EFFECTS OF STRATEGIC LEADERSHIP AND EXTERNAL ENVIRONMENT ON THE PERFORMANCE OF AFRICA INLAND CHURCH THEOLOGICAL TRAINING INSTITUTIONS IN KENYA

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A DISSERTATION SUBMITTED TO PAN AFRICA CHRISTIAN UNIVERSITY GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT

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DECLARATION

I declare that this dissertation is my original work and has not been presented to any college or university for academic credit.

Signature……………………………………….. Date………………………………………….

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TABLE OF CONTENTS

DEDICATION

I would like to dedicate this dissertation, firstly, to the Almighty God for his sufficient grace that has enabled me to come this far in my PhD studies. Secondly, I dedicate this dissertation to my dear wife (Regina), my children (Martin, Esther and Jane), together with my grandchildren (Wayne, Hope, Patience and Ryan), who have been of great motivation throughout my academic life. May God bless you so much for your unwavering support and encouragement.

I also dedicate this dissertation to everyone who will get an opportunity to read it in pursuit of knowledge. My hope is that it will go a long way in helping those who will come after me to become accomplished researchers and scholars in their respective fields of studies.

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ABSTRACT

Performance is one of the biggest challenges facing organizations operating in the ever changing and complex 21st century business environment with strategic leadership playing a critical role in the achievement of organizational goals. The overarching objective of this study was to examine the effects of strategic leadership on the performance of AIC theological training institutions in Kenya with external environment as a moderating variable. The specific objectives were to determine the effects of strategic direction, organizational culture, organizational resource portfolio, strategic leadership and external environment on the performance of AIC theological training institutions in Kenya with the aim of creating new knowledge in this area of study. The study was anchored on strategic leadership theory. Experimental research design that adopted a mixed method approach was chosen. The target population was all the management members, employees and students in the 26 AIC theological training institutions in Kenya. A sample population of 219 management members, employees and third year students were selected from three AIC Bible Colleges using multistage purposeful two-state sampling technique. Open and closed ended questionnaires were administered to collect both quantitative and qualitative data which was then analysed using SPSS version 20. The results of the study indicated that organizational performance correlated with organizational culture, strategic leadership and organizational resource portfolio at ($r=0.321$, $p<.001$; $r=0242$, $p<.001$ and $r=-0.145$, $p<.001$). Its correlation with external environment was ($r=-0.013$, $p<.001$). The findings provide empirical strength to strategic leadership theory by supporting the assumption that strategic leadership increases an organization’s performance. Here, aspects related to managerial practice were rated low by respondents indicating the need for strategic leaders to make improvements in areas of physical and technological infrastructure in their organizations. Future studies could test the effects of the other aspects of strategic leadership on the performance of AIC theological training institutions in Kenya.

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMNS

ACC	:	Area Church Council
ACK	:	Anglican Church of Kenya
ACTEA	:	Accrediting Council of Theological Education in Africa
AIC	:	Africa Inland Church
AIM	:	Africa Inland Mission
ANOVA	:	Analysis of Variance
BSC	:	Balanced Scorecard
DCC	:	District Church Council
DRC	:	Democratic Republic of Congo
EE	:	External Environment
GDP	:	Gross Domestic Product
KMO	:	Kaiser-Meyer-Olkin Test
LMX	:	Leader Member Exchange
NACOSTI	:	National Commission for Science, Technology, and Innovation
OP	:	Organizational Performance
ORP	:	Organizational Resource Portfolio
PACU	:	Pan Africa Christian University
PESTEL	:	Political, Economic, Social, Technological, Ecological and Legal

SD	:	Strategic Direction
SDA	:	Seventh Day Adventist
SL	:	Strategic Leadership
SMEs	:	Small and Medium Enterprises
SPSS	:	Statistical Package for the Social Sciences
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
USA	:	United States of America
VIF	:	Variance Inflation Factor
WHO	:	World Health Organization

DEFINITION OF OPERATIONAL TERMS

Strategic Leadership: It is the ability of a leader to see into the distant future and through flexibility, influence followers to achieve the set organizational objectives (Hitt, Ireland & Hoskisson, 2014). In this study, strategic leadership is used to mean the ability of leaders to visualize the future and put in place strategies that enable their organizations to remain relevant and achieve their vision.

Organization Resource Portfolio: These are resources and capabilities that are used by an organization to create an edge over its rivals (Rowe, 2001). In this study, organizational resource portfolio means the human resource, physical facilities including land that leaders of the institutions under study capitalize on in order to achieve their objectives.

Strategic Direction: Pearce & Robinson (2009) define strategic direction as a clear sense of the course an organization is taking and the results its leaders expect to realize. The term is used in the current study to mean the course of action that the leaders studied are taking in order to achieve the objectives for which they were estimated.

Organizational Performance: According to Richard, Divinney, Yip & Johnson (2009), organizational performance is the measure of how organizations are meeting their financial, products and stakeholders' objectives. In this study, organizational performance is operationalized as the achievement of the planned objectives by the institutions studied.

Management Members: Refers to senior members in an institution who are involved in the daily operations of such institutions among them the board and senior managers.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Performance is one of the challenges facing organizations operating in the current turbulent business environment with strategic leadership pegged as one of the possible solutions. In this regard, this study sought to establish the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya. Chapter one of this study gives a general overview of what the research is all about by outlining its basic format and shape. The chapter further provides a detailed background information on the three variables that are systematically organized to present the global, regional and local perspectives on the phenomenon under investigation. Also presented in this chapter is the problem statement, the study objectives, research hypotheses, assumptions and the justification/rationale of the study. Towards the end of the chapter, the significance, the scope of the study as well as the limitations and delimitation are given before closing with a summary. The following section discusses the background of the study in the following order; strategic leadership, external environment, organizational performance and AIC theological training institutions.

Background to the study

Performance is one of the major challenges facing contemporary organizations operating in a complex and dynamic business environment where change is the only constant. Previous research studies that had been conducted at the global, continental, and local contexts had confirmed that, indeed, many organizations are facing performance challenges. At the global scale, for example, a study by McShane and Von Glinow (2010) indicated that the performance of organizations such as American Broadcasting Television Network had continued to dwindle despite the fact that, it had a strong organizational culture, a good number of viewers, and entertaining programs. A study that was done in Malyasia showed that family businesses suffered from long and prolonged family disputes that resulted in the breakout of such businesses due to lack of strategic leadership (Mui, Basit, & Hassan, 2018). In yet another study, Zia-Ud-Din, Shabir,Bin Asif, Bilal, & Raza (2017) explains how an economic survey conducted in Pakistan between 2015 and 2016 had revealed serious energy challenges that the Country was facing and consequently affecting its economy.

Besides the global context, the challenge of organizational performance has also been witnessed in the African Continent as well. In a study on the effect of leadership on the performance of academic staff in the Federal Polytechnic Damaturu in Yobe State in Nigeria, Oyeniyi and Galadima (2020) found performance to be a matter of concern for government bodies, private firms, trade unions alongside other institutions. Again, in a study on the effect of leadership styles on employees' performance in Nigeria Institute of Trypanosomiasis Research, Kaduma State, the results indicated that the organization was posting poor performance due to the absence of effective leadership (Mamza, Abdullahi & Usman, 2020). According to Chuks (2017), the performance of African Universities had continued to suffer due to insufficient funding resulting in majority of them not being able to make contribution to the economy of their governments.

On the Kenyan context, a study by Tarus and Ng'ang'a (2013), on small and medium size manufacturing enterprises growth and work ethics in Kenya showed that, although their contribution to employment was pegged at 80 percent, their contribution to the Gross Domestic Product was only 20 percent. A study by Nyamao (2016) on the effect of strategic leadership on the performance of small and medium enterprises in Kenya established that 80 percent of Small and Medium Enterprises in Kenya close down within then first three years due to their failure to foresee the future challenges that could affect them. Ng'ethe (2012) explained how Kenyan Universities were facing performance challenges as a result of operating in a highly competitive environment locally and globally. The literature reviewed from global, regional and local contexts point out to the fact, indeed, organizational performance is a real challenge to many organizations and therefore the need to establish the same in AIC theological training institutions in Kenya.

This study on the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya has three variables; strategic leadership as an independent variable, external environment as a moderating variable and organizational performance as dependent variable. The background of the three variables is presented in the following sections.

According to Hitt, Ireland and Hoskisson (2014), strategic leadership it the ability of leaders to see in advance where their organizations are supposed to be in future and then aligning people and resources in order to get there. From their perspective; Obiwuru, Okwu, Akpa and Nwankewere (2011) highlighted the fact that strategic leaders rally their followers behind organizational goals and objectives for the purpose of contributing towards their accomplishment. From the foregoing discussion, strategic leadership can therefore be understood from the perspective of organizational leaders having the power to see where their organizations are supposed to be in the distant future and making plans on how to reach there. Using organizational process, strategic leaders source and organize people and resources towards the attainment of firms' targets.

Top leaders in organizations have a responsibility of ensuring that their organizations achieve what they had planned to do. These sentiments are echoed by Dimitrios, Sakas and Vlachos (2013) when they explain strategic leadership as having remained one of the most important and driving forces due to its capacity to positively contribute to organizational success. On their part, Hambrick and Mason (2011) view strategic leadership as the best competency needed by the 21st century organizational leaders working in a dynamic business environment where there is need to build resources and capabilities. In a study to determine the effects of strategic leadership in public sector administration in Nigeria, Elliogu-Anenih (2017) discovered strategic leadership as having remained among the most vital contributors for organizations to deliver positive results in the current competitive business surroundings. It could be deduced that strategic leadership is critical for organizational success and sustainability in a world where change is the only constant.

There are various and varied reasons why strategic leadership was chosen for this study. First, just as Okorley and Nkurumah (2012) and Naidoo (2015) explain; despite the vital role of leadership in organizational performance, previous studies indicate that in the past, some organizations have under-performed due to ineffective application of strategic leadership. Secondly, in a previous study to determine whether it was necessary to merge Universities in

Kenya, Omanga (2019) had found organizational performance to be a real challenge resulting from strategy implementation which is the responsibility of top leaders in organizations. Thirdly, in a study to establish Africa's leadership challenges in the 21st century in Nigeria, Folarin (2013) found visionary leadership, which is an aspect of strategic leadership to be one of the serious challenges that is facing the African Continent during the century. Fourthly, Kabetu and Iravo (2018), in a previous study found out that the number of leaders who showed strategic leadership skills required to lead organizations to achieve their stated objectives were fewer than ten percent. Strategic leadership was chosen for inclusion in this study because of the various performance challenges that organizations had faced due to its ineffective application and to establish whether the same case applied to AIC theological training institutions in Kenya. From the foregoing therefore, it implies that from the perspective of Strategic Leadership Theory, the success of organizations to a large extent depends on both the quality of top leaders as well as the decisions they make and implement.

According to Ng'ang'a (2018), some of the key responsibilities of strategic leaders in organizations are to establish the strategic direction that the firms will take, cultivate and maintain an effective organizational culture; effectively sourcing, allocating and managing organizational resources, equipping employees with the necessary knowledge, ensuring that the best practices are followed alongside putting in place internal control mechanisms. This study zeroed in on only three aspects of strategic leadership which are to establish the strategic direction that the organization will take, cultivate and maintain an effective organizational culture, effectively sourcing, allocating and managing organizational resources as (Ng'ang'a, 2018). The three aspects were selected because it was not practical to study all the six constructs of strategic leadership theory and yield meaningful results in one single study.

Organizations; whether private or public, secular or Christian, do not operate in isolation but in an environment that can be termed as external in nature. The function of the environment outside an organization in as far as organizational success is concerned cannot be downplayed. It is for this reason that Murgor (2014) and Agwu (2018) explained that all organizations operate in an environment that can be categorized as external and which can influence their operations either way. As Ng'ang'a (2018) stated; external environment is a combination of aspects outside an organizational process that it has no control over and that have the potential to influence the achievement of its objectives. On their part, French, Kelly and Harrison (2014) and Mugudfa, Jengeta and Hope (2013) explain that when determining and setting the strategic direction that an organization will take, it is critical for leaders to put into consideration its external environment because of its influence in organizational business processes and performance. For instance, one of the issues outside the environment of AIC theological training institutions is the demand for women leaders to be recognized in matters of church leadership (Mumo, 1997). There is therefore a need for top leaders to scan the external environment in which their organizations operates in and plan appropriately.

As Murgor (2014) explains, external environment; which is the opposite of internal environment, are various aspects found outside organizations that may have the ability to have positive or negative effects on their overall performance. Additionally, Murgor explained that the environment outside an organization could be understood from three dimensions of complexity, munificence and dynamism. While expounding on environmental complexity, Machuki and Aosa (2011) explained it as occurring when the risks in a particular environment interact with each other while at the same time, there is reliance and organizations are relating with each other. Environmental munificence means the lack of or availability of vital resources by organizations that are located in the same environment. Dynamism denotes the ever changing and unstable nature of the external environment (Machuki & Aosa, 2011).

There are varied reasons that made external environment to be considered and selected as a moderating variable in this study. Firstly, research studies that had been conducted in the past had posted conflicting results with some indicating that external environment impacted organizational performance positively while others had proved that its impact was negative. For example, elements of the environment outside an organization such as powerful stakeholders, internal coalitions, scarce resources, strong organizational culture, strong competition, adverse economic conditions and organizational leaders have been shown to have limited influence on their organizational performance (Yukl, 2010; Agwu, 2014; Abdow, 2018). Secondly, other studies that researchers had conducted in the past had positively linked external environment and organizational performance (Ng'ang'a, 2018). One can therefore conclude that external environment in which an organization is operating in has the ability to increase or decrease its performance. This current study was necessary to prove or disapprove these assertions by previous scholars and especially in AIC theological training institutions in Kenya. It was anchored on the PESTEL (Political, economic, social, technological, ecological and technological) model as theorized by Mullins (2016).

In this study, performance was the third variable playing the role of a dependent variable. Indeed, it is performance that distinguishes successful organizations from unsuccessful ones in the current dynamic business environment. While defining performance, Jonyo, Ouma & Mosoti (2018) explain it as the measure of the exact results that a particular organization has achieved in comparison to what it had initially planned in comparison to its objectives. Further and as Armstrong (2017) explains, performance is the measurement of all that an organization has produced or achieved in relation to what it had initially planned. For example, an organization that had planned to sell 100 cars each month may at the end of a particular month endeavour to ascertain whether the intended target has been realized. In the case of AIC theological training institutions, it is important to measure how they have been performing as compared to their set targets.

Organizations are started with the aim of realizing some specific set objectives as is normally captured by their vision and mission. While supporting this argument, Miner (2015) opined that both secular and religious organizations exist for the purpose of seeking growth and performance in the businesses they are involved in. According to Agwu (2018), organizational performance is “the measure of what an organization has achieved in relation to its planned objectives” (p. 5). Additionally, Gusmao, Christiananta and Ellitan (2018) view organizational performance as “a multidimensional concept that entails performance in business and organizational effectiveness both in public and private organizations” (p. 125). Here, performance can be seen to simply mean the achievement of specific targets that an organization sets to achieve within a specified time frame as is normally outlined in a work plan. This study endeavored to establish the performance of AIC theological training institutions in Kenya.

Organizational performance was an area of interest in this research due to the fact that although organizations are supposed to achieve their set objectives, majority of them fail to perform due to various reasons chief among them, lack of effective application of strategic leadership to guide organizational operations. For example, Mutuku (2014) explained how majority of organizations had found it difficult to achieve their set objectives in the current business environment characterized by uncertainty and economic instability. Further, Makanga and Paul (2017) opined that the measurement of organizational performance was needed seeing that it is a means of ascertaining if an organization is meeting its set objectives or not while at the same time evaluating the overall health of such an organization. In this regard, organizational leaders should ensure that they continually measure the performance of their organizations to ensure that they are still on track in as far as achieving the set objectives is concerned. If this is not done, the result would be close-down of organizations due to poor performance and consequently loss of job opportunities for employees.

There are various performance measurement tools that have been established to enable leaders measure the performance of organizations they are leading. The establishment of the performance measurement frameworks was necessitated by the need for leaders to determine the performance of their organizations using the necessary measurement tools. Some of the performance measurement tools that researchers had developed over the years are Malcolm Baldrige Model and BSC Model (Gusmao, Christiananta & Ellitan, 2018). This study used BSC Model to measure the performance of AIC theological training institutions in Kenya based on its four aspects of customer, financial, processes, learning and growth perspectives (Kaplan & Norton, 2006). This model was chosen for this study because of its popularity globally, having been used by 30-80 percent of successful organizations around the world (Agwu, 2018; Ektebang, 2014). As is the case, BSC is comprehensive in nature. It covers all the necessary aspects that determine an organization's success and profitability. Using this tool would give a broad overview of the performance of AIC theological training institutions in Kenya from the customer, financial, processes, learning and growth viewpoints.

The background information on organizational performance given above indicates that although organizations are started to achieve some specific set targets, this has not always been the case and therefore the need for this study to be conducted and especially in the context of AIC theological training institutions in Kenya which are discussed in the next section.

The context of this study was AIC theological training institutions in Kenya. As Mumo (1997) explains, AIC theological training institutions in Kenya were started by AIM for the purpose of equipping church leaders with the necessary skills to serve the fast growing congregation. Mumo further alludes that, the first AIC theological training institution to be started in Kenya was Ukamba Bible School in Machakos. Besides being the first place where missionaries camped after arriving in Kenya, the Machakos site was chosen because the area had a lot of people who were ready to be trained in matters of church leadership, a dream that had not been fully realized by the time of his study. The second AIC theological training institution to be established in Kenya was Moffat Bible College in Kijabe for training church leaders from the Central, Rift Valley and Western Regions. After the missionaries left for their countries and the church had been renamed AIC, the latter took over the running of the Bible Colleges. This was because the missionaries knew that they would not run the church forever. They had planned to hand it over to Africans at some point in time (Mumo, 1997).

According to Mumo (1997), the first AIC theological training institutions in Kenya were started by missionaries to train adequate and qualified church leaders after the number of people who were converting to Christianity kept on increasing. Another reason for training church leaders was for them to help missionaries in the work of evangelism with the overall goal of handing over the church to Kenyans at some point later. Similarly, Bellon (2017) explains that majority of theological training institutions in Africa were started by Western churches and missionaries. Bellon further posited that the primary purpose of theological training institutions that required a lot of resources to manage was to raise leaders who would shepherd the church and influence society in which they were living. On his part, Mugambi (1995) alludes to the fact that church leaders were trained to help in evangelization which was the main factor determining the future of the church in Africa (Nkonge, 2013). In this regard, the big question for theological training institutions was whether they had been able to train adequate and qualified church leaders for the spread of the word of God in the whole world which is one of the aspects that this study sought to measure and determine in the context of AIC theological training institutions in Kenya.

The increased number of converts to Christianity came with the need for trained church leaders and consequently the need to start more theological training institutions. In 1994, the number of AIC theological institutions in Kenya had risen to 21. Some of AIC theological training institutions that had already been established then were Scott Christian University, Ukamba, Moffat, Kabsabet and Mulango Bible Colleges, Masinga, Nduluku and Pwani Bible Schools. By the time of this study, the number of AIC theological training institutions in Kenya belonging to various categories had risen 26. One of the reasons for the rise of the number of AIC theological training institutions in Kenya has been the growing number of its church members that calls for trained leaders besides the church having begun in the country. Currently, the church has begun plans to expand its operations to neighboring countries such as Tanzania, Rwanda and DRC. Some of the problems that faced AIC theological training institutions were decreasing donor funding, lack of well-trained church leaders, physical facilities and a curriculum that had not been contextualized to fit the needs of Kenyans (Mumo, 1997).

This study was conducted in three AIC theological training institutions which are in the level of Bible Colleges because it was not practical to study all the AIC theological training institutions of different categories and yield reliable results. Although many of the AIC theological training institutions are located in different parts of the country, their concentration seems to be in the areas where missionaries had first landed and begun churches. For example, there are many theological training institutions in Ukambani where the first missionaries had started evangelism work and church planting. These are: Scott Christian University, Ukamba Bible College, Masinga Bible College, Kangundo Bible College, Mulango Bible College and Mtito Andei Bible Institute. The next section discusses the problem statement that made this study worth venturing into.

Problem Statement

Although the purpose of starting organizations is for them to make profits and prosper in the business that they are engaged in, previous studies have shown performance as one of the major challenges facing both secular and Christian organizations such as Kenya Airways (Nderu, 2013), World Vision (Ng'ang'a, 2014) and Mumias Sugar (Ariga, 2018). From a global perspective, theological training institutions in the USA are facing performance challenges such as lack of preparation of priests in the area of effective leadership and management especially in Catholic theological schools (Magezi & Banda, 2017). Wagner (2010) mentions the use of an academic model of classical European universities as one of the reasons for the under-performance of theological training institutions. Wagner further alludes to the fact that this model equips theologians with theoretical knowledge that makes them unable to solve real life challenges affecting the people they have been trained to serve. In a study that was done in the United States of America, Christine (2010) postulates that for the past generations, theological seminaries had not been producing men who are adequately trained to do the real work of ministry. Christine further adds that, besides academic model, theological training institutions had been faced with financial challenges. In this regard, Graham (2015) highlights how much has been written in the recent past, concerning the financial challenges facing theological training institutions from a global perspective forcing some of them to cease their operations. This implies that globally, theological training institutions have been facing various challenges that require immediate intervention for their survival.

Arguably, the poor performance of theological training institutions is not a global phenomenon alone, with Africa not being exempt. For instance, the results of a previous study by

Degbe (2015) found out that theological training institutions in Ghana had been facing a myriad of problems. Degbe further posits that the problems ranged from lack of adequate physical facilities and linkages between the concerned theological training institutions, staff members who were not qualified, lack of set standards and procedures, low funding and number of students. As Hadebe (2017) explains, the result of teaching African theologians using a curriculum that had not been contextualized besides being borrowed from the Western Countries had been graduates who were detached from their own local contexts compromising their ability to handle the challenges of the communities within which they lived.

As is also the case in Africa, the absence of properly contextualized theology in Bible seminaries has been problematic because of the critical cultural shift that must in all ways match the geographical North to South shift of global Christianity towards the African Continent as Wahl (2011) notes in a previous study. Naidoo (2013) explains how the curriculum that had been used to equip African church leaders had been found to be dominated by theological content, methods of instruction and language borrowed from the Western countries. The preceding literature from the African context confirms that theological training institutions have been facing various challenges that need quick interventions if they are to stay afloat. The above studies help in understanding the performance problems facing theological training institutions in the African continent.

As is the case in both the global and continental perspectives, theological training institutions in Kenya have also been facing various challenges. Previous studies that had been conducted in Kenya have repeatedly confirmed that theological training institutions have not been performing well in various areas. As Nkonge (2013) affirms in a previous study, theological training institutions that are owned by ACK were facing challenges such as poor utilization of resources, falling number of students enrolling in theological courses, inadequate and unqualified lecturers. Hendricks (2010) in a study on reliable leadership and sustainable seminaries in Kenya found out that these theological training institutions were using a curriculum that was irrelevant and not yet designed to suit the needs of local church leaders, lack of enough staff members in seminaries and over-reliance on financial support from Western countries. Other challenges were unqualified lecturers with half of them coming from outside Kenya and especially from America and European Countries.

In a previous study conducted in an AIC context, Mumo (1997) reported inadequate number of trained church leaders, graduates who were not adequately prepared to handle contemporary church and community problems, lack of Doctorate courses, declining number of students, lack of physical infrastructure and financial support and a curriculum that had not been contextualized as some of the problems facing AIC theological training institutions in Kenya. These studies were helpful in this study because they proved that theological training institutions in Kenya had not been performing well.

Objectives of the Study

The general objective of this study was to examine the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya.

Specific Objectives

The four specific objectives of this study were:-

1. To determine the effects of establishing strategic direction on the performance of AIC theological training institutions in Kenya.
2. To establish the effects of maintaining an effective organizational culture on the performance of AIC theological training institutions in Kenya.
3. To investigate the effects of managing organizational resource portfolio on the performance of AIC theological training institutions in Kenya
4. To examine the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya.

Research Hypotheses

This study was guided by the following four null research hypotheses.

H_1: Establishing strategic direction has no positive effects on the performance of AIC theological training institutions in Kenya.

H_2: There is no positive relationship between maintaining an effective organizational culture on the performance of AIC theological training institutions in Kenya.

H_3: Managing organizational resource portfolio has no positive effects on the performance of AIC theological training institutions in Kenya.

H_4: Strategic leadership and external environment have no positive effects on the performance of AIC theological training institutions in Kenya.

Assumptions of the Study

There were various assumptions that this study made. First, this study assumed that respondents and research assistants would co-operate with the researcher for smooth running and timely completion of the research project and especially in the data collection exercise. Secondly, the study assumed that respondents would feel free to respond to the questions posed to them without being biased or sceptical. Thirdly, it was assumed that the study would be completed within the planned time duration for two years considering the fact that the researcher was also working as a lecturer on full time basis in the Leadership Department at Pan Africa Christian University. Fourthly, it was assumed that at the end of this study, the research would create new knowledge is the area of strategic leadership, external environment and organizational performance and consequently, contribute to the existing body of knowledge, theory and managerial practices. Fifthly, this study assumed that it would be carried out without interruptions such as sicknesses and lack of finances among others. Sixth, it was assumed that the leadership of AIC theological training institutions in Kenya would accept and implement the findings of this study for the purpose of improving the performance of their institutions. Seventh, it was assumed that the researcher would be given permission to collect data in the selected AIC theological training institutions in Kenya. Eighth, this study assumed that there existed a positive relationship between strategic leadership, external environment and organizational performance in AIC theological training institutions in Kenya.

Justification and Rationale of the Study

A number of factors made this study worth investigating. Firstly, majority of the studies that had been done previously linking the three variables in this study had been done in secular organizations hence the need to conduct this study in a religious context, in this case, AIC theological training institutions in Kenya in order to determine their performance. For instance; Gusmao, Chritiananta and Ellitan (2018) conducted a study in a government Ministry in Timor-Leste which is a secular institution situated in Asia. Alhyasat and Sharif (2018) did a study in Jordan Industrial Estates Company. Samad, Alghafis and Al-Zuman (2018) had their study done in government institutions in Saudi Arabia. Remi, Adegoke and Opoola (2010) conducted a study in small scale enterprises in Osun State in Nigeria while Ng'ang'a (2018) did a study in Tourism Government Agencies in Kenya.

Secondly, this study was necessitated by the established methodological gaps. According to Mutungi (2019), methodological gap is concerned with the research design used in a research study, the respondents chosen for a study and the method used to select them. Mutungi further expounds that methodological gap is said to exist in the method employed for obtaining information from respondents, the tool designed and used to collect the data besides how the raw data from respondents is analyzed for the purpose of answering the research objectives of the study. Some of the previous studies had used different research designs such as in-depth interviews (Nguyen & Nguyen, 2013), population sampling methods such as random convenience (Hadrawi, 2018) and different data analysis methods such as factor analysis (Karia & Wong, 2013). This study used experimental research design in which respondents were selected using multistage purposeful sampling method with data being analyzed using SPSS version 20 software.

Thirdly, this study established an existence of conceptual gaps that it sought to fill. For example, a considerable number of previous studies had used some aspects of strategic leadership such as strategic orientation and operational strategy (Bilginoglu & Yozgat, 2018) and strategic leadership factors of administration (Prasertcharoensuk & Tang, 2017) to measure performance in organizations but did not consider external environment. Dragnic (2014) used a combination of external and internal factors to determine the performance of fast-growing small and medium businesses in Croatia. This study considered strategic leadership, external environment and organizational performance in AIC theological training institutions in Kenya.

Besides contextual, methodological and conceptual justifications, this study was also necessitated by recommendations from previous scholars (Karamat, 2013). In a previous study that was done in Turkey, Ozar and Tinaztepe (2014) noted how a recent literature review had called for more research in the area of strategic leadership. In another study that was done in Nigeria focusing on strategic leadership in public sector administration, Eliogu-Anenih (2017) recommended further research in this area. In yet another study, Ng'ang'a (2018) recommended for a further research with a focus on other public agencies and private organizations to generate adequate knowledge regarding the impact that strategic leadership had on organizational performance.

A further justification for this study is that only a few studies existed that had combined the three variables as is in the current study. A previous study that had been conducted to ascertain the combined effects of strategic leadership and external environment on organizational performance showed that these studies were still in formative stages indicating a need for further research in this area (Dubin & AL-rbabah, 2015). Mumo (1997) found out that only a few studies had previously been done in AIC theological training institutions in Kenya by the time he was doing his study 26 years ago. All these studies pointed to the need for an empirical study to be conducted in AIC theological training institutions in Kenya to establish the effects that strategic leadership when moderated by external environment had on their organizational performance.

Significance of the Study

One of the main assumptions of strategic leadership is its ability to contribute to organizational performance. However, some critics of the theory have refuted the fact that the theory contributes to organizational performance arguing that this claim had not been backed by empirical data besides its application not necessarily leading to organizational success (Ongeti, 2014; Jaleha & Machuki, 2018). It is from this viewpoint and perspective that Strategic Leadership Theory got a boost from the results of this research by it adding weight to the empirical grounding of strategic leadership theory. Another aspect that had been raised concerning this theory is that not many organizational leaders had shown strategic leadership skills with figures from previous studies pointing out to only less than 10 percent (Kabetu & Iravo, 2018). The theory benefited from the findings of this study by determining whether less or more than this percentage could actually display strategic leadership skills in AIC theological training institutions in Kenya.

This study also made a contribution towards the managerial practice. Results of previous studies had indicated that vision (Jonyo, Ouma & Mosoti, 2018); mission (Wadhwa & Parimoo, 2017); core values (Kirkpatric, 2017) and objectives (Wheelen & Hunger, 2012) correlated with organizational performance in different contexts where these studies had been conducted. This study contributed to the managerial practice by establishing whether vision, mission, core values and objectives correlate with organizational performance in AIC theological training institutions in Kenya. It is hoped that this will enable leaders in these institutions to make day to day decisions based on empirical evidence in various aspects that have been highlighted in this study.

Top leaders in organizations are supposed to formulate policies that guide their daily activities. The results generated by this research will contribute to policy in terms of guiding the realization of better performance in AIC theological training institutions in Kenya. For instance, in a previous study, Mumo (1997) reported that AIC theological training institutions in Kenya were faced with various challenges such as lack of adequate physical infrastructure, financial problems due to the withdrawal of donor support alongside a curriculum that had not been contextualized for quite some time. The results generated from this research will be beneficial to leaders in AIC theological training institutions in the formulation of policies regarding physical infrastructural development, financial management and curriculum development, salary review policies for better performance and management of the institutions being studied.

Besides theoretical, managerial and policy contributions, this study will be significant and useful to a number of stakeholders such as the leaders of AIC theological training institutions, policy makers of AIC church, researchers and government agencies. To the leaders of AIC theological training institutions, this study will broaden their understanding of the effect and contribution of strategic leadership on the performance of their institutions. Such an understanding would allow them to make decisions from an informed standpoint and especially when it comes to planning for the future sustainability of their institutions. To researchers, this study will be helpful due to its contribution to be body of knowledge and especially in the scholarly world. Due to the fact that monitoring the performance of training institutions is one of the responsibilities of the government, this study is helpful in helping them monitor the performance of AIC theological training institutions.

Scope of the Study

The scope of a study points out to the audience, the areas that the study covered the areas that it did not cover and reasons thereof (Mugenda & Mugenda, 2003). Although there are various leadership theories in existence, the current research study narrowed down to strategic leadership because not many studies had been conducted in the past in Christian organizations using this concept besides it not being practical to study the general leadership and achieve reliable research results (Kabetu & Iravo, 2018). Conceptually, although strategic leadership has several components, this study was limited to three of its components: Establishing the future direction of an organization, establishing and sustaining a culture that is effective for employees to work in and exploiting organizational resources (Ng'ang'a, 2018). Including all the six components of strategic leadership would have made the research study too broad to manage and produce credible results.

Regarding performance, this study was limited to the four components of BSC Model of financial, customer focus, internal business processes, learning and growth perspectives (Kaplan & Norton, 2006). These components give a broad perspective of organizational performance besides the fact that they are not commonly used in Christian contexts as was the case in the current study. There are various researchers who had successfully used BSC Model to measure performance in the studies they had conducted in the past (Ng'ang'a, 2018; Nthini, 2013). Other organizational performance aspects that could have been considered in this study but were outside the scope included mentoring, conflict resolution, change management and innovation among others. They were left out of the study because including them could have made the scope of the study too broad to manage and yield reasonable and credible results.

