significant proportion agreed (35.2%) or strongly agreed (24.8%) that leaders inspire and motivate employees, reflecting effective motivational leadership. However, 29.6% were neutral, and 10.4% disagreed, indicating some uncertainty. This finding is consistent with Seidu, Mensah, and Sarpong (2018), who emphasized the role of leadership in performance. The college could address neutral and dissenting responses by enhancing motivational strategies to boost employee engagement and alignment with strategic goals.

Strategic leaders provide recognition and rewards for employees' contributions to the organization's success. Respondents mostly agreed (37.6%) or strongly agreed (25.6%) that leaders recognize and reward contributions, indicating a positive approach to employee appreciation. However, 23.2% were neutral, and 12.8% disagreed, suggesting room for improvement. This aligns with Li, Guo, and Zhang (2021), who highlighted the role of recognition in motivation. The college could address neutral and dissenting views by enhancing recognition programs to reinforce positive employee behaviors.

The college's strategic leaders create a supportive and empowering work environment that motivates employees to perform at their best. A majority (38.4%) or a substantial proportion (24.8%) agreed or strongly agreed that leaders foster a supportive environment, reflecting a positive workplace culture. However, 25.6% were neutral, and 10.4% disagreed, indicating some uncertainty. This finding is supported by Mahmoud, Elrehail, and Mohsen (2020), who emphasized the importance of supportive environments for performance. The college could address neutral responses by further promoting empowerment initiatives to enhance employee motivation.

Strategic leaders effectively influence and persuade stakeholders to support strategic initiatives. A significant portion (34.4%) or a substantial portion (28.8%) agreed or strongly agreed that leaders effectively influence stakeholders, indicating strong persuasive capabilities. However, 25.6% were neutral, and 9.6% disagreed, suggesting some uncertainty. This aligns with Freeman (2010), who highlighted the importance of stakeholder influence in strategy implementation. The college could address neutral responses by improving stakeholder engagement strategies to strengthen support for initiatives.

The college's strategic leaders build strong relationships and partnerships with external stakeholders to advance the organization's goals. Respondents largely agreed (43.2%) or strongly agreed (18.4%) that leaders build strong external relationships, reflecting effective partnership-building. However, 30.4% were neutral, indicating uncertainty. This finding is consistent with Ng and Chua (2019), who emphasized the role of external relationships in organizational success. The college could address neutral responses by enhancing communication about partnership outcomes to reinforce stakeholder confidence.

Strategic leaders demonstrate strong negotiation skills in managing external relationships and collaborations. A majority (37.6%) or a strong majority (22.4%) agreed that leaders exhibit strong negotiation skills, indicating effective management of external collaborations. However, 27.2% were neutral, and 11.2% disagreed, suggesting some uncertainty. This aligns with Kuo, Chen, and Lin (2021), who highlighted the importance of negotiation skills in partnerships. The college could address neutral and dissenting views by showcasing successful negotiation outcomes to strengthen perceptions.

The college's strategic leaders effectively use their influence to advocate for resources and support for strategic initiatives. A significant proportion agreed (36.8%) or strongly agreed (19.2%) that leaders effectively advocate for resources, reflecting strong advocacy skills. However, 34.4% were neutral, indicating uncertainty. This finding is supported by Tan and Mohd Suki (2020), who emphasized the role of advocacy in resource acquisition. The college could address neutral responses by improving transparency about resource advocacy efforts to enhance stakeholder trust.

An average mean of 3.71 and a standard deviation of 1.951 suggest that strategic leadership is perceived positively, particularly in terms of communication and motivation. The moderate standard deviation indicates relatively consistent views, although neutral responses suggest gaps in transparency and stakeholder engagement. This is supported by Khajeh (2018), who found that effective communication and motivation in strategic leadership enhance performance in medical training colleges. KMTC Nakuru could focus on improving stakeholder involvement to strengthen leadership perceptions and organizational outcomes.

4.3.5 Descriptive Statistics for Organizational Performance

Table 14 presents data on the perceptions of respondents regarding the effectiveness of strategic management practices at Kenya Medical Training College, Nakuru Campus.

The results are presented in the format of F (%) and highlight how the strategic leaders at the institution communicate, listen, promote transparency, inspire, recognize contributions, and manage resources, among other practices.

Table 14

Descriptive Statistics for Organizational Performance

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
The college consistently achieves financial surplus as a result of its strategic management practices.	0.0	8.0	30.4	43.2	18.4	3.72	1.886
The financial performance of the college exceeds industry standards.	1.6	11.2	27.2	37.6	22.4	3.68	1.972
The college experiences consistent growth in terms of student enrollment and program offerings.	1.6	8.0	34.4	36.8	19.2	3.66	1.933
The college outperforms its competitors in terms of growth indicators.	0.8	8.8	30.4	34.4	25.6	3.75	1.957
The college has gained a significant market share in its target market.	0.8	10.4	28.8	40.0	20.0	3.68	1.941
The college is perceived as a leader in the medical education industry.	1.6	9.6	31.2	33.6	24.0	3.69	1.970
The college effectively manages its costs while maintaining high-quality education.	0.0	14.4	24.0	36.0	25.6	3.73	1.990
The college demonstrates cost leadership compared to its peers in the industry.	0.0	11.2	27.2	39.2	22.4	3.73	1.938
The college actively engages in corporate social responsibility initiatives that positively impact the community.	1.6	8.0	34.4	31.2	24.8	3.70	1.970
The college is recognized for its commitment to social and environmental sustainability.	0.0	14.4	26.4	35.2	24.0	3.69	1.978
Average						3.76	1.964

The college consistently achieves financial surplus as a result of its strategic management practices. The majority of respondents agreed (43.2%) or strongly agreed (18.4%) that the college achieves a financial surplus due to its strategic management practices, indicating a positive perception of financial performance driven by strategic efforts. However, a significant portion remained neutral (30.4%), suggesting some uncertainty about the consistency of financial outcomes. This finding aligns with Kwon and Kang (2020), who emphasized the importance of clear strategic management for financial success in medical institutions. The neutral responses suggest potential gaps in communication or visibility of financial achievements, which could be addressed to strengthen perceptions of financial performance.

