

STRATEGIC LEADERSHIP AND SUSTAINABLE COMPETITIVE
ADVANTAGE OF UNIVERSITIES IN KENYA: A CASE OF
KENYATTA UNIVERSITY

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DECLARATION

This project report is my original work and has not been submitted for any awards or degrees at any other institution.

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DEDICATION

I dedicate this study to my parents, Hussein Isaack Ali and Dahabo Ali HuKa as well as my siblings, Maimuna, Abdihakim, Abdijabir, Mohammedin, Marjan, Abdihanif and my husband, Abdirahman Omar Ali, who have been with me during my studies.

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TABLE OF CONTENT

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENT.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS.....	xi
OPERATIONAL DEFINITION OF TERMS.....	xii
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.2 Background of the Study.....	1
1.1.1 Sustainable Competitive Advantage	3
1.1.2 Strategic Leadership.....	5
1.2.3 Universities in Kenya.....	9
1.2.4 Kenyatta University	10
1.3 Statement of the Problem	12
1.4 Study Objectives	14
1.5 Research Questions	14
1.6 Significance of the Study	15
1.7 Scope of the Study.....	15
CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 Chapter Overview	16

2.2 Theoretical Review	16
2.2.1 Resource-Based Theory	16
2.2.2 Theory of Dynamic Capability	18
2.2.3 Flexible Leadership Theory	19
2.3 Empirical and Literature Review	21
2.3.1 Decision-making and Competitive Advantage Sustainability	21
2.3.2 Core Competencies and Competitive Advantage Sustainability.	23
2.3.3 Ethical Practices and Competitive Advantage Sustainability	25
2.3.4 Organisation Culture and Sustainable Competitive Advantage.....	26
2.4 Summary of the Research Gaps	30
2.5 Conceptual Framework	37
CHAPTER THREE	39
RESEARCH METHODOLOGY	39
3.1 Chapter Overview	39
3.2 Research Design	39
3.3 Target Population	39
3.4 Data Collection Instruments.....	40
3.4.1 Research Instruments Validity.....	40
3.4.2 Reliability of Research Instruments.....	41
3.5 Research Procedure	42
3.5.1 Analysis of Data and Presentation	42
3.6 Ethical Considerations.....	43
CHAPTER FOUR.....	44
RESEARCH, FINDINGS, AND DISCUSSION.....	44
4.1 Introduction	44

4.2 General Information	44
4.2.1 Gender of the Respondents	44
4.2.2 Number of Years Worked in the Institution	45
4.3 Decision Making	45
4.3.1 Factors	48
4.3.2 Practices	49
4.3.3 Performance	51
4.4 Core Competencies in Sustainable Competitive Advantage.....	52
4.4.1 Roles	53
4.5 Ethical Practices	55
4.5.1 Impact	56
4.5.2 Essential Skills	57
4.6 Organisational Culture	58
4.7 Discussion	60
4.7.1 Comparison with the Theories	60
4.7.2 Comparison with other empirical studies	61
CHAPTER FIVE	62
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	62
5.1 Chapter Overview	62
5.2 Summary	62
5.3 Conclusion.....	63
5.4 Recommendations	64
5.5 Suggestions for Further Studies	66
REFERENCES.....	67

APPENDICES	77
Appendix I: Questionnaire	77
Appendix II: University Research Approval Letters.....	82
Appendix III: NACOSTI Research Permit	84

LIST OF TABLES

Table 2.1: Empirical Review	32
Table 3.1: Population Target.....	40
Table 3.2: Ranking of Cronbach's Alpha	42
Table 4.1: Respondents' Gender	44
Table 4.2: Respondents' Gender	48
Table 4.3: Strategic Leadership Factors.....	49
Table 4.4: Strategic Leadership Practices	50
Table 4.5: Impact on Performance.....	51
Table 4.6: Impact on Sustainable Competitive Advantage Roles.....	54
Table 4.7: The Essential Skills of Successful Strategic Leaders	57

LIST OF FIGURES

Figure 2.1: Conceptual Framework	37
Figure 4.1: Number of Years Worked in the Institution	45
Figure 4.2: Factors in Decision Making and Sustainable Competitive Advantage	47
Figure 4.3: Competencies in Sustainable Competitive Advantage.....	53
Figure 4.4: Ethical Practices	56
Figure 4.5: OC and Sustainable Competitive Advantage	59

ABBREVIATIONS AND ACRONYMS

BSC	Balanced Score Card
CSR	Corporate Social Responsibility
KU	Kenyatta University
NACOSTI	National Commission of Science, Technology, and Innovation
OC	Organizational Culture
RBV	Resource-Based View
SL	Strategic Leadership

OPERATIONAL DEFINITION OF TERMS

Core Competencies:	These are the multiple resources and skills that distinguish an institution in the learning institutions.
Decision making:	The process or technique aims to achieve an optimal outcome from various possibilities.
Ethical Practices:	These are things that people in an institution, individuals, and the entire learning institution should do, and every business should follow these rules.
Organizational Culture:	These are the values and behaviors that contribute to the unique culture of the University.
Strategic Leadership:	The university management's potential to express a strategic vision for the institution and motivate and persuade others to acquire that vision.
Sustainable Competitive Advantage:	It is a set of assets that allow a learning institution to outperform its competitors and meet the needs of its current and future customers.

ABSTRACT

Kenyatta University in Kenya, currently operates within a highly competitive and multifaceted environment due to the freedoms afforded by the higher education sector. This study aimed to explore how strategic leadership impacts a university's competitive advantage. Its specific objectives included showcasing the influence of decision-making on Kenyatta University's sustainable competitive advantage, as well as assessing the impact of core competencies on the same advantage. Furthermore, it sought to determine the effects of ethical practices on sustainability and competitive advantage at Kenyatta University, and to examine how organizational culture shapes its sustainable competitive advantage. Three theories, namely the resource-based view, dynamic capability, and flexible leadership theories, were employed in this study, which utilized a descriptive survey research model. The study engaged 83 respondents from upper, middle, and lower management levels at Kenyatta University, employing questionnaires to collect data. These surveys delved into participants' demographics and the strategic influence of leadership on long-term competitive advantage. The investigation incorporated both quantitative and qualitative methods. Qualitative data was summarized and categorized into common themes, presented through frequency distribution tables, graphs, and charts. Content analysis was primarily used to draw conclusions by systematically and objectively identifying specific messages. Quantitative data was analyzed using precise statistical methods, relationships, and linear regression analysis, with the results presented in figures and tables. The study's main goal was to establish the impact of strategic leadership on Kenyatta University's sustainable competitive advantage, with findings suggesting that strategic leadership should be an ongoing, well-communicated practice throughout the organization.

CHAPTER ONE

INTRODUCTION

1.2 Background of the Study

In the complex globalized competitive environment for companies, firms without the ability to respond to changes successfully will not gain a competitive advantage and achieve exceptionally substantial returns (Hitt, Ireland & Hoskisson (2013)). Hitt, Ireland, and Hoskisson think that as globalized competition becomes fierce, creating and maintaining sustainable competitive leverage within the higher education ecosystem has evolved a focus on the academic environment. Institutions operating in such conditions must exploit a sustainable competitive advantage in a rapidly changing environment. Promoting sustainable competitive advantage and turning or influencing an institution's strategy into action revolves around Strategic Leadership (SL) (Marriott *et al.*, 2016; 2014).

The tremendous growth of competition in institutions is due to changes in environmental strategy. Therefore, it is necessary for the institution's goals achievement. Plan creation for firms requires SL formulations by leaders. The desired outcome of a strategy is winning (Grant, 2010). Ensuring that a firm has enhanced long-term competitive and sustainable position gives an advantage over the competition in the industry are some of the main purposes of a strategy. Thompson *et al.* (2010) argue that the essential requirement for creating a successful strategy is SL which has also been expressed as the most crucial element of leading institutions to achieve their goals.

In the twentieth century across the globe, the institutional landscape experienced a spike in competitiveness as a result of changes in technological trends and increased democracy

across the world (Halal & Taylor, 1999), creating a strain on the structural set-up of an institution's borders. The institutional climate acquired a distinct complexity, attracting further consideration. This has changed leadership roles from traditionally structured roles to strategically-motivated roles.

Mahdi & Almsafir (2014) studied SL roles in the educational environment using a selection of educational leaders and found that SL predicted the sustainable competitive advantage of the institution. Zhou *et al.* (2009) referred to the positive effect of client direction on competitive advantage as an element of SL. According to Combe & Greenley (2004), strategic flexibility furnishes institutions with a specific competitive advantage since strategic flexibility empowers the institution to adjust to ecological changes. Competitive benefit relates to abilities that contenders can't imitate.

SL in institutions plays an explicit part in their primary objective: to control the institution to its ideal finish of competitive advantage (Hughes and Beatty, 2011). As such, essential pioneers should have fundamental abilities in their direction, vital execution, necessary arrangement, and improvement of core capabilities (Davies 2004). The study on SL features various variables that influence this cycle, for example, essential adaptability, which is the capacity to check the external environment and manage natural variations (Hitt *et al.*, 1998).

There is a connection between SL and competitive advantage; Rush (2011) expressed that SL improves an institution's maintainable competitive advantage through its technique, vision, values, culture, environment, authority, design, and frameworks. As per Hoskisson *et al.* (2012), technique formulation and execution are a significant

wellspring of an association's competitive advantage in technology development and implementation.

Institutions in Kenya are working in a profoundly rugged and very competitive environment because of the advancement of ventures, bringing about an inundation of numerous players (Mathooko & Ogutu, 2014). SL is an interest of the day and is required for institutions to make due. Here, the best and most helpful move for any association is to create imaginative approaches to directing business. Hence, essential pioneers should explore these intricacies and foster techniques that will permit their associations to be effective, regardless of whether they are for benefit or charity (Slawinski, 2011).

1.1.1 Sustainable Competitive Advantage

Advantageous competition is a significant component that will impact the achievement or disappointment of institutions. As indicated by Hiriyappa (2008), competitive advantage alludes to having the edge over contenders and having the option to stand firm against any rivalry. The term 'sustainable' considers the maintenance of the value of particular resources over some generally indistinct period into the future for the association to keep up with its intensity. The higher its productivity is compared with rivals, the more prominent its upper hand. Competitive advantage is likewise economical, assuming that contenders can't impersonate the wellspring of benefit or again on the off chance that nobody imagines an outstanding contribution. Rivalry decides the fittingness of an association's exercises that can add to its presentation like developments, a durable culture, or excellent execution (Porter, 2011).