Concerning the moderating variable of external environment, this study was limited to PESTEL (political, economic, social, technological, ecological, and legal) Model to measure performance in AIC theological training institutions in Kenya. These aspects are believed to have an effect on how strategic leadership is applied in organizations in the efforts to achieve performance although there are likely to be other factors. There are various researchers who had used the same model successfully (Ng'ang'a, 2018). The internal environment of AIC theological training institutions was left out of this study because it could have made the study too broad to manage within a reasonable time.

This study was also limited to three AIC theological training institutions in the category of Bible Colleges because it would not have been practical to study all the 26 institutions of different categories in Kenya and yield reliable results. Similarly, although Ongeti (2014) had intended to investigate all 178 State Corporations in Kenya, the researcher left out 83 organizations that were in the process of being dissolved, merged or their functions being transferred to other organizations at the time of the study. Other AIC theological training institutions were left out because they belonged to different categories from the ones sampled for this study implying that their mandates and organizational structures could also be different. Further, the study was limited to management members, employees and third year students from the institutions studied who were believed to possess valuable information regarding the phenomenon being studied. Including all the respondents from all AIC theological training instructions in Kenya would have defeated the procedures of research regarding sampling of respondents.

In terms of methodology, the study was limited to experimental research design in which both quantitative and qualitative data was collected from respondents using structured and semi-structured questionnaires respectively. Experimental research design was chosen because of its suitability is situations where a research study involves the testing of hypotheses besides the determination of the relationship between variables (Kothari, 2004). The population was sampled using multistage purposeful sampling method with data being analyzed using SPSS version 20 (Kothari, 2004; Bryman, 2016). One of the previous researchers who has used the same sampling methods as this study was Bah (2020) in a study to determine the relationship between malaria status in under-five children and some household demographic, socioeconomic and environmental factors associated with the disease in Sierra Leone.

Limitations and Delimitation of the Study

There are several limitations that this study faced. Firstly, this study faced the limitation of accessing and interviewing management members and employees of AIC theological training institutions in Kenya due to their busy schedules. This challenge was mitigated by booking appointments early enough and meeting them out of their busy office hours such as during weekends and public holidays. Secondly, the study faced the limitation of traveling long distances between Nairobi and the selected three AIC theological training institutions in Kenya. This limitation was mitigated by having a private car for convenience and money budgeted for that purpose. Thirdly, since this study was majorly self-reporting, some respondents could have responded in their own subjective manner. This limitation was mitigated by pretesting the data collection instrument to ensure that its content was understood by all the respondents.

Fourthly, some of the respondents took too long to answer the questions presented to them. In this case, plans were made for follow ups with the concerned respondents either through research assistants, email or call on their mobile phones. Fifthly, this study too faced the limitation of time constraint because the researcher was doing the research while at the same time working on full time basis as a lecturer in the Leadership Department at Pan Africa Christian University. This challenge was overcome through proper time management and especially writing the dissertation after office hours and over the weekends.

Chapter Summary

The first chapter of this study has given a general overview of the three variables involved in this study from global, regional and local perspectives. This chapter further presents the statement that seeks to explain the problem being solved in this study alongside the key objectives and the corresponding four null hypotheses drawn from the objectives. The chapter has discussed the assumptions, the justifications/rationale, the significance and the aspects that the study covered, those that it did not cover and the reasons thereof were dealt with under the scope of the study. The challenges faced while doing this research and how they were mitigated was presented under the limitations and delimitation section. Chapter two that follows is on literature review.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Having provided a background and introduction to the study in chapter one, this chapter gives a detailed review of the relevant literature in order to understand what other scholars and researchers had written in relation to the phenomenon being studied. As Mugenda & Mugenda (2003) point out, literature review is done in order to avoid duplication of previous studies besides understanding how the same or similar studies to the one being undertaken were carried out. Literature review is also done to establish research gaps that need to be filled. This chapter endeavored to identify the existing conceptual, methodological and contextual gaps that exist on the topic under investigation. Reviewing the relevant literature further helps a researcher in knowing what to focus on when collecting data and understanding the data during its analysis stage. The first section of chapter two reviews the empirical literature. Section two is about theoretical framework. Section three covers the conceptual framework before concluding with a summary of the chapter.

Empirical Literature Review

Strategic Leadership

Since its inception, scholars who have been studying strategic leadership have been defining it differently to an extent that there is still no universally agreed upon definition about the concept. While defining strategic leadership; Hitt, Ireland and Hoskisson (2014) view it as a multifunctional construct that concerns itself with the management of people together with institutions in the process of solving problems that affect contemporary organizations known to be influenced by globalization alongside advancement of technology. From the above definition, strategic leadership can be conceptualized as the ability of a leader to have foresight of where the organization is heading and making plans on how to get there. Strategic leaders make plans and co-ordinate resources while providing a suitable environment for organizations to flourish in the businesses that they are involved in. Strategic leadership banks on planning. It is forward-looking.

As Ng'ang'a (2018) alludes, one of the primary goals of research in strategic leadership is to explain and predict organizational performance. Ng'ang'a further notes that measuring the performance of organizations had remained a vital aspect for strategic leadership practitioners, researchers and scholars at large with previous researchers establishing a link between strategic leadership, external environment and organizational performance (Makanga & Paul, 2017; Muthaa & Muathe, 2018). Agwu (2018) in a study to analyze the impact of strategic management on the business performance of SMEs in Nigeria and Ng'ang'a (2018) in a study on the perceived influence of strategic leadership on organizational performance in tourism government agencies in Kenya, both scholars discovered that there existed a positive and significant relationship between strategic leadership and organizational performance in the institutions that were involved in the study.

Strategic leaders influence the outcomes of their organizations by preparing them to be sustainable during unpredictable business environments. Lear (2012) highlights strategic leadership as one of the leadership styles which is very popular due to its ability to contribute to the competitive advantage in an organizational setting. Kabetu and Iravo (2018) alluded to the fact that although strategic leadership capabilities are rare, they are needed in the new competitive business landscape for businesses to flourish. Such capabilities are necessary in managing both human and social capital; critical aspects in organizational success and their sustainability. Kitonga, Bichanaga and Muema (2016) cite strategic leadership practice as an area of study that researchers need to urgently venture into and especially in not-for-profit organizations considering its importance on organizational performance in developing countries. It is out of the above call by Kitonga, Bichanga and Muema (2016) and others that heightened the motivation to carry out this study in a Christian context.

Strategic leaders contribute to the profitability of organizations because of the fact that they not only visualize an organization's future but also make the necessary plans and align people and resources to achieve it. As Hambrick and Mason (2011) allude, strategic leadership is one of the best competencies needed for the 21st century organizational leaders working in dynamic business environments. Strategic leaders have the responsibility of carrying out such roles as formulating organizations' goals and objectives, developing suitable organizational structures and processes and controlling the core competencies of a firm among others (Kabetu & Iravo, 2018). Strategic leaders are a very important resource in ensuring that organizations stay focused on their vision besides creating a conducive work environment for the achievement of that vision.

The volatile business landscape in which organizations are operating in calls for strategic leaders who are able to predict how the future would be and make the necessary strategies to enable their organizations stay afloat. The survival of most organizations today is not as a result of its physical assets but in how its leaders use their intelligence to guide them (Halawi, Aronson & McCarthy, 2015). In an inaugural Africa leadership forum held in Tanzania, participants who attended the meeting came to a consensus that what the African continent needed in order to achieve the required transformation were leaders with strategic leadership skills, inclusivity and capability of managing in diverse contexts (Kasera, 2017). It could be argued that "Africa does not lack vision and ideas but lack leaders to transform these ideas into action and that if strategic leaders get to the helm of organizations, less organizations will be pushed out of business" (Kabetu & Iravo , 2018, p. 117). From the literature reviewed, it is evident that although strategic leaders have an important function in the success of organizations that they are leading, they are hard to find.

Due to ineffective leadership, various negative aspects have continued to impact organizations in terms of their performance. According to Pazireh, Akhlagn and Akbari (2014), previous research studies indicated that the survival of future organizations depended to a large extent on how they effectively and appropriately competed with other companies operating in the same market. This calls for strategic leaders to be aware of the environment around which their organizations are operating in and how it might affect their businesses and take appropriate measures in good time. Another challenge that relates to ineffective strategic leadership is failure of organizations to achieve predetermined goals (Obimuru, Okwu, Akpa & Nwankere, 2011). It is also the case that most organizations perform below the expected set standards because leaders in these organizations fail to sell their vision or they are unable to convince their subjects to be passionate in the work that they have assigned to them (Kirimi & Minja, 2010). This therefore means that lack of strategic leadership has its own consequences in organizational success.

The study of strategic leadership has resulted in six components that determine a strategic leader. According to Nthini (2013), the roles of strategic leaders include establishing the future strategic direction of an organization, effectively sourcing for and managing organizational resources such as employees, money and machines, creating a culture in organizations suitable for it to flourish and ensuring that business in the organization is done from an ethical standpoint while at the same time ensuring that the skills of employees are nurtured besides establishing balanced controls. The focus of this research was on the first three aspects of strategic leadership due to the fact that it was not possible to study all the six aspects and achieve reliable results. Literature review on the three aspects of strategic leadership is discussed in the sections that follow, starting with establishing strategic direction of an organization.

Establishing Strategic Direction

According to Ng'ang'a (2018) and Mutia (2015), strategic leaders shape a firm's direction through the development of vision, mission, core values and objectives/goals. The process further involves drawing a road-map for the organization's future through the development of a strategic plan. Strategic direction is an aspect that helps leaders in organizations to be orderly and tactical as they lead their organizations on a daily basis (Bryson, 2004). Szpakowski (2011) and Odita and Bello (2015) explain how by creating the right strategies, top leaders in institutions are able to direct employees and stakeholders towards the achievement of organizational goals that results in improved performance. The role of strategic leaders does not end with the setting of strategic direction. It also entails monitoring the process of how strategic plans are being implemented in an organization (Okibo & Masika, 2014). Running an organization without a strategic direction could be likened to flying an airplane without a navigational compass. It can be concluded that strategic leaders shape the path that organizations follow in pursuit of excellence.

The aspect of setting a strategic direction involves painting a picture of the desired future state of an organization. As Abdow (2018) alludes, setting the desired future of an organization is vital in making sure that strategies are crafted and outlined in the strategic plan to serve as a guide for an organization. Abdow cites strategic direction as a way by which leaders in organizations provide focus to the different departments and sections, communicate to their staff who eventually implement strategic plans and hence offer a control over the strategic process. Ng'ang'a (2018) explains strategic direction as involving mobilization, strategically allocating resources and providing leadership in times of innovation and change. Strategic leaders, through the aspect of strategic direction are able to visualize the future and clearly articulate it to their followers. In the following section, literature is reviewed on vision which is one of the aspects of strategic direction.

A vision can be explained as a mental picture of what does not exist now but exists in the future in the mind of a leader. A good vision should capture the desired destination of an organization besides the degree of performance that it wants to attain as outlined in the strategic plan (Ozdem, 2011). Thompson, Peterraf, Gamble, Stickland and Jain (2013) view strategic vision as the top managements' perspective about an organization's future desired state that consequently determines the cadre of customers and the products that the organization will be targeting. Joachim (2010) defines vision as a picture that is created and developed in the minds of leaders concerning the state of an organizations and where they are supposed to be in future. A vision can be conceptualized as seeing the distant future of an organization today. An effective vision serves various purposes chief among them giving direction of where an organization is going and probably the reason it is going there alongside stretching and inspiring the employees and leaders in pursuit of organizational targets (Populova, 2014). As Nzoka (2017) alludes, a vision attracts commitment and provides energy for workers besides connecting the current and future plans of an organization.

After formulating a vision, it is important for an organization to clearly stipulate its mission that briefly explains how the vision will be achieved. Here, mission is seen as the context in which strategies are created by organizations and aligning them to present and future directions (Ng'ang'a, 2018). A mission statement will explain why the organization exists besides shaping and directing an organization from the present to the future. Vision and mission are different from each other. A vision concerns itself with what an organization aspires to be in the future while a mission concerns itself with a company's purpose for existence and the business that it is involved in. A mission statement explains the company products it is making and specifies the consumers who will buy the products. Basically, a company's mission concerns itself with the realization of a vision. The other component of strategic direction is mission (Nga'nga, 2018).

The purpose of a mission is to explain how to get where an organization wants to be in future besides describing the clients and important organizational processes. A mission highlights to the organization the desired level of a firm's success (Agwu, 2015). A mission is an expression of what leaders in an organization perceive as the important reasons why it is in a certain business

(Kirk & Nolan, 2010). A mission brings unity within an organization by providing a roadmap and reason for existence. It serves as a control mechanism and guide; especially when organizational leaders are making decisions besides giving meaning to work that inspires and motivates organizational members (Braun, Wesche, Frey, Weisweiler & Peus, 2012). An organizational mission explains to stakeholders what business it is involved in, the products it is offering and the targeted customers. Some of the customers of AIC theological training institutions are students, employees and the community surrounding them.

After developing its vision and mission, an organization is also supposed to develop core values. Core values can be viewed as the universal system of beliefs and behaviour which define and explain the purpose of organizational vision (Anwar & Hasnu, 2013). An organization can be said to have strong value system when the members share common values related to their strategic direction. The purpose of core values is to link the vision and mission while portraying the environment in which the latter will be implemented (Ng'ang'a, 2018). While elaborating on the role of core values; Thompson, Peteraf, Gamble and Strictland (2012) explain that organizational leaders use core values to guide them as they pursue their stated vision and mission. Core values indicate to stakeholders what an organization stands for in the process of conducting its business. Core values further indicate to the audience what an organization stands for or sees as important in its effort to serve customers. Honesty, integrity, service for God and customer focus are examples of core values that an organization may have.

Vision, mission and core values are not enough by themselves to enable an organization achieve positive results in the business that it is undertaking; an organization should also develop objectives. Ng'ang'a (2018) defines objectives as "the end results of planned activities that should be stated as action verbs in order to indicate what is to be accomplished by when and quantified if possible" (p. 30). As Ng'ang'a (2018) further explains, objectives should be specific and measurable besides containing a deadline for the achievement of a set target. Kirimi and Minja (2010) explain the role of organizational objectives as describing that which a firm is hoping to realize within a specified period of time using the available and allocated resources by its leaders. From the foregoing discussion, objectives can be seen from the perspective of set targets that an organization plans to achieve in future and within a specified period of time.

One of the benefits associated with the formulation of objectives is that of making an organization to remain focused in their pursuit. While supporting this argument, Thompson, Peterraf, Gamble, Stickland and Jain (2013) explain that an organization's objectives enable it to focus efforts and actions in the achievement of its goals. In the same way, objectives are useful in that they are used to monitor and measure if organizations are still aligned to their vision besides providing inspiration to stakeholders involved in their realization. Further; Thompson, Peterraf, Gamble, Stickland and Jain (2013) posited that when leaders are setting organizational objectives, they should ensure that they relate to all aspects that contribute to the success of their firms such as those related to finance. Regarding financial objectives; Thompson, Peterraf, Gamble, Stickland and Jain (2013) explained one of their purposes as communicating what the management has set to achieve for the realization of financial performance while strategic objectives relate to an organization's long term goals to be achieved. The setting and realization of financial objectives is important to a firm because it contributes to organizational financial liquidity without which its well-being and sustainability is threatened. Abdow (2018) argues that "whenever an organization is able to hold its activities in well outlined plans, then, they can be achieved either in the short or long run" (p.105). Objectives set the parameters within which organizational leaders operate. The next section discusses maintenance of an effective organizational culture which is the second objective set to be realized in this study.

Maintaining an Effective Organizational Culture

Organizational culture has the potential of determining how successful or unsuccessful organizations will be. It portrays how things are done in such organizations (Ng'anga, 2018). Naidoo (2016) and Hoque, Aktaruzzaman and Mowla (2013) identify institutional culture as one of the most conspicuous aspects having impact in institutions of higher learning and that shapes the way an organization operates and performs. Organizational culture portrays the values that the management aim to preach and practice (Tseng, 2010). An organizational culture is revealed and communicated through symbols (Bolman & Deal, 2017). It determines how a firm's stakeholders are treated (Barney, 2012; Ivancevich, Konopake & Matteson, 2014). An example of an organizational culture is how an organization treats its customers and employees among other stakeholders. An organizational culture is what an organization believes in. It is sometimes reflected in the core values of that organization.

The role of an organizational culture is so critical in the performance of organizations that without cultural nurturing, organizations will fail to post durable outcomes lacking a lasting and long term ability to compete in the market that it is operating in. It is incumbent upon top leaders in organizations to develop a transforming culture of commitment which they cannot delegate to middle level managers owing to its critical role in organizational success (Ng'anga, 2018). Some of the ways in which top leaders can support a transforming culture include leading and promoting a sense of belonging on the part of employees prompting their personal initiatives and creativity while respecting contributions made by either individuals or groups (Strickland, Thomson & Gamble, 2008). One of the cultures that a Christian institution is expected to portray is that of servant leadership. Organizational culture manifests itself in organizational values, policies and procedures, workplace climate, employee engagement, reward system and stakeholder engagement (Ng'ang'a, 2018). The aspects organizational culture are discussed in the proceeding sections starting with organizational values.

One of the ways in which organizational culture can be understood is by examining its values. According to Cram (2012), organizational values relate to specified organizational plans within a section or departmental level. Organizational values are a vital area of study where researchers need to focus on due to their effects on various organizational settings that include employee commitment, job satisfaction, business ethics and organizational culture among many others (Quennevvile, Bentein & Simard, 2010; Suar & Khuntia, 2010; Kumar, 2012). Joyce (2012) alludes to the fact that values in an organization make employees to be loyal and motivated while serving in the organization. This translates to better customer service, loyalty and financial profit. It can therefore be argued that organizational values which is an element of organizational culture leads to increased business success and/or increased profitability. Besides organizational values, the other elements of organizational culture are policies and procedures.

The viability of an enterprise is determined by whether there are clearly laid down policies and procedures. Wolosz (2007) explain policies from the perspective that they are statements that are issued by organizational leaders for the purpose of directing how matters will be handled. For Memon, Panhwar and Rohra (2010), policies are systems that codify how decisions are made in an organizational setting. On the other hand, procedures are the guidelines that are drawn from and aligned to an organization's policies. They cover unique requirements for a product, a country and legal entities (Armstrong & Taylor, 2014). In conclusion and from the foregoing discussion, it can then be said that the difference between policies and procedures is that while policies are broad in scope, procedures are specific in scope and application. The other element of organizational culture is work climate and is discussed in the next section.

The work climate also known as work environment found in an organization is a reflection of its culture. According to Gunaseelan (2012), a work environment or climate indicates the place where an employee works and means the social environment around that employee. Further, it is the working environment where an employee interacts with other employees as they work to achieve the set organizational goals. An organization climate is also the processes, systems, structures, tools or conditions in the workplace that impact individual performance favourably or unfavourably (Ozge & Altindag, 2016). An organizational climate has to do with the characteristics within a certain firm that makes it distinct from other firms and which has the ability to affect employees' behaviour in such an organization (Omolayo, Owolabi, Omole & Ekundayo, 2013). It is also about creating conditions in which an employee can perform his or her duties comfortably (Gitonga & Gachunga, 2015). As such, the work environment is the atmosphere at the workplace that is mostly created by organizational leaders and that shapes how employees feel while they are working. Besides work climate, employee engagement is the other aspect of organizational culture.

The way leaders in organizations engage employees denotes the culture of those organizations and their overall performance. As Gikonyo (2018) explains, employee engagement is characterized by commitment and a sense of belonging to the organization as opposed to burnout that is characterized by demotivation. According to Harvard Business Review (2013), one of the benefits of employee engagement is high production which translates to increased general performance of an organization. It culminates into the reduction of the cost of hiring and retaining employees in a highly competitive market where talent is a prerequisite. Employee engagement can be explained as the level at which top leaders in organizations involve their employees in the firm's decision making processes and operations. Stakeholder engagement is the other aspect of organizational culture.

According to Ng'ang'a (2018), stakeholder engagement indicates how organizational leaders bring on board and involve all those who have a stake in the affairs of an organization while at the same time sourcing, considering and respecting their contribution to its success. As such, strategic leaders ought to involve all stakeholders in the running of their organizations for the purpose of drawing diverse experiences and securing commitment from them. Stakeholder involvement further brings about a sense of belonging that in turn increases productivity in organizations. Examples of stakeholders that an organization can engage are the people living within its vicinity, customers who buy goods and services, its employees and any other interested parties that have a share in ensuring that it succeeds in the endeavors it was established to accomplish (Ng'ang'a, 2018). Examples of stakeholders for AIC theological training institutions are the Government of Kenya, the community living around the institutions, the Board of Management and AIC churches.

There are studies that had been conducted in the past to determine the effect of stakeholder engagement on organizational performance. For example, in a study to determine on how to maximize stakeholders' interests; Ayuso, Rodriguez and Garcia-Castro (2012) discovered that stakeholder engagement was important for any business to exist and that it was the avenue through which a business relates with them. These authors further observed that the secondary shareholder group includes social and political stakeholders such as non-governmental organizations, activists, communities, governments, media and competitors who play a crucial role in ensuring that the business is credible and is accepted by its customers. It can then be said that stakeholder engagement has to do with the level of involvement in organizational decision making resulting in organizational success. Managing organizational resource portfolio is the third aspect of strategic leadership and the third objective in this study. It is discussed in the following section.

Managing Organizational Resource Portfolio

An organization cannot function well without acquisition and allocation of the necessary resources for the support and production of goods. In line with this argument, Ng'ang'a (2018) broadly categorizes resources into tangible, intangible, human resource and organizational capabilities. According to Talaja (2012), tangible resources are mainly "identifiable and valuable and can be assigned some monetary value to include assets such as specialized equipment, geographical location, capital machines, land, and building" (p.53). Although resources contributes to a firm's success, they are not always readily available and especially when required by an organization. It is for this reason that Ivancevich, Konopaske and Matteson (2014) cite lack of resource support as one of the factors contributing to poor performance in organizations. From the foregoing discussion, resources are vital for the success of organizations with finance being one of the organizational resource portfolio.

Finance is a critical aspect in the effective running and management of organizations. This assertion is supported by Rahim and Bakar (2014) when they wrote that the performance of organizations to a large extent depend on how it is prepared to deal with aspects of management, finance and human relations skills. The way organizational leaders manage its finances to a great extent determines its overall performance and sustainability in the volatile business context. It becomes the responsibility of top leaders in organizations to ensure that funds are sourced and used well so that all the financial needs are met. Despite the fact that finance is a very critical organizational resource, it is one of the most abused resource as a result of corruption and other such vices (Eliogu-Anenih, 2017). Alongside finance, human resource is the second aspect of organizational resource portfolio and is discussed in the following sections.

Human resource is one of the essential components that contribute to organizational success. Holton (2000) views human resource development as formalized steps and procedures that organizational leaders formulate for the purpose of managing employees in order to increase productivity. The purpose of human resource development programs is to improve employee capabilities so that they can perform effectively and meet the expected performance in the organizations where they are engaged or employed (Otoo, Otoo, Abledu & Bhardwaj, 2019). According to Ng’ang’a (2018), human resources are “the expertise, skills, and efforts that employees offer to an organization” (p. 42). This implies that organizations should have sufficient and skilled number of employees in order to build their competitive edge in the contemporary competitive business environment. Technology is the third aspect of organizational resource portfolio and is discussed in the section that follows.

One of the characteristics of the 21st century business environment is the advancement of technology. The advancement of technology has recently been of great concern to scholars in different fields as they try to figure out how it affects the operations of organizations that rely on it (Cascio & Montealegre, 2016). Additionally, Cascio and Montealegre (2016) explained how globally, technology has been able to shape the life of people and the way they conduct businesses. Murray (2015) finds technological innovations as a major contributor in designing products and services that are required in a world characterized by diversity and open market as a result of globalization. Information Communication Technology (ICT) has been able to facilitate the creation of new employment opportunities due to its ability to make innovations in the way work is done (Chege, Wang & Suntu, 2019). This implies that organizations that do not embrace technology risk being phased out due to their inability to make innovations that are inevitable in the current business setting. It should be noted that much of today's businesses such as banks to a greater extent are driven by technology with deposits and withdrawals being done from home. Physical resources form part and parcel of organizational resource portfolio and are discussed in the section that follow.

Without physical resources, strategic leaders may not be in a position to co-ordinate activities of their organizations for optimum performance. Urde (2009) finds physical resources having the ability to enable an organization realize its planned goals in a way that is likely to produce feasible results. Physical resources include equipment, building and such other facilities that help in the production of goods and services in an organizational setting (Barkar & Ahmad, 2010). Njagi, Muathe and Muchemi (2018) argue that physical resources can only be of benefit to an organization if they are availed in sufficient quantities and qualities. Thus, although physical resources have the capability to contribute to organizational success, their contribution will be minimal if the resources are not backed up by qualified and competent employees at all levels in an organization (Grimes, 2004).

The literature reviewed on organizational resource portfolio point out to the fact that resources play a key role in the accomplishment, management, and success of firms. Some examples of resources are finance, human resources and technology that are important components in organizational success. This calls on top leaders in organizations to ensure that resources are well taken care of. In the context of the current study, it was of interest to investigate and determine how resources affect the performance of AIC theological training institutions in Kenya. The following section discusses empirical literature on external environment which played the role of a moderating variable in this study.

External Environment

External environment denotes the factors outside an organization where it conducts its business. There are several authors who have defined external environment from different viewpoints and contexts. Some of those authors are Bouazza, Ardjouman and Abada (2015) who define external environment as the aspects that are outside an organization and that may affect its overall performance. Murgor (2014) sees external environment from the angle of all factors surrounding an organization that it has no power to control and which can consequently affect its performance both positively and negatively. Further, the external environment of an organization comprises of infinite sets of elements outside the boundaries of an organization which may include other organizations, associations of individuals and broad forces representing important segments of the organizations' environment (Machuki & Aosa, 2011). An area dominated by Muslims could be explained as a good example of an external environment to a Protestant church planted within that vicinity.

Results of previous investigations have found external environment to have some control over how organizations operated. For instance, Hitt, Ireland, Simon and Trahms (2011) point out that external environment influences the operations of both religious and secular organizations irrespective of the environment in which they operates in. This points out to the need for organizational leaders who would like to have their organizations remain competitive in the current turbulent business atmosphere to initially conduct an environmental scanning before they formulate goals and strategies for their firms (Rizal & Kholid, 2017). This is because without such an analysis, it would be difficult for leaders to comprehend the external challenges that the business is exposed to and that might lead to ineffective strategy implementation (Abbas & Asghar, 2010). According to Crijns and Ooghi (2000), organizations grow in an environment that is both internal and external in nature and that affects each other in some ways. Some of the external factors that influence organizational success and profitability include industry, market, competitors and economic climate (Ng'ang'a, 2018). Investigating the external environment in which an organization conducts its business results in knowing its strength, weaknesses, opportunities and threats.

The external environment can be said to have three dimensions: Munificence, complexity and dynamism. Environmental munificence has to do with the aspect of inadequacy or sufficiency of resources that are held by one or more organizations that are within the same locality and play an important role in determining their performance (Njoroge, Ongeti, Kinuu & Kasomi, 2016). For instance, some factories in Kenya such as Kisumu Cotton Mills and Mumias Sugar closed down their businesses in the past due to either inadequacy or insufficiency of resources within their locality to sustain their operations. There have been efforts to revive them in the past with little or no success.

In relation to the second dimension of external environment which is environmental complexity, Murgor (2014) expounds that an external environment can be said to be complex when an interaction occurs between various risks in that environment besides there being dependency and inter-firm relationships. A good example could be a situation where livestock die because of a combination of both dry weather and diseases as it normally happens in the North Eastern part of Kenya and other parts of Africa that are dry. On dynamism, Murgor (2014) further sees it as the fluid and rapidly changing external environment that allows organizational perceptions and appreciation to play an important role in leadership. For instance, the external environment in which banks are operating in today has become so fluid and dynamic as a result of technological advancement resulting in services such as online banking, withdrawal and contracted agents which can affect its overall business performance. One popular technique for analyzing the general environment is the PESTEL model upon which this study was anchored (Mullins, 2016). Empirical literature review on the aspects of PESTEL (political, economic, social, technological, ecological, and legal) model are presented in the preceding sections starting with the political environment.

Political Environment

Political environment in which an organization operates in is provided by the government in power at any one particular moment. It is a key organizational success factor. While elaborating on political environment; Thomson, Peteraf, Gamble and Stickland (2012) found out that the actions of government and political leadership can shape the operation of organizations through legislation, policies and authority that such a government formulates during the period that it is in power. For example, the operations of theological training institutions of higher learning in Kenya that had been started to offer theological education such as Pan Africa Christian University, Kabarak University, Scott Christian University, St. Paul's University and Daystar University; just to mention a few, have had their operations affected after the government put in place a policy for all Universities to diversify the courses that they were offering besides admitting students from all denominations.

In addition to the external environment provided by the government in power, the political environment is also seen through the lenses of the legal framework within which an organization conducts its business. It is operationalized via the laws and regulations designed to guide the operations of the business conducted by such organizations (Olarewaju & Folarin, 2012). Political factors include and are not limited to political systems, attitude of leadership and government laws among others (Ng'ang'a, 2018). A previous study by Elbargathi and Al-Asaaf (2019) found out that political instability affected the economic growth of Arab countries. The above studies are helpful in this study in that they point out to the fact that the political environment in which organizations operate in can affect its operations and consequently its overall performance.

Economic Environment

It is important for strategic leaders in organizations to take into consideration the economic environment in which they are doing their businesses. In this respect, Ng'ang'a (2018) pointed out that the aspects of economic environment such as market of goods and services may affect the spending pattern of people who are customers to those organizations. This consequently affects how such organizations achieve their set objectives. A case in point is where Corona virus disease (Covid-19) has affected the global economy resulting in loss of jobs. As Ogundele (2005) observes, the economic environment to a great extent determines and defines the availability of opportunities for organizations due to the fact that a growing economy provides operational scope for the organization alongside the establishment of new ones. Ogundele further points out that a period of financial withdrawal can bring about losses and probably under-performance in organizations affecting the overall economy.

Social Environment

The need for strategic leaders to consider the social environmental factors as they lead organizations to greater heights of success due to their ability to impact performance cannot be underrated. According to Kennerley and Neely (2013), social factors include customs, traditions, values and beliefs; which have an important effect on the organization's overall performance.

Kennerley and Neely (2013) found social environment as including social attitudes in a particular community that may change and affect the demand that the community has for certain commodities. This explains the dynamic nature of social factors resulting from peoples' effort to satisfy their desires and wants through the control and adaption to the factors found in a certain environmental (Ng'ang'a, 2018). For example, the generational change that is currently occurring globally has created a social environment that leaders in theological training institutions should consider when preparing church leaders for service in the church and community. This is because the young generation in the church today needs a different style of leadership and the need for church leaders to be well equipped to guide them towards the right direction failure to which they would shift to other churches where their needs are met.

Technological Environment

Majority of the businesses in the 21st century world are driven by technology. As such, technology focuses on the application of scientific knowledge to offer solutions to problems affecting people and organizations. The technological environment is broad in nature. It encompasses the integration of technology in the whole organization which translates into innovation of new products and improved organizational performance (Pelser, 2014). As Pearson and Robinson (2009) highlight, some of the benefits that are associated with technological advancement are creation of new computer programs, innovation of goods and services , increased speed of production of goods and diversification of products and services. Yoo, Sawyer and Tan (2015) observe that only companies that keep up with technological advancements will remain competitive in the market place due to rapid rate of innovations in the field. Pearce and Robinson (2009) emphasize the need for strategic leaders to clearly understand how the current and new advancements in technology will affect the operations of their organizations and consequently their overall performance now and in the future. Technology has been proved to positively influence organizational performance significantly (Kimani, 2015).

Ecological Environment

Today, it is an undeniable fact that the ecological factors such as climate change and soil erosion are affecting the livelihood of people in great ways. Ng'ang'a (2018) defines ecology as the relationships that occur between people and their surroundings. It has a critical responsibility for their survival. The destruction of ecology primarily as a result of human activities can cause pollution resulting in raised temperatures, loss of housing, biodiversity and air, water and land degradation as a result of soil erosion. It is as a result of ecological degradation that the government of Kenya established the National Environmental Management Authority (NEMA) to deal with problems related to ecology and environment with some companies being closed down for hurting the ecology in the recent past. The literature reviewed explains ecology as an essential factor to be considered when leading an organization due to its impact on performance.