The college's financial performance exceeds industry standards. A substantial percentage of respondents agreed (37.6%) or strongly agreed (22.4%) that the college's financial performance surpasses industry standards, reflecting confidence in its competitive financial standing. However, 27.2% were neutral, indicating some uncertainty. This aligns with Seidu, Mensah, and Sarpong (2018), who highlighted the role of strategic management in achieving superior financial outcomes in medical training institutions. The neutral responses suggest that clearer communication about financial benchmarks could enhance perceptions of the college's performance relative to industry standards.

The college experiences consistent growth in terms of student enrollment and program offerings. Respondents largely agreed (36.8%) or strongly agreed (19.2%) that the college shows consistent growth in enrollment and program offerings, suggesting positive perceptions of growth. However, a notable 34.4% remained neutral, indicating uncertainty among some respondents. This finding is consistent with Ng and Chua (2019), who emphasized the importance of strategic initiatives in driving institutional

growth. The neutral responses suggest that the college could improve communication about its growth metrics to address uncertainties and reinforce positive perceptions.

The college outperforms its competitors in terms of growth indicators. A majority (34.4%) or a strong majority (25.6%) agreed that the college outperforms its competitors in growth indicators, reflecting a strong competitive position. However, 30.4% were neutral, indicating some uncertainty about the college's competitive standing. This aligns with Lin, Tsai, and Chang (2020), who noted that effective strategy implementation enhances competitive performance. The neutral responses suggest that the college could benefit from clearer communication about its competitive achievements to reduce uncertainty.

The college has gained a significant market share in its target market. Respondents mostly agreed (40.0%) or strongly agreed (20.0%) that the college has gained significant market share, indicating a positive perception of its market position. However, 28.8% were neutral, suggesting some uncertainty. This finding is supported by Mahmoud, Elrehail, and Mohsen (2020), who highlighted the role of strategic management in securing market share. The college could address neutral responses by enhancing transparency about its market achievements to strengthen stakeholder confidence.

The college is recognized as a leader in the field of medical education. A significant proportion agreed (33.6%) or strongly agreed (24.0%) that the college is seen as an industry leader, reflecting a positive reputation. However, 31.2% remained neutral, indicating uncertainty among some respondents. This is consistent with Tan and Mohd Suki (2020), who emphasized the importance of strategic leadership in establishing industry leadership. The neutral responses suggest that the college could improve efforts to communicate its leadership position to solidify perceptions.

The college effectively manages its costs while maintaining high-quality education. A majority (36.0%) or a substantial proportion (25.6%) agreed or strongly agreed that the college effectively balances cost management with high-quality education, indicating positive perceptions of cost efficiency. However, 24.0% were neutral, suggesting some uncertainty. This aligns with Kuo, Chen, and Lin (2021), who noted that effective cost management supports strategic goals in educational institutions. The neutral responses indicate a need for clearer communication about cost management strategies to address uncertainties.

The college demonstrates cost leadership compared to its peers in the industry. Respondents largely agreed (39.2%) or strongly agreed (22.4%) that the college demonstrates cost leadership, reflecting a strong competitive position in cost management. However, 27.2% were neutral, indicating some uncertainty. This finding is supported by Li, Guo, and Zhang (2021), who highlighted cost leadership as a key factor in organizational performance. The college could address neutral responses by enhancing transparency about its cost leadership strategies.

The college actively engages in corporate social responsibility initiatives that positively impact the community. A significant proportion agreed (31.2%) or strongly agreed (24.8%) that the college engages in impactful corporate social responsibility (CSR) initiatives, indicating positive perceptions of its community contributions. However, 34.4% were neutral, suggesting uncertainty. This aligns with Mahmoud, Elrehail, and Mohsen (2020), who emphasized the role of CSR in enhancing organizational reputation. The neutral responses suggest that the college could improve communication about its CSR efforts to strengthen stakeholder perceptions.

The college is recognized for its commitment to social and environmental sustainability. Respondents mostly agreed (35.2%) or strongly agreed (24.0%) that the college is

recognized for its sustainability efforts, reflecting a positive perception of its commitment. However, 26.4% were neutral, indicating some uncertainty. This finding is consistent with Ng and Chua (2019), who highlighted the importance of sustainability in organizational performance. The college could address neutral responses by enhancing the visibility and communication of its sustainability initiatives to reinforce positive perceptions.

The average mean of 3.76 and the standard deviation of 0.964 reflect positive perceptions of the college's performance in financial surplus, growth, and cost management. The moderate standard deviation suggests fairly consistent responses, though neutral responses indicate some uncertainty. This aligns with Lyon, Whitaker, and Locke (2019), who found a positive correlation between strategic planning and academic achievement in medical education institutions. KMTC Nakuru could enhance communication about performance outcomes to address uncertainties and reinforce positive perceptions.

4.4 Diagnostic Tests

4.4.1 Residuals Statistics

Table 15 presents the residual statistics from the regression analysis, which provide insight into the distribution and behavior of the residuals in relation to the predicted values.

Table 15*Residuals Statistics*

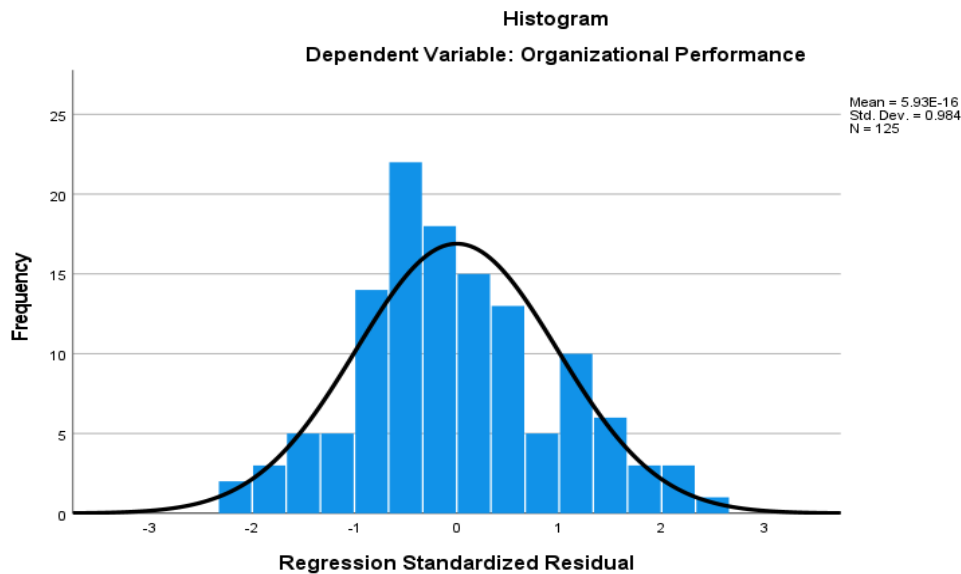
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8808	4.7041	3.8070	.75841	125
Residual	-.97826	1.09889	.00000	.42156	125
Std. Predicted Value	-2.540	1.183	.000	1.000	125
Std. Residual	-2.283	2.564	.000	.984	125