Achieving and sustaining advantageous competition begins by obtaining attention once competition increasingly becomes strong. The advantageous competition is seen in a firm

over its competitors when it can record superior profits compared to its competition within the same competitive sector. The elements and actions in the strategy employed by a firm that attracts several buyers with a preference for the firm's services and products similar to those offered by competitors make a competitive advantage (Porter, 2011). An institution enjoys a supported competitive advantage when its methodologies empower it to keep up with better-than-expected productivity for quite a long time. An institution acquires excellent advantageous competition when an appealing turn out of purchasers favors its items and administrations instead of contenders' contributions, according to Thompson *et al.* (2010).

Advantageous competition is of the essence; if an institution sustains itself, it must perform strategic core functions preferable to its competitors in the field (Clegg *et al.*, 2011). Therefore supportable competitive advantage for firms is essential since it results in the institution's future profitability and better strategies. Through a firm's competitive edge, It can perform above average in terms of profitability, giving it a better chance of doing well and becoming wealthy in the long run. A firm's competitive edge is essential since it facilitates long-lasting sustainability.

The study incorporated the following measures to assess sustainable competitive advantage:

Performance of Strategic Core Functions: Sustainable competitive advantage is gauged by an institution's consistent outperformance of its competitors in the execution of crucial strategic core functions. This necessitates the institution's excellence in pivotal areas vital for its overall success.

Competitive Edge and Profitability: Sustainable competitive advantage is manifested through a firm's capacity to sustain a competitive edge, enabling it to consistently outperform others in terms of profitability. This signifies that the firm not only achieves profitability but also maintains it over an extended period.

Long-term Sustainability: Sustainable competitive advantage is intricately linked to the institution's ability to secure long-term sustainability. This goes beyond short-term gains and emphasizes the institution's aptitude for maintaining a competitive edge and profitability over an extended and enduring timeframe.

1.1.2 Strategic Leadership

SL describes individual styles, skills, and behavior used to influence others to achieve. According to Daft (2011), selecting a top leader determines an institution's competitive advantage and success. The most important factor influencing the failure or success of institutions is a competitive advantage (Cristian-Liviu, 2013; Finkelstein *et al.*, 2009), SL is one of the most important factors that institutions require to rally and maintain long-term competitive advantages. To achieve sustainable competitive advantage, institutions should properly understand their capabilities.

A leader's SL of the institution is an essential element of an institution's advantageous competition sustainability. Hitt *et al.* (1995) projected that leadership strategically emphasizes human capital development towards maintaining and exploiting the institution's core competencies, reflecting human resources' importance. Both institutions' core competencies and human capital significantly contribute to a competitive advantage due to the resource-based perspective.

A manageable competitive advantage is a delayed advantage of carrying out a great worth-making technique by an establishment that any potential or current contender isn't being carried out. Thus competitive advantage is not about the physical capital or assets but how effectively an institution channels its intellectual capital (Halawi, Aronson & McCarthy, 2005).

When an academic institution completes successfully, the SL components and the institution's SL practice can be used to maintain a competitive advantage. Thus, SL for the academic institution can develop its capabilities to sustain competitive advantage. According to Phapruek (2012), institutions must employ SL to sustain and survive good performance in volatile, turbulent, complex, and dynamic environments and markets.

Stoner and Freeman (2006) said that a pioneer could impact the adherent since the pioneer has five power bases: rewards-based power, moderate power, authenticity-based power, arrangement-based power, and aptitude-based power. Yulk in Sadler (2003) further said that initiative is the capacity to influence an assortment of systems and targets, responsibility and adherence to the undertaking of accomplishing the objective, influencing the gathering to recognize, sustain and foster the way of life of the association.

The initiative is a course of impacting individuals and moving the different assets to coordinate in accomplishing the objectives, abilities, affected cycle, pioneers, and supporters, inciting participation, and reason. SL involves the power to interact with other stakeholders in different situations and the ability to persuade the stakeholders to accept a solution that benefits the institution. In the same way, in the education sector, leadership

is potent in ensuring that an academic institution fulfills its objective of providing quality education to its learners.

According to Thompsons *et al.* (2010), a leader must undertake the setting and implement strategies for the institution. They proposed six elements that guide SL: understanding the institution`s vision and purpose, maximizing and maintaining core institution competencies, human capital formulation, Organizational Culture (OC) effective sustainability, stressing observation of ethical practices, and optimizing institutional controls. In academic institutions, determining the purpose and vision of the institution is critical since the institution`s head needs to ensure there is a collaboration among partners, employees, vendors, customers, and the community in agreeing on the purpose to be pursued.

The core competencies of the academic institution are how the firm ensures that it can attain its objective. Every educational institution needs human, financial, intellectual, and social capital to coordinate to create core firm competencies that should be rare, valuable, and difficult to mimic to create a competitive advantage. As the education sector changes and external environment changes, the academic institutions` core competencies also need to change. Therefore, the institution head`s job is to establish the best fundamental competencies in attaining the firm`s purpose, which must be developed, maintained, and exploited.

The study incorporated several measures and indicators to assess the core competencies of academic institutions in achieving their objectives and maintaining a competitive advantage. These measures and indicators encompassed; evaluation of Human Capital involved scrutinizing the qualifications, expertise, and skill sets of faculty and staff

members. This encompassed considerations such as faculty-to-student ratios, faculty qualifications, and the overall quality of teaching and administrative staff.

Intellectual Capital was assessed through the measurement of the institution's research output, innovation, and intellectual property. This entailed evaluating factors such as the number of publications, patents, research grants, and the impact of research on the academic community and society. Moreover, the study considered the Social Capital of the institution, which involved examining the institution's relationships and collaborations with external stakeholders, including industry, government, alumni, and the local community. The measurement extended to gauging the extent and impact of partnerships and engagement. Resource integration was another critical dimension, focusing on evaluating how effectively the institution amalgamated these various forms of capital to create core competencies. This involved an assessment of the synergies and coordination between human, financial, intellectual, and social capital.

The institution's competencies were compared to those of its competitors in a comparative analysis. The study assessed how well the institution's core competences could adjust to changes in the education sector and the external environment in the context of Environmental Adaptation. This entailed assessing the institution's ability to adapt and remain relevant in the face of changing circumstances. The function of leadership, specifically the role of the institution's head, was investigated in terms of identifying, developing, preserving, and utilizing core strengths. This included assessing their strategic decision-making and leadership efficacy in this situation.

Furthermore, the study delved into Objective Achievement, aiming to measure the extent to which the institution's core competencies aligned with and contributed to achieving its

stated objectives and purpose. Competitive Benchmarking played a pivotal role by comparing the institution's core competencies to those of peer institutions or competitors. This comparative analysis helped identify areas of strength and areas needing improvement, providing valuable insights into the institution's competitive positioning.

1.2.3 Universities in Kenya

Higher education in Kenya is described by a gigantic extension of more assorted profiles of higher education foundations, programs, as well as their understudies, more noteworthy internationalization and globalization, more extensive investment in long-lasting learning, private schooling establishments, all gratitude with the impacts of the rise of new players, developing tensions on costs, and new types of financing and the board, joint efforts, and more incorporated utilization of interchanges and instructive advances (Lux, 2023). The advanced education industry in Kenya has experienced development in the past ten years, prompting extreme rivalry because of the increment in the number of degrees; as imminent, understudies have a more extensive assortment of universities to pick from (Soko, 2014).

Kenyatta University works in a dynamic environment that reflects a quick, continuous ecological change that consistently disturbs business design seriousness (Mathooko & Ogutu, 2015). Today universities work in an environment experiencing incredible change, alongside expanded liabilities and responsibility from internal and external clients. This has required another pioneer to attempt to assist the University with working on instructive administrations and encounter more difficulties, such as SL at university level. As a result, universities require a new administration strategy, SL. Kenyatta University (KU) is a public research university with its primary grounds in Nairobi

County and Kiambu County, Kenya. Kenyatta University is working in a profoundly tumultuous and dynamic climate because of the progression of the advanced education industry, bringing about an increased number of players (Mathooko & Ogutu, 2014).

The governance and management of Kenyatta University are anchored in the University Acts of 1985 and 2012. Kenyan public universities are state corporations under the Ministry of Education, Science, and Technology. The Council is in charge of all governing administrative duties in a University, while Senate oversees academic roles of the University (Musyoka, 2016). The university management is charged with the role of the daily running of the institution.

1.2.4 Kenyatta University

The environment at Kenyatta University is overwhelmed with several challenges affecting those businesses; only with sound strategies can survive the competition. It faces many challenges because of the dynamic environment that complicates the institution's survival in the current competitive world (Musyoka, 2016). Kenyatta University needs to manage its simultaneous difficulties, including managing the student body's extension and accompanying the required increase in facilities, lectures, staff, and courses. Keeping up with and working on the nature of instructing offices, and educational plans; acquiring feasible financing; further developing work market allure of understudies; expanding administrative and staff limits, and advancement in training and dealing with the institution.

As university pioneers endeavour to foster effective advanced degree programs while tending to extended rivalry, they need to comprehend the variables that give a competitive advantage to their projects. The decrease in enrolment isn't an after-effect of

the diminishing number of understudies but instead on account of the degree programs assortment presented as the number of understudies builds yearly, thus the quantities of instruction suppliers expanding year on year (Musyoka, 2016). In this manner, the requirement for the University to fabricate practical competitive advantage is obvious, bringing about the quest for methodologies that can cause universities to flourish and succeed.

Kenyatta University has adopted a variety of competitive strategies, with a primary focus on raising standards in teaching, learning, and degree conferment. They have also worked on improving access to university education to meet the growing demand for higher education. Additionally, they have promoted research, science, technology, and innovation, while implementing ethical management practices. The university has strived to enhance the efficiency and work ethics of its staff, enhance its corporate image through marketing, and contribute to social responsibility. They have embraced the structured use of information and communication technology (ICT) and expanded and upgraded their infrastructure and physical facilities to enhance service delivery.

Quality service to all stakeholders is a key priority, and they have embedded the principle of quality in all their programs and activities. Kenyatta University has established an efficient monitoring and evaluation system, ensuring quality and relevance across all programs and initiatives, and bolstered its financial foundation. This information is based on Kenyatta University's Vision and Strategic Plan 2005-2015, as highlighted by Awino (2015).