Legal Environment

Legal factors have the ability to determine performance in organizations. Regarding this, firms that operate internationally must take into account the political/legal aspects as their strategies must undergo changes accordingly (Hashem & Irshidat, 2014). It becomes tricky therefore for organizations conducting their business at the global context because of the fact that each country has its own set of rules and regulations that must be complied with. Some legal aspects such as trade barriers may promote local industries. Some of the legal factors that higher institutions of learning in Kenya must comply with have to do with adhering to the Commission of Higher Education (CUE) regulations and guidelines such as admitting students who have the required qualifications irrespective of their religious or cultural backgrounds. The literature reviewed on all the five aspects of external environment point out to the fact that they affect performance in one way or the other. There is therefore a need to ascertain how they affect the performance of AIC theological training institutions in Kenya. The next section discusses organizational performance which is the dependent variable in this study.

Organizational Performance

Since organizations are started for the purpose of achieving some specific objectives, the measurement of their performance becomes a critical factor to be considered by organizational leaders. Supartha and Saraswaty (2019) view organizational performance as the "research results which ensures that the organizational goals are realized following what it had set beforehand" (p. 235). On their part, Kamau and Wanyoike (2019) define organizational performance as the "sum of accomplishments that has been achieved by all departments against the goals that had been set in a given period of time in order to outline the accomplishments that are involved in each stage" (p. 9). Furthermore, organizational performance "involves a comparison of expected results of what had been stated by the organization in a specified period of time" (Nga'nga, 2018, p. 49). Organizational performance can therefore be said to encompass the comparison of the achieved results against the targets that had been planned for earlier.

There are other scholars who had defined performance from different perspectives. For instance, Bolo, Muturia and Oeba (2010) view performance “as referring to how an organization is performing in financial and non-financial aspects in relation to its planned objectives” (p. 2). According to Muthaa and Muathe (2018), the performance of organizations indicate to stakeholders whether the organizational objectives are being met using both financial and non-financial aspects. When measuring performance in educational institutions, Okwako (2013) suggested the consideration of such elements as academic performance, infrastructural development, discipline of students, the culture that the school embraces, the quality and relevance of graduates in relation to the required market skill needed and stakeholder satisfaction. It can be deducted that performance is the achievement of what had initially been planned for. Without measuring performance, it would be difficult to determine whether an organization is moving in the right direction.

Due to the fact that today’s stakeholders are more informed about organizational dynamics than those of previous years, measurement of organizational performance has therefore become one of the areas of focus by stakeholders. While supporting this view, Ivanov and Avasilcai (2014) found out that in past years and due to the dynamism of the environment where organizations operate as they conduct their businesses, many organizations have heightened their interest for the measurement of performance of their firms. Here, the main work of performance measurement can be said to be that of determining the current state of the organization and helping managers to come up with and implementing better strategies for better performance. Among the performance measurement methods that have been employed in previous researchers include Malcolm Baldrige model and BSC Model (Ivanov & Avasilcai, 2014; Gusmao, Christiananta & Ellitan, 2018). The current study employed the BSC Model to measure performance in AIC theological training institutions in Kenya.

BSC Model measures how an organization is performing from four viewpoints namely; how the organization is performing financially, how customers see the organization from outside, how the organization is keen on following the internal processes that it has established and how the organization has invested the training and development of its workforce (Kaplan & Norton, 2006). This framework was selected for this study for various reasons. Firstly, the framework is the most frequently cited and discussed model with 168 citations (Hasan & Chyi, 2017; Agwu, 2018). Secondly, BSC Model was found to have been used by between 30-80 percent of the successful firms globally (Taticchi, Tonelli & Cagnazzo, 2010; Eniola & Ektebang, 2014). Thirdly, in the last 25 years, BSC, being one of the prominent performance measurement frameworks, has been an area of focus by scholars globally after it had received much attention especially from the management and business community (Hoque, 2014; Kaplan & Norton, 2006). Fourthly, about 64 percent of Fortune 500 companies were found to adopt BSC Model besides previous research studies showing that 60-70 percent of organizations in Europe had used BSC Model while Asia was in the process of bench-marking the model (Gumbus, 2005). The following section discusses the four perspectives of the BSC Model framework.

Financial Perspective

Strategic leaders need to measure and determine how the organizations that they are leading are performing from the financial point of view. The role of financial perspective can be described as seeking to evaluate how the strategies made by organizational leaders have contributed to its financial success (Hasan & Chyi, 2017). The financial perspective is vital in the sustainability of organizations with all the other three perspectives of BSC Model depending on it for their success (Chimtengo, Mkandawire & Hanif, 2007). Despite the above assertion, Malgwi and Dahiru (2014) warn that the financial perspective should not be overly relied upon because it is not the only perspective that can be used to determine the performance of an organization. Besides financial aspects, other factors that might affect business performance of organizations are resistance to change and unskilled employees.

Top leaders in organization should take cognizance of the fact that donor funding for many organizations is on the decline. These sentiments are supported by Musundi (2015) in a previous study that found out decreasing donor funding as one of the challenges facing faith based organizations and consequently, creating a need for organizational leaders to devise ways of mobilizing additional funds to support their operations. Musundi (2005) further explains how mobilization of sufficient, stable and predictable resources has remained one of the real problems facing the African continent where the Gross Domestic Product (GDP) is approximately six percent. Any effort geared towards the success of organizations should therefore be supported by both foreign donors and governments with leadership being a key player regarding the development and execution of organizational anti-corruption strategies (Bubou, Siyanbola, Ekperiware & Gumus, 2014; Tabish & Jha, 2012). Pandian and Narendran (2015) in their research study found a correlation between financial factors and profitability of textile industries in India.

Studies that had been done in Africa show that although financial factors and organizational success are related, organizations still faced financial challenges. For instance, in a study that was conducted in Zimbabwe, Muvingi (2011) found out that in the last 10 years the financial sector had experienced a very difficult financial crisis which had resulted in the closure and liquidation of many banks. Similarly, a previous study conducted in the Kenyan context reported finance as a problem hampering the development AIC theological education (Mumo, 1997). The financial challenges in organizations can be mitigated through putting in place sound financial control measures. In this regard, Laevena and Valencia (2011) established that the success of organizations that mainly relied on external funding and especially from donors were the ones mostly affected by banks' control mechanisms. The literature reviewed on the financial aspect and its implication on organizational success indicates that the two elements are related and the need to examine if there exists a relationship between the two aspects in AIC theological training institutions in Kenya.

Customer Perspective

Customers are an important component regarding the performance and sustainability of organizations through their purchase of services and goods from such firms. According to Kairu, Wafula, Okaka and Akerele (2013), customer perspective is used to determine if an organization is able to efficiently and effectively provide its customers with the required services and products to their satisfaction based on their orientation. Customer orientation enables an organization to use the data that is obtained from its customers to put in place the necessary plans in order to satisfy their requirements. Customer perspective has its focus on quality, time, service and performance (Chimtengo, Mkandawire & Hanif, 2017). Some of the pointers of customer perspective include the rate at which goods and services are made available to customers and the rate at which customers are retained in the organization through effective customer care policies and procedures (Putri, Baga & Burhanuddin, 2017). Al-Hosaini and Sofian (2015) highlight the aspects that can be used to determine customer perspective to include how they are served and the quality of the relationship with the organization serving them. Many organizations are using different forms of customer feedback to collect information concerning their satisfaction levels.

The role of customer satisfaction in the performance of firms cannot be overemphasized and the need to handle customers' complaints when they arise for they cannot be ignored without adversely affecting the development of the organization's business. Yilmaz, Varnali and Kasnakoglu (2016) single out customer complaints as one of the most valuable sources of information about their experiences and expectations. They find such complaints to play a big role in facilitating organizational learning. Organizations that do not take customers' complaints seriously end up losing them with adverse effects in relation to their performance. Theron (2012, p.2) emphasized "the need for everyone in the society to live and work in an ethical manner for the purpose of bringing meaningful change and transformation and especially as it relates to customer relationships". In their study, Suchanek and Kralova (2015) reported a positive correlation between customer contentment and organizational success. These sentiments are supported by the results of a previous research study by Nkonge (2013) that discovered a decreasing number of students enrolling in ACK theological training institutions in Kenya with negative financial implications to the respective training institutions.

Internal Business Processes Perspective

The third aspect of BSC Model is internal business processes perspective. Internal processes are critical in the achievement of both the financial and customer perspectives in an organization because they facilitate the identification of key business processes in which the organization will achieve its objectives (Kairu, Wafula, Okaka & Akerele, 2013). According to Al-Najjar and Kalaf (2012), internal processes ensure that the performance projections are realized through the development of strong internal control mechanisms that are created within the concerned institutions. Existing literature indicates that SWOT analysis should be included within internal business perspective for the realization of the desired organizational performance (Kshatriya, Dharmadhikari, Srivastava & Basak, 2017). It will be difficult for a firm to reach its planned targets and goals without having in place a well-established internal process that ensures that organizational activities are well coordinated.

For organizations to remain current and satisfy the requirements of their customers, they should continue producing improved products, services and internal processes in order for them to attract more customers. Innovation can be done when organizational leaders understand the current market dynamics and conduct research in order to understand customers' preferences as well as market dynamics (Al-Hosain & Sofian, 2015). While emphasizing the need for documenting internal processes in organizations; Cao, Chan and Elkamel (2019) assert that for any organization to run effectively, its operations and procedures; including how it manages its assets must stick to the set laws in order to ensure that safety, productivity and quality are maintained. A study by Iranzadeh, Nojehdeh and Emami (2017) found out that internal processes had the highest mean of 4.46, customer perspective had a mean of 4.25, learning and growth had a mean of 3.73 while financial perspective was rated at 3.70. The literature reviewed concerning organizational processes point to an existence of a relationship between it and organizational performance, an aspect that this study sought to evaluate in AIC theological training institutions in Kenya.

Learning and Growth Perspective

The fourth and last component of a BSC Model framework is learning and growth perspective (Kaplan & Norton, 2006). From their viewpoint, Massingham, Massingham and Dumay (2019) see learning and growth perspective as focusing on how best employees are able to improve on their capabilities through mechanisms such as training for the purpose of creating more value for the benefit of their organizations. Additionally, the learning and growth perspective includes how effective processes within an organization are and the ability of employees to produce goods and services and immensely contribute towards the sustainability and performance of an organization measured by how employees are motivated, empowered and retained among others (Gonzalez-Sanchez, Broccardo & Martin Pires, 2017; Al-Najjar & Kalaf, 2012). Before an organization designs any training for its employees, it necessary for a training need assessment to first be conducted so that the relevant training can be identified and consequently offered.

Serious organizations are aware that skilled employees play an important role in their performance and future sustainability. In this sense, Khatoon and Farooq (2014) observe that learning and growth are the backbone to a successful BSC Model. They involve employee skills and information systems. Motlokoa, Sekantsi and Monyoloc (2018); Nabi, Islam, Dip and

Hassain (2017) and Salau, Falola and Akinbode (2014) all emphasize the need for continuous investment in training and development and induction of employees for the purpose of improving their capabilities and competencies in readiness for the turbulent global marketplace. Here, investing in the growth of employees becomes a source of competitive advantage for organizations.

Previous studies had indicated that there existed a correlation between learning and growth and organizational performance. In one of such studies that was conducted in Karmasangsthan Bank Limited in Bangladesh, Nabi, Islam, Dip and Hassain (2017) reported that training practices which encompass staff development contribute to employee motivation both in positive and negative ways. Salau, Falola and Akinbode (2014) and Khatoon and Farooq (2014) found the induction and training of new employees to have had a positive and significant influence on staff attitude and behaviour towards organizational performance. Similarly, a study by Ankrah (2017) found out that employee training; which is an aspect of learning and growth, contributed positively to the performance of employees in the tertiary education sector of Ghana. In another study that was done in Lesotho by Motlokoa, Sekantsi and Monyoloc (2018), the need for continuous investment in the improvement of employees' capabilities alongside their competencies for the turbulent global marketplace was emphasized.

Concerning re-engineering of internal processes which is an aspect of learning and growth, Namin and Ebrahimpour (2015) established a link between re-engineering and firms success at Imam Khomeini Committee in Iran. From the literature reviewed on the four perspectives of BSC Model, it can be concluded that they all have the capability to influence organizational performance both ways and therefore the need to establish their impact on the performance of AIC theological training institutions in Kenya. The next section presents empirical literature on the effects of strategic leadership and organizational performance. Additionally, the section further presents empirical literature on the effects of the three of the six components of strategic leadership chosen for this study on organizational performance. These components are strategic direction, organizational culture and organizational resource portfolio.

Strategic Leadership and Organizational Performance

Various studies that have been conducted at the global level have linked strategic leadership with the attainment of organizational objectives. In one of these studies, Alhyasat and Sharif (2018) proved that strategic leadership enhances and increases an organization's performance by developing people and social capabilities in Jordan. In the proceedings of the 10th Global Business and Social Science Research Conference held in Beijing, China, Hakimpoor (2014) reported that organizations that had strategic plans in place posted better results as compared to those that did not have. Hadrawi (2018) found strategic leadership to enhance organizational performance by influencing the social relationships and especially how employees' skills and knowledge are shared in organizations in Iraq Heavy Industry. As Supriyadi (2012) explains, strategic leaders contribute positively to the performance of organizations in that they influence innovation, manage the accumulation of key resources such as technology, talent, facilities, procedures and culture as reported in a study that was done in Indonesia. In another study that was conducted in Nevada Casino industry, Schaap (2012) indicated higher levels of organizational performance for organizations that tie reward to the success of the strategy employed. These studies explain how the actions of top leaders in organizations contribute to their success or failure.

In the African Continent as well as in Kenya, various studies have also confirmed that strategic leadership heightens or decreases performance in organizations. In such a study by Mapetere, Mavhiki, Nyamwanza, Sikomwe and Mhonde (2012), the results indicated that leaders were not fully involved in implementing the strategies that organizations had put in place resulting in partial success of the plans. Dubilihla and Sandada (2014) found strategic leadership to possess the ability of improving performance of small businesses in South Africa. In the Kenyan context, Nzoka (2017) conducted a study on the Health Department in the Nairobi County Government to determine the effects of strategic leadership on service delivery with the results indicating that a good strategic direction with vision, mission and core values to guide and enhance delivery of services to people had been established by the department resulting in increased efficiency of service delivery.

Although strategic leadership is an important aspect in improving organizational performance, previous studies have indicated that this was not always the case. In one of such previous study, Ogaja and Kimiti (2016) found out that many public Universities in Kenya had failed to implement their well thought strategies not because their leaders had failed to formulate adequate organizational strategies but because they had not implemented the prerequisite decisions necessary for the success of such plans. On their part, Buuni, Yusuf, Kiiru and Karemu (2015) observe that the main reason why majority of companies with good strategic plans do not realize good results was that strategy implementation is majorly vested with top leaders in organizations leaving out the other staff members who have a stake in the process of strategy implementation. In a study to ascertain the organizational determinants necessary for successful strategy implementation in Universities in Kenya, Mwanthi (2017) discovered that nine out of ten organizations did not successfully implement their strategies. Further, Mwanthi (2017) also discovered that approximately 60 percent of organizations did not tie strategy with budgeting and that 75 percent of organizations did not relate employees' incentives to strategy. The study further found that in a month, 86 percent of business owners and managers did not spend more than an hour discussing strategy while 95 percent of typical employees did not understand the process of strategy implementation. These studies point out to the fact application of strategic leadership does not always lead to organizational performance and hence the need to carry out a study in AIC theological training institutions to ascertain the same.

Lack of effective strategic leadership in organizations has led to their under-performance with several stakeholders being affected. According to Gusmao, Christiananta and Ellitan (2018), the Ministry of the Government of Timor-Leste had faced performance problems due to ineffective strategic leadership. Wassenhove (2011) found out that as a result of ineffective strategic leadership, donors were now more concerned with how humanitarian organizations were spending the financial aid given to them and the impact it had on the lives of the communities involved. In a study that was conducted in the Kenyan context, Kitonga, Bichanga and Muema (2016) found out that not-for profit organizations were facing internally related management challenges such as strategic planning, change management, leadership and external management problems that were related to relationships with government and communities due to ineffective strategic leadership. Further, Kabetu and Iravo (2018) reported that humanitarian organizations were faced with challenges related to how they were managing their operation chains with reducing financial resources, lack of skilled and insufficient employees as a result of ineffective strategic leadership.

The literature reviewed from the global, regional and local perspectives to evaluate the existence of a link between strategic leadership and organizational prosperity shows that strategic leadership affects organizational performance in a positive or negative way and therefore the need to establish the same association in AIC theological training institutions in Kenya. One of the components of strategic leadership is establishing strategic direction of an organization. Its empirical literature is discussed and presented in the following section.

Strategic Direction and Organizational Performance

One of the responsibilities of strategic leaders is the establishment of the strategic direction that an organization will take in order to achieve its performance with previous studies having been done to establish the relationship between the two variables. For example, in a study to determine whether sound policies and procedures which are some of the aspects of strategic direction had an impact on compliance of programs in America, Wolosz (2007) reported a positive correlation between policies and procedures in financial service organizations. Further, Kirkpatrick (2017) did a study to establish the impact of strategic direction on organizational success with the findings showing that core values, which are an element of strategic direction, contributed to organizational performance. In Slovenia, Gorenak and Kosir (2012) did a study to examine the importance of organizational values on organizational effectiveness. The study established an existence of a weak correlation between the two study variables.

The results of other studies had indicated that some core values can be associated with high organizational performance more than others considering their impact on employees' behaviour. A study by Ng'ang'a (2018) found respect for the interest of key organizational stakeholders such as customers, employees, suppliers and shareholders as the leading core values that impacted organizational performance most. In reference to the contributions of the above researchers, it is evident that core values occupy a central role as far as organizations performance is concerned.

From the literature reviewed from some of the past research studies, it can therefore be concluded that there exists an inconsistency in the research findings between the two variables. Some studies have established that there existed a weak or no relationship between some of the aspects of strategic direction. Other studies established an existence of a positive association while others found a weak, negative or no relationship. This presents a research gap that this study sought to fill in AIC theological training institutions in Kenya. The next presents empirical literature on the relationship between organizational culture and organizational performance.

Organizational Culture and Organizational Performance

In an organizational setting, its culture is determined by aspects such as work climate, employee engagement, employees' reward system and stakeholders' engagement that might affect the attainment of goals by the concerned organizations (Ng'ang'a, 2018). In Turkey, the results of a previous study showed that in an organization where work environment was characterized by clearly stated job roles resulted in highly motivated and satisfied employees and consequently to improved organizational performance (Ozge & Altindag, 2016). In contrary and in a study conducted in Nigeria, Omolayo, Owolabi, Omole and Ekundayo (2013) found that job satisfaction and organization climate had no effect on job performance bearing in mind that the performance of employees in organizations is affected by their ability, skills, management's leadership style and personnel policies. In a study that was conducted in Kenya, Gitonga and Gachunga (2015) found a conducive work environment to be the most important aspect that is able to keep employees satisfied as they work in today's complex business environment. These results indicate that previous studies on work environment and organizational performance had posted inconsistent results and the need to carry out further studies.

There are previous studies that had been conducted in various contexts to establish the relationship between employee engagement and organizational performance. Motyka (2018) conducted a systematic review of literature on employee engagement at the workplace and discovered that it was one of the current most alarming global economic problems in Poland as reported by both scholars and practitioners. While making suggestions for further research on employee engagement and organizational performance, Gullup (2017) asserts that only 15 percent of employees in the world can be said to be engaged in their workplace while 85 percent are either engaged or not engaged. Abugre (2010), in a study carried out in Nigeria established that employees put more efforts in the work assigned to them when their supervisors share work related information with them translating into improved organizational performance. In a study on the effects of performance measurement on employees' engagement in multinational corporations in Kenya, Aswani (2018) discovered that the two aspects had a positive relationship.

On shareholder engagement and organizational performance, Corner (2015) conducted a research study in New Mexico and Oklahoma with the results showing that in situations where school administrators had a close collaboration with students, this resulted in the improvement of school performance for Native American students. Since stakeholder engagement is about how an organization involves those who have vested interests in it, their inclusion is likely to result in improved organizational performance. Despite this fact, Magassouba, Tambi, Alkhlaifat and Abdullah (2019) pointed out that although stakeholder involvement was critical to the performance of organizations, it was found to be characterized by casual and temporary actions which are not predominantly institutionalized. In this regard, a study by Boafo et al. (2018) revealed that the reforms that were conducted in Ghana and Burkina Faso based on six domains of organizational performance were different in terms of structure.

Previous studies have also been done in Kenya to determine the effects of stakeholder engagement on organizational performance. In one such study by Kimutai and Kwambai (2018) on the effects of stakeholder engagement on the effectiveness of public Universities in Kenya, the results indicated an existence of a positive impact that stakeholder engagement had on the effectiveness of the University of Eldoret. The literature reviewed on organizational culture and its relationship with organizational effectiveness indicated some inconsistencies in the results obtained. Some studies had shown that there was a positive link while others had either shown weak or no association at all; presenting a research gap that this study sought to fill. The next section presents empirical literature on the effects of organizational resource portfolio and its corresponding aspects on organizational performance.

Organizational Resource Portfolio and Organizational Performance

Every organization requires resources of various types for it to operate efficiently and effectively. And as Ng'ang'a (2018) points out, some of the aspects and examples of resource portfolio are finance, human resource and technology. Resources play an important role in organizational effectiveness with previous empirical studies establishing a link between the two variables. In one of those studies; Angeles, Calara and de Guzman (2019) found that the success of micro-enterprise organizations in developing countries such as the Philippines depended heavily on whether they were receiving financial aid or were able to access money to finance their operations. According to Fowowe (2017), organizations in African countries that were not facing financial constrains were experiencing faster growth compared to those that were going through financial challenges and therefore the need for financing such organizations. In their study, Ng'ang'a, Waiganjo and Njeru (2018) found the most influential resources to be human, physical, technological and capabilities in tourism public agencies and organizations in Kenya. It is worth noting here that, these authors did not find finance to influence organizational success in any way. Availability of resources does not ensure organizational performance unless they are properly used by skilled and knowledgeable employees. Besides financial resources, employees are an integral component in the success of organizations.

Human resource is an important component in an organization for it to function effectively. This assertion is supported by an empirical study done by Zaraket, Garios and Malek (2018) in the Lebanese banking sector whose research findings indicated that the aspects of employee empowerment were positively related with organizational commitment that consequently resulted in organizational performance. In Africa, two other studies that had been conducted in

Nigeria; Daniel (2019) and Otoo, Otoo, Abledu and Bhardwaj (2019) reported that human resource development practices influenced organizational performance. From these studies, a conclusion can be made that employees are a very vital resource in the success of organizations. Alongside employees, technology is also an aspect of resource portfolio.

In today's business environment, technology has brought forward profound changes because of its ability in assisting employees and leaders in organizations to perform their work in a better and faster way (Ng'ang'a, 2018). As such, literature in business (VanHoose, 2011), medicine (Demaershalk et al., 2012), engineering (Kuhnle, 2010) and social sciences (Wellman & Haythornthwaite, 2002) echo this observation. Mitchell, Gagne, Beaudry and Dyer (2012) in their survey of academics from Private Universities in Iraq showed that they ignored the importance of an information technology infrastructure. This is despite the fact that studies had found management and technological innovations to significantly and positively contribute to the sustainability and organization performance (Zhang, Khan, Lee & Salik, 2019). The Iraq situation reported here may not be any different from what one would find in Africa generally and Kenya in particular.

In their study; Yunis, Tarhini and Kasar (2018) found out that the use of technology in organizations differ as a result of many factors that influence the relationship between innovation brought about by technology and organizational performance. Barley (2015) explains how digital technology alongside electricity had continued to make positive contributions in the success of organizations despite there being little research on how it affects organizational performance. In Kenya; Chege, Wang and Suntu (2019) reported that technological innovation influenced firm performance positively. The above research studies posted conflicting results when technology was tested against organizational performance in different contexts and therefore the need for further studies to be conducted in AIC theological training institutions in Kenya to remove this doubt. The other aspect of organizational resource portfolio is physical resources.

The link between physical resources and organizational performance has also been established through various studies in the past. In a study conducted in Iranian public hospitals, Mosadeghrad (2014) found lack of finance and physical resources to be among the contributors of poor service delivery in the concerned health care facilities. In yet another qualitative study carried out in rural communities in Malawi to establish the gaps in universal health coverage; Abiro, Mbera and Allegri (2014) found shortage of medicine and other medical equipment in majority of Malawian public hospitals contributing to their poor performance. A WHO (2012) report showed lack of physical resources in Kenyan public health institutions as one of the major drawbacks that had contributed to the poor provision of health care. A review of organizational resource portfolio done mostly on secular institutions indicated that previous studies had posted mixed results prompting a need to conduct further studies and especially in a Christian context.

The empirical literature reviewed on organizational resource portfolio together with its corresponding aspects and its impact on organizational performance indicated that there existed either a positive or a negative relationship between the study variables. The literature reviewed under organizational resource portfolio is important in guiding the current study to determine what influence organizational resource portfolio has on the performance of AIC theological training institutions in Kenya. The next section presents empirical literature on the effects external environment which played the role of a moderating variable in this study together with its various elements as guided by the PESTEL framework on organizational performance.

External Environment and Organizational Performance

Organizations operate in an external environment that has the ability to influence their operations either negatively or positively. Rizal and Kholid (2017) conducted a study in small and medium food and beverage enterprises in Indonesia using explanatory research design with results of the study indicating that external environment positively impacted internal environment while a combination of both external and internal environments positively and significantly influenced organizational business performance. In another study, the results indicated that external and internal environmental factors such as employees' capabilities and leadership in organizations contributed to sustainable organizational performance in Vietnam (Nguyen & Nguyen, 2013). It can be determined from the global perspective that previous studies had established the existence of a relationship between external environment and performance of firms studied.

In the African continent, results of a previous research study by Akpoviroro and Owotutu (2018) indicated that external business environment consisting of political, economic, technological, and social-cultural aspects had impact on organizational performance. In Kenya, a research study by Chitechi (2014) indicated that external environmental factors appeared to have great influence on the performance and decision making in export services sector. According to Machuki and Oasa (2011), although previous research studies had established that there existed a relationship between external environment and organizational performance, literature on the environment of an organization, its direct and indirect impact upon organizational processes and outcomes were still in the formative stage and therefore the need for further research to be done in this area. One of the contributing factors for the scarcity of studies that link the external environment and organizational performance has been that academicians and professionals do not foresee the external factors which affect performance (Ahmed & Othman, 2017). One can argue that strategic leaders perform and act differently depending on the context of their organizations as a result of the surrounding environments that impact them. The following sections discuss the six aspects of external environment which are political, economic, social, technological, ecological and legal and there effects on organizational performance.

The first aspect of external environment is political. There are quite a number of previous studies that had been conducted and consequently established a link between political environment and organizational performance. In one such study conducted in selected Arab Countries, Elbargathi and Al-Asaaf (2019) found a positive impact of different political instability indicators.Yunusa, Bustamanb, Wan and Wan (2014) in their study on the conducive business environment on local government innovative work behaviour found that political factors had a direct impact on businesses given that they were required to obey government directives. In their study on the concepts and cases of crafting and executing strategy; Thomson, Peteraf, Gamble and Stickland (2012) established that the actions of government and political leadership shaped the operations of organizations through legislation, policies and authority. One of the aspects of external environment that was measured in this study was the role of political environment and how it affected the operations of AIC theological training institutions in Kenya.

On the economic environment; Basheer, Ahmad and Hassan (2018) did a study to establish the impact of economic and financial factors on tax revenue in the Middle East countries with the results showing that although for the last three decades many countries located in the Middle East had been the legal and safe tax heavens, in the recent past they had faced economic turmoil as a result of ever changing oil prices forcing them to turn to non-oil revenues. Mello (2006) alluded to the fact that economic aspects were likely to affect the performance of an organization. The above studies explain economic factors as a major player in the success of organizations and the need to carry out further studies in Christian institutions for the purpose of finding out whether they were having any effects in the effort of realizing their objectives.

In one of previous studies that had been conducted linking technology and organizational performance; Pfano and Beharry (2016) found that technological advancement had a positive relationship on the quality of people's lives, how businesses were being conducted especially in organizational context in Durban Westville. Similarly, Konopaske, Ivancevich and Matteson (2018) wrote that the rate at which ideas will be created and shared in future will accelerate as a result of technological advancements thereby affecting performance of organizations. Additionally, the results of a study on government tourism agencies in Kenya found that advances in technology, internet accessibility and speed of technology transfer affected the degree at which organizations could perform (Ng'ang'a, 2018). This signals the need for strategic leaders to embrace technology in the organizations they are leading.

There are scholars who had previously written about ecological factors and their effect on organizational performance. In their study, Thomson, Perteraf, Gamble and Strickland (2012) explained that ecological factors directly impacted industries such as farming, energy, tourism and basically, any organization. Watson, Boudreau and Chen (2010) in their study focusing on information systems and environmentally sustainable development discovered poor environmental practices as the main causes of numerous forms of waste such as noise while ecological factors contributed to a moderate relationship of the activities in the tourism agencies in Kenya (Ng'ang'a, 2018). The literature reviewed shows that ecological factors impact organizational performance and therefore the need to conduct a research study to confirm the same in AIC theological training institutions in Kenya.

Regarding the legal environment, Ng'ang'a (2018) highlights it as a key aspect in tourism sector since a highly regulated environment discourages malpractices which could otherwise decrease performance. Ng'ang'a (2018) further indicated how legal factors such as new laws and legislations, new constitution and labor laws to a great extent influenced the performance of organizations with a mean of 4.33. The distribution of the results was negatively skewed showing that most of the respondents who were involved in the study to a great extent agreed that legal factors affected their performance. However, the results of a study by Joan (2012) to establish the effect of regulations on financial performance of commercial banks in Kenya showed that the two variables were not related.

The literature reviewed above on external environment and its related aspects point out to an inconsistency in the results between them and organizational performance and therefore the need to carry out this study to clarify the same in AIC theological training institutions in Kenya. Majority of the studies had been done in secular institutions and majorly in developed countries and therefore the need to carry out this study in a Christian context and in a developing country like Kenya. The next section presents empirical literature regarding the combination of the three variables in this study which are: Strategic leadership, external environment and organizational performance.

Strategic Leadership, External Environment and Organizational Performance

The environment around which organizations carry out their business has a potential to affect the efforts of strategic leaders in their pursuit of organizational excellence. In this regard, previous research studies had concluded that organizational and other environmental constraints were the main reasons as to why strategic leadership had limited impact on organizational performance (Hambrick & Quigley, 2014; Fitza, 2017). Studies on strategic leadership had not seriously established its effects on organizational performance by establishing the various available variables related to strategic leadership (Garci'a-Morales, Llore'ns-Montes & Jover, 2008). The literature reviewed on strategic leadership, external environment and organizational performance indicates that only a few studies had been done involving the three variables besides the available studies posting conflicting results and therefore the need to carry out this study in AIC theological training institutions in Kenya in order to create new knowledge besides contributing to the existing body of knowledge. The following section discusses AIC theological training institutions in Kenya which is the context in which this study was carried out.

AIC theological Training Institutions

The origin of theological education and training institutions in AIC can be traced from its founder Peter C. Scott who, having lived in the USA had discovered how successful evangelism had been done in other parts of the world with the help of trained men and women church leaders (Mumo, 1997). When he first arrived in Kenya and following what he had observed in America, Scott's mind was occupied with how Africans could be equipped with the necessary skills related to evangelism although he had not completed his theological studies in America. According to Miller (1955), Scott was convinced beyond reasonable doubt that foreigners could not succeed in the work of spreading the gospel unless they involved the local people; a dream he did not live to see fulfilled since he died before the first theological training institution was started in Kenya. The period between 1895 and 1928 when AIM ventured into Kenya, its main concentration was evangelism and starting of new mission stations (Gration, 1973).