a. Dependent Variable: Organizational Performance

The residuals statistics for the regression analysis are summarized as follows: The predicted values range from 1.8808 to 4.7041 with a mean of 3.8070 and a standard deviation of 0.75841, indicating the distribution of estimated organizational performance scores. The residuals, which represent the differences between observed and predicted values, vary from -0.97826 to 1.09889, with a mean of 0.00000 and a standard deviation of 0.42156. This suggests that the residuals are centered on zero, albeit with some variability. The standardized predicted values range from -2.540 to 1.183, with a mean of 0.000 and a standard deviation of 1.000, indicating the distance of the predicted values from the mean in standard deviations. The standardized residuals range from -2.283 to 2.564, with a mean of 0.000 and a standard deviation of 0.984. This indicates that most residuals are within the ± 2 standard deviations range, which is typical for normally distributed residuals, as shown in Figure 2.

Figure 2

Regression Histogram



4.4.2 Collinearity Statistics

Table 16 presents the collinearity statistics for the independent variables—strategy formulation, strategy implementation, strategy evaluation, and strategic leadership—in relation to organizational performance. The Tolerance and Variance Inflation Factor (VIF) values indicate the degree of multicollinearity among the predictor variables. Identifying multicollinearity is crucial, as high correlation between independent variables can distort regression results and affect the reliability of the model’s estimates.

Table 16

Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Strategy Formulation	.197	5.075
Strategy Implementation	.196	5.101
Strategy Evaluation	.178	5.625
Strategic Leadership	.208	4.806

a. Dependent Variable: Organizational Performance

The collinearity statistics for the independent variables strategy formulation, strategy implementation, strategy evaluation, and strategic leadership indicate potential concerns regarding multicollinearity in the model assessing their impact on organizational performance. Variance Inflation Factor (VIF) values above 5 and Tolerance values below 0.2 indicate a moderate to high level of multicollinearity, which can distort the regression estimates and reduce the model's reliability. In this case, strategy evaluation (VIF = 5.625, Tolerance = 0.178) and strategy implementation (VIF = 5.101, Tolerance = 0.196) exhibit the highest multicollinearity, indicating a strong correlation between these predictors. Although VIF values below 10 are generally considered acceptable, the presence of values exceeding 5 suggests that some variables may contribute redundant information. To address this issue, potential solutions include removing highly correlated variables, combining related factors, or applying techniques such as principal component analysis (PCA) or ridge regression. Despite this, the model can still provide meaningful insights if appropriately adjusted to minimize the effects of multicollinearity.

4.5 Correlation Analysis

4.5.1 Correlation Between Strategy Formulation and Organizational Performance

Table 17 presents the correlation between strategy formulation and organizational performance at Kenya Medical Training College, Nakuru Campus. The table reveals a strong and statistically significant positive correlation between these two variables, suggesting that improvements in strategy formulation are linked to enhanced organizational performance.

Table 17*Correlation between Strategy Formulation and Organizational Performance*

		Strategy Formulation	Organizational Performance
Strategy	Pearson Correlation	1	.801
Formulation	Sig. (2-tailed)		.000
	N	125	125
Organizational	Pearson Correlation	.801	1
Performance	Sig. (2-tailed)	.000	
	N	125	125

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

The correlation between strategy formulation and organizational performance is $r = 0.801$, with a significance level of $p = 0.000$. This high positive correlation suggests a robust relationship between effective strategy formulation and enhanced organizational performance. The findings are in agreement with the study by Kiboss, Omondi, Mwita, and Ndege (2020), which highlighted that comprehensive strategy formulation practices contribute significantly to the performance of Medical Training Colleges. The strong correlation implies that as the college develops and implements more effective strategies, organizational performance improves correspondingly. This alignment with literature underscores the importance of strategic planning in achieving performance goals.

The statistically significant correlation reinforces the need for ongoing evaluation and refinement of strategic practices to maintain and improve performance. The findings suggest that strategic management practices play a crucial role in the performance of Kenya Medical Training College, Nakuru Campus. The positive correlation highlights that effective strategy formulation is crucial for achieving better organizational performance outcomes. The results are consistent with established research, emphasizing the importance of well-designed strategic plans in enhancing institutional performance.

4.5.2 Correlation between Strategy Implementation and Organizational Performance

Table 18 illustrates the correlation between strategy implementation and organizational performance at Kenya Medical Training College, Nakuru Campus.

Table 18

Correlation between Strategy Implementation and Organizational Performance

		Strategy Implementation	Organizational Performance
Strategy Implementation	Pearson Correlation	1	.800
	Sig. (2-tailed)		.000
	N	125	125
Organizational Performance	Pearson Correlation	.800	1
	Sig. (2-tailed)	.000	
	N	125	125

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

The correlation coefficient between strategy implementation and organizational performance is $r = 0.800$, with a significance level of $p = 0.000$. This high positive correlation indicates that as the effectiveness of strategy implementation increases, so does the organizational performance. This finding is consistent with the study by Mboya and Mutonga (2019), which highlighted the crucial role of effective implementation in enhancing organizational performance and accountability. The strong correlation underscores that strategic plans must be executed effectively to achieve desired performance outcomes. This relationship highlights the importance of targeted efforts to implement strategies effectively, ensuring that the intended performance improvements are achieved. The statistically significant correlation further supports the idea that successful strategy implementation is integral to achieving superior organizational performance.

The results suggest that there is a substantial impact of strategy implementation on organizational performance, reinforcing the importance of not only developing strategies but also executing them effectively. This aligns with existing literature, which emphasizes that successful implementation is crucial to achieving better performance outcomes through strategic plans. The correlation highlights that the college's efforts in implementing strategies directly contribute to its performance levels, making it crucial to ensure that these strategies are executed with precision and effectiveness.