1.3 Statement of the Problem

Strategic leadership (SL) is perceived as a crucial component enabling firms to create wealth. The ability to create a satisfactory and superior performance within firms cannot be achieved or significantly reduced due to a lack of effective SL (Barton, Grant & Horn, 2012). Top leaders are vital in shaping an institution's success and competitive advantage. Competition among Kenyan universities has significantly increased due to rapid changes experienced (Kinoti, 2015). Innovation increases by players and the rise in the number of private universities are part of the rapid changes experienced in the environment. Therefore, the high competition challenges universities to formulate strategies that effectively improve their education while simultaneously controlling their leverage, risks, and education quality (Enríquez, 2017). Universities must have sufficient team members and have efficient SL, anticipate the right direction, foresee opportunities that can be captured immediately or in the future, and respond to any challenges to perform and be successful. Public universities must also have sufficient and effective teams to formulate an efficient strategic management process promoting and sustaining competitive advantage among competitors.

Institutional SL has become essential at Kenyatta University, facing competitive pressures, rapid expansion, and increased high education demand (Maraguri, 2016). Due to the heightened competition and rivalry levels, they need to maintain their performance and competitive advantage. For Kenyatta University to attain its goals, they need to have an optimal investment in enhancing leadership skills and carefully integrating designed leadership strategies as they make an effort to accelerate performance and competitiveness. Kenyatta University appears to be giving insufficient attention to

strategic institutional leadership entrenched in the ability to envision corporate priorities, create clear plans, promote worker empowerment, and build infrastructure support challenging its leadership strategies.

Kimencu and Kuria (2017) elaborate on how institutional leadership influences the universities' performance in Kenya. They discovered a significant positive influence on institutional Leadership in Kenya's university performance. The quality of leadership traits directly impacts how universities attain their goals. Kenyatta University's adoption of strategic management practices was the subject of a study by Kinoti (2015) which established that top management commitment affected Kenyatta University's strategic management. Maraguri (2016), assessing institutional leadership's effect on Kenya universities' performance, revealed a positive correlation between institutional leadership and performance. Whereas the above studies point to institutions' need for SL to improve their competitive advantage, public universities are yet to embrace this. No known research has covered competitive advantage, sustainability, and SL of Kenya public universities, alone Kenyatta University.

Research Gaps

- i. Influence of Institutional Leadership on University Performance
- ii. Quality of Leadership Traits and Goal Attainment
- iii. Impact of Top Management Commitment on Strategic Management
- iv. Correlation Between Institutional Leadership and Performance
- v. Lack of Embrace of Strategic Leadership by Public Universities.
- vi. Lack of Research on Competitive Advantage, Sustainability, and SL in Kenya Public Universities.

1.4 Study Objectives

The study general objective was to determine the impact of strategic leadership on sustainability of competitive advantage at Kenyatta University.

1.4.1 Specific Objectives

The objectives of the study: -

- i. To established the effect of decision-making on the sustainable competitive advantage at Kenyatta University.
- ii. To examine the influence of core competencies on the sustainable competitive advantage at Kenyatta University.
- iii. To Determine the influence of ethical practices on the sustainable competitive advantage at Kenyatta University.
- iv. To exalate the effect of OC on the sustainable competitive advantage at Kenyatta University.

1.5 Research Questions

Research questions that guided this study included:

- i) What variables influence Kenyatta University's decision-making on long-term competitive advantage?
- ii) How do core competencies influence sustainable competitive advantage at Kenyatta University?
- iii) What factors impact the ethical standards concerning the sustainable competitive advantage of Kenyatta University?
- iv) How does OC influence sustainable competitive advantage at Kenyatta University?

1.6 Significance of the Study

The results from the study were very meaningful to institutional stakeholders. Scholars and researchers will benefit from the findings to add to the existing knowledge. In addition, the findings recommend to government agencies important information to help in the development and improvement of institutional capacity in their partnership with public universities. The study was built on the existing theoretical literature besides factual findings that benefit researchers on knowledge and lay a foundation for further studies and research to link SL and sustainable competitive advantage in public institutions.

1.7 Scope of the Study

This research was limited to establishing SL influence on the sustainable competitive advantage at Kenyatta University. The main aim of the study was to establish the influence of institution purpose on the sustainable competitive advantage at Kenyatta University, examined the influence of core competencies on the sustainable competitive advantage at Kenyatta University, and determined the effect of ethical practices on the sustainable competitive advantage at Kenyatta University and examining the influence of OC on the sustainable competitive advantage at Kenyatta University. A descriptive survey research design was adopted that allowed the collection of a lot of data within the stipulated time. The unit of analysis was Kenyatta University. The number of respondents considered was 83 people from two category groups, namely: 11 upper-level management (chancellor, vice-chancellor, deputy vice-chancellors, and the directors), 27 middle-level management (Council and deans of faculties), and 45 lower-level management (department chairpersons) at Kenyatta University. The instrument for data

collection was a questionnaire. The data analysis included quantitative and qualitative techniques. The findings were evaluated, interpreted, and presented. A summary of the findings, a conclusion, and research recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

The study variables on theoretical and factual review were expounded in this chapter. The chapter reviewed a section on the conceptual framework and the research gaps.

2.2 Theoretical Review

This study had three inlet hypotheses to best clarify competitive advantage and SL. These speculations were the asset-based view hypothesis, dynamic ability hypothesis, and adaptable leadership hypothesis.

2.2.1 Resource-Based Theory

The 1984 Wernerfelt's resource-based theory proposed the accomplishment of competitiveness through creatively conveying better worth to clients. The surviving literature is anchored on an organization's actual recognizable proof and utilization of assets for fostering a supported competitive advantage (Borg and Nerve, 2009). Business scholars globally clarify the accomplishments and frustrations of organizations across limits by considering the competitiveness of their auxiliaries or nearby unions in growing business sectors. Local information from an auxiliary or nearby union becomes a

significant asset for conceptualizing esteem as per nearby prerequisites (Gupta & Govindarajan, 2011).

The asset-based hypothesis indicates that asset input into a company's creative interaction is ordered into three classifications; actual capital, human resources, and hierarchical (Currie, 2009). Ability is a limit concerning many assets to play out a stretch undertaking of a movement. Every association is an assortment of unique assets and capacities that give its system premise and vital stream of its profits. In the 21st-century landscape of high competitiveness, an institution is an assortment of developing abilities that are overseen progressively in the quest for above-average returns. Hence, contradicting firms' exhibitions across time are driven by their remarkable assets and capacities rather than an industry's primary attributes (Currie, 2009).

This hypothesis proponents contend that it is just those assets that are exceptional that can convey an association's feasible competitive advantage. This hypothesis contends that an institution has a lot of zeroed-in on the inner variables that a firm can handle rather than those external factors that are past the firm's control. These abilities and assets furnish the firm with the structure that obstructs its need to build its procedure. Interesting connections and assets characterize the cutthroat role of institutions. Firms are different in numerous principal ways since each has its novel assets, immaterial and substantial resources, and authoritative capacities that empower them to utilize the resources (Clegg *et al.*, 2011).

Each establishment sources its competitive advantage from capabilities that are all around created from its assets. Pearce and Robinson (2000) expressed that Resource-Based View (RBV) emerges because institutions accomplish the competitive advantage through

certain assets, capacities, and abilities that they create and control, which turns into the premise of exceptional economic, and competitive advantage, permitting them to form fruitful cutthroat techniques.

The asset-based hypothesis is pertinent in this review. It looks to clarify the job of vital SL in administering monetary, physical, human, business, mechanical, and authoritative resources utilized by Kenyatta University to create and convey items and administrations to its understudies and a local area large. The hypothesis helps clarify and encourage administrative advancement for reasonable competitive advantage in Kenyatta University by conveying quality administrations to clients and utilizing assets like hierarchical culture, hierarchical reason, core abilities, and moral practices to foster a feasible advantageous competition.

2.2.2 Theory of Dynamic Capability

The dynamic capability concept developed by Teece, Pisano & Shuen (1997) defines *dynamic capability* as an individual or institutional capability identification process used to enable a business to build and maintain enhancing differentiation points with value to the institution. Teece (1997) argued that dynamic capability is the ability of a firm to build, restructure, and integrate internal and external competencies in addressing rapid changes in the operating environment. A firm's capability represents the capacity to deploy its integrated resources properly to achieve an anticipated state.

The antecedents of institutions' strategic routines that managers from time to time alter as their resource base, shed resources, acquire, integrate, and work together to create new strategies that create value are referred to as dynamic capabilities (Pisano, 1994). This approach lets firms know how to refresh, renew, and develop significant capabilities. The

definition of institutional traits, institutional designs, and management systems helps institutions stay alert to threats and opportunities.

The hypothesis is pertinent to the review since it clarifies that neither assets nor information, however elusive resources, make the most significant difference to foundations. Kenyatta University incorporates mechanical expertise, licensed innovation, business process skills, clients, hierarchical culture, and values (Teece, 1997). Be that as it may, this approach doesn't supplant the experiences of the RBV of the firm; all things being equal, it adds and changes the bits of knowledge of the RBV of the firm.

The dynamic ability hypothesis was considered in this study since it may be utilized by Kenyatta University to acquire supportable competitive advantage through the ID of hierarchical or individual capacities that will empower the foundation to construct and keep up with esteem upgrading point's separation.

2.2.3 Flexible Leadership Theory

The flexible theory of leadership was proposed by Yukl (2008), which explains how top organization officials can dictate the financial output of an institution. It was planned in light of the requirement for a far-reaching SL hypothesis that incorporates applicable thoughts from a few particular bits of writing like the executives' initiative, system, and human assets. The adaptable administration hypothesis comes from a few pieces of literature, including human assets, the board, authority, vital administration, hierarchical change, and authoritative hypotheses.

The adaptable authority hypothesis is a hypothesis of vital initiative that stresses the need to impact significant determinants of hierarchical practical competitive advantage. These determinants incorporate; authoritative learning, hierarchical culture cultivating

hierarchical development, and execution of information to the executives. This hypothesis impacts administration choices on frameworks, programs, and institutional structure. Whereas, another design uses relations, change-arranged initiative, conduct, and undertakings to impact administration choices and framework (Yukl, 2009).

The maintainable competitive advantage of firms is perceived as resting on particular cycles (approaches to organizing and consolidating). Moulded by the firm's (particular) resource position, the association's arrangement of hard-to-exchange information resources, correlative resources, and the ecological ways it has taken on or acquired. Inside the adaptable initiative hypothesis recommendations, inventive variation incorporates the capacity of an institution to adjust to changes in the external environment (Zhou and Li, 2012).

This prompts a change in essential accentuation past the sole productive administration of substantial resources for an extra accentuation on development because of the effective use of elusive resources like human and social capital (Mahsud *et. al.*, 2011). The two factors can have synchronous, intertwined consequences for firm execution and cause competitive advantage. In that capacity, the adaptable administration hypothesis is a reasonable hypothesis to clarify the job of vital initiative for supportable competitive advantage in Kenyan state-funded Universities through creatively conveying better worth than clients.