From the onset, the first missionaries to Africa understood the importance of African leaders spearheading the church to the next level of success. This is reason that from the onset, missionaries were interested in training Africans in preparation for taking over the church in future. However despite the need for training Africans in church leadership, Nkonge (2013) makes it clear that, at first the training that was accorded to Africans at AIM training stations was informal in many ways with the first theological training institutions being built in Ukambani. There are various reasons that made AIM missionaries establish the first Bible school in Machakos. Firstly, it was in Machakos where AIM's evangelization had begun. Secondly, since AIM had spread into four regions (Ukambani, Central Kenya, Rift Valley and Nyanza), it decided to experiment with Ukambani before venturing into Central, Rift Valley and Lake

Victoria regions (Mumo, 1997). The following section discusses various AIC theological training institutions in Kenya starting with Ukamba Bible School in the effort of unearthing the available research gaps that were consequently to be addressed in this study.

Ukamba Bible School

The first AIC theological training institution to be started by missionaries when they came to Kenya was Ukamba Bible School. One of the reasons for starting theological training institutions was to train church leaders for a fast growing church with educated people. From the onset when the church was started, it was evident that it could not lure even a handful of the elite Africans into its leadership; an aspect that presented a big challenge to the church. Any church that was led by priests who were not educated faced the risk of having a large congregation with weak leaders. Due to the fact that the students who joined the school were completely illiterate, they were only allowed to continue with Biblical studies after they had passed a vernacular examination (Oliver, 1952). Teaching was done in Kikamba (through translation) with the whole course taking three years before one could graduate and be posted to serve in a local church. Later on and due to a dire need for more space for expansion, Ukamba Bible School was moved to where Scott Christian University is located before finally being moved to its current location in a partnership which also included Mumbuni High school. Owing to lack of sufficient facilities, the school initially provided students with accommodation while they cooked for themselves (Mumo 1997).

Other problems that faced Ukamba Bible School when it was started included insufficient physical resources, training materials and curriculum that had not been conceptualized, irrelevant training and graduates who lacked analytical skills (Mugambi, 1989). Every Friday, the students left for their rural homes to take care of their local churches, an aspect that signified a lack of leaders in AIC churches at the time (Ndonye, 1993). Ukamba Bible School was headed by expatriates right from its inception up to the time the first African Principal assumed office. Mr. Mbithi took over Ukamba Bible School as the first African Principal in 1976 with the last expatriate teachers leaving the institution in 1990. The students paid Kshs. 10,000.00 per term while the rest of the financial obligations were met through the sponsorship of the Machakos Central Region who also paid the teachers (Mumo, 1997). It can be deducted that the intention of the missionaries at the time of starting AIC theological training institutions in Kenya was to train church leaders for the fast growing church.

From the literature reviewed regarding Ukamba Bible School, it can be concluded that right from the time it was started, the Bible institution was faced with various challenges such as lack of finance, physical facilities, lack of contextualized curriculum, and lack of graduates with analytical skills to deal with the problems affecting the community that they were serving (Mumo, 1997). However, the researcher discovered that there was no known study that had ever been conducted in the AIC theological training institution to determine its performance since the time it was begun and therefore the relevance of this research study. The second AIC theological training institution to be started by missionaries in Central Kenya was Moffat Bible College.

Moffat Bible College

Moffat Bible Institute opened its doors in Kenya in 1929 with only four students who had been in AIM service for quite some time. Students initially underwent a two-year course that was taught in Kikuyu before it was changed to last for three years. The location of Moffat Bible College was chosen to build an institution that would serve as a training institute for leaders who could serve in other communities in Kenya as a result of a need of leaders for a growing church (Mbuvi, 1994). Additionally, AIM started a Press Department at Moffat Bible College to "train evangelists and pastors for a spiritual ministry among their own people and to circulate Christian literature course materials and books on Bible doctrine" (Mumo, 1997, p. 107). The standard of education one had attained was not considered for admission when the institute began with those with literacy problems going through literacy classes first before they could be allowed to proceed with theological studies (AIM Constitutional Rules and Regulations, 1954). As time went by, Moffat Bible College began admitting students who had attained standard six and eight level of education (Gehman, 1994). The funds that were donated by missionaries were also used to construct dining halls, hostels, staff houses and a library (Mumo, 1997).

In 1980, the College started admitting students who had scored division three in their form four school examination with majority of teachers still being expatriates. In 1975, Samuel Kahonya became the first African Principal (Mumo, 1997) of Moffat Bible Institute. This did not go well with the expatriates who were accused of sabotaging the Principal as did some students who (besides tribalism) doubted the ability of an African to lead such an institution. This led to a strike in the College with the students' ring leaders being expelled and consequently affecting students' numbers in the institution (Morad, 1993). The literature reviewed identified low literacy levels as one of the major challenges that Moffat Bible College faced during its inception phase; a situation that could compromise the level of church leaders who graduated from the institution. Other AIC theological training institutions that missionaries started were Kabsabet

Bible Institute, which was later split into Kabsabet Bible College and Ogada Bible School. They are discussed in the following section.

Kabsabet Bible College and Ogada Bible School

As it was expected, the growth of the church came with a need for opening of more theological training institutions. Once again, the reason for opening more theological training institutions was as a result of the need to deal with language problems for prospective candidates of Biblical education. This is the reason why AIM encouraged the opening of Bible Schools in locations where teaching could be done in vernacular (Gehman, 1987). This was the main reason that led to the opening of Kabsabet Bible College and Ogada Bible School in 1954. Originally, when it opened its doors, Kalenjin Bible School (as it was called then) admitted elderly students from the whole of Rift Valley that had a vast growing Christian population (Mumo, 1997). In 1969, Kabsabet Bible Institute started admitting students from non Kalenjin communities with the course that it was offering being extended to four years while the teaching was done in both Kalenjin and English languages.

On its inception, Ogada Bible School faced various challenges such as low number of students who were enrolling into the institution, a community that did not support it and lack of committed missionary teachers contrary to the other three training institutions already discussed above (Odaa, 1994). When the school began, its financial support majorly came from AIM (Mumo, 1997). It is important to note that even theological training institutions from other denominations faced similar challenges as those of AIC. For instance, in a previous study, Nkonge (2013) explained how Bishop Hammington Theological Training College in Mombasa that is affiliated to ACK was closed and reopened several times due to such factors as lack of finances and teaching staff. Mumo (1997) and Nkonge (2013) identify finances as one of the common challenges faced by both AIC and ACK theological training institutions.

After it was started, Ogada Bible School did not last long due to a number of reasons that led to its collapse. Firstly, AIM had not penetrated into Luo land the same way it had done in Ukambani, Kalenjin and Kikuyu lands. This, coupled with competition from other denominations resulted in an isolated AIM following in the region (Mbuvi, 1994). Secondly, and as Mbuvi (1994) continues to explain, the existing AIC churches in the region could not financially sustain Pastors who were serving them after graduating from Ogada Bible School. Thirdly, the lake region did not have gifted and enthusiastic missionaries who were willing to dedicate their time to serve Ogada Bible School (Odaa, 1994). Fourthly, very few AIM missionaries were willing to go and serve in Nyanza Province for fear of malaria which was and still is prevalent in the area (Gehman, 1994).

Although there were various challenges that lead to the closure of Ogada Bible School in 1972, the final blow came as a result of lack of students making the school economically unviable to run (Mumo, 1997). Mumo’s observation is corroborated by Nkonge (2013) who reported that ACK theological training institutions were facing enrolment challenges, the quality and number of lecturers making the future of such institutions uncertain. This literature review was necessary in this study because it helps in understanding some of the challenges that faced one of AIC theological training institutions in Kenya when it was started and compare with the present challenges. As time went by, there arose a need for the establishment of a higher institution of theological learning as a result of the rising demand for such a level of education notwithstanding the influence of secular education. This therefore, was one of the reasons that lead to the opening of Scott Christian University in Machakos. It is discussed in the section that follows.

Scott Christian University

The level of theological education that was offered in the already established four region-based Bible institutions was primarily Bible study and methods of evangelization that attracted students with low education grades (Morad, 1994). As the number of people who were converting to Christianity increased, the demand for evangelists and pastors with advanced level of both secular and theological education also increased (Mumo, 1997). This signaled the need for providing theological education which would train students with analytical and ministerial knowledge for the service of a church that was becoming dynamic and informed (Pobee & Hellencrentz, 1986). The need for the independence of the country aroused the need of the independence of AIC in Kenya (Sambiri, 1994). As the church rapidly grew in many parts of Kenya as a result of evangelism, it needed trained church leaders to take care of it. There was therefore an urgent need for the establishment of a higher theological college.

Many years after theological training institutions had been started, they were still not producing adequate church leaders to match the growing demand with regard to the ACK context (Nkonge, 2013). What was even more worrying in the study that Nkonge (2013) conducted was that the number of students joining ACK theological training institutions continued to decrease. Scott Theological College (as it was called then) was started after realizing the challenge associated with having a fast growing congregation that was being led by pastors and church leaders without adequate training (Kivunzi, 1993). This forced AIM missionaries to start thinking about establishing an institution in Kenya that could offer advanced level of theological education. This decision was informed by how it would have been very expensive to train theological students abroad and especially in the wake declining financial support from foreign donors as a result of the Second World War (Mumo, 1997).

In order to forge a way forward in the establishment of an advanced theological training institution, a discussion was held between AIM missionaries and AIC African leaders to look for a suitable venue for such an institution. Initially, Kijabe was thought to be an ideal place but the African leaders had their own reservations of this location. They felt that Kijabe was crowded with missionaries and more or less looked like an American city within Africa (Sambiri, 1994). In the end, Mumbuni in Machakos was chosen for the construction of the new theological training institution because many church leaders in Ukambani had already received theological training with more interest in furthering their studies (Mumo, 1997). Initially, Scott Theological College was admitting students with both standard eight level of education and those who had completed form four when it was started in 1962. The offering of two levels of education continued until much later when the College concentrated on admitting form four leavers only; the result being that the first graduates were performing far much better than those from other AIC theological training institutions (Kivunzi, 1993). The initial course took three years. The medium of instruction was English with much of the major financial burden being met by assistance solicited by AIM missionaries (Welch, 1963).

In 1986, Scott Theological College got an accreditation from Accrediting Council of Theological Education in Africa (ACTEA) to enable it offer a Bachelor's degree in Bible and Theology (Mumo, 1997). In 1983, Titus Kivunzi became the first African Principal. In terms of facilities, Scott Theological College had adequate land for expansion and much of the financial support came from AIM missionaries although it was slowly diminishing. The exit of missionaries from the top leadership of Scott Christian University signaled the beginning of a new era of leadership at the institution by Africans themselves (Mumo, 1997). By the time that this study was being conducted, the University was being led Prof. Mumo Kisau as the Vice-Chancellor.

The opening of Scott Theological College in 1962 was a springboard for the start and multiplication of other AIC theological training institutions of Biblical and Theological education. The rapid multiplication of theological training institutions was a clear indication of each region wanting to start and have its own theological training institution although most of them had been started without proper planning and adequate management (Mumo, 1997). Such institutions included: Mulango, Nduluku, Baringo and Pwani Bible Institutes; Narok, Nzauwi, Makueni, Mtito Andei and Masinga Bible Schools. In the ACK context, Nkonge (2013) explains how after independence and given that the growing number of Christians who were converting to Christianity required trained church leaders, various ACK dioceses had started their own Bible Colleges that stood at nine in number by 1985. The dioceses also increased in direct proportion to the theological training institutions in each diocese; an aspect that raised the question of viability from development partners.

The extensive literature regarding Scott Christian University was very important in this study for various reasons. Firstly, it highlighted the reasons that led to its establishment besides the challenges that it faced. Secondly, it indicated the gaps that exist in the literature and how they were filled in the current study. One of the gaps identified in the literature review is that not many studies had been done in AIC theological training institutions especially in regards to the variables of this study. The next section discusses Nduluku Bible School.

Nduluku Bible School

From the literature reviewed so far on AIC theological training institutions, there seems to be a reason/need that necessitated the starting of almost every AIC theological training institution in Kenya. Nduluku Bible Institute (as it was called that time) was started on the realization that most of the churches in the area were being run by untrained church elders. Since the pioneers of this Institute were adult students, the classes were conducted between Monday and Friday to allow students who doubled as pastors to go back to their churches to conduct services (Mulumbi, 1993). This is also what happened with students of Ukamba Bible School and Moffat Bible Colleges that were discussed in earlier sections. In terms of physical facilities; when Nkonge (2013) did his study, all the ACK theological training institutions had only 47 acres of land scattered over the country. Mumo (1997) reported lack of basic facilities necessary for effective training such as classrooms, dormitories, dining hall, library and reading materials at the time of his study. The next section is a discussion on Pwani Bible Institute.

Pwani Bible Institute

Just as is in the case of other AIC theological training institutions, there was a reason behind the starting of Pwani Bible Institute. Although AIC had established many churches in other parts of the country, it became necessary to start a training institute in Pwani majorly because Mulango Bible Institute in Kitui was the only nearest AIC training facility (Mumo, 1997). It is important to understand that each institution has its own culture, which is created throughout its life becoming the way it conducts its business. Institutional culture just like that of Mulango Bible Institute does not operate in isolation but in a sub-culture of the broader society such as that of the Kamba community, hence the validity of the claim of leaders from coastal region to have their own theological training institution to take care of their culture in the process of training its church leaders. Another factor that led to the starting of Pwani Bible Institute was the distance between the coastal region, Mulango Bible Institute and Ukamba Bible College. Through the efforts of the previous Principals of Pwani Bible Institute, it was able to construct a number of physical infrastructures such as administration blocks, teachers' houses, students' dormitories and classrooms (Naidoo, 2016). In the effort to conclude the section on literature review regarding AIC theological training institutions, the following section discusses Narok Bible College and other Bible Schools.

Narok Bible College and Other Bible Schools

Just as there was a reason or reasons behind the starting of the other AIC theological training institutions, Narok Bible College was started to meet the need of training church leaders from the Masai community (Mumo, 1997). The College begun as a Bible School in 1975 before being elevated to an Institute and later to a Bible College. When it was started, the College drew much of its support from oversees donors. Since then, other training institutions have been started in different areas including Bishop Birech Bible College, AIC Missionary College, Baringo Bible Institute, AIC Diguna Discipleship Training Centre, AIC Kao La Amani Training Centre, Sitotwet Training Centre, AIC Ahero Bible Training Centre, Kabartonjo Evangelism School, Ravine Training Centre, Yatta College of Bible, Shimba Hills Bible School, AIC Mbooni Bible Institute, AIC Mukaa Bible College and Kangundo Bible School (Mumo, 1997). By the time the current study was being conducted, there were 26 AIC theological training institutions of different categories in Kenya.

From the literature reviewed on AIC theological training institutions, it is evident that there are no previous research studies that had been done to establish their performance since they were established. The only related study had been done by Mumo (1997) on the development of theological education in the AIC church. Some of the challenges that the institutions have been facing are decreasing donor funding, lack of enough physical facilities and teachers and a curriculum that had not been contextualized. On the challenge of culture, a theological institution like Mulango Bible College had been started without considering the culture of students who would train in it such as those from the Coastal region. There is therefore, a need to conduct a research study in AIC theological training institutions in Kenya to establish the impact of culture on their performance. The next section discusses theological education which is one of the aspects in which this study was grounded.

Theological Education

Theological education is the "the development of personality as a result of the empowerment through God's grace that finds true humanity in the expression of love towards others" (Nichols, 2014, p. 19). Theological education is reflected in selfless love that provides the ultimate measure of Christian depth and character. While distinguishing between Christian education and theological education, Nichols points out that "differentiating between Christian education and theological education involves moving from general to more specific forms of learning in the Christian context" (Nichols, 2014, p. 19). Theological education can therefore be defined as the education that one receives from a recognized theological training institution concerning the word of God. A review of the literature on how theological educations prepare church leaders for holistic ministry is important. This is the same role that AIC theological training institutions in Kenya are fulfilling.

The development of theological education in Africa has gone through various phases to reach its present state. During and after the period when many Africa countries were under colonization, the church leadership was mostly male dominated; a culture that is still maintained even today. Initially, theological education mostly attracted male candidates probably because majority of the pioneer missionaries were dominantly males. This aspect made theological education in Africa to be designed along male lines resulting in many churches being led by men at the expense of women although the situation is slowly changing. "Before most of the African countries had attained independence, the African culture was not respected; a perspective that was shared by almost all the church denominations" (Amanze, 2012, p. 123). The curriculum which was used to train church leaders was one that had been developed in America and Europe, producing church leaders detached from their African context.

Theological education is supposed to produce church leaders who are familiar and relevant to the contexts they will serve in. While writing on the challenges that have been facing theological education in Africa; Hadebe (2017) observes that Africa was yet to develop effective church leaders because theological education was characterized by foreign content, methodology and languages. In order to solve this problem, Hadebe (2017) suggests for Africans to be allowed to have a voice in curriculum reforms and transformation of theological argument. Amanze (2012) made a suggestion to the effect that the curriculum used in teaching theology and religious studies be reformed in order to navigate the challenges facing society and more so in the African context. Theological education has been viewed as the change agent in Africa and other parts of the world. The work of theological education has also been central to the living and growth of the church since the success and prosperity of any church is reflected in the level of training that its leaders had received while in theological training institutions (Mashebela, 2017).

The inability of theological education to develop holistic church leaders cuts across many African countries. In a study that was done in Zimbabwe, Magezi and Banda (2017) found out that "theological education had been preparing ministers for evangelistic purposes and not for holistic life that includes economic participation and engagement" (p. 9). As Magezi and Banda (2017) further allude, "the curriculum in traditional theological education in Zimbabwe was also found to generally lack economic and entrepreneurial literacy even though it may have increased consciousness for social and political justice" (p. 9). These authors asserted that "there is a serious gap between spiritual and economic life" (p. 5). Magezi and Banda's (2017) assertion is supported by Chitabo (2010) who posited that although theology had made a positive contribution to the autonomy of Africa in general, the continent had lagged behind due to its continued focus on non-essential aspects relevant in solving today's societal challenges.

While writing on the need for theological education to produce a holistic person able to serve both in the church and community, Naidoo (2015) expounded that in the recent past, theological education in many seminaries has been leaning towards the development of church leaders for ministerial service. Due to lack of holistic church theological education, pastors who have exited ministry explained the existence of a gap between the expectations formed while being trained in the seminaries and the reality of practical ministry on the ground (Chiroma, 2012). Previously, Mumo (1997) had found out that AIC theological education had not been producing church leaders able to help people solve the contemporary problems facing them. The above literature clearly indicates that theological training institutions at the global, regional, and local contexts had not been performing well in terms of equipping church leaders for practical ministry.

There are various reasons as to why theological education has not been able to develop holistic church leaders such as lack of voluntary curriculum review besides some church leaders being against the transformation of the curriculum used in theological training institutions. From a general perspective, theological institutions have not been reviewing their curriculum to suit the African context despite its power to liberate the African continent owing to disagreements between its leaders (Mashebela, 2017). In a recent study in the area of theological education, Chiroma (2012) confirmed that graduates of theological training institutions were faced with various challenges. In this regard, Chiroma (2012) proposed for theological training institutions to take a holistic mentoring approach in the effort to prepare students for service to the church and community. While giving an example of the seminaries started by Evangelical Church of Winning All (ECWA), Chiroma (2012) further explained how many graduates had left these seminaries with intellectual knowledge but with little practical understanding of how to lead and administer their various congregations and communities.

From the time AIC theological training institutions were started, not much research has been done to establish their performance. These sentiments are echoed by Mumo (1997) who observes that at the time he was conducting his study, there were no known studies in an AIC context that linked strategic leadership, external environment and organizational performance in Kenya. This makes the current study worth investing time, energy and resources into. In conclusion and from the literature review on theological education, it can be deducted that theological education has been facing various challenges since its inception. For example, theological education has lacked the ability to holistically equip church leaders with the necessary knowledge to serve both in the church and society where they are coming from. One of the reasons for this inadequacy is a curriculum that is borrowed from the Western countries. Besides a curriculum that was not contextualized, resistance to change has also been cited as one of challenges facing theological education in Kenya. This study endeavored to establish whether external environment interferes with strategic leaders in their efforts to improve the performance of AIC theological training institutions in Kenya.

Research Gaps

The literature reviewed exposed various knowledge gaps among the relationships of the variables in this study. The gaps identified have been categorized into conceptual, contextual and methodological gaps (Mugenda & Mugenda, 2003). The conceptual gaps are those regarding the relationship between the concepts of the study (Ongeti, 2014). The contextual gaps relate to the location where the study was conducted (Kothari, 2004). Methodological gaps relate to population of respondents involved in the study, the sample size selected, the research design used, data collection and analysis methods used in the study (Mutungi, 2019). Conceptually, the literature reviewed pointed out to the fact that a considerable number of previous studies on the impact of strategic leadership on organizational performance had not taken into account the moderating role of external environment between the two variables (Machuki & Aosa, 2011; Ng'ang'a, 2018). This seems to suggest that there are few studies that had been conducted to establish the relationship between the three variables of strategic leadership and external environment on organizational performance. This study filled the gap identified by using a combination of the three variables and therefore adding to the number of studies that had been done to determine the effects of the three variables combined together.

While still on the conceptual gaps, previous research studies had pointed out to the fact that they had only used some aspects of strategic leadership to determine their impact on organizational performance. For example, Jamal and Saif (2011) did a research to establish if human capital management had influence on organizational performance in Pakistan. Karia and Wong (2013) did a study to establish whether logistic resources influenced the performance of Malaysian logistics service providers. Buuni, Yusuf, Kiiru and Karemu (2015) carried out a research study to determine if indeed, the way strategic plans were implemented at Hargeisa Water Agency in Somaliland had any effect on organizational performance. Although the above studies established a link between them and organizational performance, they did not use the construct of strategic leadership to measure performance of the concerned institutions. Instead, the studies had used some aspects of strategic leadership; a research gap that this study established and consequently endeavored to bridge.

Another conceptual gap that this study established was that several previous studies carried out regarding the influence that the concepts of strategic leadership and external environment had on organizational performance posted conflicting results. For example, some studies had argued that there existed a relationship between the components of strategic leadership, external environment and organizational performance in the organizations sampled (Nzoka, 2017; Opoku, 2016). Others studies had found a moderate or no relationship between the study variables (Fitza, 2017; Kitonga, Bichanga and Muema, 2016). Other studies found a weak relationship between organizational values and organizational effectiveness (Gorenak & Kosir, 2012; Van Dut, 2015). This study discovered a research gap in that previous research studies had not established a common standpoint regarding the effects that strategic leadership and eternal environment had on performance of organizations. This study filled this gap by determining whether there existed a relationship between the three variables in AIC theological training institutions in Kenya.

Contextually, the literature reviewed further established a research gap in that majority of the studies on either the effects of strategic leadership on organizational performance or the effects of strategic leadership on organizational performance with external environment playing the role of a moderating variable had been done in secular organizations (Alhyasat & Sharif, 2018; Gusmao, Christiananta & Ellitan, 2018). The literature reviewed did not find any study on the effects of strategic leadership on organizational performance with external environment as a moderating variable within any Christian institution (Mumo, 1997; Naidoo, 2016; Nkonge, 2013). The only closely related study known to the researcher was by Mumo (1997) whose aim was to establish the historical development of theological education in AIC. The current study was conducted in a Christian context; namely AIC theological training institutions in Kenya and therefore, filling the gap that had been identified through literature review.

This study also found methodological gaps in previous studies during the comprehensive empirical literature review. Methodologically, some studies had used different research designs from this study. For instance, in their study, Dragnic (2014) had used longitudinal research design. Karia and Wong (2013) used interviews and surveys. Nguyen and Nguyen (2013) had used in-depth interviews. This study made use of experimental survey research design that was different from the ones identified in the literature review. On the population sampling methods, Hadrawi (2018) had used a combination of random and convenience sampling method while conducting their study. Mapetere, Mavhiki, Nyamwanza, Sikomwe and Mhonde (2012) had used random sampling method. Nguyen and Nguyen (2013) used purposeful sampling method. This study used multistage purposeful sampling method to sample respondents to be included in the study.

Concerning the methodological gap associated with the data analysis method, the literature review carried out had established that some of the previous researchers had used a different data analysis method from this study. In one such study, Gusmao, Christiananta and Ellitan (2015) used Partial Least Square. Hadrawi (2018) used a combination of packages such as glasco, qgraph and ggplo2. On their part, Karia and Wong (2013) used factor analysis. In conclusion therefore, it was established that there existed a methodological gap regarding the data analysis methods used by previous researchers that this study sought to fill by carrying out the study using experimental research design, sampling population using multistage purposeful sampling techniques. Data was collected using closed and open ended questionnaires with SPSS software version 20 being used for data analysis. The gaps identified in the literature review are summarized in Table 2.1 below followed by a discussion of the theoretical framework, conceptual framework and summary of the chapter.

Table 2.1: Summary of Research and Knowledge Gaps

Researchers	Focus of the Study	Methodology	Findings	Knowledge Gaps	How the Current Study Addresses the Gaps
Alalfy & Elfattah (2014)	Strategic leadership and its application in Egyptian Universities	The study used descriptive approach. The sample size, data collection and analysis procedures are not mentioned.	Strategic leadership affects performance in Egyptian Universities	The study was done in Egypt and only focused on strategic leadership (concepts, objectives, roles, requirements and application obstacles). The arguments are not backed by empirical evidence.	Under strategic leadership, this study focused on strategic direction, organizational culture and resource portfolio with external environment as a moderating variable. It was done in a Christian context with data being collected from 219 respondents from three AIC theological training institutions in Kenya.
Alhyasat & Sharif (2018)	The relationship between strategic leadership and organizational performance in Jordan industrial estates company.	The study used self-administered questionnaires to collect data from 30 employees. Data was analyzed using SPSS.	The study found a positive relationship between strategic leadership and organizational performance.	The study had two variables only, focused on small sample size of 30 employees chosen through simple random sampling.	This was a mixed method study that targeted 219 board members, employees and third year students chosen through multistage purposeful sampling method. The study had three variables.
Dragnic (2014)	Impact of internal and external factors	The study was done in Croatian fast-growing	The study found out that both internal	The study focused on both internal and	This study used strategic leadership as an independent variable and external environment as a moderating variable.

	on the performance of fast-growing small and medium businesses.	small and medium businesses and used closed-ended questionnaires to collect data. The research design was longitudinal.	and external factors exercise more or less significant impact on the performance and achievement of goals.	external environments. It was done in Croatia and excluded strategic leadership.	
Gusmao, Christiananta & Ellitan (2015)	The influence of strategic leadership and organizational learning on organizational performance with organizational citizenship behaviour as a intervening variable.	This study used a sample size of 40 Director-Generals. Quantitative data was analyzed using Partial Least Square in Timor-Leste.	The results indicated a positive relationship between the study variables.	The study used organizational citizenship behaviour as an intervening variable. It did not include external environment. The study had four variables including organizational learning.	This study used SPPS software version 2.0 to analyze data .It was conducted in a Christian context in Kenya. Further, the study used external environment as a moderating variable.
Hadrawi (2018)	Network analysis on the effect of strategic leadership on organizational success: Evidence from Iraq Heavy industry.	The study used random and convenience sampling methods to collect data from 266 respondents using closed-ended questionnaires. Data was analyzed	The results indicated a positive correlation between strategic leadership and organizational success.	The study did not use SPPS software to analyze data and external environment as a moderating variable. The study used the aspects of	This study used multistage purposeful sampling method to sample three AIC theological training institutions and 219 respondents of different categories.

		using a combination of packages such as glasco, qgraph and ggplo2.		strategic thinking, change for the future, clear vision and modern technology.	
Jamal & Saif (2011)	Impact of human capital management on organizational performance.	Data was collected from 316 employees and 16 executives in Pakistan using questionnaires.	The study found out that human capital management has significant positive impact on organizational performance.	The study was done in Pakistan. It did not indicate the population sampling method. It focused on human capital which is an aspect of strategic leadership while excluding external environment.	This study focused on strategic leadership and external environment. Data was analyzed using SPSS software version 20.
Karia &Wong (2013)	The impact of logistics resources on the performance of Malaysian logistics service providers.	Data was collected from 123 logistics service providers using interviews and surveys. It was analyzed using factor analysis. The response rate was 35 percent.	The study established a positive relationship between the study variables.	The study that was done in Malaysia. It did not factor in strategic leadership but only an aspect of it. The study did not include external environment.	This study was done in a Christian context. It included strategic leadership and external environment as independent and moderating variables.

				The study recommended for further studies to be conducted in different contexts and countries.	
Nguyen & Nguyen (2013)	The impact of external environment, technology, innovation capacities and leadership development on organizational performance in the food industry in Vietnam.	This was a purely qualitative study done in Vietnam using in-depth interviews with eight executive managers using purposeful sampling technique.	The results indicated a positive relationship between the study variables.	The study of Vietnam food industry focused on general leadership development at the expense of strategic leadership. It was purely qualitative in nature.	This study adopted a mixed method approach zeroed in on strategic leadership in AIC theological training institutions in Kenya.
Palladan, Abdulkadir & Chong (2016)	Strategic leadership: A sine qua non toward revitalizing Nigerian public tertiary institutions.	The study was based on literature review and targeted Nigerian public tertiary institutions.	The study concluded that that strategic leadership played a critical role in revitalizing tertiary institutions in Nigeria.	The study was done in Nigeria. It excluded external environment and performance. It was not based on empirical evidence but on general literature review.	This study was based on empirical evidence in AIC theological training institutions in Kenya.

Rizal & Kholid (2017)	Analysis of the influence of external and internal environmental factors on business performance of micro small and medium enterprises of food and beverage in Indonesia.	The study used explanatory approach using a questionnaire to collect quantitative data from 108 owners/managers of the enterprises. Data was analyzed using Partial Least Square.	The study results showed that, both external and internal environmental factors had a positive influence on performance of institutions surveyed in Indonesia.	The study that was done in Indonesia. It did not factor in the aspect of strategic leadership, did not collect qualitative data from respondents and recommended further research in the same field.	This study filled this gap by incorporating strategic leadership in a mixed method approach and conducting the study in a Christian context.
Akpoviroro & Owotutu (2018)	Impact of external environment on organizational performance.	The study targeted frozen fish companies in Nigeria. The data was collected using questionnaires and analyzed using multiple regression using a sample size of 120 respondents from three companies.	The study results showed that the aspects of external environment had a positive impact on organizational performance in the organizations studied.	The study did not factor in strategic leadership and was done in a secular context.	This study included strategic leadership as one of its main variables while the context of the study was AIC theological training institutions in Kenya.
Buuni, Yusuf, Kiiru & Karemu (2015)	Strategic plan implementation and organizational	The study used descriptive survey method to collect data from 160	The research findings indicated a positive	The study was done in Somaliland and did not focus on	This study included strategic leadership and external environment in AIC theological training institutions in Kenya.

	performance in Hargeisa Water Agency in Somaliland.	employees of Hargeisa Water Agency.	relationship between the study variables.	strategic leadership and excluded external environment.	
Lear (2012)	The relationship between strategic leadership and strategic alignment in high-performing companies in South Africa	The study used a quantitative research design to collect data from 200 top-performing organizations using questionnaires. Data was analyzed using Excel 2010 Data Analysis Package.	Research findings indicated an existence of a positive association between the study variables	The study was conducted in South Africa. It was purely quantitative in nature and did not factor in the aspect of external environment.	Instead of using quantitative approach only, this study used a mixed method approach in the context of AIC theological training institutions in Kenya. The study further had external environment as a moderating variable while data was analyzed using SPSS version 20.
Mapetere, Mavhiki, Nyamwanza, Sikomwe & Mhonde (2012)	The role of leadership in strategy implementation in Zimbabwe's state owned enterprises.	The study involved 188 respondents randomly selected from four state owned enterprises using both interviews and self-administered open and closed-ended questionnaires.	Research outcomes proved that under-performance in state owned enterprises was as a result of lack of strategy implementation due to relatively low leadership involvement.	The study was done in Zimbabwe and focused on general leadership. It excluded external environment.	This study closed this gap by focusing on strategic leadership as the independent variable while external environment was used as a moderating variable in AIC theological training institutions in Kenya.
Naidoo	Challenging	Ethnographic	The findings	Although the	This study used three variables of

(2017)	the status quo of an institutional culture in theological training.	study was used to investigate two private residential Protestant theological institutions in South Africa.	indicated that organizational culture has an impact in organizational change.	study was done in a Christian context in Africa. It did not factor in strategic leadership, external environment and performance.	strategic leadership, external environment and organizational performance.
Nkonge (2018)	Theological education in Africa in focus: Challenges and opportunities for the African church as it moves to the future.	The study combined random and purposeful sampling methods to identify 129 respondents of different levels in ACK church.	The results indicated that theological education is faced with various challenges.	This study was done in ACK. It did not capture strategic leadership, external environment and performance.	This study involved three variables of strategic leadership, external environment and organizational performance in AIC theological training institutions in Kenya.
Olarewaju & Folarin (2012)	The impact of external business environment on organizational performance in the food and beverage industry in Nigeria.	The study that was done in Nigeria used a questionnaire to collect data from 159 respondents with data being analyzed using multiple regression.	The study findings proved an existence of a link between external environment and performance in the organizations studied.	The study was done in a secular organization and did not include strategic leadership.	This study was done in Christian organizations and included strategic leadership as an independent variable.
Appiah, Possumah,	External environment	The study that was done in	The study findings	The study did not include	This study factored in strategic leadership and performance in AIC

Ahmat & Sanusi (2018)	and SMEs investment in the Ghanaian oil and gas sectors.	Ghana. It was analyzed data using binomial logistic regression from 245 respondents.	indicated that some elements of external environment (reliable electricity) had impact while political stability did not impact investment by SMEs in Ghana.	strategic leadership and organizational performance.	theological training institutions in Kenya.
Mumo (1997)	A study of theological education in AIC, Kenya: Its historical development and its present state.	The study that was done in AIC context utilized both field and library research. It collected data from 236 respondents	The study found that theological education in AIC was facing various challenges such as a curriculum that was not contextualized and unqualified church leaders.	The study did not factor in strategic leadership, external environment and performance in AIC theological training institutions.	This study filled the gap by doing the study in AIC theological training institutions in Kenya and incorporating strategic leadership, external environment and organizational performance. Data was collected using questionnaires .Population sampling was done using multistage purposeful sampling method.
Jaleha &Machuki (2018)	A critical review of literature on strategic leadership and organizational performance.	Study was about reviewing of existing literature that was relevant to the study variables under investigation.	Strategic leadership was found to indirectly influence organizational performance in	The study was done in a secular organization. It was about literature review. It did not involve	This research study was conducted in a Christian context and involved empirical evidence.

			organizations involved.	collection and analysis of data from the field.	
Kitonga, Bichanga & Muema (2016)	Strategic leadership and organizational performance in non-for-profit organizations in Nairobi County, Kenya.	The study used a mixed method approach where both exploratory and descriptive survey research designs were used. In total, 328 respondents were used while data was analyzed using SPSS software.	The study findings showed an existence of a positive effect of strategic leadership on organizational performance in non-for-profit organizations; Nairobi County, Kenya.	The study did not incorporate external environment among its variables.	This study addressed this gap by adding external environment as a moderating variable.
Njoroge, Ongeti, Kinuu & Kasomi (2016)	The aim of the study was to determine whether external environment influenced organizational performance in Kenyan State Corporations.	The study used descriptive cross-sectional survey while the study population was all the 108 Kenyan State Corporations. Data was collected using semi-structured questionnaires.	The research findings established that a positive relationship existed between external environment and performance.	The aspect of strategic leadership was left out of the research study.	This study had strategic leadership as its independent variable.