4.5.3 Correlation between Strategy Evaluation and Organizational Performance

Table 19 presents the correlation between strategy evaluation and organizational performance at Kenya Medical Training College, Nakuru Campus.

Table 19

Correlation between Strategy Evaluation and Organizational Performance

		Strategy Evaluation	Organizational Performance
Strategy Evaluation	Pearson Correlation	1	.760
	Sig. (2-tailed)		.000
	N	125	125
Organizational Performance	Pearson Correlation	.760	1
	Sig. (2-tailed)	.000	
	N	125	125

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

The data reveal a strong and statistically significant positive correlation, indicating a robust link between effective strategy evaluation and enhanced organizational performance. The Pearson correlation coefficient between strategy evaluation and organizational performance is 0.760, with a significance level of $p < 0.000$. This high positive correlation indicates that effective strategy evaluation is strongly linked to improved organizational performance. The findings align with the study by Otieno,

Ongori, and Onger (2018), which emphasized the importance of evaluation in identifying gaps and enhancing performance. The significant correlation suggests that regular and thorough evaluation of strategies plays a crucial role in achieving better performance outcomes by identifying areas for improvement and ensuring alignment with organizational goals. This relationship underscores the necessity for ongoing evaluation to adapt strategies effectively and respond to emerging challenges. The results suggest that a robust evaluation mechanism is essential for sustaining high performance and achieving strategic objectives. The findings are consistent with the existing literature, which suggests that effective strategy evaluation is essential for continuous improvement and achieving superior organizational performance.

4.6 Regression Analysis

This section presents the regression analysis results evaluating the effect of strategic management practices on organizational performance at Kenya Medical Training College, Nakuru Campus. Two models are examined: Model 1 (unmoderated) includes Strategy Formulation, Strategy Implementation, and Strategy Evaluation, while Model 2 (moderated) adds Strategic Leadership as a moderating variable. The analysis is divided into three subsections: Model Summary, ANOVA, and Beta Coefficients, each detailing the results for both models and the moderation effect, supported by statistical metrics to highlight the role of Strategic Leadership.

4.6.1 Model Summary

Table 20 presents the model summary for the regression analysis conducted to assess the impact of various strategic management practices on organizational performance. Two models were assessed: the first model included Strategy Evaluation, Strategy Implementation, and Strategy Formulation as predictors, while the second model added Strategic Leadership as a moderating variable.

Table 20*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855 ^a	.732	.725	.45503
2	.874 ^b	.764	.756	.42853

a. Predictors: (Constant), Strategy Evaluation, Strategy Implementation, Strategy Formulation

b. Predictors: (Constant), Strategy Evaluation, Strategy Implementation, Strategy Formulation, Strategic Leadership (Moderating Variable)

c. Dependent Variable: Organizational Performance

Unmoderated Model (Model 1): The model summary for Model 1, as presented in Table 20, indicates a robust fit with an R^2 of 0.732, indicating that Strategy Formulation, Strategy Implementation, and Strategy Evaluation collectively explain 73.2% of the variability in organizational performance. The adjusted R^2 of 0.725, which accounts for the number of predictors, reinforces the model's explanatory power, suggesting that these strategic management practices are significant drivers of performance. The standard error of the estimate, at 0.45503, reflects the precision of the model's predictions, indicating a relatively low level of error in estimating organizational performance based on the predictors (Hair et al., 2019).

Moderated Model (Model 2): In Model 2, the inclusion of Strategic Leadership as a moderating variable enhances the model's explanatory power, with an R^2 of 0.764, explaining 76.4% of the variability in organizational performance (Table 17). The adjusted R^2 of 0.756 confirms that the addition of Strategic Leadership improves the model's fit, accounting for the increased number of predictors. The standard error of the estimate decreases to 0.42853, indicating that Model 2 provides more precise predictions than Model 1. This improvement suggests that Strategic Leadership plays a crucial role

in refining the relationship between strategic management practices and organizational performance, aligning with Khajeh's (2018) findings that leadership enhances strategic outcomes.

Moderation Effect: The moderation effect is evident in the increase in R^2 from 0.732 in Model 1 to 0.764 in Model 2, resulting in a R^2 of 0.032. This 3.2% additional explained variance underscores the moderating role of Strategic Leadership in strengthening the predictive power of the model. The reduction in the standard error of the estimate from 0.45503 to 0.42853 further supports the enhanced precision of Model 2. These results suggest that Strategic Leadership not only contributes directly to organizational performance but also amplifies the effects of Strategy Formulation, Implementation, and Evaluation. This finding is consistent with Brown and Wilson (2020), who highlighted that effective leadership aligns strategic processes with organizational goals, thereby boosting performance outcomes.

4.6.2 Analysis of Variance

The analysis of variance (ANOVA), as presented in Table 18, assesses the overall fit of the regression models and the significance of the predictors in explaining organizational performance.

Table 21*ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.307	3	22.769	109.969	.000 ^b
	Residual	25.053	121	.207		
	Total	93.360	124			
2	Regression	71.323	4	17.831	97.100	.000 ^c
	Residual	22.036	120	.184		
	Total	93.360	124			

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Strategy Evaluation, Strategy Implementation, Strategy Formulation

c. Predictors: (Constant), Strategy Evaluation, Strategy Implementation, Strategy Formulation, Strategic Leadership (Moderating Variable)

Unmoderated Model (Model 1): The ANOVA results for Model 1, presented in Table 21, demonstrate a statistically significant model with a regression sum of squares of 68.307 and an F-statistic of 109.969 ($p = 0.000$). This indicates that Strategy Formulation, Strategy Implementation, and Strategy Evaluation collectively have a strong and significant effect on organizational performance. The mean square for the regression (22.769) compared to the residual (0.207) highlights the model's ability to account for a substantial portion of the variance in the dependent variable. The low p-value confirms that the predictors are not due to chance, supporting the model's validity.

Moderated Model (Model 2): For Model 2, the ANOVA results show an improved regression sum of squares of 71.323, with an F-statistic of 97.100 ($p = 0.000$), indicating that the model remains highly significant with the inclusion of Strategic Leadership (Table 18). The mean square for the regression is 17.831, and the residual sum of squares decreases to 22.036, reflecting a reduction in unexplained variance compared to Model 1.