The hypothesis applies to the review when unanticipated occasions and outside changes in Kenyatta University make a prompt emergency or an arising danger or opportunity. Sudden changes in the inclinations or needs of the executives, clients, or different clients give one wellspring of vulnerability, and they might require quick updates in plans and

timetables. The mission of Kenyatta University (to upgrade the nature of advanced education through adaptable methods of conveyance and present-day innovation for an individual and social turn of events) maintains the versatile idea of the foundation during strange occasions like mishaps, hardware breakdowns, supply deficiencies, and psychological oppressor assault (Gupta & Govindarajan, 2011).

College Emergency the board requires surprising activities and practices from pioneers, and the inability to answer in a definitive, fitting way is frequently entirely apparent. Outside changes that will influence the institutions might be steady rather than unexpected, yet the University might require significant changes to answer new dangers or open doors.

These theories are anchored to Strategic Leadership and Sustainable Competitive Advantage by emphasizing the importance of leadership in identifying and utilizing valuable resources, adapting leadership styles to changing circumstances, and fostering a culture of adaptability and innovation. Effective strategic leadership is essential for translating these theories into practical strategies that lead to sustained competitive advantage in a dynamic and competitive business environment.

2.3 Empirical and Literature Review

2.3.1 Decision-making and Competitive Advantage Sustainability

Enríquez (2017) explored Strategic Management and Decision-making as Wellsprings of Supported competitive advantage in a High-Cost Private Multi-Campus University in México. Semi-organized interviews were picked as the primary type of information assortment. The discoveries uncovered that decision-makers should settle on essential choices encompassed hazard and vulnerability. Their experience, abilities, and how they

oversee hazards were indispensable in the proper dynamic cycle, affecting their associations' competitive advantage.

According to Hitt *et. al.* (2011), a firm's capacity to achieve a competitive advantage and get better than anticipated returns is compromised when supervisors neglect to settle on choices rapidly and adequately to the macro-environment progress. This is because essential choices are transformations to outside valuable open doors, dangers, imperatives, and different elements of the environment. The job of the TMTs is to work with this variation. Top administration navigation is thus primary in acquiring a competitive advantage.

Mkalama (2014) explored connections between top administration social economics, macro-environment key navigation, and execution. A cross-sectional graphic review was utilized, and information was gathered from 96 state partnerships utilizing a semi-organized poll. The discoveries showed that top administration social economics impacted the presentation of Kenyan state partnerships. This upheld the higher classes' hypothesis. Top administration social economics were additionally found to influence vital decision settling; however, the essential independent direction didn't affect execution.

Likewise, the macro-environment directing role in connecting top administration social economics, execution, and mediation is important in decision-making and building relationships. These outcomes separately upheld the modern institution's financial aspects and environment reliance hypotheses. The review uncovered that navigation doesn't affect the exhibition of firms; consequently, competitive advantage.

2.3.2 Core Competencies and Competitive Advantage Sustainability.

The most common challenge in strategy implementation is insufficient resources (Wernerfelt, 2014). This results from lacking resources that include human and financial resources indivisibility. Changes in a business environment largely affect established institutions. It creates institutions' resource redundancy, thus hindering the release of sufficient funds to finance the required new investments and facing a high-cost base (Johnson, 2002).

The primary model for competitive advantage in an association is that the assets should be significant (Barney, 1995). This implies that individuals' particular abilities and capacities will probably offer much more benefits contingent upon the institution's markets. From that point, the worth cannot be entirely settled by whether or not these abilities, as well as capacities, assists the association with taking advantage of its chances and consequently decrease the impact of its dangers and how the association perceives as well a reaction to these open doors and risks in the changing environment (Husted, & Salazar, 2006).

It also means that each institution needs different knowledge, skills, and capacities of their workers, despite the heterogeneous inventory of work. Also, every individual has different information abilities and capabilities to offer and add to the association; consequently, the worth that every individual can add to an association fluctuates. An institution's assets are significant, which doesn't imply that the situation will always be constant. Innovation, clients, and business sectors change, and associations that support their competitive advantage are consistently attempting to look for ways that their unique assets can be utilized in new and various ways to address these changes (Barney, 1995).

However, Priem & Butler (2001) have a different argument that it is not only about how rare capabilities are but the difference in value that a firm can generate that provides it with a competitive advantage. The meaning of this is that if it is true that a firm can continuously generate value that is greater compared to that of competitors, they are expected to be exploited more than one rare resource. Even when a firm's human resources are rare and valuable and provide the institution with a competitive advantage, it does not necessarily guarantee sustainable competitive advantage (Peteraf, 1993). One of the essential sources of competitive advantage for institutions is human resources. This is so because most of the factors of production for institutions are increasingly able to be imitated by competitors (Deresky, 2008). In the long term, however, individuals get imitable regarding skills levels and their ability to perform certain functions; nonetheless, their behaviours cannot be copied. This could be the source of competitive advantage (Wright *et al.*, 1994) as part of the unique elements of human resources within a business set-up.

According to Wernerfelt (2014), financial resources are directly associated with a competitive advantage and the "past activities of the firm," which is considered accurate regarding institutional and managerial capabilities. In most instances, this is particularly true with firms that become developed by those focusing on entrepreneurship or those firms that grow typically from start-ups. The same is true in the education sector, where resource availability gives an academic institution a competitive advantage against its competition. Managerial skills garnered while starting and growing an educational institution are extremely valuable in gaining a competitive advantage.

2.3.3 Ethical Practices and Competitive Advantage Sustainability

In their study, Husted and Salazar (2006) examined Corporate Social Responsibility strategies in institutions to maximize social performance and profits. The authors compared different institutions and established that there are three types of social investment thus; selfish, strategic, and selfless. They concluded that strategic investment by firms creates better performance for firms that aim to maximize both social and profit performance simultaneously.

Firms' strategic investment consists of more advantages to the firm's returns, such as qualified human capital, enhanced reputation, extraction of a premium price, and differentiation of products. Strategic investment also creates positive advantages for the local community and society. The study concluded that a firm could obtain a competitive advantage and add value by engaging in responsible activities. Corporate Social Responsibility (CSR) must be connected to a company's corporate strategies. The firm's actions should improve the local business operations and should be seen to add more value to products in the public eye.

Zadek (2005) study identified three generations of firms regarding being responsibly competitive. The first generation is where firms have a short-term pain mitigation plan. The other type of generation firms is those that can establish strategic planning and at the same time have risk mitigation plans. Third-generation firms are those companies that incorporate social responsibility strategy into their overall strategy. Researchers contradict Zadek's model by considering reputation as the most important internal resource that needs to be managed well since it is the core potential creator and differentiating aspect of competitive advantage (Mahon, 2002).

Mahon (2002) argued that public relations, communication, and marketing authors have established that institutions need corporate reputation since it is crucial for increasing the purchase of services and products. Logsdon and Wood (2002) argued that the reputation of firms, non-profit institutions, and governments is a powerful concept. In the education sector, reputation is used by administrators, executives, and external and internal stakeholders in the evaluation and communication of their perception of corporations and businesses. Thus, good reputations can yield better performance for institutions (Milton *et al.*, 2010).

An institution's reputation can be enhanced through CSR, creating a competitive advantage. Ashley (2002) argues that companies should employ CSR as their source of competitive advantage in their quest for better results and greater competitiveness. Barney (1991) argues that implementing strategies that create benefits and add value creates a competitive advantage for the institution that can employ them more than those who fail to do so.

An institution's internal or external resources group leads to a competitive advantage. Conversely, for academic institutions to obtain this advantage, the resources used by the institutions must be valuable, neutralizing threats to the operating environment of the institution and exploring opportunities that should be rare, not being present in any potential competing firm or rival; not inimitable such that rival firms cannot imitate them, and not being non-substitutable so that others do not have equivalent strategies.

2.3.4 Organisation Culture and Sustainable Competitive Advantage

Another challenge to strategy implementation by institutions is by underestimating the cultural impact. Because of deep-rooted cultural biases, an institution's strategy

implementation often encounters rough going. Institutions with defensive cultures face resistance when implementing new strategies. Such institutions favour security and continuity since they see changes as a threat (Wang, 2000).

It is the responsibility of those formulating strategies to choose a method compatible with unchangeable parts or sacred strategies on the prevailing OC. Harmonizing the implementation place with an OC offers a solid challenge for leadership abilities regarding strategy implementation. According to Aosa (1992), institutional resistance results from a deficiency of compatibility between strategy and culture. They are bringing about strategy implementation ineffectiveness due to demotivation and change.

The essential task for any effective SL is to shape OC (Tîrtan, 2011). Strategic leaders form a pivotal point for OC in promoting a culture of inquiry since they can search for lessons in both unsuccessful and successful outcomes. According to Slawinski (2011), strategic leaders learn how to best shape an institution's symbols and shared values to enable the institution to be more competitive since they withstand influential OC.

Testa & Sipe (2013) argue that strategic leaders should be able to cultivate OC to allow talented employees to thrive. With increased competition, customers' demands also increase, forcing corporate leaders into a quagmire of creating a sustainable competitive upper hand. One of the best ways of developing such an advantage is by actively building a compelling OC.

Latham (2013) conducted a study to understand top management teams' experiences in successfully transforming institutions to performance excellence. The study established that teamwork excellence, valuing employees, being value-driven, and change of culture, trust, and customer-focused have a significant and positive impact on performance

excellence creation. Latham observed in his research that creating and enabling institutional values and culture and SL are essential to the success of an institution.

Harigopal (2006) also studied why implementing new business strategies leads to failure mostly. The study established that this is a result of the incongruence of strategy-culture. The study proposed that whenever the management of an institution decides to undergo any change, there is a need to address any people-related issues.

Fleming (2006) opined that for leadership to pinpoint where they might meet resistance to change, they need to assess their cultural risk because of the incompatibility between culture and strategy. With this, institutions can make choices relating to; managing around culture, ignoring culture, aiming to change the culture to fit the firm strategy, and changing the strategy they have to fit the OC.

Spector (2007), in his study, found out that OC addictiveness is the capability of the firm to support the implementation of change in response to a dynamic environment, in addition to six other separate but interrelated sets of assumptions and values that concern, performance expectations, learning, diversity, employee participation, the developmental and motivation potential of people and legitimacy of multiple stakeholders. Hence, an OC of the education sector can address all the structures in academic institutions, ranging from the management of people to innovative business processes.