Theoretical Framework

Since the time that the study of leadership begun, scholars have developed different leadership theories and models after an analyses of different leadership styles practised by various leaders in the past (Eliogu-Anenih, 2017). For example, for the period of fourteen years (2000–2014), different researchers and scholars had developed over 66 theories related to leadership. Meuser et al., (2016) defines a theory as a methodological framework for understanding a phenomenon under study. Northouse (2013) posits that the study of leadership begun with the development of the Great Man theory in the 1840s. Since then, various scholars have developed other theories by improving on the previous ones. Leadership theories came about as a result of the need for understanding the different processes, reactions and perceptions that different leaders used while leading (Dinh et al., 2014). Although this study was anchored on Strategic Leadership Theory, it also used Upper Echelons, Contingency and Transformational Leadership Theories that support various research constructs besides being relevant to the study. The following section discusses The Upper Echelons Theory of Leadership.

The Upper Echelons Theory of Leadership

One of the theories that researchers have developed for the purpose of understanding leadership is the Upper Echelons Theory. The Upper Echelons Theory of Leadership that dwells on the relationship between managers, organizations and their outcomes was conceptualized through a seminal paper (Hambrick & Mason, 1984). The Upper Echelons Theory was founded on the assumption that top leaders in organizations had a role to play in their performance (Juravich, Salaga & Babiak, 2017). The theory emphasizes the power and influence that top senior managers in organizations have in determining their success based on their knowledge and skills (Hambrick & Mason, 1984). Emergent issues in organizations are handled by senior managers whose strategic decisions are highly affected by their unique characteristics. As a result, the strategies and efficiencies of an organization clearly reflect the calibre of leadership that is offered at the top of such organizations (Carpenter, Geletikanyes & Sanders, 2004). In order to emphasize the role of leaders in an organization's success, Ng'ang'a (2018) postulates that "the perception of senior managers has a great influence on the strategic choices they make in regards to the success of the organization they are in charge of" (p. 18).

The Upper Echelons Theory can also help companies in predicting the strategies of their rival institutions besides guiding organizations in the recruitment of right candidates (Ng'ang'a, 2018). Decisions and strategies made by leaders in organizations are normally biased and subjective due to the fact that the ability of leaders to make decisions is hindered by external factors such as one's experience and cultural background (Hambrick & Mason, 1984). Despite the impact of the Upper Echelons leadership theory in influencing the choices that top leaders in an organization make for their success, Hambrick (1984) criticized the theory arguing that it was not conclusive. Further, the theory is limited in that the assumption that similar characteristics yield similar strategic actions had not been confirmed. However and notwithstanding these limitations, the theory sheds more light on how the characteristics of managers in organizations influence their performances. The Upper Echelon leadership theory was relevant in the current study because it focuses on top leaders who are vested with the responsibility of making decisions that shape the direction of organizations and is related to strategic leadership. The theory supports the first objective in this study that top leaders in organizations determine their strategic directions by the decisions they make while at the top of their organizations. Literature review on the contingency theory is presented in the next section.

The Contingency Leadership Theory

On many occasions, leaders find themselves leading different organizations in different contexts making it necessary for such leaders to adjust their leadership styles so as to fit the situation at hand. The Contingency Leadership theory was developed by Fiedler in 1967. It has three imperative dimensions: The leader-members relations, the task structure and the position power (Fiedler, 1967). Daft (2011) explains how contingency theory considers the contexts in which leadership is practised alongside the situational factors that might consequently affect organizational performance. The thinking behind contingency theory is that organizational leaders have the ability to analyse the prevailing circumstances and adjust their behaviour for the purpose of improving leadership effectiveness in the institutions they are leading. The contingency theory gives a provision that effective leadership style in some situations may not be successful in others and there is no way of leading that is best (Hersey & Blanchard, 1974). Some of the situational factors that can influence contingency theory are the characteristics of followers such as their job knowledge and experience. In contingency theory, leadership failure cannot solely be blamed on leaders themselves since there are other factors that determine their success. In relation to the contingency theory of leadership, the poor performance of a team that is in its formative stage may not solely be blamed on the leader because of the contingency situation that the leader is in (Daft, 2011).

There are various studies that have employed the contingency theory in their research with different outcomes. Some research studies have tended to support the fact that although not in every situation, the contingency theory impacts organizational performance more in field studies compared to laboratory studies (Sidle, 2009). Despite the discovery of contingency theory, Fielder's work was evaluated in the 1970s for inconsistent empirical findings and its failure to explain why performance differs in different organizations (Achua & Lussier, 2013). Despite these criticisms, Achua and Lussier (2013) confirm that the contingency theory can be used to answer questions about the leadership of individuals in different types of organizations. This theory was relevant in this study due to the fact that strategic leaders at times find themselves in situations where they are supposed to adjust their leadership styles to fit the prevailing circumstances. In particular, the theory supported the second objective in this study on creating an organizational culture conducive for working in. This is because of the ability of contingency leaders to change their leadership style in order to create a culture that favors organizational performance. Transformational leadership theory is discussed in the section that follows.

Transformational Leadership Theory

Transformational leadership theory was discovered in the late 20th century by Burns in his analysis of political leaders (Burns, 1978). Additionally, Barine and Minja (2014) p.27) explain that transformational leadership was first defined by MacGregor Burns in 1978 as the process which "the leader and followers make each other advance to higher level of moral and motivation". Transformational leadership takes place in situations where leaders interact with their followers in a way that results in both of them raising each other's levels of motivation and morality. Given its prominence and ability to bring transformation in organizations, Berkovich (2016) and McCleskey (2014) found transformational leadership theory to be the most studied, debated and influential leadership theory in the past 30 years compared to other leadership theories. A transformational leader is a person who elevates the level of awareness of followers in the processes of reaching organizational performance (Burns, 1978). From the foregoing discussion, it can be concluded that transformational leaders are concerned with the improvement of both the employees and the organization that they are working in.

Among the new leadership archetype models associated with effective leadership is transformational leadership (Northouse, 2016). This is because transformational leaders use their charismatic abilities to lift their followers in different areas for the purpose of raising their own self-interests and that of the organization that they are leading (Bencovich, 2016). The aim of transformational leadership is to help followers realize and raise their levels of understanding and confidence translating to organizational performance (Phaneuf, Boudrics, Rousseau & Brunelle, 2016). The underlying argument in transformational leadership is the leader's ability to motivate followers so that they can be able to accomplish more than what they had initially planned to accomplish (Ng'ang'a, 2018). It can therefore be concluded that transformational leadership theory can be applied in organizations that are not performing well in order to bring them back to their feet.

There are several aspects that make transformational leaders different from other leaders. According to Northouse (2016, p. 3610), transformational leadership is illustrated in four behavioral dimensions that include, "individualized influence, intellectual stimulation, inspirational motivation, and individualized consideration”. These sediments are further supported by Ng’ang’a (2018) who explains that “transformational leaders are characterized by their idealized influence, inspirational consideration, intellectual stimulation and individualized consideration” (p. 20). The aim of the components of transformational leadership is to ensure that followers connect well with their leaders for the purpose of motivating them to attain organizational goals (Nga’nga, 2018). In order to raise the level of organizational performance, transformational leaders relate with their followers at a personal capacity (Schaubroeck, Lam & Peng, 2016).

Although transformational leadership can be applied in different cultures, its applicability is determined by different contexts. Transformational leaders impact the satisfaction of followers and their commitment towards the organization. This theory was helpful in this study because of its ability to rally followers behind change efforts in organizations just as strategic leaders do (Ng’ang’a, 2018). This theory supported the third objective in this study concerning provision of resources which transformational leaders avail in the process of motivating their followers. It should be noted that transformational leaders are people oriented and are concerned with the provision of the necessary tools for completing the task given to them. The following section presents literature on strategic leadership theory in which this study is anchored.

Strategic Leadership Theory

Strategic leadership theory concerns itself with the capability of leaders in organizations to shape their future, make strategies and influence employees to achieve them. The main reason behind strategic leadership theory and research is to understand the level of influence that various cadres of leaders in organizations have and how the influence translates into the performance of these organizations (Singh, Darwish & Potonick, 2016). While leadership theories like Path-Goal, Contingency and LMX have had their focus on how leaders viewed the work to be completed and the people who will carry out the task; on its part, the main concentration of strategic leadership theory is on the success of organizations through the creation of its desired future and a culture suitable for delivery of results. Strategic leadership theory's presumption is that leaders' efforts are seen in an organizations' performance and values (Ng'ang'a, 2018). These assertions are supported by Oppong (2014) who observes that the strategic choices made by top managers consequently impact the performance of an organization.

Strategic leadership theory's main focus is how top leaders in organizations impact their overall performance by means of how they formulate and implement organizational strategies. Phipps and Burbach (2010) supported this assertion by stating how the vision of leaders, their personality alongside how they communicate with their followers as some of the most important aspects of strategic leadership theory. Yukl (2010) points out that strategic leadership theory is about how top leaders in organizations are able to influence employees through such means as clearly explaining to them the direction that the organization is heading to that consequently translates into the performance of such firms. Strategic Leadership Theory focuses not only on the top leader but also on the top management who have overall responsibility for the organization including the senior management teams (Boal & Hooijiberg, 2001). The role of establishing and setting broad objectives for organizations is taken up by the top-level leadership at the apex of the organization (DeChurch, Hiller, Murase, Doty & Salas, 2010). Strategic Leadership Theory explains how strategic leaders have the potential to lead in different contexts through the use and application of different leadership styles for the purpose of influencing people of all cadres in the organization (Oppong, 2014). This implies that strategic leaders are able to think through any situation that they find themselves in and chart the way forward.

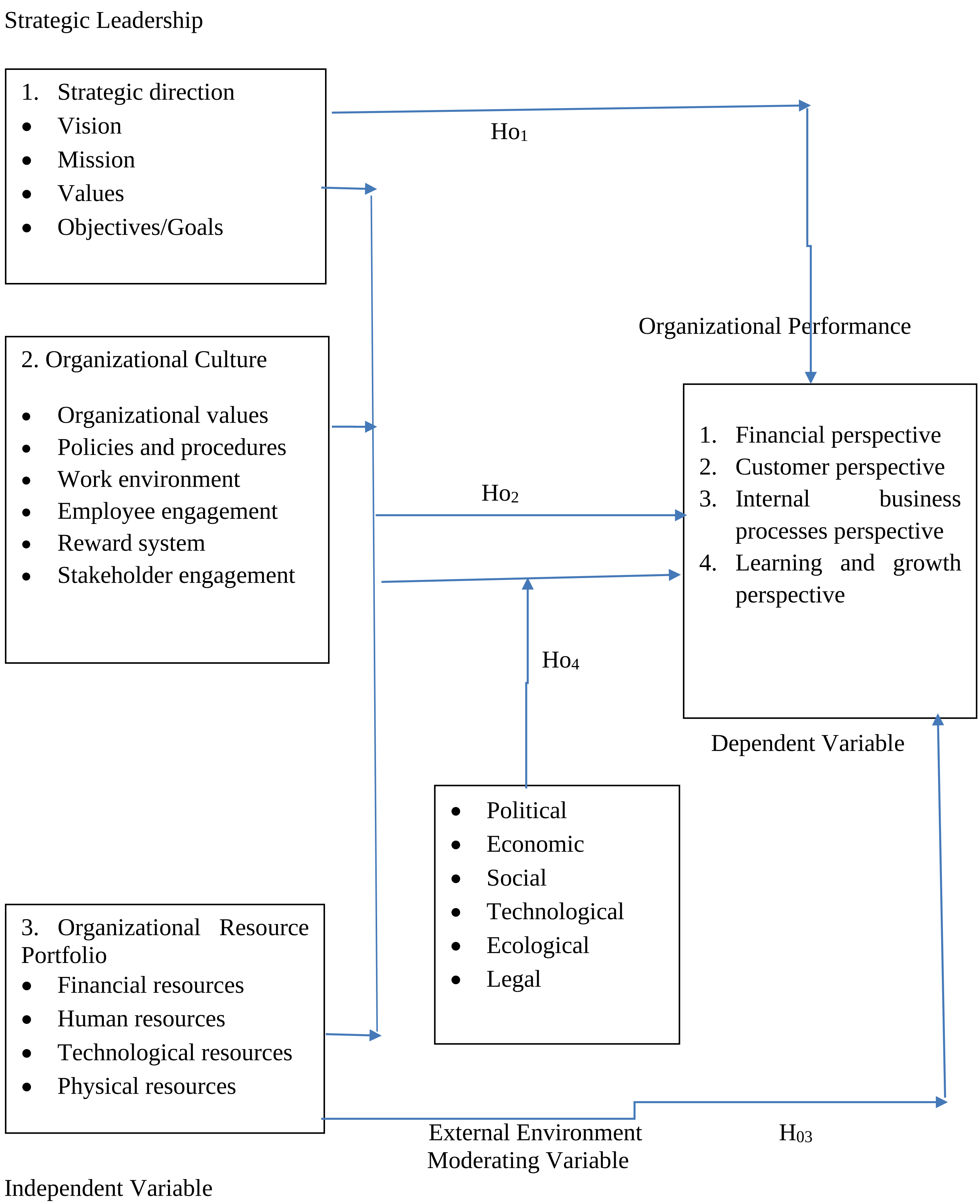
Strategic Leadership Theory has six components that make it distinct from other leadership theories. The six components of strategic leadership are "determining the strategic direction of the firm, sustaining an effective organization culture, effectively managing the organization's resource portfolio, emphasizing ethical practices, developing human capital, and establishing balanced organizational controls" (Abdow, 2015, p. 42). This study was limited to strategic direction, sustaining an effective organizational culture and organizational resource portfolio (Abdow, 2015). These three aspects of Strategic Leadership Theory were important in this study because leaders in organizations are supposed to determine the strategic direction of their organizations by the creation of vision, mission, core values and objectives. This theory was suitable for this study because of strategic leaders' ability to establish an organization's strategic direction, create and maintain a conducive organizational culture besides effective management of organizational resources. Conceptual framework is discussed in the section that follows.

Conceptual Framework

The conceptual framework for this study diagrammatically indicates the presumed link between strategic leadership as the independent variable, external environment as the moderating variable and organizational performance as the dependent variable. The operational indicators of strategic leadership in this study were strategic direction, organizational culture and organizational resource portfolio. Those of external environment were political, economic, social, technological, ecological and legal (Ng’ang’a, 2018). The operational indicators of organizational performance are financial, customer, internal processes, learning and growth perspectives (Kaplan & Norton, 2006).

In this study it was believed that strategic leadership in AIC theological training institutions in Kenya is a function of three components: Establishing strategic direction, maintaining a positive organizational culture and effective management of organizational resource portfolio as shown in Figure 2.1 below. Further, it was hypothesized that due to the environment in which organizations operate in, strategic leadership still had effects on performance because of its nature of being a catalysts of change (Kitonga, Bichanga & Muema, 2016). However, due to the fact that organizations do not operate in isolation but in an unstable contemporary business context, this study assumed that the efforts of strategic leaders can be hampered by the external environment in which the organizations operate. The research questions were structured and guided based on the elements in each of the study variables as indicated in Figure 2:1 below.

Figure 2:1: Conceptual Model



(Source – Researcher 2021)

Chapter Summary

Chapter two of this study has provided a detailed review of relevant empirical literature based on the three study variables of strategic leadership, external environment and organizational performance. Chapter two also examined what previous researchers had written concerning the various components under each variable in order to establish the research gaps to be addressed in this study. In particular, the literature review covered the three components of strategic leadership that are relevant to this study, the aspects of the external environment and the four aspects of the BSC. The various theories underpinning this study were reviewed before the conceptual framework was presented. The next chapter discusses the research methodology employed in this study.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

Research methodology denotes a systematic and logical way that a researcher employs in the process of solving the identified research problem or problems in a particular study (Kothari, 2004). In this regard, chapter three presents a discussion regarding the research methodology that was employed in this study. The chapter describes the steps, procedures and approaches followed in executing the study. The chapter presents the research philosophy that guided the researcher in doing the study, the research design selected, ethical considerations employed, the research sampling techniques used to sample respondents, the data collection and the data analysis methods used. The first section of this chapter deals with research philosophy.

Research Philosophy

Research philosophy can be understood from the perspective of how knowledge is developed alongside the nature of that knowledge. Research philosophy is an important assumption from which researchers view and understand the world surrounding them .There are two main research philosophies in social sciences that inform how people gain knowledge; Ontology and epistemology. Ontology is concerned with questions on what entities exist or can be said to exist and how such entities can be grouped, related within a hierarchy and are subdivided according to similarities and differences (Saunders, Lewis & Thornhill, 2009). Epistemology; also known as the theory of knowledge is the branch of philosophy concerned with the nature and scope of knowledge (Harvey, 2006; Mugenda & Mugenda, 2003). Epistemology is appropriate when analyzing quantitative data for the purpose of inferring meaning from it as opposed to ontology that is mostly used when a researcher is interested in describing the data only (Scherbaur & Shockler, 2015). This study was interested in analyzing the data that would be obtained from the field in order to use the results in inferring meaning to a larger population instead of just describing or explaining it. The study therefore narrowed down to epistemology as opposed to ontology.

Epistemology is divided into two branches of social sciences which are phenomenology and positivism paradigms (Harvey, 2006). Phenomenology holds that knowledge is based on the experience and perspectives of individual people making it subjective in nature (Saunders, Lewis & Thornhill, 2009). Phenomenology has its focus on the immediate experience of people as a result of what they know besides how they see and interpret the world surrounding them. It can be adduced that on its part, phenomenology prefers the use of qualitative approach in which humans make sense of the world around them and therefore relying on perception of such people. Further it deals with how a person at the individual level views and understands the implications of events that happen in a particular setting as opposed to what happened outside the person.

Contrary to phenomenology, positivism is based on the assumption that the person observing an event is independent of what is being observed and that the measurement of what has been observed should be through some provable means (Mugenda & Mugenda, 2003). Positivism lacks biasness due to the fact that it is based on what is real, measurable and valid. As a philosophy, positivism deals with the real facts concerning the phenomenon under observation. It does not accommodate abstraction, perceptions or opinions of the person making them

(Pfeffer, 1993). Positivism further increases objectivity, neutrality and validity of results and further attempts to test theory increasing predictive understanding of phenomena while advocating for continued use of real facts, logical, dominant and relevant framework (Saunders, Lewis & Thornhill, 2009). Positivism is based on deductive approach where several suggestions are generated for testing accompanied by empirical verification (Pferrer, 1993). Positivists use an existing theory to develop hypotheses which are then tested and confirmed; whole or part or refuted, thus informing and guiding further development of theory which may be tested by further research (Babbie, 2005). In positivism paradigm, the researcher is neutral and external as posited by the proponents of this philosophy. From the foregoing discussion this study was therefore anchored on the positivism paradigm. This is because it sought to objectively establish facts by empirically establishing relationships among variables through the use of an existing theory. Again, the researcher was independent and only relied on the observations of the participants sampled to take part in the research besides the plan to infer the findings of the study to a larger population.

Research Design

Research design is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari, 2014, p. 31). A research design can also be seen as “a presentation of the plan, the structure, and strategy of investigation with the aim of obtaining or answering various questions” (Kothari, 2014, p. 31). This study used experimental research design which is useful when a particular study involves hypotheses testing as was the case in the current study (Kothari, 2004). Additionally, the research design involves the determination of the relationship between variables. This study tested the relationship between strategic leadership and organizational performance with external environment as the moderating variable.

Besides choosing experimental research design, this study employed a mixed method approach where both quantitative and qualitative data was collected from respondents using closed and open-ended questionnaires. Quantitative data is in numerical form and can only be handled using quantitative techniques while qualitative data is non-numerical in nature and can be handled using qualitative approach (Bryman, 2016). Quantitative method is logical in nature and follows several logical and clear steps starting from when a researcher identifies and states a research problem to the point where the necessary conclusions and recommendations are made in relation to the study findings (Kothari, 2014). Quantitative approach was chosen for this study because of its ability to deeply engage participants into a research study. Qualitative approach is suitable for eliciting insights and experiences that participants have encountered in real world; making it more meaningful (Bryman, 2016). The importance of using a mixed method approach in this study is that both quantitative and qualitative data supplemented each other.

Target Population

The population to be studied or the target population refers to a group within a certain locality from whom the researcher is intending to generalize the results of the study once it is conducted and finalized (Mugenda & Mugenda, 2003). Target population is all the subjects which share the same and necessary characteristics that a researcher is intending to study and from which a sample is to be selected from. Although the study could have targeted all the management members, staff members and students in the 26 AIC theological training institutions in Kenya, it only focused on 486 management members, staff members and third year students on 10 AIC Bible Colleges in Kenya.

The 10 AIC theological training institutions were selected for this study for various reasons. First, studying all the 26 AIC theological training institutions in Kenya could not have yielded the required credible results besides being uneconomical due to the fact that the institutions are spread across the country. Secondly, the 26 AIC theological training institutions in Kenya are of different categories (University, Colleges, Schools, Institutes and Centres) implying that just as they are in different categories, they are likely to be different in other aspects such as leadership and structures. Thirdly, and as Bryman (2016) explains, a target population from where the sample population is to be selected for the study should have the same characteristics and therefore the reason why this study chose the 10 AIC theological institutions in the category of a Bible College. Fourthly, the 10 AIC Bible Colleges were believed to have the necessary information required for this study. Table 3.1 below presents information on the five different categories of AIC theological training institutions in Kenya. The Management members, employees and third year students were selected as participants of this study because they are believed to have the necessary information to aid in solving the research problem.

Table 3.1: Categories of AIC Theological Training Institutions in Kenya

Category of AIC Theological Training Institutions		Number
Christian University	-	1
Bible Colleges	-	10
Bible Schools	-	5
Bible Institutes	-	5
Bible Centres	-	5
Total	-	26

Source (Field Data)

Population Sample

When planning a research study, one of the first decisions to be made is the determination of the necessary sample size. A researcher must estimate the suitable number of participants to be included in a research study to achieve acceptable level of statistical power in both quantitative and qualitative research studies (Scherbaum & Shockley, 2015). In order to select a suitable sample population, the study considered various methods that had been used or recommended by previous scholars. For example, according to Kothari (2004) and Mugenda and Mugenda (2003), the number of participants to be included in a study should not be too large or too small. They recommended a sample size of 10 percent and above of the total number of participants. Saunders, Lewis & Thornhill (2007) recommend a minimum sample size of 10 percent in research studies involving descriptive statistics. Kombo and Tromp (2006) advocate for the selection of sample population on 10 percent to 30 percent basis. This study used the 30 percent formula to obtain a sample size of three out of the ten AIC Bible Colleges in Kenya.

Despite the various formulas recommend by previous researchers (Kothari, 2004; Mugenda & Mugenda, 2003; Saunders, Lewis & Thornhill, 2007; Kombo & Tromp, 2006), this study used Yamane (1967) formula to calculate the sample population to be included from the target population of 486 participants where *n* is the sample size, *N* is the population size and *e* is the 95% confidence level as indicated in Table 3.2 below.

$n = N/ [1+N (e)^2]$

$486[1+486(0.05)^2] = 219$

Using the above formula, the total sample population of participants chosen was 219 respondents. In order to obtain the sample population from each strata of management members, employees and third year students; proportional allocation technique was used (Lavrakas, 2008). This means that if there are *H* strata with a population size of $N_{h,}$ in stratum *h*, h = 1, 2…..H, and sample size is *n* units, then the proportion allocation sample size for the stratum *h* is:-

$N_h = n\ (/Nh/N)$

In order to get the sample size for each stratum (Management members, employees and third year students), the computation was done as follows:

a) Management members

219(54/486) = 24.33

b) Employees

219(162/486) = 73

c) Students

219 (270/486) = 121.66

The calculated strata sample size was 24.33 for management members, 73 for employees and 121.66 for third year students totaling to 218.99. Since a stratum's sample size of a study population cannot be expressed in decimal place, it was rounded up to 219 as indicated in Table 3.2 below.

Table 3:2: Population Sample Table

Category of Respondents	Total Number	Sample Size
Management Members	54	25
Employees	162	73
Third Year Students	270	121
Total	486	219

Source (Field Data)

Management members were selected for this study because they are the strategic leaders in AIC theological training institutions in Kenya. They determine the strategic direction, create and maintain a conducive organizational culture, effectively source and manage the organization's resources for them to achieve their objectives (Ng'ang'a, 2018). Employees were selected for this study because they were directly impacted by the strategic leadership practices of their leaders and further knew when organizations were performing or not. The third year students of AIC theological training institutions were selected because they had stayed at the institution for a considerable amount of time to be able to provide information concerning their performances from the customer's perspective.

Table 3.3 below shows the respondents in this study in each of the three AIC theological training institutions. Ukamba Bible College had a total of 93 respondents. Moffat Bible College had 58 respondents while Masinga Bible College had 68 respondents. The respondents from the management members were selected equally from each AIC theological training institution. Employees and students were distributed based on the actual number in each category in these three AIC theological training institutions in Kenya at the time of the study.

Table 3.3: Distribution of Respondents per AIC Bible College

Bible College	Management Members	Employees	Third Year Students	Total
Ukamba Bible College	9	25	59	93
Moffat Bible College	8	24	26	58
Masinga Bible College	8	24	36	68
Total	25	73	121	219

Source (Field Data)

Population Sampling Method

A sampling method is a scientific and objective procedure of selecting participants from a larger population in order to provide a sample for a study. A sampling method provides procedures for the estimation of results that would be obtained if a comparable survey was taken on all the units in the population (Kothari, 2004). This study used multistage purposeful sampling method to sample participants for the study (Palinkas et al, 2015). Multistage sampling is appropriate when a study involves the use of hypothesis testing besides establishing the relationship between variables. In order to get the population sample for the institutions to be included in the study, the 26 AIC theological training institutions in Kenya were purposely grouped into five clusters of University, Bible Colleges, Bible Schools, Bible Institutes and Bible Centres. In the second multistage level, 10 AIC theological training institutions in the cluster of Bible Colleges were selected. In the third multistage level, three Bible Colleges with a total of 219 management members, employees and third year students were selected to form the population sample for the study.

Types of Data to be Collected

In this study, both primary and secondary data was collected from respondents since the two sources are meant to reinforce each other (Bryman, 2016; Kothari, 2014). For the three variables of strategic leadership external environment and organizational performance, both primary quantitative and qualitative data was collected using a structured closed and opened-ended questionnaire from management members, employees and third year students from the institutions selected. Secondary data was collected from records that were obtained from and concerning AIC theological training institutions in Kenya.

Data Collection Methods and Procedure

Before the data collection exercise was started, the data collection instrument was pre-tested with 22 management members, employees and third year students at AIC Kangundo Bible College to ensure that it was able to collect the required data effectively. Regarding the number of respondents to be included in the pretesting of the data collection instrument; Saunders, Lewis and Thornhill (2012) propose that the number to be involved in instrument pretesting to be 10 percent of the sample population and especially if the sampled population is small. While contributing on the same aspect, Mugenda and Mugenda (2003) recommend that the number of respondents to be included in pretesting of the data collection instrument to be between one and ten percent depending on the sample size. This study borrowed from the recommendations of the above authors and arrived at the sample of 22 respondents which is 10 percent of the sampled population. The results of the pretest indicated that the questions were clearly stated and easy to understand.

Before data was collected, a visit was made to the three selected AIC Bible Colleges for introduction purposes. Once authorization was secured, questionnaires were then administered to the 219 sampled management members, employees and third year students of the selected three AIC Bible Colleges in Kenya by hand delivery. The researcher together with two research assistants collected data. The research assistants were first trained on the data collection methods and procedures in order to ensure that the exercise was effective.

The questionnaire comprised of closed and open ended questions as guided by the concepts of the study, theory, and previous studies (Kothari, 2014; Ongeti, 2014; Ng'ang'a, 2018). A five point Likert Scale ranging from Strongly Disagree (1) to Strongly Agree (5) was used to construct some items. Likert Scale questions are the most frequently used rating scale to test a respondent's perception or attitude concerning matters under investigation. On one extreme of the Likert scale is favorable perception while on the other extreme is unfavorable perception towards an aspect of interest (Mugenda & Mugenda, 2003). The questionnaire was divided into three sections. Section A collected data on the specific demographics of respondents from the selected three AIC Bible Colleges. Sections B, C and D collected data on strategic leadership, external environment and organizational performance.

Data Analysis Plan

Data analysis is a very important step in the whole research process (Kothari, 2004). Raw data from the field is hard to analyze and interpret without first arranging it is some orderly way. Once quantitative data was received back from the field; it was checked, sorted, edited, cleaned, organized, coded and entered into SPSS Version 20 software before it was analyzed in order to be used to report the research findings. The value of SPSS Version 20 software has been its ability to calculate and tabulate the data that has been collected from the field (Mugenda & Mugenda, 2003). The results were presented using frequency tables for ease of interpretation and understanding. Data analysis is done to produce results in line with the research questions presented to respondents (Ng'ang'a, 2018). In this study, data analysis was done using descriptive statistics which is the use of frequency tables and percentage distribution that helps in understanding how the respondents rated each item in the study. Frequency distribution tables are used to examine the pattern of responses for each item in the study (Leedy & Omrod, 2014).