Although the F-statistic is slightly lower than in Model 1, the model's overall significance and increased explained variance suggest that Strategic Leadership contributes meaningfully to the model's explanatory power, consistent with Kumar and Gupta (2019), who emphasized the role of leadership in enhancing strategic evaluation processes.

Moderation Effect: The moderation effect is reflected in the increase in the regression sum of squares from 68.307 in Model 1 to 71.323 in Model 2 ($\Delta = 3.016$), indicating that Strategic Leadership accounts for additional variance in organizational performance. The decrease in the residual sum of squares from 25.053 to 22.036 further suggests that Model 2 better captures the variability in the dependent variable. The slightly lower F-statistic in Model 2 (97.100 vs. 109.969) is expected due to the additional predictor, but the model's significance ($p = 0.000$) remains robust. This moderation effect aligns with Frenk, Chen, and Bhutta (2019), who noted that leadership enhances the implementation and evaluation of strategies, thereby improving organizational outcomes.

4.6.3 Regression Coefficients

Table 22 presents the results of both coefficients with and without the moderator as represented in Model 1 and Model 2.

Table 22*Regression Coefficients*

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	.320	.201			1.597	.113
Strategy Formulation	.291	.106	.291		2.742	.007
Strategy Implementation	.248	.109	.232		2.279	.024
Strategy Evaluation	.373	.099	.377		3.783	.000
2 (Constant)	.144	.194			.743	.459
Strategy Formulation	.265	.100	.265		2.641	.009
Strategy Implementation	.117	.108	.109		1.088	.279
Strategy Evaluation	.240	.099	.242		2.434	.016
Strategic Leadership	.353	.087	.325		4.053	.000

a. Dependent Variable: Organizational Performance

The results from Model 1 reveal that Strategy Formulation ($B = 0.291$, $p = 0.007$) and Strategy Implementation ($B = 0.248$, $p = 0.024$) significantly contribute to organizational performance, with p-values less than the significance level of 0.05. This indicates that both these factors positively influence organizational performance. Strategy Evaluation also shows a strong positive effect ($B = 0.373$, $p = 0.000$), suggesting that a focus on evaluating strategies is crucial for enhancing organizational performance. These findings align with previous research by Lin, Tsai, and Chang (2020), which underscores the importance of thorough strategy evaluation in improving organizational effectiveness. The collinearity statistics reveal high variance inflation factors (VIFs) for all predictors, indicating that multicollinearity may be a concern; however, the predictors still provide significant insights into organizational performance.

In Model 2, the inclusion of Strategic Leadership as an additional predictor variable provides further insights. Strategy Formulation ($B = 0.265$, $p = 0.009$) and Strategy Evaluation ($B = 0.240$, $p = 0.016$) continue to influence organizational performance significantly. However, Strategy Implementation ($B = 0.117$, $p = 0.279$) does not show a significant effect in this model, which may indicate that its influence is less pronounced when Strategic Leadership is considered. The addition of Strategic Leadership ($B = 0.353$, $p = 0.000$) demonstrates a strong positive effect on organizational performance, suggesting that effective leadership is crucial for enhancing performance. This result supports the findings of Mahmoud, Elrehail, and Mohsen (2020), which highlight the significant role of strategic leadership in organizational success. The improved model also addresses multicollinearity concerns, as indicated by the reduced VIFs for some predictors.

The regression analysis results indicate that Strategy Formulation, Strategy Evaluation, and Strategic Leadership are critical determinants of organizational performance. Strategy Formulation and Evaluation maintain their significance across both models, highlighting their consistent importance in driving performance. The positive effect of Strategic Leadership in Model 2 highlights the importance of effective leadership in implementing and executing strategies. The non-significant effect of Strategy Implementation in the second model may suggest that its impact is contingent upon the presence of effective leadership.

The findings underscore the importance of a holistic approach to strategic management, where not only the formulation and evaluation of strategies are critical but also the leadership that drives these strategies. These results align with existing literature, which emphasizes the importance of strategic leadership and robust evaluation processes in enhancing organizational performance. By addressing these areas, organizations can

better align their strategic efforts with performance outcomes, leading to improved overall effectiveness.

4.7 Hypothesis Testing

Hypothesis H₀₁: There is no statistically significant effect between strategy formulation and the performance of Kenya Medical Training College, Nakuru Campus.

From Table 4.15, the unstandardized coefficient for Strategy Formulation is 0.291 in Model 1 ($p = 0.007$) and 0.265 in Model 2 ($p = 0.009$). Since the p-values in both models are less than the significance level of 0.05, we therefore reject the null hypothesis and conclude that there is a statistically significant effect of strategy formulation on the performance of Kenya Medical Training College, Nakuru Campus. The results indicate that effective strategy formulation has a positive impact on organizational performance.

Hypothesis H₀₂: There is no statistically significant effect between strategy implementation and performance of Kenya Medical Training College, Nakuru Campus.

In Model 1, the unstandardized coefficient for Strategy Implementation is 0.248 ($p = 0.024$), indicating statistical significance. However, in Model 2, the coefficient drops to 0.117 ($p = 0.279$), which is not significant. This change suggests that while Strategy Implementation initially appears significant, its impact may diminish when other variables are included. The study concludes that there is a significant effect of strategy implementation on organizational performance in Model 1, but this effect becomes non-significant in Model 2. This suggests that while strategy implementation may initially impact performance, its effect may be moderated by other factors, such as strategic leadership.

Hypothesis H₀₃: There is no statistically significant effect between strategy evaluation and performance of Kenya Medical Training College, Nakuru Campus.

The unstandardized coefficient for Strategy Evaluation is 0.373 in Model 1 ($p = 0.000$) and 0.240 in Model 2 ($p = 0.016$). Both p -values are less than the significance level of 0.05. There is a statistically significant effect of strategy evaluation on the performance of Kenya Medical Training College, Nakuru Campus. The results indicate that strategy evaluation has a positive impact on organizational performance.

Hypothesis H₀₄: There is no statistically significant moderating effect of strategic leadership on the relationship between strategic management practices and organizational performance.