2.3.5 Strategic Leadership and Competitive Advantage

Strategic Leadership is human capital; thus, people, abilities, intellectual property, and skills are essential in developing and maintaining the core competencies. It is encompassed in the objective of core competencies on sustainable competitive advantage. The bedrock of core competencies revolves around developing people`s social, technical,

political, and leadership skills (Burns, 2008). Institutions can reinforce their value and purpose by creating an effective corporate culture and emphasizing the cultural practices that make the institution attractive and practical to work. By emphasizing institutional ethical practice, the firm is more likely to create an effective OC. Employees and other players look upon institutional heads to model acceptable behaviour. Therefore, leaders must practice ethical behaviours before asking others to be ethical. Among the hardest of the six activities is creating balanced institution control. How much control? How does one communicate expectations? Ensures the firm attains its purpose, builds core competencies and human capital, follows ethical practices, and creates an influential OC (Ireland & Hitt, 2005).

Competitive advantage institutions allow a country or a firm to produce a good or service more desirably and at the same time of equal value at a lower price. Circumstances allow the institution to be productive to generate superior margins and more sales than competitors. Various factors are attributed to competitive advantage: branding, distribution network, cost structure, customer service, product quality, and intellectual property. For institutions to gain and maintain advantageous competition, they should demonstrate differential and greater comparative value than their competitors, which are conveyed to the institution's desired market (Porter, 1985). For institutions to be competitive, they need the capacity to integrate and accommodate both the external and internal environment and effectively manage techniques that benefit their association through expanded productivity costs. Kenyatta University is not an exception.

2.4 Summary of the Research Gaps

Various studies and discoveries have been recorded on this topic; for example, Kimencu and Kuria (2017) studied institutional leadership's influence on the performance of universities in Kenya. They discovered a significant and positive impact linking institutional leadership and the performance of the universities in Kenya. It was also established that the extent to which a university attains its goals is impacted directly by the quality of leadership traits. Kinuti (2015) researched practices of strategic management adopted at Kenyatta University and found out that commitment by top management affects strategic management at Kenyatta University. On the other hand, Maraguri (2016), in assessing the impact of institutional leadership on the universities' performance in Kenya, revealed the existence of a positive affiliation between performance and Institutional Leadership. Whereas the above studies point to institutions' need for SL to improve their competitive advantage, public universities are yet to embrace this. There is no known research covering sustainable competitive advantage and SL of public universities in Kenya, alone Kenyatta University. Therefore, the study aims to bridge the knowledge gap through SL oversight and how it supports advantageous competition sustainability in institutions, in the case of Kenyatta University.

The present study endeavors to address this knowledge gap by examining the role of strategic leadership and its impact on the sustainability of competitive advantages in educational institutions, with a particular emphasis on Kenyatta University. Through this research, we aim to provide insights into how strategic leadership can be leveraged to

bolster the competitive position of institutions, offering guidance and valuable perspectives for stakeholders in academia and beyond.

Table 2.1: Empirical Review

Author(s) and Context	Objectives	Key findings	Research gaps	How does the current study fill the gaps
Enríquez (2017)	Strategic Management and Decision-making as Sources of Competitive Advantage Sustainability in a High-Cost Multi-campus Private University in México	The findings revealed that decision-makers must make strategic decisions based on risks, uncertainty, experience, and skills. Managing risk was vital to correct decision-making, thus influencing their institutions' competitive advantage.	The study failed to show OC influence and ethical practices on competitive advantage sustainability.	This study will assess the decision-making influence on the competitive advantage sustainability at Kenyatta University.

Mkalama (2014)	Macro-environment, Demographics of Top administrative management, strategic decision-making, and performance relationships.	The study revealed that decision-making does not significantly influence the firms' performance hence, competitive advantage.	The study failed to show the direct influence of OC and ethical practices on competitive advantage sustainability.	This study will show the direct correlation between strategic decisions and sustainable competitive advantage at KU.
Kimencu and Kuria (2017) Kenya	Institutional leadership influences performance at Universities in Kenya	The study found out significant and positive influence on institutional leadership and university performance in Kenya. The study also established the extent to which a university attains its goals	Findings on qualitative data obtained from the study were not given. At the same time, the study did not look at the current variables such as institution purpose, core	The qualitative data was analyzed through content analysis to enhance the study topic collected data and will focus on variables such as institution purpose, core competencies, ethical

		is impacted directly by the quality of leadership traits	competencies, ethical practices, and OC	practices, and OC
Husted and Salazar (2006)	CSR strategies in institutions with the main aim of optimizing both social performance and profits	They observed that strategic investment by firms creates better performance for firms that try to gain the maximization of both social and profit performance simultaneously	The research failed to show a direct influence of decision-making on sustainable competitive advantage.	The research outlined the correlation between strategies and performance while assessing strategic leadership and advantageous competition sustainability.
Slawinski (2011)	Strategic leadership: Cases in Leadership	Strategic leaders learned how to best shape an	The study failed to show the direct	The study concentrated on the link between strategic

		institution`s symbols and shared values through methodologies enabling competitiveness since they withstand OC effectiveness.	influence of decision-making on sustainable competitive advantage	leadership and OC, failing to show a connection between ethical practices and sustainable competitive advantage, which the current study will establish.
Kinuti (2015) Kenyatta University	Strategic management practices adopted at Kenyatta University	The study discovered that the commitment of top management affects strategic management	This study sought information from top management only	The current study will seek information from all heads to compare the findings with past studies.
Maraguri (2016) Kenya	We are assessing how institutional leadership affects performance in Kenya universities.	The results from the study revealed a positive association between performance and	This study focused on institutional leadership	While trying to assess institutional leadership`s effect on performance at the universities in Kenya,

		Institutional Leadership.		this research did not focus on competitive advantage and strategic leadership, which emphasizes this study.
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Source: Research Data, 2022

2.5 Conceptual Framework

The study establishes SL's influence on advantageous competition sustainability at Kenyatta University. Sustainable competitive advantage is our dependent variable, while independent variables entail decision-making, core competencies, ethical practices, and OC.

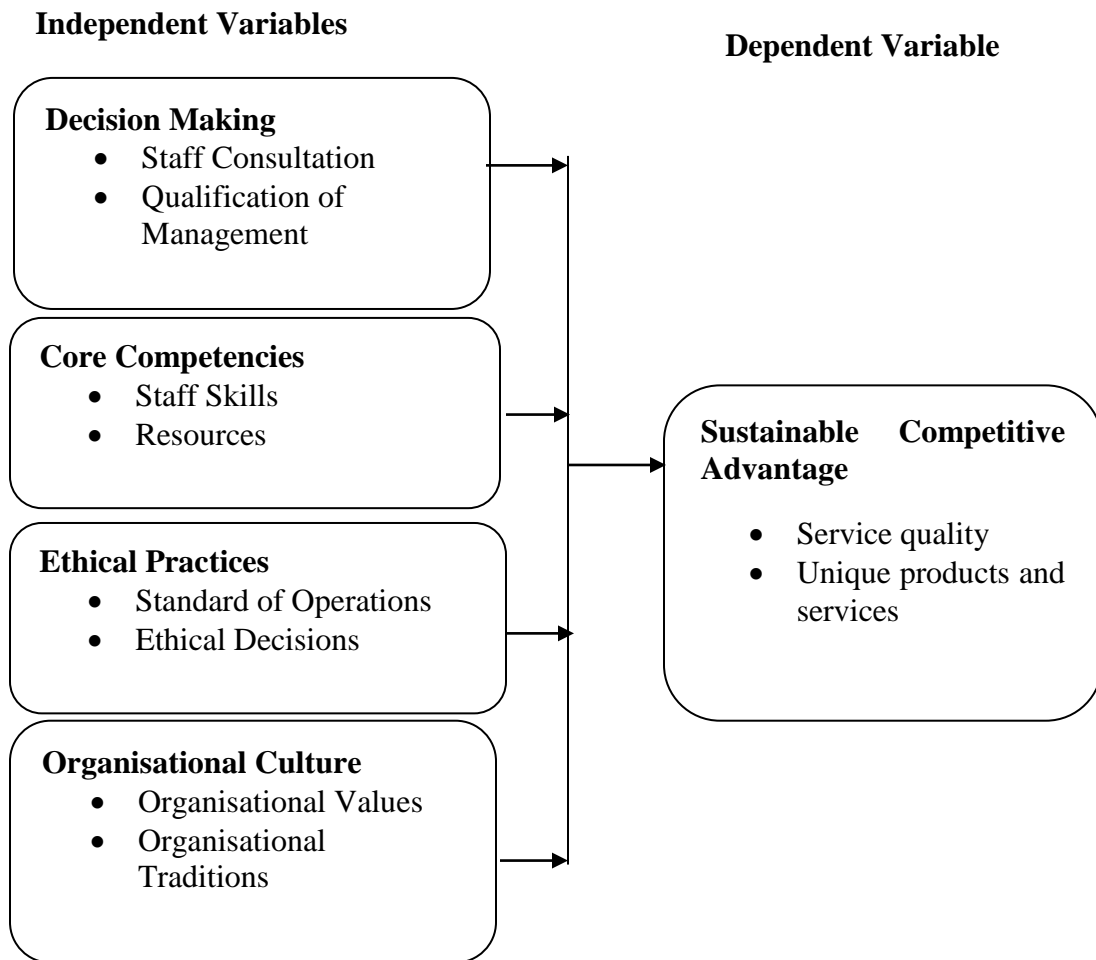


Figure 2.1: Conceptual Framework

Source: Research Data, 2022

The decision-making role of leaders in an institution is to ensure institutions achieve a competitive advantage. Decision-making plays a vital role in leadership, business, and Political Leadership is associated with good decision-making with great emphasis

portrayed by the group head. Leadership should be of sound decision-making and quality in educational institutions as vital elements. The discovery of a scientific breakthrough as a goal is based on experience, knowledge, and selected participants' skills from the study to improve decision-making quality among leaders. It also betters the overall accomplishment of institutional objectives, goals, and competitive advantage (Hitt, Ireland, & Hoskisson, 2014).

There are many avenues for educational institutions to gain a competitive edge compared to other industry institutions. To be conspicuous, educational institutions anticipate promoting unique aspects of their strategies in core competencies to make them better in the competition and attract more customers. Educational institution differentiating characteristics are referred to as core competencies. Core competencies are defined as resources or proficiencies facilitating competitive advantage to businesses.