Besides descriptive statistics whose main aim is to understand the data better, this study also used inferential statistics for the purpose of inferring meaning to a population based on the results obtained from samples. Inferential statistics is important in a research study because it helps in drawing conclusions about a large population based on the results of a small sample in a study (Bryman, 2016; Kothari, 2014; Leedy & Ormrod, 2014). It follows that the results obtained from the samples of the study can be applied in all the 10 AIC Bible Colleges alongside other theological training institutions in Kenya.

Another test that was done in this study was single linear regression. Single linear regression is used to establish whether the combination of variables in a study have the ability predict a given dependent variable (Kothari, 2014). Single linear regression analysis was used to test the hypotheses to yield the coefficient of determination (R^2) and indicate the degree of variance in the independent variables as a result of a combination of a number of predictors. The regression equation was as follows:-

$Y = a_0 + a_1X_1 + a_1X_2 + a_3X_3 + a4X_4 + a_1 + e$

Where

Y = Organizational Performance (Dependent Variable)

a_0 = Constant term

X_1 = Strategic Direction (Independent Variable 1)

X_2 = Organizational Culture (Independent Variable 2)

X_3 = Organizational Resource Portfolio (Independent Variable 3)

X_4 = External Environment (Moderating Variable 1)

a_1 = Coefficients of Variance x_1, x_2, x_3

e = Error Term

Since this study employed a mixed method approach, once qualitative data was received from the field; it was also checked, sorted, edited, cleaned, organized and coded into themes based on the responses reflected in the open-ended section of the data collection instrument. The themes were entered into SPSS Version 20 software for analysis before the findings were tabulated and presented. The results of qualitative data analysis were used to support or refute the results of quantitative data.

Ethical Considerations

All research is subject to some ethical considerations. Easterby-Smith, Thorpe and Jackson (2012) identified a common set of ethical principles that researchers are expected to adhere to. Many of these principles have their focus on the protection of the interest of research participants. These principles includes not harming the participants, respecting their dignity, obtaining their informed consent, protecting their privacy, ensuring their confidentiality, keeping them anonymous and being truthful about the aims of the study (Leedy & Ormrod, 2014). In addition, researchers are supposed to honestly and transparently communicate their research findings and avoid any false reporting. In this study, an introduction letter was first obtained from the Dean of the Graduate School of Pan Africa Christian University which was used as evidence that the researcher was a bona fide postgraduate student at the University and that the study was being undertaken for academic purposes only. This introduction letter from the University was used to apply for a research permit from (NACOSTI); the government body which ensures that all research studies adhere to all ethical issues.

Before the data collection exercise started, the researcher consulted the County Commissioners and County Educational Officers of Kiambu and Machakos Counties where the three AIC Bible Colleges are located. After the research permit was received from NACOSTI, an access letter was applied and obtained from AIC Headquarters in Nairobi to allow the researcher and research assistants to access the AIC Bible Colleges targeted in the study. An individual introduction letter was also prepared for all respondents selected for this study. This letter sought to expound the purpose for which the study was being conducted and seeking permission from participants who were involved in this study once they had been guaranteed confidentiality and anonymity.

Another ethical consideration that was considered was that of the confidentiality of the information that was obtained from respondents during the study (Easterby-Smith, Thorpe & Jackson, 2012). This was done to ensure that respondents were at liberty not to disclose their identification while completing the questionnaires (Ongeti, 2014). This helped the respondents to give as much information as possible without fear of intimidation or victimization. The findings of the study were shared with the AIC Headquarters, NACOSTI and the participating AIC theological training institutions since the findings can help management in decision making in matters pertaining the effects of strategic leadership and external environment on organizational performance.

Chapter Summary

This chapter discussed the methodology that was adopted in this study. Experimental research design was employed in order to gather and report on respondents' opinions, ongoing processes and trends. The study population was all the 486 management members, employees and third year students from the 10 AIC Bible Colleges in Kenya. The target population was narrowed down to 219 management members, employees and third year students from the selected three AIC Bible Colleges. They were selected using multistage purposeful sampling methods. Quantitative and qualitative data was collected and analyzed using SPSS Version 20 software. Ethical considerations were attended to before, during and after data collection as reported above. The next chapter presents and discusses the results of the study.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

The main objective of this study was to examine the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya. This chapter presents results of the analysis and discussions of both quantitative and qualitative data collected through structured closed and open-ended questionnaires and that contained questions addressing the study objectives. Chapter four further provides the tests done including exploratory data tests, the variables tested and the findings. It includes descriptive and inferential statistics. The descriptive statistics are frequencies, mean, one sample test and coefficient of variations. Presented below are results of inferential statistics which is linear regression.

Presentation of Data Results

Biodata

Table 4.1 below presents data on the distribution of questionnaires in the three AIC Bible Colleges in Kenya that were studied and the response rate.

Table 4.1: Response Rate from A.I.C Bible Colleges

Theological Institution	Response	Frequency	Percent
	Returned	167	68.9%
	Un-returned	52	31.1%
	Total	219	100%

Source (Field Data)

Questionnaires were distributed to the sampled population of 219 respondents comprising management members, employees and third year students from the three AIC institutions sampled for this study. Out of the 219 questionnaires that were distributed, a total of 167 were returned. This translates to 68.9 percent of the total respondents while 52 questionnaires representing 31.1 percent were not returned due to various reasons as shown in table 4.1 above. In order to ascertain whether this response rate was suitable for the research study to be taken to the next phase of data analysis, expert and scholarly opinion was sought. According to Mugenda and Mugenda (2003), a response rate of 50 percent of the total respondents is adequate for a study to be carried out while Awino (2011) recommends a response rate of 65 percent. In their previous studies, Awino (2011) and Awino and Mutua (2014) had response rates of 65 and 77 percent. As Awino (2011) highlights, a high response rate yields results that can better be inferred to the whole target population being studied. Based on the recommendation of previous scholars and gurus in research, this study accepted and used a response rate of 68.9 percent.

Response Rate per AIC Bible College

Presented below in Table 4.2 is the questionnaires' response rate for each of the AIC theological training institutions in Kenya that were studied.

Table 4.2: Response Rate per AIC Bible College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ukamba Bible College	82	49.1	49.1	49.1
	Moffat Bible College	37	22.2	22.2	71.3
	Masinga Bible College	48	28.7	28.7	100.0
	Total	167	100.0	100.0	

Source (Field Data)

The findings presented in table 4.2 above show that out of the 93 questionnaires that were distributed to Ukamba Bible College, 82 questionnaires were returned translating to 88.2 percent of the total questionnaires that were distributed to respondents in the institution. Further, out of the 68 questionnaires that were distributed to Masinga Bible College, 48 were returned representing 70.6 percent of the total questionnaires distributed to the College. At Moffat Bible College, 58 questionnaires were distributed to respondents with 37 questionnaires being returned which translated to 63.8 percent of the total questionnaires distributed thereof. From the results presented above, it is evident that the highest number of responses were obtained from Ukamba Bible College (88.2 percent) followed by Masinga Bible College with a response rate of 70.6 percent while Moffat Bible College had a response rate of 63.8 percent. All response rates from the three institutions met the threshold recommended for data analysis to proceed (Ongeti, 2014; Ng'ang'a, 2018).

Response Rate by Gender in AIC Bible Colleges

Table 4.3 below presents data on the response rate based on gender for all three institutions studied.

Table 4.3: Response Rate by Gender in AIC Bible Colleges

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	116	69.5	69.5	69.5
Valid	Female	51	30.5	30.5	100.0
	Total	167	100.0	100.0	

Source (Field Data)

The results presented in table 4.3 above indicate that out of the 167 respondents of different categories (management members, employees and third year students) in the three institutions studied, 51 were female translating to 30.5 percent of the total respondents while 116 were male translating to 69.5 percent of the total respondents. In a previous research study that was done in Health Institutions in Nairobi County, the results indicated that 48 percent of the respondents were female while 52 percent were male (Kasera, 2017). In yet another research study that was conducted in the Petroleum Industry in Kenya, Abdow (2018) found out that among the respondents, 24 percent were female while 76 percent were male. The findings of this study could imply that the distribution of men against women in organizations could be determined by the type of business it is involved in. Further, the findings could point out to the fact that AIC Bible Colleges have complied with the government’s regulation that a third of all positions should be reserved for women.

Exploratory Data Tests

This section describes the various exploratory tests that were done on the data before it was subjected to further descriptive and inferential analysis. The aim of carrying out exploratory data analysis is to confirm that it meets minimum assumptions and requirements (Kothari, 2014). The exploratory data tests conducted under this section are reliability, validity, linearity and multicollinearity.

Reliability Test

After data is collected and before it is subjected to analysis, it important that its reliability is established. Reliability test in a research study shows the level at which a selected research instrument is able to provide the same results after analysis is repeated several times (Kothari, 2004). In this study, internal consistency of the questionnaire was tested using Cronbach Alpha which indicates how well items are positively correlated (Sekaran & Bougie, 2010). Cronbach Alpha values range between 0 and 1.0 with a value of 0.7 set as the threshold value for reliability. A value of 0.6 is accepted when the number of items is small (Mugenda & Mugenda, 2003). Table 4.4 below presents the Alpha value of the 10 items tested in this study. The items are strategic leadership, strategic direction, organizational culture, organizational resource portfolio, external environment financial perspective, customer perspective, processes perspective, learning and growth perspective (Ng’ang’a, 2018; Kaplan & Norton, 2006). The results indicate that the internal consistency of the items in the questionnaire was .644 which is within the accepted and recommended range (Mugenda & Mugenda, 2003; Ongeti, 2014). The implication of this is that the questionnaire can be relied upon to give almost similar results if it is used again and again.

A Cronbach Alpha value of 0.644 pointed out to the fact that all the study constructs were reliable and suitable for further analysis. In a previous study to establish the level of transformation in the Kenya Police Service (Mutungi, 2019), the Cronbach Alpha for each variable was as follows: Change leadership (0.780), leadership efficacy (0.836) and organizational culture (0.822). Ng'ang'a (2018) conducted a study to establish the effect of strategic leadership on the performance of Tourism State Agencies in Kenya where the Cronbach Alpha of the variables ranged between 0.68 and 0.83. Ongeti (2014) carried out a study to evaluate the effect of organizational resources, corporate governance structures and performance of Kenya State Corporations in which the Cronbach Alpha of the three variables ranged between 0.661 and 0.891.

Table 4.4: Reliability Statistics

Cronbach's Alpha	N of Items
.644	10

Source (Field Data)

Validity Test

The second exploratory data test that was conducted in this study was validity test. Validity test is the ability of a particular selected research tool to measure what is supposed to measure with precision and accuracy (Mugenda & Mugenda, 2003). There are various types of validity available such as construct, content, face and criterion validity (Bryman, 2016). This study ensured the validity of the study instrument by checking the sample and testing the content of the study tool. The sample was tested using KMO and Bartlett’s test. Among previous researchers who had used this method include Ng’ang’a (2018) and Ongeti (2014). A factor is considered significant when the value of the index is between 0.5 and 1.0. Table 4.5 below shows KMO Measure of sampling value of 0.603 that was above 0.5 and less than 1.0 falling within the acceptable range. The results of the Bartlett’s Test of Sphericity had a p-value of 0.000 which was less than 0.05. The results of this test indicated (Table 4.5) that the sample was significant and suitable to be subjected for further data analysis since they had a significant correlation (Ng’ang’a, 2018).

Table 4.5: KMO and Bartlett's Test

KMO Measure of Sampling Adequacy		.603
Bartlett's Test of Sphericity	Approx. Chi-Square	112.085
	Df	10
	Sig.	.000

Source (Field Data)

Linearity Test

The third exploratory test that was carried out was the linearity test. Linearity indicates the consistent gradient that shows the change representing the relationship between independent and dependent variables (Kothari, 2014). Before linearity test was done, the scores of each aspects of the variable (strategic leadership, external environment and organizational performance) were averaged in order to get the average rating of each variable. A linearity test was done at 95 percent confidence level to establish whether the independent variables had a linear relationship with the dependent variable (Mugenda & Mugenda, 2003). A p-value of less than 0.05 indicated a linear relationship between the study independent variables and the dependent variable. The results in Table 4.6 below indicates that strategic leadership and organizational performance were linearly dependent with a linearity of 0.242($p<0.05$). When the external environment was linearly collated to organizational performance ($p<-302$), the relationship was negative and weak as shown.

Table 4.6: Linearity Test

		Strategic Leadership	External Environment	Organizational Performance
Strategic Leadership	Pearson Correlation	1	-.302**	.242**
	Sig. (2-tailed)		.000	.002
	N	166	166	166
External Environment	Pearson Correlation	-.302**	1	-.013
	Sig. (2-tailed)	.000		.869
	N	166	167	167
Organizational Performance	Pearson Correlation	.242**	-.013	1
	Sig. (2-tailed)	.002	.869	
	N	166	167	167

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

Source (Field Data)

Multicollinearity Test

The fourth exploratory test to be conducted in this study was multicollinearity test. Bryman (2016) defined multicollinearity as a statistical occurrence whereby two or more predictor variables in a multiple regression model are highly associated meaning that one can be linearly predicted from the others with a non-trivial degree of accuracy (Ongeti, 2014). This test was done to ensure that the data variables were highly correlated and thus qualify for a regression analysis test (Ng’ang’a, 2018). As it is also the case, the greater the multicollinearity, the greater the standard errors making the confidence levels very wide and t-statistics very small. The multicollinearity tests were carried out using regression analysis with a tolerance value of more than 3.0 and a VIF of less than 5.0 being considered as normal (Kabetu & Iravo, 2018). The results of the multicollinearity test as indicated in Table 4.7 below show that the three variables were statistically significant with a tolerance value of .909 and a VIF of 1.100 and fit to undergo further analysis.

Table 4.7: Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	37.442	9.503		3.940	.000		
	Strategic Leadership	.411	.124	.263	3.305	.001	.909	1.100
	External Environment	.122	.139	.070	.877	.382	.909	1.100

a. Dependent Variable: Organizational Performance

Source (Field Data)

One Sample T-Test for Strategic Leadership

The following section presents one sample t-test for the three aspects of strategic leadership namely strategic direction, organizational culture and organizational resource portfolio (Mugenda & Mugenda, 2003).

One Sample t Test for Strategic Direction

The first objective of this study was to establish the effects of strategic direction on organizational performance of AIC theological training institutions in Kenya. In order to establish this effect, various statements were presented to respondents who were requested to indicate to what extent they agreed or disagreed with them in regards to strategic direction based on a 5-point Likert scale rating where 1 was "Strongly Disagree" and 5 was "Strongly Agree". Table 4.8 below presents the results of the one sample t test statistics carried out on the elements of strategic direction.

Table 4.8: One Sample t Test for Strategic Direction

	N	Mean	SD	t	CV	Sig
This institution follows a defined set of policies and procedures	167	3.85	.935	0.53	0.24	000
This institution has a clear vision, mission, core values and goals	167	124 3.83	)8	0.55	0.23	000
This institution has a strategic plan in place	167	3.68	1.158	0.41	0.31	000
This institution implements its strategic plans	167	3.59	1.120	0.41	0.31	000
This institution's goals are aligned to specific and measurable targets	167	3.51	1.113	0.40	0.32	000

Source (Field Data)

The results shown in table 4.8 above indicate that majority of the responses had a mean above 3.0 which implied that majority of the respondents seemed to agree with the statements that were presented to them. The highest mean was recorded in the statement, “This institution follows a defined set of policies and procedures” with a mean of 3.85 while the lowest mean was recorded in the statement, “This institution’s goals are aligned to specific and measurable targets” with a mean of 3.51. The statements that, “This institution has a clear vision, mission, core values and goals” had a mean of 3.83. “This institution has a strategic plan in place” had a mean of 3.69 while, “This institution implements its strategic plans” had a mean of 3.59.

The results further indicates that there are statistically significant responses across the three AIC Bible Colleges on the level of strategic direction with a relative high t-value ($p<0.05$). The highest CV was recorded in the statement, “This institution’s goals are aligned to specific and measurable targets” (CV = 0.32); an indication that there were high variations in responses regarding the statement presented to them. The lowest CV was recorded in the statement, “This institution has a clear vision, mission, core values and goals” (CV=0.23), an indication of agreements of responses from respondents. The statement with the highest mean was on policies and procedures tallied with the results of a previous study by Njoroge (2013) that was carried out to investigate the factors which influenced the growth of indigenous firms in Murang’a County. The study found out that policies and procedures related to product and market development, future planning by the management, the style of setting goals influenced the growth of the indigenous firms studied.

One Sample t Test for Organizational Culture

Table 4.9 below presents the results for one sample t-test statistics carried out on the elements of organizational culture.

Table 4.9: One Sample t Test for Organizational Culture

	N	Mean	SD	t	CV	Sig
This institution has a conducive business environment	167	3.61	1.207	0.39	0.33	.000
This institution engages its stakeholders in decision making	167	3.18	1.328	0.31	0.42	.000
This institution has reward system in place	167	2.69	1.144	0.30	0.43	.000

Source (Field Data)

The results shown in table 4.9 above indicate that majority of the responses had a mean around 3.0 which meant that to a higher degree, majority of the respondents seemed to agree with the statements presented to them. The highest mean was recorded in the statement, "This institution has a conducive business environment" with a mean of 3.61. The lowest mean was recorded in the statement, "This institution has reward system in place" with a mean of 2.69. The statement that, "This institution engages its stakeholders in decision making" had a mean of 3.18. There appears to be statistical significant responses across the studied institutions on the level of organizational culture with a relative high t-value ($p<0.05$).

The highest CV was recorded in the statement, “This institution has a reward system in place” (CV = 0.42) implying that there were high variations in responses to the statement presented to them. The lowest CV was recorded in the statement that, “This institution has a conducive business environment” (CV=0.33), suggesting that majority of the respondents agreed with the statement presented to them. The fact that the highest mean and the lowest CV were recorded in the same statement that, “This institution has a conducive business environment” (CV=0.33) may suggest that majority of the respondents seemed to agree with the statements presented to them. Further, the lowest mean and the highest CV (0.43) were reported in the statement, “This institution has a reward system in place” with a mean of 2.69 which could point out the degree of disagreement among the respondents on the statements presented to them.

These results disagree with the findings of a previous study by Ankrah (2017) who found out that the performance of organizations; to a great extent, is determined by the human resource policies that leaders make. Kwenin, Muathe and Nzulwa (2013) and Mutai (2015) also reported an existence of positive link between policies, procedures and organizational performance in Vodafone Ghana Limited and Commercial Banks in Kenya. Ndung’u (2017) alluded to the fact that although there was a strong and positive correlation between employees’ rewards and performance, salaries, fringe benefits and job security had a weak correlation at Kenyatta University. In this study, human resources policies (rewards system) had a negative effect on performance.

The results are further in contrast to the findings of a study that was conducted in Nigeria by Omolayo, Owolabi, Omole and Ekundayo (2013) with the results showing that job satisfaction and organization climate did not influence job performance. In another study, Gullup (2017) established that only 15 percent of workers globally could be described as engaged in their work while 85 percent are either not engaged or are actively disengaged. On the provision of a conducive business environment, respondent number 71 said that, "Moffat has a well and stabilized reading grounds"; results that are in support of the findings of this study on the provision of a conducive environment of studying and working in.

One Sample t Test for Organizational Resource Portfolio

Table 4.10 below presents the results for one sample t Test statistics carried out on the elements of organizational resource portfolio.

Table 4.10: One Sample t Test for Organizational Resource Portfolio

	N	Mean	SD	t	CV	Sig
This organization budgets for its activities	167	3.05	1.241	0.32	0.41	.000
This institution provides adequate resources to employees and students	167	2.55	1.107	0.30	0.43	.000
This institution has an asset management system in place	167	2.52	1.212	0.27	0.48	.000
This institution has invested in physical and technological infrastructure	167	2.18	1.060	0.27	0.49	.000

Source: (Field Data)

The results shown in table 4.10 above indicate that majority of the responses had a relatively low mean below 3.0 which meant that majority of the respondents seemed to disagree with the statement that were presented to them regarding this variable. The highest mean was recorded in the statement, “This organization budgets for its activities” with a mean of 3.05. The lowest mean was recorded in the statement, “This institution has invested in physical and technological infrastructure” with a mean of 2.18. The statement that, “This institution provides adequate resources to employees and students” had a mean of 2.55. The statement that, “This institution has an asset management system in place” had a mean of 2.52. There appears to be statistical significant responses across the institutions studied on the level of organizational resource portfolio with a relative high t-value ($p<0.05$). Here, all the responses were statistically significant.

Still under the aspect of organizational resource portfolio, the highest CV was recorded in the statement that, “This institution has invested in physical and technological infrastructure” (CV =0.49) implying that there were high variations in responses to the statements presented to them. The highest mean and the lowest CV was recorded in the statement that, “This organization budgets for its activities” (CV=0.41) indicating that although majority of the respondents agreed with the statement presented to them, the level of variations in responses was minimal.

These results are consistent with the research findings of a previous study by Mitchell, Gagne, Beaudry and Dyer (2012) who observed that although an information technology infrastructure is the basis on which an organization can use to adequately provide reliable services through an organized and co-ordinated central information system, Iraq Private Universities had ignored the importance of an information technology infrastructure. Mosadeghrad (2014) found out that lack of enough physical facilities was associated with the performance of health facilities in Iran. Akomolafe and Adesua (2016) and Nkonge (2013) identified lack of adequate and quality physical facilities in senior Secondary schools in South West Nigeria and ACK Bible Colleges in Kenya. In yet another study, Ng’ang’a (2018) found technology to be a major challenge in government tourism agencies in Kenya. Ongeti and Machuki (2018) reported that physical facilities could not account for 8.3 percent of performance in Kenyan State Corporations.

The results of quantitative data are supported by those of qualitative data on one sample t Test for organizational resource portfolio in that AIC Bible Colleges did not invest in physical and technological infrastructure. The results of qualitative data analysis shown in table 4.32 indicated that majority of the respondents had rated physical facilities as the biggest challenge facing their institutions. The need to repair access roads was mentioned by 21 out of the 36 respondents who made their comments in the open-ended section of the questionnaire. Additionally, 13 respondents said that there was need for provision of clean water through rain water harvesting. Those who mentioned information technology as a challenge were nine in total. The need to begin a Bachelor's degree course was mentioned by one respondent.

One Sample t Test for External Environment

Table 4.11 below presents the results for one sample t Test statistics carried out on the elements of external environment which played the role of a moderating variable in this study.

Table 4.11: One Sample t Test for External Environment

	N	Mean	SD	t	CV	Sig
This institution has been affected by advanced technology	167	3.80	1.056	0.46	0.28	.000
This is institution has been affected by the speed of technology transfer	167	3.78	1.125	0.43	0.30	.000
This institution has been affected by travel advisories	167	3.52	1.124	0.40	0.32	.000
This institution has been affected by global economic crisis	167	3.50	1.129	0.40	0.32	.000

This institution has a financial management system	167	3.23	1.312	0.32	0.45	.000
This institution has an adequate waste disposal system	167	3.11	1.263	0.32	0.41	.000
This institution has been affected by global warming	167	2.55	1.155	0.29	0.45	.000
This institution has complied with the relevant regulations	167	2.47	1.150	0.28	0.47	.000
This institution has adequate health and safety laws	167	2.28	.804	0.37	0.35	.000
This institution has been affected by religion and beliefs	167	2.26	1.088	0.27	0.48	.000
This institution has been affected by social classes	167	2.15	1.022	0.27	0.48	.000
This institution has been able to meet its financial obligations when they fall due	167	2.13	.954	0.29	0.45	.000
This institution has a limited internet accessibility	167	2.03	.984	0.27	0.48	.000
This institution has been affected by population growth rate	167	1.98	.941	0.27	0.48	.000
This institution had been affected by political instability	167	1.94	.774	0.32	0.40	.000
This institution has been affected by election violence	167	1.92	.728	0.34	0.38	.000
This institution has been affected by congestion and traffic	167	1.86	.620	0.39	0.33	.000

This institution has been affected by law suits	167	1.86	.778	0.31	0.42	.000

Source (Field Data)

The results shown in table 4.11 above indicate that the variation of responses under external environment varied between a mean score of 1.86 and 3.80. The highest mean was recorded in the statements presented under technology aspects. The statement with the highest mean was, "This institution has been affected by advanced technology" with a mean of 3.80 followed by the statement that, "This is institution had been affected by the speed of technology transfer" with a mean of 3.78. This could mean that information technology is a major challenge in AIC Bible Colleges in Kenya. These results agree with the findings of a previous study conducted by Pfano and Beharry (2016) on the effects of modern office technology on performance management. They discovered that technological advancement was positively correlated with quality of life and the way business is conducted in organizations. Konopaske, Ivancevich and Matteson (2018) asserted that the current state of technological advancements will affect the success of organizations now and in the future.

The statements with the lowest mean were, "This institution has been affected by congestion and traffic" and "This institution has been affected by law suits" (M=1.86). This could indicate that congestion, traffic and law suits are not big challenges in the institutions studied. The three institutions sampled are located in the outskirts of urban centres which could be the reason as to why congestion and traffic are not a challenge to them. These results are in support of the findings of Joan (2012) who found no relationship between legal regulations and performance in Commercial Banks in Kenya. Ng'ang'a (2018) in a previous study also found out that legal aspects do not have effects on the performance of Tourism State Corporations in Kenya.

There appears to be statistical significant responses across the institutions studied on the level of external environment with a relative high t-value ($p<0.05$). Here, all the responses were statistically significant. The highest CV was recorded in the statements that, “This institution has been affected by religion and beliefs”; “This institution has been affected by social classes”; “This institution has been affected by population growth rate” and “This institution has limited internet accessibility” (CV =0.48). This implied that there were high variations in responses to the statements presented to them. The fact that the statement that had the highest mean, “This institution has been affected by advanced technology” (CV=0.28) is the same one that had the lowest CV indicate agreement to the statement presented to them.

The responses under the financial perspective of external environment posted a relatively high mean. The statement that, “This institution has been affected by global economic crisis” had a relatively high mean of 3.50. The statement that, “This institution has a financial management system” had a mean score of 3.23. This could mean that the institutions studied have challenges related to finance. These findings confirm the outcome of a previous study which reported that economic aspects are likely to affect organizational performance (Mello, 2006). Basheer, Ahmad and Hassan (2018) found out that although for the last three decades many countries located in the Middle East had been the legal and safe tax heavens; in the recent past, they had faced economic turmoil as a result of the ever changing oil prices forcing them to turn to non-oil revenues.

The results presented in table 4.11 above further show that political instability (M=1.92) and political violence (M=1.94) did not affect the performance of the institutions studied. These results tarry with the results of a previous research study done by Elbargathi and Al-Assaf (2019) on the impact of political instability on the economic growth which found political instability to have had a negative effect on the economic growth in Egypt, Jordan, Lebanon and Tunisia between 1996 and 2016 due to the fact that these countries had faced political instability during the period of the study.

The responses on ecological factors such as global warming (M=2.55) and waste disposal (M=3.11) had a relatively high mean. This could mean that ecological factors posed a challenge to the AIC Bible Colleges studied. Moffat Bible College is located in Kijabe area which is very cold in the months of June and July. Ukamba and Masinga Bible Colleges are located in dry areas in Ukambani which are relatively hot most of the time. These results are in support of the findings by Thomson, Perteraf, Gamble and Strickland (2012) that ecological factors directly impact industries such as farming, energy, tourism and any organization. Other studies by Melville (2010); Watson, Boudreau and Chen (2010) found a positive relationship of ecological factors on organizational performance. The results are contrary to the response of qualitative data from respondent number 71 from Moffat Bible College regarding the cold weather condition:

> "Although the climate is very cold, this cannot make one not to study. The school provides tea three times a day and hot water is always available. Lecturers encourage students to wear warmly".

One Sample t Test for Organizational Performance

Table 4.12 below presents the results for one sample t Test statistics carried out on the elements of organizational performance.

Table 4.12: One Sample t Test for Organizational Performance

	N	Mean	SD	t	CV	Sig
This institution has improved its critical internal processes to sustain market leadership	167	3.69	1.227	0.39	0.33	.000
The customer satisfaction index has been improving in this institution	167	3.38	1.297	0.34	0.38	.000
This institution analyses the quality of customer service, satisfaction, loyalty and defection data	167	2.57	1.342	0.25	0.52	.000
This institution delivers goods and services to customers on time	167	2.54	1.255	0.26	0.49	.000
This institution has achieved good results by improving its asset utilization	167	2.52	1.326	0.25	0.53	.000
This institution measures performance against the set goals	167	2.43	1.239	0.25	0.51	.000
This institution's delivery forecasts to its customers have been accurate	167	2.43	1.174	0.27	0.48	.000
This institution has a continuous re-engineering of internal processes	167	2.42	1.209	0.26	0.50	.000

This institution assesses its human resource management and development programmes	167	2.38	1.165	0.26	0.49	.000
This institution's investment and growth has increased	167	2.32	1.173	0.26	0.51	.000
This institution's operational efficiency has improved as a result of business process re-engineering	167	2.32	1.125	0.27	0.48	.000
This institution has highly charged motivated and loyal employees and students	167	2.31	1.130	0.26	0.49	.000
This institution's sales revenue has increased	167	2.26	1.290	0.23	0.57	.000
This institution has gained market share through quality improvements and marketing activities	167	2.24	1.147	0.25	0.51	.000
This institution has had good structures to support upward employee growth through merit	167	2.19	1.097	0.26	0.50	.000
This institution has a performance monitoring and evaluation mechanism	167	2.18	1.158	0.24	0.53	.000
This institution's profits have increased	167	2.16	.978	0.29	0.45	.000
There have been good structures to support customer relationship management	167	2.12	1.052	0.26	0.50	.000
This institution has entered into new markets	167	2.01	.976	0.27	0.49	.000

Source (Field Data)

The results shown in table 4.12 above indicate that the responses varied between a mean score of 2.01 and 3.69. The highest mean was recorded in a statement presented under the internal processes perspective that, “This institution has improved its critical internal processes to sustain market leadership” with a mean of 3.69. This could imply that internal process had been improved in the institutions studied. These results are in agreement with a study by Namin and Ebrahimpour (2015) which reported that internal processes had a positive correlation on non-commercial performance at Imam Khomeini Committee in Iran. Cao, Chan and Elkamel (2019) also found out that for any organization to run effectively, its operations and procedures must be orderly so as to ensure safety, productivity and quality. In their study; Iranzadeh, Nojehdeh and Emami (2017) found internal processes to have the highest mean of 4.46., customer perspective had a mean of 4.25, learning and growth had a mean of 3.73, while financial perspective had a mean of 3.70. Another statement that had a high mean was that, “The customer satisfaction index has been improving in this institution” under the customer perspective with a mean of 3.38. This could mean that matters of customer care were being taken care of with the seriousness they deserve in these institutions. These results align with those of a study by Chimtengo, Mkandawire and Hanif (2017) who reported that customer orientation enabled an organization to utilize the information generated from them. Suchanek and Kralova (2015) found a positive correlation between customer satisfaction and organizational performance. Kairu, Wafula, Okaka and Akerele (2013); Putri, Baga and Burhanuddin (2017) and Al-Hosaini and Sifian (2015) found a positive correlation between customer perspective and organizational performance in the organizations studied.

The statements with the lowest mean were, “This institution has entered into new markets” (M=2.01) and, “There have been good structures to support customer relationship management” (M= 2.12). This could indicate that matters of venturing into new markets and customer relationships remain real challenges in the AIC Bible Colleges studied. These results agree with the findings of a previous study to establish how firms benefit from customer complaints by Yilmaz, Varnali and Kasnakoglu (2016) who found customer complaints to be one of the most valuable sources of information about their experiences and expectations facilitating organizational learning. In their study, Suchanek and Kralova (2015) posited that customer satisfaction index as a result of quality of the product, delivery time, price, conformity, professionalism and a response to customer’s request consequently translated to a company performance.

Another statement that had a low mean was that, “This institution’s profits have increased” (M=2.16). This could be an indication that the institutions studied were not doing well financially as a result of hard economic times in the global arena. These findings are in agreement with the results of a study by Bubou, Siyanbola, Ekperiware and Gumus (2014) that any effort geared towards the success of organizations should be enhanced by financial support from donors and governments. In yet another research study, Chimtengo, Mkandawire and Hanif (2017) found that financial perspective play an important role in the success and sustainability of organizations. Musundi (2015) cited mobilization of sufficient, stable and predictable resources as a real problem on the African Continent with the GDP at approximately six percent.