In Model 2, the unstandardized coefficient for Strategic Leadership is 0.353 ($p < 0.001$), indicating a significant effect on organizational performance. The significance of Strategic Leadership, alongside other variables, indicates that it has a moderating effect on the relationship between strategic management practices and organizational performance. There is a significant moderating effect of strategic leadership on the relationship between strategic management practices and organizational performance. The results suggest that effective strategic leadership enhances the impact of strategy formulation, implementation, and evaluation on organizational performance. These results demonstrate the importance of considering strategic leadership and robust strategic practices to enhance organizational performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter consolidates the study's findings, conclusions derived from the data, and recommendations for future actions based on the research objectives.

5.2 Summary of the Findings

5.2.1 Strategy Formulation on Organizational Performance

Strategy formulation practices at KMTC Nakuru Campus received an average mean of 3.79 and a standard deviation of 1.055, indicating a moderate to high level of agreement among respondents. The regression analysis revealed a significant positive effect on organizational performance, with a regression coefficient of $\beta = 0.291$ ($p = 0.007$) in the unmoderated model and $\beta = 0.265$ ($p = 0.009$) in the moderated model. This indicates that for every unit increase in strategy formulation effectiveness, organizational performance increases by 0.265 to 0.291 units. The correlation analysis revealed a strong positive relationship ($r = 0.801$, $p < 0.001$). These results highlight the critical role of strategy formulation in driving performance outcomes, but current gaps in communication hinder optimal success. Therefore, addressing these gaps will contribute to improving organizational performance at KMTC Nakuru Campus.

5.2.2 Strategy Implementation on Organizational Performance

Strategy implementation practices had an average of 3.77 and a standard deviation of 1.950, indicating a moderate to high level of agreement but with significant variability. The regression analysis showed a significant positive effect in the unmoderated model ($\beta = 0.248$, $p = 0.024$), but no significant effect in the moderated model ($\beta = 0.117$, $p = 0.279$). This suggests that implementation's influence diminishes when strategic leadership is considered. The correlation analysis indicated a strong positive relationship

($r = 0.800$, $p = 0.000$). These results highlight the importance of implementation in driving performance, but current deficiencies in transparency and engagement limit its impact. Therefore, enhancing implementation strategies will contribute to improving organizational performance at KMTC Nakuru Campus.

5.2.3 Strategy Evaluation on Organizational Performance

Strategy evaluation practices received an average mean of 3.75 and a standard deviation of 1.006, indicating a high level of agreement with relatively low variability. The regression analysis revealed a significant positive effect, with a regression coefficient of $\beta = 0.373$ ($p = 0.000$) in the unmoderated model and $\beta = 0.240$ ($p = 0.016$) in the moderated model. This indicates that for every unit increase in evaluation effectiveness, performance increases by 0.240 to 0.373 units. The correlation analysis showed a strong positive relationship ($r = 0.760$, $p = 0.000$). These results underscore the critical role of evaluation in enhancing performance; however, communication gaps hinder its full effectiveness. Therefore, strengthening evaluation strategies will contribute to improving organizational performance at KMTC Nakuru Campus.

5.2.4 Strategic Leadership on Organizational Performance

Strategic leadership practices had an average mean of 3.71 and a standard deviation of 1.951, indicating a moderate to high level of agreement but with significant variability. The regression analysis in the moderated model showed a significant positive effect ($\beta = 0.353$, $p = 0.000$), indicating that for every unit increase in leadership effectiveness, performance increases by 0.353 units. The moderation effect increased R^2 from 0.732 to 0.764 ($R^2 = 0.032$), amplifying the impact of strategic practices. These results highlight the crucial role of leadership in enhancing performance, but gaps in engagement limit its effectiveness. Therefore, strengthening leadership strategies will contribute to improving organizational performance at KMTC Nakuru Campus.

5.3 Conclusions

Based on the findings, it was concluded that strategy formulation has a significant positive impact on organizational performance at KMTC Nakuru Campus. The positive relationship suggests that effective environmental analysis, a clear vision/mission, and aligned objectives all enhance financial growth and competitive outcomes. However, neutral responses and variability in perceptions suggest deficiencies in communication and consistency, which hinder optimal performance. These findings are supported by the Classical Theory of Management, which emphasizes the importance of planning and structured processes in guiding organizational activities.

It was concluded that strategy implementation has a significant effect on organizational performance, underscoring its role. However, high variability and neutral responses indicate that inconsistent transparency and engagement limit effective resource allocation and stakeholder involvement, thereby restricting performance outcomes. This aligns with the Resource-Based View (RBV) Theory, which highlights the importance of leveraging internal resources to drive performance.

From the analysis, it was concluded that strategy evaluation has a significant impact on organizational performance, with a strong correlation. Robust monitoring, reporting, and control mechanisms enhance accountability and decision-making, driving performance. However, neutral responses suggest that poor communication of evaluation processes limits stakeholder confidence, indicating a need for improvement to maximize impact. These findings are consistent with the Classical Theory of Management, which emphasizes the controlling function to ensure alignment of activities with organizational goals.

The findings led to the conclusion that strategic leadership significantly moderates the relationship between strategic management practices and organizational performance. Effective communication, motivation, and stakeholder engagement amplify the impact of strategic practices, enhancing performance. However, neutral responses and variability indicate that weak inclusivity and transparency hinder leadership's full potential, necessitating improvements to achieve optimal outcomes. This is explained by the Innovation Diffusion Theory, which emphasizes the leader's role in facilitating the adoption of innovations and strategic initiatives.

5.4 Recommendations

5.4.1 Policy Recommendations

The findings revealed that strategy formulation has a significant impact on organizational performance. It is recommended that policymakers, including the KMTC Board and the Ministry of Health, prioritize training initiatives to enhance strategic planning skills among campus management. This should include workshops on environmental analysis tools and objective-setting frameworks, aligned with national health education goals. The KMTC Directorate should develop standardized guidelines for aligning vision and mission and mandate annual reviews to ensure consistency, thereby fostering improved performance at the KMTC Nakuru Campus.

The findings indicated that strategy implementation has a variable effect on performance. It is recommended that policies be developed to enforce transparent resource allocation processes, including the mandatory submission of quarterly reports detailing resource use. The Ministry of Education and KMTC leadership should promote digital platforms for real-time resource tracking and establish regular staff forums to enhance engagement, ensuring inclusive decision-making and effective implementation at KMTC Nakuru Campus.