Developing core competencies by academic institutions would largely contribute to beating out competition and benefits reaping. Hence other competitors will have difficulty offering the same. Observable solid business ethics and core values at educational institutions result in a substantial competitive advantage since it is different from others. However, educational institutions belong to a full cynicism world. Scandals are everywhere, including in their backyards. Therefore, educational institutions must be ethical to achieve a competitive advantage (Kennerley & Neely, 2013).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

The population target and research design used in the research were outlined in this chapter. Further discussion on sub-topics such as the study instruments used to collect data and how pilot testing was carried out based on research instruments' authenticity and reliability. This chapter looked at data analysis and research ethics.

3.2 Research Design

A survey-based on cross-sectional descriptive research design was used in the study, allowing the gathering of large volumes of data. This design was considered in the study since the research findings aided in assumptions elimination and supplant them with truthful information on the particular factors examined during the time represented in the cross-sectional concentrate proposed by Kothari (2006). A cross-sectional review configuration apprehends the population at a solitary moment and assists in suppositions elimination. This design suited this specific research since it targeted getting exact data that established SL influence on competitive advantage sustainability at Kenyatta University. The design further presented an opportunity that fused qualitative and quantitative information to reconstruct the topic.

3.3 Target Population

The study population obtained from the surveys and questionnaires; comprised 83 respondents who were categorised of lower-level, middle-level, and upper-level management at Kenyatta University. The upper-level management comprised the chancellor, vice-chancellor, deputy vice-chancellors, and directors. The middle-level

management respondents comprised the Council and deans of faculties with the lower-level management will comprise department chairpersons, as illustrated in Table 3.1.

Table 3.1: Population Target

Population Classification	Sample	Percentage
Upper-Level Management	11	13%
Middle-Level Management	27	33%
Lower-Level Management	45	54%
Total	83	100%

Source: Surveys and Questionnaires, 2022

A census was carried out since the number of respondents targeted in this study was 83.

3.4 Data Collection Instruments

The data collection instrument employed was a survey in the form of a questionnaire. These questionnaires were specifically designed for Kenyatta University and proved to be highly valuable due to their in-depth exploration of issues, uncovering individuals' thoughts, feelings, and the underlying reasons for their particular viewpoints. Ambiguities were explained, and the researcher followed up on deficient responses. The survey questionnaire was divided into three components. Section A discussed bio-data, Section B discussed SL, and Section C discussed long-term competitive advantage.

3.4.1 Research Instruments Validity

According to Omona (2013), the accuracy with which the instruments used in the study gather the necessary data is what Omona refers to as the validity of the research instruments. To ensure the content validity of the instruments used for data collection, the researcher sought the opinions of experts and supervisors. The instrument was examined to see if it adequately covered all of the requested information in relation to the study's

goals. At the same time, expert opinions were sought on whether the research instruments measured the concepts intended in the study and whether the researcher was able to draw inferences from results achieved from the study.

3.4.2 Reliability of Research Instruments

A sample size of 83 respondents was used to calculate Cronbach's alpha, statistical software like SPSS, R, or specialized reliability analysis tools are used.

$$a = (N / (N - 1)) * [1 - (\sum \sigma^2_i / \sigma^2_x)]$$

N = Number of items

σ^2_i = Variance of item i

σ^2_x = Variance of the total score

This formula might be cumbersome to compute manually, so using software is recommended. Hussey and Collis (2009) elucidate reliability as a degree to phrase assignment, similar words, or other data kinds obtained are consistent or have the same theme or pattern by the different researchers. Javali and Raj (2011) proposed the utilization of Cronbach's Alpha to survey the unwavering quality of examination instruments' internal consistency for the things on a five-point Likert scale, with a limit of 0.7 (Javali and Raj, 2011). Table 3.2 outlined the situating of Cronbach's Alpha.

Table 3.2: Ranking of Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High-Stake test)
$0.7 \leq \alpha < 0.9$	Good (Low-Skate test)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Research Data, 2022

3.5 Research Procedure

3.5.1 Analysis of Data and Presentation

In data analysis, quantitative and subjective techniques were applied to this study. Qualitative data from the study was categorized, summarized as common themes, and presented by graphs, charts, and distribution frequency tables. Content analysis was systematically and objectively used to identify the specific messages to arrive at inferences. Quantitative data was analyzed by correlations, statistical description, and linear regression. The SPSS (Statistical Package for the Social Sciences) statistical software aided data analysis. The analysis explained associations and dependence and answer research questions about the study variables. Figures and tables presented the analysis. Regression analysis resulted in a prediction equation describing the dependent and independent variables' relationship. The model as explained below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y: Sustainable competitive advantage

X_1 : Decision making

X_2 : Core Competencies

X_3 : Ethical Practices

X_4 : Organisational Culture

β_0 : Equation constant.

β_1 : Independent variable sensitive coefficient.

ε : the term for error.

T-test was utilized to assess the meaning of the distinction in the pre and post- sustainable competitive advantage. These tests were directed at a 95% degree of certainty ($\alpha = 0.05$).

3.6 Ethical Considerations

To observe ethical contemplations, authorization to do the review was sought from Kenyatta University before data assortment. The researcher presented a consent letter to respondents before commencing the data collection activity, where each participant sighted it to ensure the confidentiality of the information given. A clear and adequate explanation was provided to all respondents by the researcher. For the coherency of the research, the researcher informed respondents about the accessibility of the research paper in Kenyatta University Library after graduation. Respondents have not disclosed during analysis owing to the concern of confidentiality arising from the strategic importance of the information given.

CHAPTER FOUR

RESEARCH, FINDINGS, AND DISCUSSION

4.1 Introduction

This chapter evaluated, interpreted, and presented the findings in accordance with the study's aim. The goal of the study at Kenyatta University was to evaluate how SL influences the sustainability of competitive advantage at Kenyan public universities. Kenyatta University level-specific university managers received 83 questionnaires. A response rate of 100% was obtained from the returned questionnaires.

4.2 General Information

The study sought to investigate the influence of Kenyatta University's strategic leadership on its long-term sustainability. In this analysis, age, gender, the highest level of education, and the years of university service were all considered as relevant factors.

4.2.1 Gender of the Respondents

The gender of the respondents was the focus of the study. Table 4.1 displays the genders of the respondents.

Table 4.1: Respondents' Gender

Respondents Gender	Frequency	Percentage
Male	43	51%
Female	40	49 %
Total	83	100 %

Source: Research Data, 2022

4.2.2 Number of Years Worked in the Institution

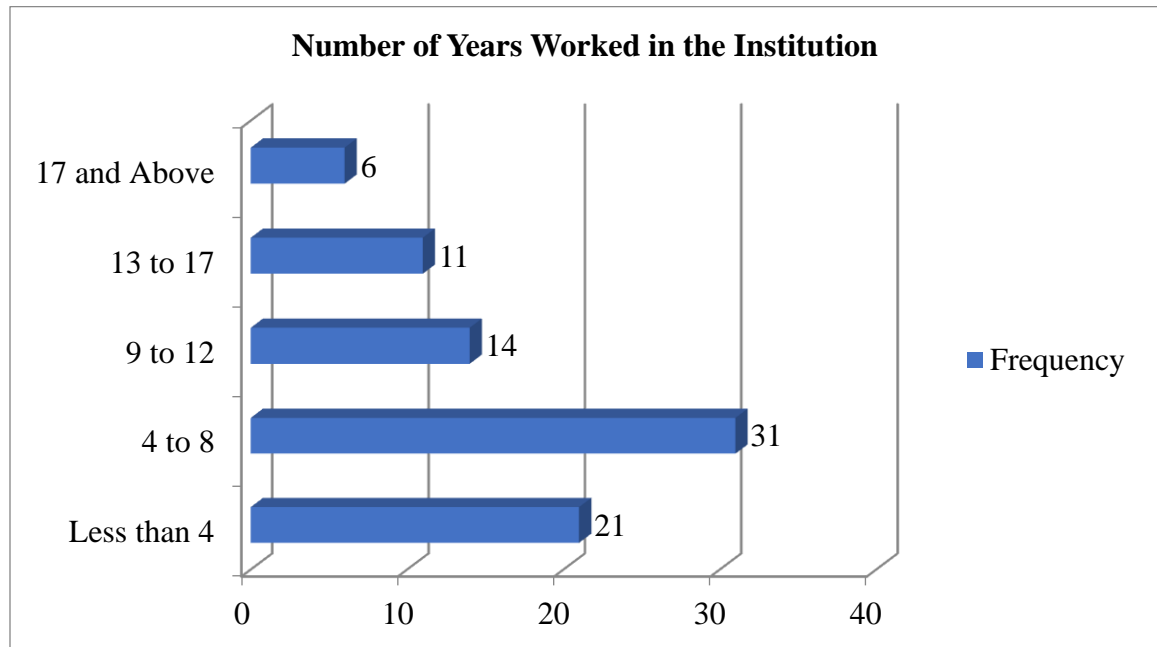


Figure 4.1: Number of Years Worked in the Institution

Source: Research Data, 2022

The chart above shows that the majority of respondents (31) had worked for the university for four to eight years. Twenty-one of the respondents had been employed by the university for fewer than four years, while fourteen of them had been employed by the university for between nine and twelve years. Six of the respondents had worked for more than 17 years, while 11 had worked for 13 to 17 years.

4.3 Decision Making

The study's goal was to determine, using Kenyatta University as an example, how SL affects the sustainability of public universities' competitive advantages. A question about respondents' familiarity with the term "strategic leadership" served as the basis for the measurement of the university's practice of SL. According to the data, each one of the respondents responded positively by saying "yes," or (100 percent).

Some people gave their definition of SL, which they defined as the process of aligning a company's goals with its vision and mission to achieve them. Offering leadership to an organization and developing strategies to enable it to compete for opportunities in the environment are both aspects of SL.

Respondent's views were sought on the degree to which decision-making influences sustainable competitive advantage. The varied responses alluded that in most cases the management makes all the decisions, managers are equipped to make effective decisions, management allows staff members to give their opinions on different matters, decision-making is the major element and essence of leadership in the institutions, knowledge and the skills of staff are key in decision making to all management staff have to agree before a decision is made. However, different opinions were weighty on the management consulting with the staff before settling on a decision, and in the institutions, decision-making is the key role of leadership as indicated in Figure 4.2.