There appears to be statistical significant responses across the AIC Bible Colleges studied on the level of organizational performance with a relative high t-value ($p<0.05$). All the responses were statistically significant. The highest CV was recorded in the statements that, "This institution's sales revenue has increased" (CV = 0.57) implying that there were high variations in responses to the statements presented to them. The lowest CV was recorded in the statement, "This institution has improved its critical internal processes to sustain market leadership" (CV=0.33). This meant that majority of the respondents agreed with the statement presented to them. These results are in line with a previous research study by Namin and Ebrahimpour (2015) that showed performance at Imam Khomeini Committee in Iran to be as a result of factors related to re-engineering of internal processes. Kairu, Wafula, Okaka and Akerele (2013) and Massingham, Massingham and Dumay (2019) cited internal process as critical to achieving both financial and customer perspectives in an organization because it helps in identifying the key business processes within which the organization will achieve its objectives. The following section presents the results of the correlation analysis between strategic direction, organizational culture, organizational resource portfolio and organizational performance.

Correlation Analysis

As Leedy and Ormrod (2014) allude, the calculation of correlation coefficient expresses how closely or strongly a characteristic or other variables are associated with each other. One of the methods of measuring correlation coefficient is to use the Pearson Correlation. A correlation is measured between -1 and 1 where a negative correlation means that there is no relationship between the study variables. A positive correlation means that there exists a positive relationship between the study variables (Kothari, 2014). If the correlation is zero, it implies that there is no relationship between the variables involved in the study (Bryman, 2016).

Strategic Direction and Organizational Performance

Table 4.13 below presents the results of correlation analysis between strategic direction and organizational performance.

Table 4.13: Correlation Analysis for Strategic Direction and Organizational Performance

		Strategic Direction	Organizational Performance
Strategic Direction	Pearson Correlation	1	.224**
	Sig. (2-tailed)		.004
	N	167	167
Organizational Performance	Pearson Correlation	.224**	1
	Sig. (2-tailed)	.004	
	N	167	167

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

The results presented in table 4.13 above indicate that there is a positive but relatively weak relationship that exits between strategic direction and organizational performance ($R=0.224$, $p<.01$). This could mean that although organizational performance increases in direct proportion to strategic direction in the selected three AIC Bible Colleges studied, the increase is minimal. These results are in support to the findings of previous studies by Karia and Wong (2013); Jamal and Saif (2011), Alalfy, Elfattah and Nzioka (2017) who found an existence of a positive relationship between strategic direction and the performance of the organizations sampled for their studies.

Organizational Culture and Organizational Performance

Table 4.14 below presents the results of correlation analysis between organizational culture and organizational performance.

Table 4.14: Correlation Analysis for Organizational Culture and Organizational Performance

		Organizational Performance	Organizational Culture
Organizational Performance	Pearson Correlation	1	.321**
	Sig. (2-tailed)		.000
	N	167	167
Organizational Culture	Pearson Correlation	.321**	1
	Sig. (2-tailed)	.000	
	N	167	167

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

Source (Field Data)

The results presented in table 4.14 above indicate that there is a moderate positive correlation (R=0.321, p<.01) between organizational culture and organizational performance. This could imply that although organizational performance increased in direct proportion to organizational culture in the selected AIC Bible Colleges in Kenya, the increase was moderate. Additionally, the results could mean that organizational culture had more effects on the performance of AIC Bible Colleges in Kenya compared to strategic direction discussed in the proceeding section. These results are in agreement with a previous study by Otwori and Juma (2017) that found a positive correlation between organizational culture and organizational performance in Urban Roads Authority in Kenya. On the contrary, a study by Gorenak and Kosir

(2012) established a weak link between organizational culture and organizational performance in Slovenia.

Organizational Resource Portfolio and Organizational Performance

Table 4.15 below presents the results of correlation analysis between organizational resource portfolio and organizational performance.

Table 4.15: Correlation Analysis for Organizational Resource Portfolio and Organizational Performance

		Organizational Performance	Resource Portfolio
Organizational Performance	Pearson Correlation	1	-.145
	Sig. (2-tailed)		.062
	N	167	166
Resource Portfolio	Pearson Correlation	-.145	1
	Sig. (2-tailed)	.062	
	N	167	167

Source (Field Data)

The results presented in table 4.15 above indicate that there is a relatively weak and negative correlation between organizational resource portfolio and organizational performance (R=-0.145, p>.01). This could imply that although organizational performance increases in indirect proportion to organizational resource portfolio in the studied institutions, when performance increases, resource portfolio decreases. These results further indicate that the level of effect that organizational resource portfolio has on the performance of AIC Bible Colleges in Kenya was negative. The results are contrary to the findings of previous studies by Angeles, Calara, and Guzman (2019); Fowowe (2017); Ng'ang'a, Waiganjo and Njeru (2018) who found a positive correlation between organizational resource portfolio and organizational performance.

Further, the results are in support of previous studies carried out to test the aspects of organizational resource portfolio (processes, financial, learning and growth perspectives) on organizational performance. In their studies, Al-Najjar and Kalaf (2012); Kshatriya, Dharmadhikari, Srivastava and Basak (2017) and Namin and Ebrahimpour (2015) found a positive correlation between processes perspective and organizational performance. Hasan and Chyi (2017); Chimtengo, Mkandawire and Hanif (2017) and Malgwi and Dahiru (2014) found that there existed a positive and linear relationship between financial perspective which is an aspect of resource portfolio and organizational performance. Additionally, Massingham, Massingham and Dumany (2019); Khatoon and Farooq (2014) and Ankah (2017) found an existence of a positive correlation between learning and growth perspective and organizational performance.

External Environment and Organizational Performance

Table 4.16 below presents the results of correlation analysis between external environment and organizational performance.

Table 4.16: Correlation Analysis for External Environment and Organizational Performance

		Organizational Performance	External Environment
Organizational Performance	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.869
	N	167	167
External Environment	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.869	
	N	167	167

Source (Field Data)

The results presented in table 4.16 above indicate that there was a weak and negative correlation between external environment and organizational performance ($R = -0.013$, $p > .01$). This could imply that organizational performance increases in indirect proportion to external environment in the institutions studied; an increase that was negative. Further, this could mean that when organizational performance increases, external environment decreases. Again, the result could be interpreted to mean that external environment did not have much effect on the performance of AIC Bible Colleges in Kenya. These results of this study are not consistent with the result of previous studies that found an existence of a positive link between external environment and organizational performance in the institutions that were involved in the study (Dragnic, 2014; Nguyen & Nguyen, 2013).

Strategic Direction, Organizational Culture, Organizational Resource Portfolio, External Environment and Organizational Performance

Table 4.17 below presents results of correlation analysis between strategic direction, organizational culture, organizational resource portfolio, external environment and organizational performance.

Table 4.17: Correlation Analysis for Strategic Direction, Organizational Culture, Organizational Resource Portfolio, External Environment and Organizational Performance

		Organizational Performance	Strategic Direction	Organizational Culture	Resource Portfolio	External Environment
Organizational Performance	Pearson Correlation	1	.224**	.321**	-.145	-.013
	Sig. (2-tailed)		.004	.000	.062	.869
	N	167	167	167	166	167
Strategic Direction	Pearson Correlation	.224**	1	.527**	-.246**	-.360**
	Sig. (2-tailed)	.004		.000	.001	.000
	N	167	167	167	166	167
Organizational Culture	Pearson Correlation	.321**	.527**	1	-.037	-.244**
	Sig. (2-tailed)	.000	.000		.635	.001
	N	167	167	167	166	167
Resource Portfolio	Pearson Correlation	-.145	-.246**	-.037	1	.142
	Sig. (2-tailed)	.062	.001	.635		.068
	N	166	166	166	166	166
External Environment	Pearson Correlation	-.013	-.360**	-.244**	.142	1

	Sig. (2-tailed)	.869	.000	.001	.068	
	N	167	167	167	166	167

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

Source (Field Data)

The study findings that are presented in table 4.17 above indicate that when the three variables were combined together, organizational culture correlated with organizational performance at 0.321, $p<.01$ followed by strategic direction at 0.224, $p<.01$, organizational resource portfolio at -0.145, $p>.01$). External environment correlated at -0.013, $p>.01$. The results indicate that when combined, all the aspects of independent variable (strategic direction, organizational culture and organizational resource portfolio) and the moderating variable (external environment) retained their correlation power with organizational performance of 0.224, 0.321, -0.145 and -0.013 respectively. These results are in support of a previous research by (Ng'ang'a, 2018) that found organizational culture to impact organizational performance more followed by strategic direction in the Tourism State Agencies in Kenya.

Strategic Leadership and Organizational Performance

Table 4.18 below presents the results of correlation analysis between strategic leadership and organizational performance.

Table 4.18: Correlation Analysis for Strategic Leadership and Organizational Performance

		Organizational Performance	Strategic Leadership
Organizational Performance	Pearson Correlation	1	.242**
	Sig. (2-tailed)		.002
	N	167	166
Strategic Leadership	Pearson Correlation	.242**	1
	Sig. (2-tailed)	.002	
	N	167	167

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

Source (Field Data)

The results presented in table 4.18 above indicate that there is a moderate and positive correlation between strategic leadership and organizational performance (R=0.242, p<.01). This could imply that although organizational performance increased in direct proportion to strategic leadership in the three AIC Bible Colleges studied, the increase was moderate. These results are in line with the findings of previous studies by Palladan, Abdulkadir and Chong (2016); Hakimpoor (2014); Lear (2012); Opoku (2016) and Nzoka (2017) who found out that organizational performance was positively correlated with strategic leadership. Nthini (2013) found a positive correlation between strategic leadership on organizational performance in Commercial and Financial State Corporations in Kenya.

Strategic Leadership, External Environment and Organizational Performance

Table 4.19 below presents the results of correlation analysis between strategic leadership, external environment and organizational performance.

Table 4.19: Correlation Analysis for Strategic Leadership, External Environment and Organizational Performance

		Organizational Performance	Strategic Leadership	External Environment
Organizational Performance	Pearson Correlation	1	.242**	-.013
	Sig. (2-tailed)		.002	.869
	N	167	166	167
Strategic Leadership	Pearson Correlation	.242**	1	-.302**
	Sig. (2-tailed)	.002		.000
	N	166	166	166
External Environment	Pearson Correlation	-.013	-.302**	1
	Sig. (2-tailed)	.869	.000	
	N	167	167	167

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

The results in table 4.19 above indicate that organizational performance correlated with the combination of the three aspects of strategic leadership (strategic direction, organizational culture and organizational resource portfolio) at 0.242 while external environment continued to correlate with organizational performance at -0.013. These results support the findings of a previous study by Ng'ang'a (2018) that found out that strategic leadership had a greater effect on Tourism State Agencies in Kenya when compared to external environment.

From the results presented in correlation analysis, it could be concluded that the three aspects of strategic leadership (strategic direction, organizational culture and organizational resource portfolio) correlated with organizational performance at 0.224, 0.321, -0.145, $p<.01$. When a correlation analysis was done in order to determine the effects of the combination of the three aspects of strategic leadership (strategic direction, organizational culture and organizational resource portfolio) and external environment on organizational performance, the results indicated that strategic leadership correlated with organizational performance at 0.242, $p<.01$ while external environment correlated with organizational performance at -0.013, $p<.01$. The following section presents results of regression analysis.

Regression Analysis

The overall overarching theme of this study was to establish the effects that strategic leadership and external environment had on the performance of AIC theological training institutions in Kenya. In order to realize this broad aim, specific objectives were set and corresponding hypothesis stated. The regression analysis was done to test the hypotheses at 95 confidence level. A null hypothesis is rejected if the p value is greater than 0.05 implying that the confidence level is below 95 percent. The alternative hypothesis is accepted if the p value is less than 0.05 indicating that the confidence level is above 95 percent (Kothari, 2014). The study also discussed the correlation of determination (R^2), F-Statistic values and beta values. R^2 indicates the change in the dependent variable explained by the change in the independent variable. This means that where the value of R^2 was high, it was assumed to mean that the model of the study has the ability to affect performance in AIC theological training institutions in Kenya. The high the F-Statistic the more significant the model was. According to Bryman (2016), the beta (β) sign indicates the negative or positive effect that an independent variable has on a dependent variable.

Strategic Direction and Organizational Performance

The first objective of this study was to determine the effects of strategic direction on the organizational performance of AIC theological training institutions in Kenya. The null hypothesis that was derived from the first objective was stated as follows:

H_1: Establishing strategic direction has no positive effects on the performance of AIC theological training institutions in Kenya.

In order to test this hypothesis, regression analysis was carried out in order to test the perceived effects of strategic direction on the organizational performance of the institutions studied. The test was done at 95 percent confidence level with the level of significance being 0.05. The results focused on the model summary, ANOVA and correlation coefficient. The results of the model summary are presented in Table 4.20 below.

Table 4.20: Model Summary for Strategic Direction and Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.224[a]	.050	.044	7.475

a. Predictors: (Constant), Strategic Direction

Source (Field Data)

The study findings that are presented in table 4.20 above indicate an existence of a positive relationship between strategic direction and organizational performance (R=0.224). As such, there is a moderate effect that strategic direction has on organizational performance in the institutions studied at 0.050 percent. This therefore means that five percent of performance in

AIC theological training institutions in Kenya was as a result to strategic direction. The remaining 95 percent of performance is attributed to other factors such as organizational culture and organizational resource portfolio. The results further showed that the correlation of determination (R^2) was 0.44 which is interpreted to imply that when used in AIC theological training institutions, the model has a low power in predicting their performance. Just as the findings of this research study had shown, a previous study conducted at the health department in Nairobi County by Nzoka (2017) also established that a good strategic direction with vision, mission and core values is essential in guiding and enhancing delivery of services to people.

ANOVA Model for Strategic Direction and Organizational Performance

Table 4.21 below presents results of the ANOVA regression analysis between strategic direction and organizational performance.

Table 4.21: ANOVA Model for Strategic Direction and Organizational Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	486.795	1	486.795	8.712	.004[b]
1	Residual	9219.360	165	55.875		
	Total	9706.156	166			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Strategic Direction

Source (Field Data)

The results presented in table 4.21 above indicate that the model is statistically significant with a confidence level of 0.004 percent (100 percent) that is lower than the recommended 0.05 percent. This means that the model can be used in AIC theological training institutions in Kenya to bring meaningful effects on performance. The F value is 8.712 which could imply that strategic leadership was perceived not to be statistically significant in predicting organizational performance in AIC theological training institutions. These results obtained in this study showed that strategic direction influences performance of AIC theological training institutions in Kenya just as the findings of a study done by Nthini (2013) found strategic leadership to promote organizational performance in financial and commercial state agencies in Kenya.

Strategic Direction and Organizational Performance

Table 4.22 below presents results of the correlation coefficient between strategic direction and organizational performance.

Table 4.22: Correlation Coefficient Model for Strategic Direction and Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.944	3.574		13.975	.000
	Strategic Direction	.512	.173	.224	2.952	.004

a. Dependent Variable: Organizational Performance

Source (Field Data)

The outcomes that are presented in table 4.22 above show that the p-value obtained in the study was less than 1.0 ($p<0.04$) meaning that the confidence level was 96 percent and led to the rejection of the null hypothesis while the alternative hypothesis was accepted. The alternative hypothesis was that establishing strategic direction has positive effects on the performance of

AIC theological training institutions in Kenya. Regarding the effects that strategic direction has on organizational performance as determined by beta, the results indicated a β value of .512 which is a positive effect. This implied that an increase in strategic direction resulted in an increase in organizational performance in AIC theological training institutions studied. Just as the results of this study indicate, a previous study by Kitonga, Bichanga and Muema (2016) found strategic leadership to have the ability to influence organizational performance in ways that made possible the development of organizational purpose and strategic vision and that when strategic leadership is done in organizations, it leads to improved overall performance. This could indicate that strategic direction influences organizational performance in AIC theological training institutions in Kenya.

Regression Analysis for Organizational Culture and Organizational Performance

The second objective in this study was to establish the effects of organizational culture on the organizational performance of AIC theological training institutions in Kenya. The null hypothesis was stated as follows:

H_2: There is no positive relationship between maintaining an effective organizational culture and the performance of AIC theological training institutions in Kenya

In order to test the hypothesis, regression analysis was done to test the perceived effect of organizational culture on organizational performance of AIC theological training institutions in Kenya. The test was done at 95 percent confidence level with the level of significance being 0.05.

Model Summary for Organizational Culture and Organizational Performance

The study outcomes of the model summary between organizational culture and organizational performance are discussed in Table 4.23 below.

Table 4.23: Model Summary for Organizational Culture and Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.321[a]	.103	.098	7.263

a. Predictors: (Constant), Organizational Culture

Source (Field Data)

The findings of the study presented in table 4.23 above show that there is a moderate and positive relationship between organizational culture and organizational performance at 0.321. There is a moderate effect that organizational culture has on organizational performance in AIC theological training institutions in Kenya at 10.3 percent. This means that 10.3 percent of performance in AIC theological training institutions in Kenya was attributable to organizational culture. The remaining 89.7 percent of performance is due to other factors not considered in this study. The results further showed that the correlation of determination (R^2) was 0.098 which is interpreted to mean a low explanatory power of the model. These results are in support of a previous study to investigate factors that affect the choice of strategies among Commercial Banks in Kenya that found organizational culture as key in influencing the effectiveness of operations of the organizations and had enormous effect on the choice of strategy taken by organizations (Ngonyo, 2014).

ANOVA Model for Organizational Culture and Organizational Performance

The results of the ANOVA regression analysis between organizational culture and organizational performance are presented in Table 4.24 below.

Table 4.24: ANOVA Model for Organizational Culture and Organizational Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1002.817	1	1002.817	19.012	.000[b]
1	Residual	8703.339	165	52.748		
	Total	9706.156	166			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Organizational Culture
Source (Field Data)

The results presented in table 4.24 above indicate that the model is statistically significant with a confidence level of 0.000 percent (100 percent) that is lower than the recommended 0.05 percent meaning that the model is statistically significant. This therefore implies that the model can be used in AIC theological training institutions in Kenya to bring meaningful effects on performance. The F value is 19.012 which could imply that organizational culture was perceived to be moderately statistically significant in predicting organizational performance in AIC theological training institutions in Kenya. These results are in support of a previous study by Ozge and Altindag (2016) that found work climate; which is an aspect of organizational culture to result in a higher satisfaction and performance of employees in Turkey with the model being statistically significant.

Correlation Coefficient Model for Organizational Culture and Organizational Performance

Table 4.25 below presents the results of the correlation coefficient between organizational culture and organizational performance.

Table 4.25: Correlation Coefficient Model for Organizational Culture and Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.936	2.678		18.271	.000
	Organizational Culture	1.129	.259	.321	4.360	.000

a. Dependent Variable: Organizational Performance

Source (Field Data)

The results presented in table 4.25 above indicate that the p-value was less than 1.0 (p=0.000) leading to the rejection of the null hypothesis while the alternative hypothesis was accepted. The alternative hypothesis stated that maintaining an effective organizational culture has positive effects on the performance of AIC theological training institutions in Kenya. In terms of the effects of organizational culture on organizational performance determined by beta, the findings indicated a β value of 0.321 which is a positive effect. This implied that an increase in organizational culture resulted in an increase in organizational performance. These results contrast those of a previous study done in Nigeria by Omolayo, Owolabi, Omole and Ekundayo (2013) who discovered that job satisfaction and organizational climate had no relationship with job performance because of the fact that employees' performance on the job is also affected by other factors such as the leaders' ability and personnel policies.

Organizational Resource Portfolio and Organizational Performance

The third objective of this study was to evaluate the effects of organizational resource portfolio on the organizational performance of AIC theological training institutions in Kenya. The null hypothesis was stated as follows:

H_3: Managing organizational resource portfolio has no positive effects on the performance of AIC theological training institutions in Kenya.

In order to test the hypothesis, regression analysis was done to confirm the perceived effects of organizational resource portfolio on the performance of AIC theological training institutions in Kenya as shown in Table 4.26 below. The test was done at 95 percent confidence level meaning that the level of significance was measured 0.05.

Model Summary for Organizational Resource Portfolio and Organizational Performance

Table 4.26 presents results of the model summary between organizational resource portfolio and organizational performance.

Table 4.26: Model Summary for Organizational Resource Portfolio and Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.145[a]	.021	.015	7.575

a. Predictors: (Constant), Resource Portfolio

Source (Field Data)

The results presented in table 4.26 above indicate a positive relationship between organizational resource portfolio and organizational performance at 0.145. There was a moderate and positive effect that organizational resource portfolio had on organizational performance in AIC theological training institutions in Kenya at 0.021 percent. This means that 2.1 percent of performance in AIC theological training institutions in Kenya is attributable to organizational resource portfolio. The remaining 97.9 percent of performance is due to other factors that had not been considered in this study. The results further showed that the correlation of determination (R^2) was 0.015 which indicates a very low explanatory power of the model. These results are supported by a previous study that was done in Indonesia that discovered that strategic leaders had an effect on organizational performance by the way they influence innovation, managing the accumulation of key resources such as technology, talent, facilities, procedures and culture (Supriyadi, 2012).

ANOVA Model for Organizational Resource Portfolio and Organizational Performance

Table 4.27 below presents the ANOVA regression results between organizational resource portfolio and organizational performance.

Table 4.27: ANOVA Model for Organizational Resource Portfolio and Organizational Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	202.525	1	202.525	3.530	.062[b]
1	Residual	9410.012	164	57.378		
	Total	9612.536	165			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Resource Portfolio

Source (Field Data)

The results presented in table 4.27 above indicate that the model is statically significant with a confidence level of 0.062 percent (93.8 percent confidence level) that is higher than the recommended 0.05 percent suggesting that the model is not statistically significant. This means that the model cannot be used in AIC theological training institutions in Kenya to bring meaningful effect on performance. The F value is 3.430 which could imply that strategic leadership was perceived not to be statistically significant in predicting organizational performance in the institutions studied. These results are in contrast of those of a previous study by Ng'ang'a, Waiganjo and Njeru (2018) who reported that the most influential resources in tourism public agencies and organizations were human, physical, technological and capabilities; with the model being statistically significant.

Correlation Coefficient Model for Organizational Resource Portfolio and Organizational Performance

Table 4.28 below presents the results of the correlation coefficient between organizational resource portfolio and organizational performance.

Table: 4.28: Correlation Coefficient Model for Strategic Direction and Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	67.004	3.619		18.515	.000
	Resource Portfolio	-.598	.318	-.145	-1.879	.062

a. Dependent Variable: Organizational Performance

Source (Field Data)

The results presented in table 4.28 above indicate that the p-value was more than 1.0 (p=0.62). The null hypothesis was accepted because the confidence level of the model (93.8 percent) was less than 95 percent. The null hypothesis was that managing organizational resource portfolio has no positive effects on the performance of AIC theological training institutions in Kenya. In terms of the effects of organizational resource portfolio on organizational performance determined by beta, the results indicated a β value of -0.145 which is a negative effect. This meant that a decrease in organizational resource portfolio resulted in a decrease in organizational performance. These results are contrary to the findings of a previous study by Ongeti and Machuki (2018) who found that there was a statistically significant relationship between aggregated organizational resources and performance despite the fact that organizational resources could not account for 8.3 percent of the performance in the Kenyan State Corporations studied.

Strategic Leadership, External Environment and Organizational Performance

The fourth objective in this study was to ascertain the effects of strategic leadership and external environment on the organizational performance of AIC theological training institutions in Kenya. The null hypothesis was stated as follows:

H_4: Strategic leadership and external environment have no positive effects on the performance of AIC theological training institutions in Kenya.

In order to test the hypothesis, regression analysis was done to evaluate the perceived moderating effects of external environment on the relationship between strategic leadership and organizational performance in AIC theological training institutions in Kenya. The test was done at 95 percent confidence level with a significance level of 0.05.

Model Summary for Strategic Leadership, External Environment and Organizational Performance

Table 4.29 below presents the results of the model summary between external environment and organizational performance.

Table 4.29: Model Summary for Strategic Leadership, External Environment and Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251[a]	.063	.051	7.434

a. Predictors: (Constant), External Environment, Strategic Leadership

Source (Field Data)

The results presented in table 4.29 above indicate that there is a positive relationship between strategic leadership, external environment and organizational performance at 0.251. There is a moderate effect that strategic leadership and external environment has on organizational performance in AIC theological training institutions in Kenya at 0.063 percent. This means that 6.3 percent of performance in AIC theological training institutions in Kenya is attributed to both strategic leadership and external environment. The remaining 93.7 percent of performance is due to other factors. The results further showed that the correlation of determination (R^2) was 0.051 signaling a low explanatory power of the model. These results agree with those of by Ng'ang'a (2018) who reported an existence of a positive relationship between strategic leadership, external environment and organizational performance in tourism agencies in Kenya.

ANOVA Model for Strategic Leadership, External Environment and Organizational Performance

Table 4.30 below presents the results of the ANOVA regression results between strategic direction, external environment and organizational performance.

Table 4.30: ANOVA Model for Strategic Leadership, External Environment and Organizational Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	604.414	2	302.207	5.468	.005[b]
1	Residual	9008.122	163	55.265		
	Total	9612.536	165			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), External Environment, Strategic Leadership

Source (Field Data)

The results presented in table 4.30 above indicate that the model is statistically significant with a confidence level of 0.005 percent (95 percent) that is equal to the recommended 0.05 percent implying that the model is statistically significant. This means that the model can be used AIC theological training institutions in Kenya to bring meaningful effect on performance. The F value is 5.468 which could mean that strategic leadership was perceived to not be statistically significant in predicting organizational performance in AIC theological training institutions in Kenya. Although the model was statistically significant, Fitza (2017) observes that the effects of strategic leadership on organizational performance had been paradoxical due to the complex nature of the external environment which might affect the leader's effect in organizations

Correlation Coefficient Model for Strategic Leadership, External Environment and Organizational Performance

Table 4.31 below presents the results of the correlation coefficient among strategic leadership, external environment and organizational performance.

Table 4.31: Correlation Coefficient Model for Strategic Leadership, External Environment and Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.442	9.503		3.940	.000
	Strategic Leadership	.411	.124	.263	3.305	.001
	External Environment	.122	.139	.070	.877	.382

a. Dependent Variable: Organizational Performance

Source (Field Data)

The results in table 4.31 above indicate that the p-value was less than (0.001 and 0.382) resulting in the rejection of the null hypothesis and the acceptance of the alternative hypothesis because the confidence level of the model (96.18 percent) was more than 95 percent. The alternative hypothesis was that strategic leadership and external environment have positive effects on the performance of AIC theological training institutions in Kenya. In terms of the effects of strategic leadership and external environment on organizational performance determined by beta, the results indicated a positive β value of 0.263 for strategic leadership alone and 0.070 when combined with external environment. This implied that strategic leadership on its own had more effect on organizational performance than when combined with external environment. These results supported previous studies that had established a positive relationship between the external environment and performance with other studies finding an inverse or very minimal relationship between the three variables (Tan & Litschert, 1994; Van Dut, 2015). The following section presents results of qualitative data analysis.

Table 4.32 below presents the results of qualitative data analysis regarding strategic leadership, external environment and organizational performance. The data had been collected using the open-ended part of the questionnaire.

Table 4.32: One Sample t Test for Qualitative Data

	N	Mean	Std. Deviation	Std. Error Mean
Access road needs to be repaired	21	.76	.436	.095
Library books need to be purchased	5	1.00	.000[a]	.000
There is need for more dormitories	9	1.00	.000[a]	.000
There is need for a college bus	3	1.00	160 0[a]	.000
There is need for purchase of water tanks	4	1.00	.000[a]	.000
There is need for water harvesting	13	1.00	.000[a]	.000
Institution should start evening classes	12	.50	.522	.151
Institution should start holiday classes	5	1.00	.000[a]	.000
Institution should start degree programs	1[b]	1.00	.	.
There is need for revision of policies	0[b,c]	.	.	.
Institution requires computers	9	1.00	.000[a]	.000

a. t cannot be computed because the standard deviation is 0.
b. t cannot be computed because the sum of caseweights is less than or equal 1.
c. t cannot be computed. There are no valid cases for this analysis because all caseweights are not positive.

Source (Field Data)

Table 4.32 above presents the results of qualitative data analysis. The results indicating that, "Access road need to be repaired" was mentioned by majority of the respondents; 21 (N=36). This problem was mostly reported at Ukamba Bible College where the access road from the main Machakos-Nairobi highway was reported to be in bad condition and especially during rainy season. This was also confirmed by the researcher during the several visits that he made to the institution. The need for water harvesting was mentioned by 13 respondents (N=36). The need for starting evening classes was mentioned by 12 respondents. The need for computers in AIC theological training institutions in Kenya came fourth with nine respondents. These results support the quantitative data in this study in that physical facilities that include roads, water and technology were perceived as real challenges in AIC theological training institutions in Kenya. The need to start degree programmes was mentioned by only one person.

Chapter Summary

This chapter has presented results of descriptive, correlation and regression analysis based on the three variables which are strategic leadership, external environment and organizational performance. Before the data was analyzed, it was subjected to reliability, validity, linearity and multicollinearity exploratory tests to determine its suitability. The response rate from the respondents was 68.9 percent which was found to be within the accepted range of 50 percent and above. Among the respondents sampled for the study, 30.5 percent were female while 69.5 were male. The highest response rate (49.1 percent) was recorded from Ukamba Bible College. This chapter also presented correlation analysis of the study variables. The purpose of correlation analysis which is measured between -1 and +1 is to measure the strength of the relationship between two variables. The results indicated that organizational culture had the highest correlation (0.321), followed by strategic direction (0.224), organizational resource portfolio (-0.145). The lowest correlation was recorded in external environment (-0.013). This could imply that organizational culture had the highest effect compared to the other variables while external environment had the lowest effect on organizational performance.

In regards to the strength of the relationship measured using regression analysis, the results indicate that the three aspects of strategic leadership (strategic direction, organizational culture and organizational resource portfolio) accounted for 5, 10, and 2.1 percent of the performance in AIC theological training institutions in Kenya respectively. Three of the four null hypothesis derived from the objectives of the study were rejected after their confidence levels were more than 0.5 and the alternative hypotheses accepted. The null hypotheses number three on strategic organizational resource portfolio and organizational performance was accepted after the confidence level was found to be lower than 0.5 percent. The following chapter discusses the summary findings, conclusions and makes recommendations for further research.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS AND AREAS OF FURTHER RESEARCH

Introduction

This chapter presents a summary of the study findings, the conclusions that can be drawn from these findings and recommendations made thereof. The chapter also discusses the implications of the findings on theory, policy and managerial practice. Towards the end, the chapter makes suggestions for further research before closing with the conclusions.

Summary of Findings

The broad objective of this study was to establish the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya. In order to make the study manageable, the broad objective was broken down into four specific objectives which were to:

1. Determine the effects of establishing strategic direction on the performance of AIC theological training institutions in Kenya.
2. Establish the effects of maintaining an effective organizational culture on the performance of AIC theological training institutions in Kenya.
3. Investigate the effects of managing resource portfolio on the performance of AIC theological training institutions in Kenya
4. Examine the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya.

Since the three factors could not be controlled internally, the study considered external environment to have a moderating influence on the relationship between strategic leadership and organizational performance in AIC theological training institutions in Kenya. The summary of the findings are organized and presented based on each specific objective in the sections that follow.

Effects of Strategic Direction on Organizational Performance

The first objective of this study was to determine the effects of strategic direction on the organizational performance of AIC theological training institutions in Kenya. In order to determine this relationship; descriptive, correlation and regression analysis were done on the study variables. The results indicated that the highest mean recorded in the statements that, “This institution has a clear vision, mission, core values, and goals” was 3.83. The lowest mean was recorded in the statement, “This institution’s goals are aligned to specific and measurable targets” (M=3.51). On correlation coefficient, the results indicated a positive correlation between strategic direction and organizational performance (R=0.224). The results further indicated that 5.0 percent of organizational performance in AIC theological training institutions in Kenya was explained by strategic direction with the remaining 95 percent being explained by other variables. The significance of the model between strategic direction and organizational performance was statistically significant with an F value of 8.712. Both p-value and β value 0.224 indicated that strategic direction has both significance and positive effects on organizational performance. This meant that organizational performance increased in direct proportion to the increase in strategic leadership.