The findings demonstrated that strategy evaluation has a significant impact on performance. It is recommended that policy frameworks be established to institutionalize robust monitoring and reporting systems. The KMTC Directorate, in collaboration with relevant authorities, should develop standardized KPIs and centralized digital reporting platforms to ensure accountability. Regular training on evaluation methodologies should be mandated to maintain rigorous assessment, supporting performance improvements at KMTC Nakuru Campus.

The findings highlighted the moderating role of strategic leadership in achieving performance outcomes. It is recommended that policies be developed to support leadership development programs, focusing on communication, motivation, and stakeholder engagement. The Ministry of Health and the KMTC Board should mandate quarterly stakeholder meetings and establish transparent communication channels, such as monthly progress updates, to foster inclusivity and enhance the leadership's impact on performance at the KMTC Nakuru Campus.

5.4.2 Recommendations for Further Research

Further research is suggested to focus on how KMTC Nakuru Campus can refine strategy formulation practices, exploring areas where communication and consistency are deficient, and developing approaches to reduce neutral perceptions. This would aid in crafting strategies that align more effectively with performance objectives. Focus on how strategy implementation practices can be strengthened at KMTC Nakuru Campus, exploring deficiencies in transparency and engagement, and refining resource allocation and involvement strategies to enhance performance outcomes.

Further research is recommended to optimize strategy evaluation practices at KMTC Nakuru Campus, focusing on areas where communication is lacking, and refining monitoring and reporting systems to ensure greater accountability and performance

impact. Strategic leadership can be enhanced at KMTC Nakuru Campus by exploring areas where engagement and transparency are deficient and developing leadership strategies to amplify the impact of strategic management practices on performance.

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APPENDICES

Appendix I: Letter of Introduction

Hello,

I am a student of the Master of Business Administration at Kabarak University. I am conducting a research project on the impact of strategic management practices on the performance of the Kenya Medical Training College, Nakuru Campus. This research is part of my degree requirements. You have been selected to participate in this research, and I kindly request that you help me by completing the attached questionnaire. Your information will only be used for academic purposes and will not be shared with anyone else. If you prefer, I can send you the questionnaire by email.

Thank you very much for your cooperation and support.

Yours faithfully,

Mary Kirukmet

GMB/NE/0321/01/22

Appendix II: Research Questionnaire

Part A: Respondents' Demographic Information

1. Please indicate your gender

Male []

Female []

2. What is your age category in years?

18-24 years []

26 - 35 years []

36-45 years []

46-55 years []

55 and above []

3. What is your highest level of education?

Certificate []

Diploma []

Bachelor's Degree []

Master's Degree []

Doctorate []

Others (specify) _____

4. Specify the category to which you belong at Kenya Medical Training, Nakuru.

Top management []

Middle-level management []

Support staff []

5. Years of experience in Kenya Medical Training, Nakuru

Less than 1 year []

1-4 years []

5-8 years []

9-11 years []

More than 11 years []

Part B: Strategy Formulation

6. Using a 5-point Likert scale with 1 denoting "Strongly Disagree," 2 denoting "Disagree," 3 denoting "Neutral," 4 denoting "Agree," and 5 denoting "Strongly Agree," please assess your degree of agreement with the following statements regarding strategy design at Kenya Medical Training, Nakuru.

Statements	1	2	3	4	5
Environmental Analysis:					
The college conducts a thorough environmental analysis to identify external opportunities and threats.					
The college effectively uses environmental analysis to inform strategic decision-making.					
Vision:					
The college has a clear and inspiring vision statement.					
The vision statement effectively guides the college's strategic direction.					
Mission:					
The college has a well-defined mission statement that outlines its purpose.					
The mission statement effectively communicates the college's core values and objectives.					
Objectives:					
The college sets specific and measurable objectives aligned with its strategic goals.					
The objectives are regularly reviewed and updated to ensure their relevance and alignment.					

Part C: Strategy Implementation

7. Please rate your agreement with the following assertions regarding the implementation of the plan at Kenya Medical Training, Nakuru, using a Likert scale with five potential responses: 1 for strongly disagreeing, 2 for disagreeing, 3 for neutral, 4 for agreeing, and 5 for strongly agreeing.

Statements	1	2	3	4	5
Organizational Alignment:					
The college effectively aligns its resources and activities with its strategic goals.					
The college fosters a culture of alignment and shared understanding of strategic priorities.					
Quality Management:					
The college has robust quality management systems in place to ensure the delivery of high-quality education.					
Quality management processes are regularly monitored and improved to enhance performance.					
Resource Allocation:					
The college allocates resources effectively to support the implementation of strategic initiatives.					
The resource allocation process is transparent and based on strategic priorities.					
Employee Involvement:					
I feel that my opinion and suggestions are valued and taken into consideration in decision-making processes at KMTC, Nakuru.					
I have opportunities to actively participate in discussions and initiatives that affect the strategic direction of KMTC, Nakuru.					

Part D: Strategy Evaluation

8. Rate your agreement with the following assertions regarding the implementation of the plan at Kenya Medical Training, Nakuru, using a five-point Likert scale with the following options: 1 for strongly disagreeing, 2 for disagreeing, 3 for neutral, 4 for agreeing, and 5 for strongly agreeing.

Statements	1	2	3	4	5
Monitoring Systems and Tools:					
The college has robust systems and tools in place to monitor key performance indicators.					
The monitoring systems effectively capture relevant data for performance evaluation.					
Reporting Framework:					
The college has a well-defined reporting framework to communicate performance outcomes to stakeholders.					
The reporting framework facilitates accountability and supports evidence-based decision-making.					
Evaluation Methodology:					
The college employs a comprehensive evaluation methodology that combines quantitative and qualitative measures.					
The evaluation methodology effectively assesses the impact of strategies on organizational performance.					
Control Mechanisms:					
The college has control mechanisms in place to ensure the effective execution of strategies.					
The control mechanisms help identify and address deviations from planned strategic initiatives.					

Part E: Strategic Leadership

9. Rate the following assertions regarding strategic leadership at Kenya Medical Training, Nakuru, using a Likert scale with five potential responses: 1 for strongly disagreeing, 2 for disagreeing, 3 for neutral, 4 for agreeing, and 5 for strongly agreeing.