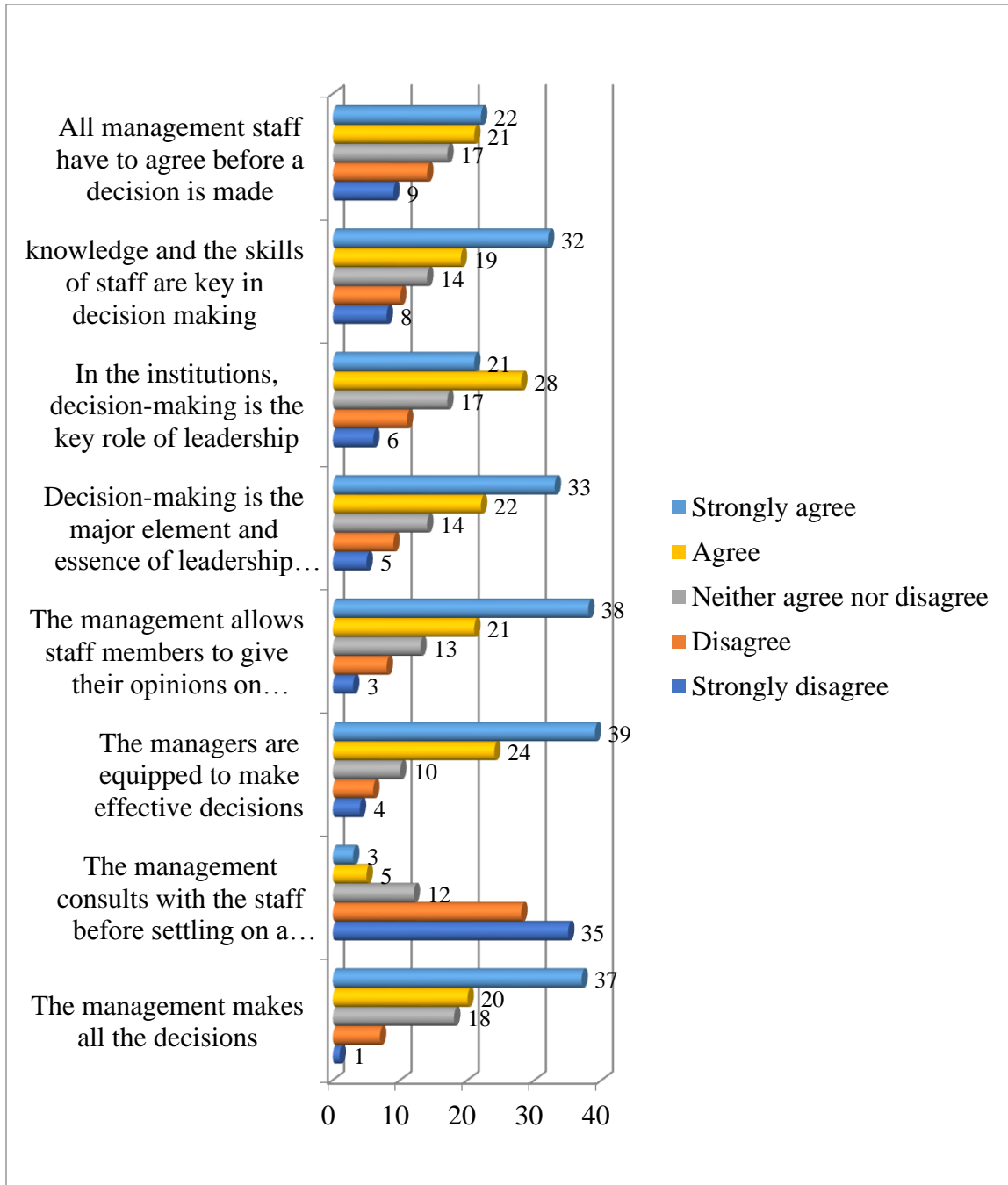


Figure 4.2: Factors in Decision Making and Sustainable Competitive Advantage
Source: Research Data, 2022

4.3.1 Factors

The reason for the review was to learn the degree to which the models of groundbreaking and worth put together administration have contact with respect to the College's tasks. Respondents were asked to rate the following on a scale of 1 to 5.

Table 4.2: Respondents' Gender

The extent to which the models of transformational and value-based leadership have an impact on the University's operations		
Extent	Scale	Responses
Not at all	1	3
A little extent	2	2
A moderate extent	3	4
A great extent	4	36
A very high extent	5	38

The means of the responses given were calculated using the following formula:

$$\text{Mean} = \frac{\sum \text{scores}}{N}$$

\sum Scores is the summation of all responses given

N is the total number of respondents

The following criterion was used to interpret the findings:

Mean of 1.00-1.49=Not at all

Mean of 1.50-2.49=A little extent

Mean of 2.50-3.49=A moderate extent

Mean of 3.50-4.49= A great extent

Mean of 4.50-5.00= A very high extent

Table 4.3: Strategic Leadership Factors

Factors	Mean	Std. Dev.
Efficiency in evaluating the accomplishment of goals	4.07	0.78
Morality in determining how changes affect the parties involved	4.07	0.69
Determining desired objectives over time	4.40	0.62
Grand Mean	4.18	

Source: Research Data, 2022

With a mean of 4.18, the results indicate that the factors have a significant impact on the University's operations. With a mean score of 4.40, measuring the desired long-term goals is the most significant factor that has an impact on the University's operations. The practice is more widely used when the mean is higher, and in this case, measuring desired long-term goals is more widely used by universities than the other factors.

The remainder of the variables includes the following: effectiveness in evaluating the accomplishment of goals and morality in evaluating the effects of changes on concerned parties, with a mean of 4.07 for both. According to the findings, SL factors play a significant role in the university because they aid in promoting, sustaining, and producing superior performance.

4.3.2 Practices

The respondents were asked to rate the University's implementation of leadership practices. The outcomes are shown in Table 4.4.

Table 4.4: Strategic Leadership Practices

Practices	Mean	Std. Dev.
Anticipates changes in the environment	3.77	0.94
Tries to learn and use knowledge	4.13	0.82
Aims to encourage and encourage people's creativity	4.23	0.89
Is a great leader and a great member of the group	4.20	0.88
Grand Mean	4.09	

Source: Research Data, 2022

With a grand mean of 4.09, the findings indicate that the university employs SL practices extensively. With a mean score of 4.23, the practice that is used the most frequently at Kenyatta University aims to foster and unleash people's creativity. The remaining practices were as follows: acts to anticipate environmental change 3.77, serves as a leader and great group member 4.20 and seeks to acquire and leverage knowledge 4.13.

Because it enables the university to come up with fresh and new ideas for enhancing the growth of the university through their employees, encouraging people's creativity is seen as an essential practice at the institution. Employees of the university are influenced and encouraged to work effectively toward achieving their visions and goals by a person's leadership. Universities always make good use of the knowledge that their employees have, which gives them a leg up on the competition in the market.

The lowest mean was for anticipating environmental change, indicating that the university has difficulty anticipating environmental changes. The university finds it difficult to compete in the industry because of the unpredictability of the changes in the environment. However, they do take action, and one of these actions is the University's practice of SL.

4.3.3 Performance

The respondents were then asked to rate how much strategic leadership has affected Kenyatta University's performance. The outcomes are shown in Table 4.5.

Table 4.5: Impact on Performance

Impact on Performance	Mean	Std. Dev.
Employee training	4.23	0.97
Employee motivating	4.23	1.07
Reward systems development	4.23	0.97
Firm resources management	4.13	0.86
Grand Mean		4.21

Source: Research Data, 2022

With a grand mean of 4.21, the results show that SL has a significant impact on university performance. There are three of the most significant effects on performance, with a mean of 4.23. Employee training, employee motivation, and the creation of reward systems are among them. With a mean of 4.13, management of the university's resources is the final effect of SL on performance.

The University's performance is greatly influenced by its employees' training, motivation, and reward systems. According to the preceding findings, all respondents concurred that these are activities performed at the university that assist them in achieving their desired objectives. Management of firm resources had the lowest mean, indicating that it has less of an effect on academic performance than the other options.

The establishment of SL factors, practices in decision making, and sustainable competitive advantage to the impact on performance in Kenyatta University collaborate with the study by Nyong'a & Maina (2019). However, Nyong'a & Maina focus on the

Kenya Revenue Authority, which just like other governmental or private organizations has faced the challenge of not realizing in full targets of its corporate strategic plans. Through its sixth strategic plan, only 140 out of 240 BSC targets were attained in the planning period between 2013 and 2016. This represented a 58% performance.

4.4 Core Competencies in Sustainable Competitive Advantage

A long-term competitive advantage is typically the most important factor in determining an organization's success or failure. In this case, the study wanted to find out if the University's SL style gives it a competitive advantage in the long run.

Respondent's views were sought on the degree to which core competencies influence sustainable competitive advantage. The varied responses alluded to a swing in opinion on the institution having sufficient human resources, the institution having the required skillset, valuable resources, financial capability, and managerial skills being encouraged through the entrepreneurial journey as a sure success formula for the institution in the long run, staff having the technical skills to achieve the institution's goals to the institution offering training to the staff regularly as elaborated in Figure 4.3.