Effects of Organizational Culture on Organizational Performance

The second objective of this study was to establish the effects of organizational culture on the performance of AIC theological training institutions in Kenya. In order to establish this relationship; descriptive, correlation and regression analysis were done on the study variables. The highest mean was recorded in the statement that, "This institution has a conducive business environment" (3.61). The lowest mean was recorded in the statement that, "This institution has reward system in place" (2.69). On correlation analysis, the results indicated a positive correlation between organizational culture and organizational performance (R=0.321). The results further indicated that 10.3 percent of organizational performance in AIC theological training institutions in Kenya was explained by organizational culture with the remaining 89.7 percent being explained by other variables. The significance of the model between organizational culture and organizational performance was statistically significant with an F value of 19.012. Both p-value and β value were 0.321 indicating that organizational culture has both significance and effect on organizational performance. Here, organizational performance was seen to increase in direct proportion to the increase in organizational culture.

Effects of Organizational Resource Portfolio on Organizational Performance

The third objective of this study was to evaluate the effects of organizational resource portfolio on the organizational performance of AIC theological training institutions in Kenya. In order to evaluate this relationship, descriptive, correlation and regression analysis were done on the study variables. The results indicated that the highest mean under organizational resource portfolio was recorded in the statement that, "This organization budgets for its activities"

(M=3.05). The lowest mean was recorded in the statement that, “This institution has invested in physical and technological infrastructure” (M=2.18). Organizational resource portfolio correlated with organizational performance at -0.145 with 2.1 percent of organizational performance in AIC theological training institutions in Kenya being explained by organizational resource portfolio. The remaining 97.9 was explained by other variables. The significance of the model between organizational resource portfolio and organizational performance was statistically significant with an F value of 3.530. The p-value was 0.225. The β value was -0.145 indicating that although organizational resource portfolio was related to organizational performance, its effect was negative as shown by the beta value. When organizational resource portfolio decreased, performance increased.

Effects of Strategic Leadership, External Environment and Organizational Performance

The fourth objective in this study was to determine the moderating effects of external environment on strategic leadership and organizational performance in AIC theological training institutions in Kenya. In order to discover this relationship, descriptive, correlation and regression analysis were done on the study variables. A descriptive analysis of the study variables indicated that the highest mean under strategic leadership was obtained from the statement that, “This institution follows a defined set of policies and procedures” (M=3.85). The statement that had the highest mean under external environment was, “This institution has been affected by advanced technology with a mean of 3.80. The statement that, “This institution has improved its critical internal processes to sustain market leadership” under organizational performance had a mean of 3.69. The results further indicated that strategic leadership and external environment correlated with organizational performance at 0.242. Additionally, 5.9

percent of performance in AIC theological training institutions was attributable to the combination effects of strategic leadership and external environment. Here, strategic leadership and external environment had a beta value of 5.094 on organizational performance.

Conclusion

Based on the results of the descriptive, correlation and regression analysis of the study variables, the following conclusions were made. The conclusions are based on the four objectives in this study with regards to the effects of strategic direction, organizational culture, organizational resource portfolio, strategic leadership and external environment on the organizational performance of AIC theological training institutions in Kenya.

Effects of Strategic Direction on Organizational Performance

Under strategic direction, respondents were asked to rate their institutions based on various parameters related to the variable. The results indicated that majority of the respondents agreed that the leaders in these institutions followed defined set of policies and procedures (M=3.85) that contributed to organizational performance. It can be concluded that the leaders of AIC theological training institutions in Kenya are keen in following policies and procedures in their daily operations. Additionally, a conclusion can be made that strategic direction had a moderate effect on the performance in AIC theological training institutions in Kenya (R=224). The implication of these findings is that strategic leadership is not practiced in AIC theological training institutions in Kenya as is supposed to be. Despite its vital role in contributing to organizational performance, strategic direction accounts for only five percent of performance in

AIC theological training institutions in Kenya. This shows the minimal role of strategic direction in these institutions.

The Effects of Organizational Culture on Organizational Performance

From the study findings, it can be concluded that compared to strategic direction and organizational resource portfolio, organizational culture had the highest effects on the performance of AIC theological training institutions in Kenya (R=0.321). Under organizational culture, respondents were asked to rate their institutions based on various aspects. The results indicated that majority of the respondents agreed that their institutions had a conducive business environment that contributed to high performance. For employees to carry out their tasks effectively and efficiently, they require a conducive working environment that is provided by leaders in the firms that they are working in. A bad working environment results in stressed and unmotivated employees. Majority of the respondents felt that their institutions did not have an employees' and students' reward system; an aspect that can greatly affect organizational performance.

The Effects of Organizational Resource Portfolio on Organizational Performance

The study findings indicated that organizational resource portfolio had the least effect (R=-0.145) on the performance of AIC theological training institutions in Kenya compared to the other two independent variables (strategic direction, R=0.224 and organizational culture, R=0.321). Under organizational resource portfolio, respondents were asked to rate their institutions based on various relevant parameters. The results indicated that majority of the respondents agreed that although the institutions budgeted for their activities, they had not invested in physical and technological infrastructure. Physical facilities are used by an organization's human resource in the achievement of its vision and mission. The fact that the sampled institutions lack adequate technological infrastructure should be a great concern to the leadership of these institutions. This is because in the current world, technology is the driving force behind the success of many businesses.

Moderating Effects of External Environment on Strategic Leadership and Organizational Performance

From the study findings of the regression analysis of the moderating effect of external environment on organizational performance of AIC theological training institutions in Kenya, it can be concluded that external environment had a negative effect as indicated by a β of -0.013. Strategic leadership had a positive effect of 0.242. Under external environment, respondents were asked to rate their institution's environment based on its political, economic, social, technological, ecological and legal factors. Majority of the respondents agreed that economic factors had the highest effect on the performance in AIC theological training institutions in Kenya. This could be attributed to the withdrawal of donor funding especially after majority of the missionaries returned to their countries. The following section presents recommendations made in this study.

Recommendations

Recommendations for Policy

The study findings point out that reward system, alignment of strategic goals to measurable targets, creation and implementation of financial management systems, availability of both physical and technological infrastructure and travel advisories were rated low by respondents. Since employee motivation is a critical aspect that contributes to productivity, a recommendation is made for leaders of AIC theological training institutions in Kenya to ensure that they make and enforce policies regarding employee and students' rewards systems. This could be done through formulation of policies regarding salary increments, rewarding best performing employees and students as well as provision of flexible working hours. AIC theological training institutions in Kenya should also formulate policies for giving bonuses to employees at the end of each year.

The purpose of making strategic goals is to ensure that an organization performs in the business that it is involved in. It is recommended that policies and procedures for measuring and monitoring organizational performance be put in place in AIC theological training institutions in Kenya. This could be done through periodic individual and departmental performance appraisals, monitoring and evaluating how the organization is implementing its strategic plan. Evaluating performance will ensure that the set organizational goals are continually aligned to measurable targets.

Financial resources play a critical role in the success and sustainability of organizations. The availability of financial management systems was rated low by the respondents. In this regard, it is recommended that policy makers should ensure that an effective financial management system is in place to ensure efficient management of financial resources in this era characterized by corruption and financial malpractices. Since financial resources are reducing as a result of hard economic times and withdrawal of donor funding, organizational leaders should formulate and implement policies regarding donor funding and support. There should also be clear policies on fees payment by students so that AIC theological training institutions in Kenya can remain viable and sustainable enterprises.

Physical and technological resources which were rated low in this study are critical elements for an organization to achieve its objectives in this turbulent business environment where innovation is driven by technology. As such, in the current business world, it is almost impossible to operate without the availability of technological infrastructure. Today, learning in most institutions is transiting from face to face to online. This means that any organization that does not embrace information technology will be phased out sooner than later. A recommendation is made for policy makers to ensure that there is continuous improvement, acquisition of both physical and technological infrastructure in AIC theological training institutions in Kenya. This goes a long way in improving their performance. There is also a need to have policies for the reduction of the processes for the acquisition of resources by reducing red tape and bureaucracy which create delays in service delivery and performance.

The hard economic times as a result of travel advisories issued by the government and foreign missions had to some extent affected the performance of AIC theological training institutions in Kenya. Some of the advisories were necessitated by security and communicable diseases. A recommendation is made for the government to ensure that security policies and especially the ones on hate speech are enforced during electioneering period in order to promote peace and political stability in the country. Health and safety policies should also be clear and implemented by the relevant government agencies.

Recommendations for Managerial Practice

Strategic leaders play a critical role in the success of organizations by providing strategic direction. The study findings indicated that although strategic direction had a positive effect on the performance of AIC theological training instructions in Kenya, its overall contribution to organizational performance in these institutions was only five percent. The other 95 percent was due to other factors. Strategic direction manifests itself through the formulation and implementation of organizational vision, mission, core values, objectives and strategic plans. It is recommended that leaders in these organizations ensure that they involve the relevant stakeholders in the formulation and implementation of their strategic plans. Further, the organizational strategic leaders should constantly communicate the vision, mission, core values and goals contained in their strategic plans for ownership and commitment. As shown by qualitative data analysis, there is an urgent need to improve physical facilities such as maintenance of access roads, provision of clean water and provision of information technology infrastructure.

One of the fundamental responsibilities of strategic leaders is the creation and maintenance of a conducive organizational culture. The results of this study indicated that organizational culture affected performance in AIC theological training institutions in Kenya but to a relatively minimal degree. Here, organizational culture contributed to 10.3 percent of the performance in AIC theological training institutions in Kenya with the remaining 89.7 being as a result of other aspects not considered in this study. A recommendation is therefore made for leaders to ensure that all employees and students are treated equally and rewarded with fairness and that a culture of transparency is maintained throughout the institutions. The recruitment process should be procedural and based on merit. Further, mentoring and coaching programmes should be used in AIC theological training institutions in Kenya for the purpose of building the capacity of both employees and students.

Recommendations of Theory

This study was anchored on strategic leadership theory with other relevant and supporting theories such as upper echelons theory, contingency theory and transformational theory. The findings of this study lead to the much needed empirical strength to the strategic leadership theory. The findings proved that the three components of strategic leadership (strategic direction=0.224, $p<0.01$; organizational culture=0.321, $p<0.01$ and organizational resource portfolio= -0.145, $p<0.01$) contributed to organizational performance at varying degrees in AIC theological training institutions in Kenya. The strategic leadership theory’s main postulation is that it leads to organizational performance. This study adds the much needed empirical strength to this theory which critics have argued that it is more of logic than empirically grounded. Furthermore, the research on the theory of strategic leadership is still in its formative stages and the empirical evidence provided goes a long way in strengthening the theory. The three components of strategic leadership got a boost from the empirical evidence provided. The study findings proved that strategic leadership, organizational culture and organizational resource portfolio had effect on organizational performance of AIC theological training institutions in Kenya at varying degrees. In this study, organizational culture had the highest effect on performance followed by strategic direction. Organizational resource portfolio and external environment had a negative effect on organizational performance. The findings of this study are in agreement with previous researches by Lear (2012); Chepkurui (2012) and Nthini (2013) who found out that there existed a positive correlation between strategic leadership and organizational performance in the organizations studied. This meant that although strategic leadership practices had been developed using literature from the Western developed countries and secular organizations, they are applicable in the Kenyan context especially in a religious context. The following section explains how the research gaps earlier identified in this study were filled.

Filling the Research Gaps

The gaps identified in this study were conceptual, contextual and methodological in nature and related to the strategic leadership, external environment and organizational performance which were the main variables in this study. The conceptual gaps included those identified in the literature regarding the relationship between the study concepts. The contextual gaps related to the context in which this study was done and in this case, AIC theological training institutions in Kenya. The methodological gaps included population, sample size, research design and data analysis. On the conceptual front, the first research gap was that several of the previous studies on the impact of strategic leadership on organizational performance had not taken into account the moderating role of external environment between the two variables (Machuki & Aosa, 2011). This study filled this gap by establishing the effects of the three variables with the results indicating that strategic leadership has an effect on organizational performance and that external environment moderates this relationship to a least extent. This study was an addition to the few previous studies that had been done to establish the relationship between the three variables.

The second research gap was that various previous research studies had only used some aspects of strategic leadership to determine their impact on organizational performance. Jamal and Saif (2011) used human capital management. Karia and Wong (2013) used logistic resources. Buuni, Yusuf, Kiiru and Karemu (2015) used implementation of strategic plans. This study filled this gap by using three of the aspects of strategic leadership (strategic direction, organizational culture and organizational resource portfolio) to measure its effects on the performance of AIC theological training institutions in Kenya. The results of this study indicated that strategic leadership had a positive effect on organizational performance with organizational culture having the highest effect followed by strategic direction and then organizational resource portfolio.

The third research gap was regarding the results of several previous studies on the concepts of strategic leadership and external environment on organizational performance having posted conflicting results. Some studies had argued that there existed a relationship between strategic leadership, external environment and organizational performance (Nzoka, 2017; Opoku, 2016). On the contrary, others studies had found a moderate or no relationship between the study variables (Fitza, 2017; Kitonga, Bichanga & Muema, 2016). In other studies, the results had found a weak relationship between organizational values and organizational effectiveness (Gorenak & Kosir, 2012; Van Dut, 2015). This study filled this gap by determining that there existed a relationship between the three study variables in AIC theological training institutions in Kenya.

The fourth research gap that was contextual in nature was that majority of the studies on either the effects of strategic leadership on organizational performance or the effects of strategic leadership on organizational performance with external environment as a moderating variable had been done in secular organizations (Alhyasat & Sharif, 2018; Gusmao, Christiananta & Ellitan, 2015). The literature reviewed did not find any study on strategic leadership on performance with external environment as a moderating variable within any Christian institution (Naidoo, 2016; Nkonge, 2013). The only closely related study known to the researcher was by Mumo (1997) whose aim was to establish the historical development of theological education in AIC. This study filled this gap by doing it in AIC theological training institutions in Kenya.

Fifthly, this study established a methodological gap in that some studies had used different research designs from this study. Dragnic (2014) used longitudinal research design. Karia and Wong (2013) used interviews and surveys. Nguyen and Nguyen (2013) used in-depth interviews. This study employed experimental research design. On the population sampling method, Hadrawi (2018) used a combination of random and convenience sampling methods. Mapetere, Mavhiki, Nyamwanza, Sikomwe and Mhonde (2012) used random sampling method. Nguyen and Nguyen (2013) used purposeful sampling method. This study used multistage purposeful sampling techniques. Some of previous researchers had used a different data analysis method from this study. For example, Gusmao, Christiananta and Ellitan (2015) had used Partial Least Square. Hadrawi (2018) had used a combination of packages such as glasco, qgraph and ggplo2. Karia and Wong (2013) had used factor analysis. This study used experimental research design, sampled population using multistage purposeful sampling techniques while data was collected using closed and open-ended questionnaires with SPSS Version 20 software being used for data analysis.

This study made a contribution in relation to creation of new knowledge and contributing to the body of knowledge in scholarly world. For example, it has now been proved through empirical research that strategic leadership contributes to the performance of AIC theological training institutions in Kenya. Further, it has been proved that among the aspects of strategic leadership involved in this study, organizational culture had the most impact on organizational performance in AIC theological training institutions in Kenya. It was followed by strategic direction and then organizational resource portfolio. Additionally, it has been proved that the environment that exists outside AIC theological training institutions in Kenya does not affect their performance contrary to other studies that had found a positive or no association.

Recommendations for Further Research

This study limited its focus on the effects of strategic leadership and external environment on organizational performance in AIC theological training institutions in Kenya. Conceptually, the study limited itself to three of the six components of strategic leadership, namely: Strategic direction, organizational culture and organizational resource portfolio. There is need for further research to be conducted using the remaining three components of strategic leadership which are emphasizing ethical practices, developing human capital and establishing balanced organizational controls. Theoretically, the study limited itself to strategic leadership theory. There is need for further research to be conducted using the most recent leadership theories such as authentic and ethical leadership.

Contextually, this study was done in AIC theological training institutions in Kenya. There is a need to expand the study to other facilities of the church such as hospitals and schools. It will also be prudent to conduct further research in theological training institutions belonging to other denominations such as ACK, the Roman Catholic Church in Kenya, SDA and African Brotherhood Church among others as well as in other African countries. Similarly, other studies can be done in Christian organizations such as World Vision, Action Aid, Missions of Hope International, Children Fund and Red Cross among others.

Majority of research studies on strategic leadership, external environment and organizational performance had been carried out in organizational setting. There is a need to conduct studies to determine the impact of strategic leadership in private enterprises such as family owned businesses. Another area of interest would be conducting a study to understand whether strategic leadership is practised in the context of family leadership. Furthermore, research studies could be carried out in institutions such as community based organizations to unearth whether strategic leadership is applied in their leadership. More interestingly would be carrying out a research study to establish the influence of strategic leadership at a country level where the Presidents would be among the respondents.

Due to the changing nature of organizational setting as a result of advancement of technology, it would be of interest to conduct studies to ascertain how strategic leadership is practiced while leading virtual organizations. Further, other research studies could be done to determine how virtual environments and virtual organizational culture influences the achievement of organizational goals and objectives.

Methodologically, this study used experimental research design. It would be prudent to use other research designs such as grounded theory, case studies and ethnography among others. The method of data collection in this study was both open and closed ended questionnaires. It is recommended that other methods of data collection be used such as interviews, focus groups and observations. Further research could also be done using other moderating variables such as organizational culture, emotional intelligence, internal and external locus of controls. The study focused on leaders in AIC theological training institutions in Kenya. It is suggested that studies be done on the effects of employees' motivation on organizational performance in the same institutions. Majority of previous studies have either been purely quantitative in nature with a few of them using a mixed method approach. It is recommended that future studies be done using qualitative approach.

Chapter Summary

This chapter presented a summary of the study findings, conclusion and implications of the study on managerial practice, policy and theory. Suggestions for further studies have also been made. The study found out that among the independent variables under strategic leadership; organizational culture had the highest effect on organizational performance (R=0.321), followed by strategic direction (R=0.224). Organizational resource portfolio correlated at -0.145 with organizational performance. External environment (R=-0.013) was found to have the least effect on the performance of AIC theological training institutions in Kenya. The study made various contributions to the body of knowledge in that not much had been known regarding the influence that strategic leadership had on the performance of AIC theological training institutions in Kenya.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Questionnaire on strategic leadership and external environment on the performance of Africa Inland Church theological training institutions in Kenya.

Instructions

This questionnaire is intended to collect data on the effects of strategic leadership and external environment on the performance of AIC theological training institutions in Kenya as part of a Ph.D. dissertation in Organizational Leadership degree course. Please take a few minutes to fill in the instrument. In this study, you are not obliged to reveal your identity and that the information you give will be treated with strict confidence and will be used for academic purposes only. Further, you are at liberty to withdraw from the study anytime if there is a valid reason to do so. Additionally, participants will not be paid to take part in the study.

Section A: Biodata

1. Indicate the name of your AIC theological training institution

a) Ukamba Bible College ☐

b) Masinga Bible School ☐

c) Moffat Bible College ☐

2. Indicate your position at the AIC theological institution

a) Member of Senate/Board ☐

b) Staff Member ☐

c) Student ☐

3. Indicate you gender

a) Male ☐

b) Female ☐

Section A: Strategic Leadership

Using the scale provided below, indicate by ticking in the appropriate box how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

	Strategic Leadership	1	2	3	4	5
1)	This institution has a clear vision, mission, core values and goals					
2)	This institution follows a defined set of policies and procedures					
3)	This institution's goals are aligned to specific and measurable targets					
4)	This institution has a strategic plan in place					
5)	This institution implements its strategic plans					
6)	This institution has a conducive business environment					
7)	This institution engages its stakeholders in decision making					
8)	This institution has reward system in place					
9)	This organization budgets for its activities					
10)	This institution provides adequate resources to employees and students					
11)	This institution has an asset management system in place					
12)	This institution has invested in physical and technological infrastructure					

Put any other comments here…………………………………………........……………………………

……………………………………………………………………………………………………

Section B: External Environment

Using the scale provided below, indicate by ticking in the appropriate box how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
1)	This institution has been affected by election violence					
2)	This institution had been affected by political instability					
3)	This institution has been affected by travel advisories					
4)	This institution has been affected by global economic crisis					
5)	This institution has been able to meet its financial obligations when they fall due					
6)	This institution has a financial management system					
7)	This institution has been affected by religion and beliefs					
8)	This institution has been affected by social classes					
9)	This institution is affected by population growth rate					
10)	This institution has a limited internet accessibility					
11)	This institution has been affected by advanced technology					
12)	This is institution had been affected by the speed of technology transfer					
13)	This institution has been affected by global warming					
14)	This institution has an adequate waste disposal system					

15)	This institution has been affected by congestion and traffic					
16)	This institution has adequate health and safety laws					
17)	This institution has been affected by law suits					
18)	This institution has complied with the relevant regulations					

Put any other comments here ……………………………………………………………………..

…………………………………………………………………………………………………….

Section C: Organizational Performance

Using the scale provided below, indicate by ticking in the appropriate box how you agree or disagree with the following statements.

1 – Strongly Disagree, 2 – Disagree, 3 – No Comment, 4 – Agree, 5 – Strongly Agree

		1	2	3	4	5
1)	This institution's sales revenue has increased					
2)	This institution's profits have increased					
3)	This institution's investment and growth has increased					
4)	This institution measures performance against the set goals					
5)	This institution has achieved good results by improving its asset utilization					
6)	This institution analyses the quality of customer service, satisfaction, loyalty, and defection data.					
7)	The customer satisfaction index has been improving in this institution					
8)	This institution has entered into new markets					

9)	This institution delivers goods and services to customers on time.					
10)	There have been good structures to support customer relationship management.					
11)	This institution's delivery forecasts to its customers have been accurate.					
12)	This institution has improved its critical internal processes to sustain market leadership					
13)	This institution has a performance monitoring and evaluation mechanism					
14)	This institution operational efficiency has improved as a result of business process re-engineering.					
15)	The institution has gained market share through quality improvements					
16)	This institution's market share has improved due to increased marketing activities					
17)	This institution has had good structures to support upward employee growth through merit					
18)	This institution has highly charged motivated and loyal employees and students					
19)	This institution assess its human resource management and development programs					
20)	This institution has been very keen on employee health and safety.					

Put any other comments here ……………………………………………………………………..

…………………………………………………………………………………………………….

Thank you

APPENDIX II: PAN AFRICA CHRISTIAN UNIVERSITY LETTER

PAN AFRICA CHRISTIAN

PAC

UNIVERSITY

28th June, 2019

P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: SOLOMON MUNYAO REG. NO POLD/6934/16

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Doctor of Philosophy in Organizational Leadership.

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his dissertation. The dissertation title is **'Strategic Leadership, External Environment and Performance of Two Africa Inland Church Theological Training Institutions in Kenya'.**

We therefore kindly request that you allow him conduct research at your organization.

Warm Regards,

Hongonge

PAN AFRICA CHRISTIAN UNIVERSITY
P. O. Box 56875, NAIROBI - 00200.
TEL: 8561820 / 8561945 / 2013145

Dr. Lilian Vikiru

Registrar Academics

28th June, 2019

Where Leaders are Made

APPENDIX III (a): NACOSTI RESEARCH PERMIT

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/07610/31926**

Date: **24th July 2019**

Solomon Mbula Munyao
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Strategic leadership, external environment, and performance of Africa Inland Church Theological Training Institutions in Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu and Machakos Counties** for the period ending **23rd July 2020.**

You are advised to report to **the County Commissioners and the County Directors of Education, Kiambu and Machakos Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GKalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

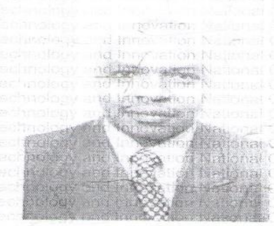
APPENDIX III (b): NACOSTI RESEARCH PHOTO

THIS IS TO CERTIFY THAT:
MR. SOLOMON MBULA MUNYAO
of PAN AFRICA CHRISTIAN UNIVERSITY,
0-200 Nairobi,has been permitted to
conduct research in *Kiambu , Machakos*
Counties

on the topic: *STRATEGIC LEADERSHIP, EXTERNAL ENVIRONMENT, AND PERFORMANCE OF AFRICA INLAND CHURCH THEOLOGICAL TRAINING INSTITUTIONS IN KENYA*

for the period ending:
23rd July,2020

Permit No : NACOSTI/P/19/07610/31926
Date Of Issue : 24th July,2019
Fee Recieved :Ksh 2000



....
Applicant's Signature

....
Director General
National Commission for Science, Technology & Innovation

APPENDIX IV: AIC INTRODUCTION LETTER

AFRICA INLAND CHURCH - KENYA

CENTRAL OFFICE

(founded in 1895)

20Th March 2018

Pst. Solomon M. Munyao
AIC Kasarani DCC
P O Box 10342 – 00100
NAIROBI

Dear Pst. Munyao,

RE: PERMISSION TO COLLECT DATA

Permission is hereby granted for you to collect data from AIC Bible Colleges and Scott Christian University as requested.

Wishing you well in your studies.

Faithfully,

Pst. John M. Kitala
Administrative Secretary AIC Kenya

Our Vision: To Fulfill the Great Commission of Our Lord Jesus Christ Matthew 28: 19-20
Our Mission: To Proclaim Him, warning and teaching every man in all wisdom, that we may present every man mature in Christ. Col.: 1-28

P.O. Box 45019 - 00100, Nairobi, Kenya. Upper Hill Rd. off Haile Selassie Ave. Tel: +254 726 222 409 / 731 469 530
Email: administrator@aickenya.com / accounts.missdept@aickenya.com

APPENDIX V: INDIVIDUAL INTRODUCTION LETTER

Solomon Mbula Munyao

Pan Africa Christian University

P.O. Box 56875-00200

Nairobi

Kenya

July 24th 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: RESEARCH ON THE EFFECTS OF STRATEGIC LEADERSHIP ON THE PERFORMANCE OF AFRICA INLAND CHURCH THEOLOGICAL TRAINING INSTITUTIONS IN KENYA

I am a Doctor of Philosophy (PhD) student in the Department of Leadership that is under the School of Leadership, Business and Technology at Pan Africa Christian University. In order for me to complete my studies, I am required to undertake an academic research study on a relevant topic. I am therefore conducting my study on "The effects of Strategic Leadership on the Performance of Africa Inland Church theological training institutions in Kenya". In this regard, you have been chosen as a key respondent to the study and therefore request you to participate in it by responding to the provided questions which are in the attached questionnaire. The information which will be collected will be treated with utmost confidentiality and will be strictly used for the purpose of this study only.

Your support and cooperation will be highly appreciated.

Yours faithfully,

Solomon Mbula Munyao

PhD candidate

Email: solomon.munyao@pacuniversity.ac.ke

Mobile Number: +254 721575411

APPENDIX VI: LIST OF AIC THEOLOGICAL TRAINING INSTITUTIONS

1. Scott Christian University

2. Kapsabet Bible College

3. Narok Bible College

4. Bishop Birech Bible College

5. AIC Missionary College

6. Moffat Bible College

7. Ukamba Bible College

8. Makueni Bible College

9. Masinga Bible School

10. AIC Nzauwi Cameron Bible College

11. Mtito Andei Bible School

12. Mulango Bible Institute

13. Pwani Bible Institute

14. Baringo Bible Institute

15. AIC Diguna Discipleship Training Center

16. AIC Kao La Amani Training Centre

17. Sitotwet Bible Training Centre

18. AIC Ahero Bible Training Centre

19. Kabartonjo Evangelism School

20. Ravine Training Centre

21. Yatta College of Bible

22. Shimba Hills Bible School

23. AIC Mbooni Bible institute

24. AIC Mukaa Bible College

25. Nduluku Bible Institute

26. Kangundo Bible School

APPENDIX VII (a): PUBLICATION CERTIFICATE ONE

International Journal of Scientific and Research Publications
ISSN 2250-3153
www.ijsrp.org

Certificate of Publication

This is to certify paper titled **"Effects of Strategic Direction on the Performance of Africa Inland Church Theological Training Institutions in Kenya"** submitted by Author(s) **Munyao, Solomon. M. , Chiroma, Nathan. H & Ongeti, Walter. J** has been published for March 2020, Volume 10, Issue 3 publication under ISSN 2250-3153.

Signed by:

J. prakash

[J. Prakash]
Publication Head, IJSRP Inc.
Email: editor@ijsrp.org
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APPENDIX VII (b): PUBLICATION CERTIFICATE TWO

International Journal of Scientific and Research Publications

ISSN 2250-3153

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Certificate of Publication

This is to certify paper titled "**Effects of Organizational Culture on the Performance of Africa Inland Church Theological Training Institutions in Kenya**" submitted by Author(s) **Munyao, Solomon. M. , Chiroma, Nathan. H & Ongeti, Walter. J** has been published for March 2020, Volume 10, Issue 3 publication under ISSN 2250-3153.

Signed by:

J. prakash

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APPENDIX VIII(a): EDITING CERTFICATE ONE

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Phone: +254 722 685 773

email@yourisp.co

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2nd July 2020

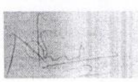
TO WHOM IT MAY CONCERN

RE: PROOF OF EDITING FOR SOLOMON MUNYAO'S DOCTORAL DISSERTATION

I hereby confirm that I received and edited an electronic copy of the referenced dissertation. The editing service entails reading the document page by page from the beginning to the end while tracking all the changes for the client to accept or otherwise. Being a scholar in my own right, I also make helpful suggestions in the margins of the document to help improve on the quality of the document but all these are left to the discretion of the client to attend to or not.

In Solomon's case, I did all that an editor is supposed to do and tracked all the changes. I also noticed a number of issues to do with citations and pointed out a few other inconsistencies to do with the research methodology. I shared some links to useful articles to help him clarify his thoughts and rewrite the relevant sections. To this end, I copied his supervisor, Dr Chiroma, when I sent back the edited document so that he is aware of some of the concerns that I picked up in the editing process.

Sincerely,



Susan Nyaga

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APPENDIX VIII(b): EDITING CERTIFICATE TWO

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Dean

Postgraduate Studies

Pan Africa Christian University

P.O. Box 56875 – 00200

Nairobi

RE: SOLOMON MUNYAO (POLD /6934//16)

This is to certify that I received a final dissertation titled **'EFFECTS OF STRATEGIC LEADERSHIP AND EXTERNAL ENVIRONMENT ON THE PERFORMANCE OF AFRICA INLAND CHURCH THEOLOGICAL TRAINING INSTITUTIONS IN KENYA'** for editing.

I wish to let you know that I have gone through the document and edited it.

Relevant corrections have been worked together with the student.

In regard to this, I wish to state that the document has been duly edited.

For further enquiry kindly do not hesitate to contact me.

Yours Sincerely,

Consulting editor, Arba Publications

AACC Complex: Sir Francis Ibium House,
1st Floor Suite 19 P.O.Box 16901-00620 Nairobi, Kenya

APPENDIX IX: CERTIFICATE OF CORRECTION

Pan Africa Christian University
P.O Box 56875-00200
Nairobi, Kenya
Tel: +254 721-932050/734-400694
Website: www.pacuniversity.ac.ke

CERTIFICATION OF CORRECTION OF THESIS/DISSERTATION

PART I: RELEVANT DETAILS OF THE THESIS /DISSERTATION

Department: LEADERSHIP **Degree Title** PhD IN ORGANIZATIONAL LEADERSHIP

Candidates' Name: SOLOMON MBULA MUNYAO **Registration No.:** POLD/6934/16 **Signature:** ....

Date of Oral Defense: 16/12/2020

Title of Thesis: EFFECTS OF STRATEGIC LEADERSHIP AND EXTERNAL ENVIRONMENT ON THE PERFORMANCE OF AFRICA INLAND THEOLOGICAL TRAINING INSTITUTIONS IN KENYA

PART II: DECLARATION BY SUPERVISOR(S) & EXAMINER(S)

I / we, the undersigned do hereby confirm that I / we have closely looked at the corrections as instructed by the Post Graduate Defense Committee and I / we do hereby certify that **ALL** the corrections have been effected as agreed.

NAME: Nathan Chiroma SIGN: ________ DATE: 23/03/2021
(SUPERVISOR)

NAME: Dr. Walter Ongeti SIGN ________ DATE: 10/6/2021
(SUPERVISOR)

NAME: ____________ SIGN ____________ DATE: ____________
(EXAMINER)

NAME: ____________ ____________ DATE: ____________
(EXAMINER)

PART III: CONFIRMATION BY GRADUATE SCHOOL

Confirmed that the Supervisor appointed to oversee the corrections has done so as per the instructions of the Post Graduate Committee

NAME ____________ SIGN ____________ DATE & STAMP ____________
Dean, Graduate School