Statements	1	2	3	4	5
Communication:					
The college's strategic leaders effectively communicate the vision and goals of the organization to all stakeholders.					
Strategic leaders actively listen to the concerns and ideas of employees and incorporate them into decision-making processes.					
The college's strategic leaders promote open and transparent communication channels throughout the organization.					
Strategic leaders effectively disseminate information about strategic initiatives and progress to all relevant stakeholders.					
Motivation:					
Strategic leaders inspire and motivate employees to achieve the organization's strategic goals.					
Strategic leaders provide recognition and rewards for employees' contributions to the organization's success.					
The college's strategic leaders create a supportive and empowering work environment that motivates employees to perform at their best.					
Influence:					
Strategic leaders effectively influence and persuade stakeholders to support strategic initiatives.					
The college's strategic leaders build strong relationships and partnerships with external stakeholders to advance the organization's goals.					
Strategic leaders demonstrate strong negotiation skills in managing external relationships and collaborations.					
The college's strategic leaders effectively use their influence to advocate for resources and support for strategic initiatives.					

Part F: Organizational Performance:

10. Using a Likert scale with a maximum of five points (1 being strongly disagree, 2 being disagree, 3 being neutral, 4 being agree, and 5 being very agree), please rate how much you agree or disagree with the following statements about Kenya Medical Training Nakuru campus performance.

Statements	1	2	3	4	5
Surplus:					
The college consistently achieves financial surplus as a result of its strategic management practices.					
The financial performance of the college exceeds industry standards.					
Growth Index:					
The college experiences consistent growth in terms of student enrollment and program offerings.					
The college outperforms its competitors in terms of growth indicators.					
Market Share:					
The college has gained a significant market share in its target market.					
The college is perceived as a leader in the medical education industry.					
Cost Leadership:					
The college effectively manages its costs while maintaining high-quality education.					
The college demonstrates cost leadership compared to its peers in the industry.					
CSR Index:					
The college actively engages in corporate social responsibility initiatives that positively impact the community.					
The college is recognized for its commitment to social and environmental sustainability.					

Appendix III: KUREC Clearance Letter



KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157
KABARAK, KENYA
Email: kurec@kabarak.ac.ke

Tel: 254-51-343234/5
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OUR REF: KABU01/KUREC/001/06/10/24

Date: 11th Oct, 2024

Mary Kirikmet
Reg No.: GMB/NE/0321/01/22
Kabarak University,

Dear Mary,

RE: EFFECT OF STRATEGIC MANAGEMENT PRACTICES ON THE PERFORMANCE OF KENYA MEDICAL TRAINING COLLEGE, NAKURU CAMPUS.

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-061024**. The approval period is **11/10/2024 – 11/10/2025**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**.
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours.
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

Prof. Jackson Kiriketa PhD,
KUREC-Chairman

Cc: Vice Chancellor
DVC-Academic & Research
Registrar-Academic & Research
Director-Research Innovation & Outreach
Institute of Post Graduate Studies



As members of Kabarak University family, we pursue at all times and in all places, to set apart in our hearts, Jesus as Lord.

(1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified



Appendix V: Evidence of Conference Participation



Appendix VI: List of Publications



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INFLUENCE OF STRATEGY IMPLEMENTATION ON PERFORMANCE OF KENYA MEDICAL TRAINING COLLEGE, NAKURU CAMPUS

Mary Kirukmet, Dr. Nehemiah Kiplagat, Dr. Daisy Bowen

Kabarak University, Kenya

Article DOI: <https://doi.org/10.36713/epra24801>

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ABSTRACT

Effective strategy implementation is pivotal for enhancing performance in medical training institutions, particularly in resource-constrained environments like Kenya's healthcare education sector. This study aimed to establish the influence of strategy implementation on the performance of Kenya Medical Training College (KMTC), Nakuru Campus. Grounded in the Resource-Based View (RBV) Theory, the study examined organizational alignment, quality management, resource allocation, and employee involvement as predictors of performance, measured through growth index, market share, and cost leadership. A descriptive survey design was adopted, targeting 196 permanent employees, with a sample of 132 respondents selected using stratified random sampling. Data were collected via structured questionnaires and analyzed using descriptive statistics (means, standard deviations) and inferential statistics (Pearson correlation, multiple linear regression) via SPSS. Findings revealed a significant positive influence of strategy implementation on performance ($\beta=0.248$, $p=0.024$), with a strong correlation ($r=0.801$, $p<0.01$). Organizational alignment and quality management were key strengths, though transparency in resource allocation and employee engagement showed gaps, with 26.4%–33.6% neutral responses. The study recommends adopting transparent resource allocation systems and enhancing employee involvement to boost performance. Future research should explore digital tools to support strategy implementation in medical training institutions.

KEYWORDS: Strategy Implementation, Organizational Performance, Resource-Based View, Kenya Medical Training College, Nakuru Campus

BACKGROUND OF THE STUDY

Strategy implementation, the process of translating strategic plans into actionable outcomes through resource alignment, quality management, and stakeholder engagement, is a critical driver of organizational performance (Martinez & Gonzalez, 2022). In medical training institutions, effective implementation ensures high-quality education, operational efficiency, and competitive positioning in the healthcare education sector (Frenk, Chen, & Bhutta, 2019).

Strategy implementation has been linked to enhanced performance in educational institutions. In Europe, Langenbrunner, Smith, and Johnson (2019) found that quality management systems in medical training colleges improved accreditation outcomes by 20%. In Asia, Li, Wu, and Zhang (2019) reported that effective resource allocation increased student satisfaction by 15%, though outdated infrastructure posed challenges. Ezeonu and Ekenta (2018) identified resource constraints in Nigerian medical colleges as a barrier, reducing performance by 15%. Similarly, Mushi, Nyundo, and Kilale (2019) noted that poor quality management in Tanzanian institutions led to a decline in performance.

In Kenya, KMTC Nakuru, a leading public institution training healthcare professional, faces implementation challenges, including a 15% enrollment decline from 2,200 in 2020 to 1,870 in 2022 and a 15% reduction in operational efficiency due to resource constraints and limited employee involvement (Wambua & Otieno, 2023). Kairu, Ongori, and Njeru (2021) found that organizational alignment in Kenyan medical colleges improved performance by 25%, but gaps in resource allocation and stakeholder engagement persisted (Njeri & Kamau, 2022).