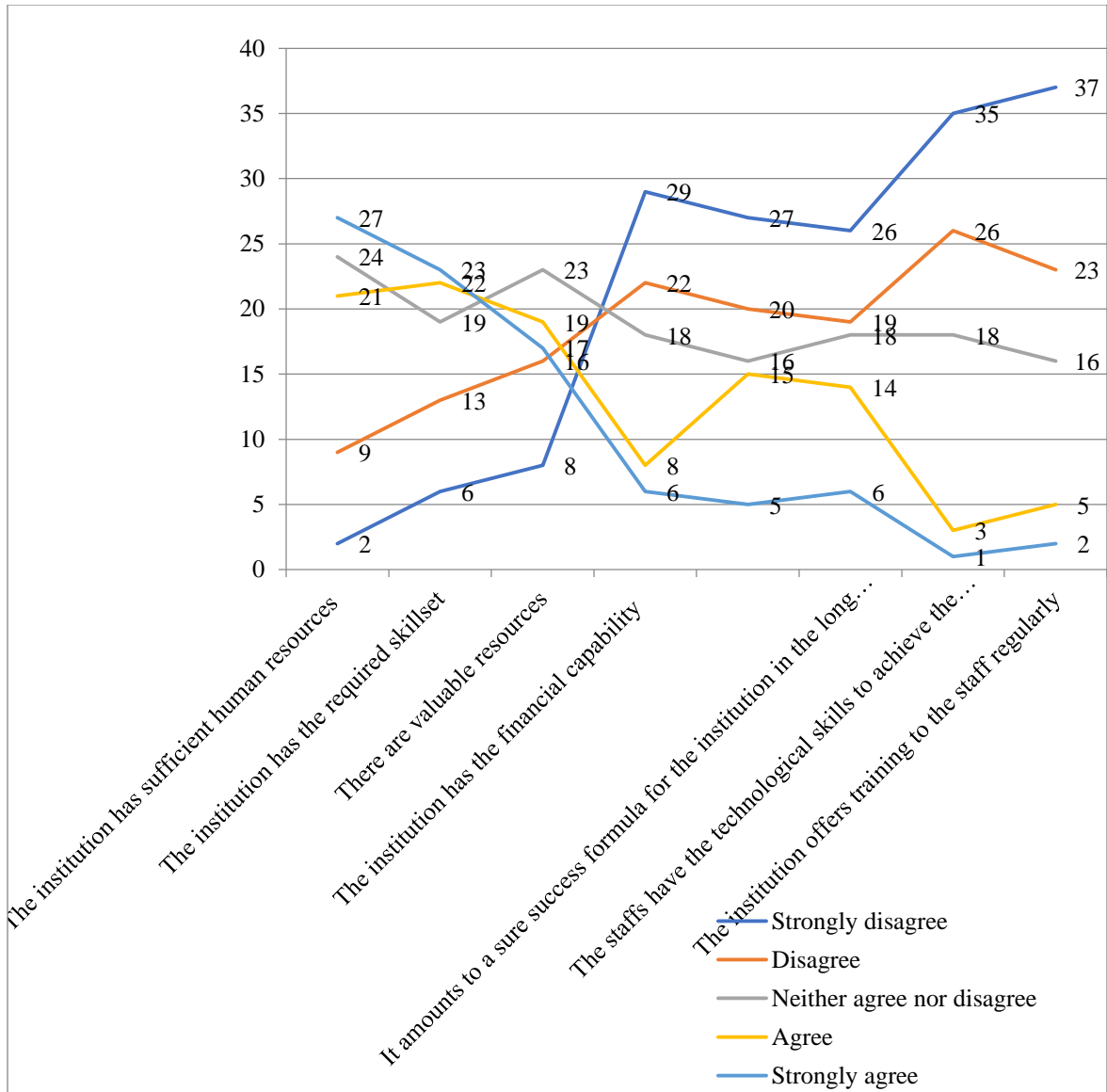


Figure 4.3: Competencies in Sustainable Competitive Advantage

Source: Research Data, 2022

The

4.4.1 Roles

The purpose of the study was to ascertain the extent to which the university's SL roles have contributed to its long-term competitive advantage. The comprehensive results are presented in Table 4.6.

Table 4.6: Impact on Sustainable Competitive Advantage Roles

Impact	Mean	Std. Dev.
Policies and procedures development	4.07	0.98
Ethical practices	4.13	1.01
Strategic direction determination	4.13	0.97
Balanced organizational controls establishment	4.1	0.96
Implementation of strategy	4.17	0.91
Grand Mean		4.12

Source: Research Data, 2022

The results indicate that the grand mean of the impact of SL roles on long-term competitive advantage was 4.14, which is substantially in line with Kenyatta University's practice. With a mean of (4.17), strategy implementation was the most significant role that affected sustainable competitive advantage. The remainder, in order of importance, includes ethical practices (section 4.13), establishing balanced organizational controls (section 4.1), determining the strategic direction (section 4.13), and finally developing policies and procedures (section 4.07).

Implementation of the strategy is crucial. Leaders won't be able to come up with strategies that work if they don't know how to put those strategies into action. To ensure the long-term success of their university, strategic leaders must also be able to devise and implement strategies. Since risk can occur in any position at the university, ethics are an important consideration for SL roles and the university's strategic direction.

Monitoring and evaluating the university's strategies rely heavily on the establishment of well-balanced organizational controls. The respondents also stated that in addition to the

practice of SL at the university, they also maintain their competitive advantage through, among other things, differentiation, service delivery, operational costs, and staff loyalty.

On core competencies in sustainable competitive advantage, the measure of the impact of SL roles was examined. The review results supplement discoveries by Kiragu (2015), who zeroed in on SL and the supportable upper hand of business banks in Kenya. The study by Kiragu concurs with this study although it focuses on commercial banks where establishing balanced organizational controls plays an important role in monitoring and evaluating banks' strategies. Besides the practice of SL in banks, competitive advantage gets sustained through member loyalty, loan products, differentiation, service delivery, operating costs, and savings products among others, factors that can be adopted in Kenyatta University.

4.5 Ethical Practices

The study also wanted to find out how Kenyatta University's SL has helped it keep its edge over the competition. It was noted to be important because it enables the University and its staff to work efficiently and move in the same direction.

Respondent's views were sought on the degree to which ethical practices influence sustainable competitive advantage. The varied responses alluded that in most cases the institution set standards of operation, ethical decisions guide the institution, the institution participates in socially responsible activities, *ethical practices* have been integrated into a company's existing operations, the institution has a good reputation, the institution does not encourage corruption, the institution is strict on staff implicated in bribery cases, the institution is strict on the code of conduct of the staff. Though these views had contrary opinions according to some respondents as indicated in Figure 4.4.

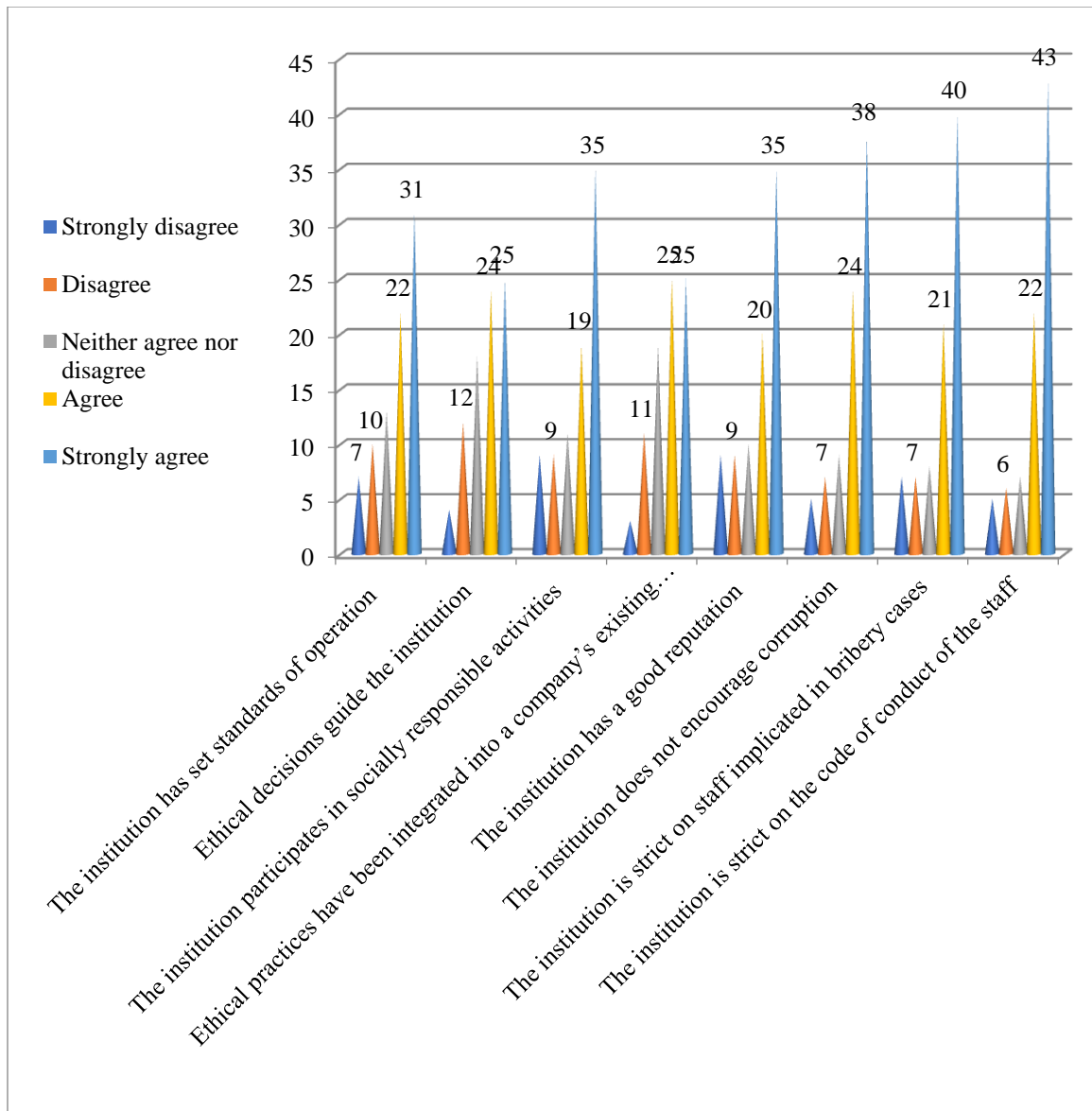


Figure 4.4: Ethical Practices

Source: Research Data, 2022

4.5.1 Impact

The respondents were asked to rate the extent to which their university's SL has contributed to a long-term competitive advantage. It is abundantly clear from the findings that it affects maintaining a competitive advantage. The fact that it had a mean of 4.03 indicates that SL is widely practiced at the university.

The University can have a clear vision and understand how to develop an appropriate strategy for an organization to maintain a long-term competitive advantage thanks to strategic leaders. The University's strategic competitiveness or competitive advantage will be determined by how well SL is implemented.

4.5.2 Essential Skills

The perspectives of strategic leaders and the five essential skills they should possess in the context of higher education were discussed in this section. The respondents were then asked to rate the extent to which their university's competitive advantage is maintained by the key capabilities of effective strategic leaders. The outcomes are shown in Table 4.7.

Table 4.7: The Essential Skills of Successful Strategic Leaders

The Essential Skills of Successful Strategic Leaders	Mean	Std. Dev.
Investing in and making use of emerging technologies	4.27	0.69
Participating in the strategy's creation and implementation	4.17	0.79
Effectively constructing and utilizing human capital	4.1	0.84
Constructing the vision and effectively communicating it to all employees	4.33	0.80
Creating and maintaining a productive work environment	4.33	0.71
Grand Mean		4.24

Source: Research Data, 2022

The researcher went on to identify the essential skills of successful strategic leaders that contribute to maintaining the university's competitive advantage. With a grand mean of 4.24, all respondents agreed that strategic leaders in their university need to have the five key capabilities. The study found that strategic leaders used a mean of 4.33 to develop and effectively communicate the vision to all employees, as well as build and maintain an effective organizational culture. With a mean score of 4.27, new technology investments and

their application, strategy formulation and implementation (4.17), and effective human capital development and application (4.17) followed.

In the determination of the ethical practices in SL and sustainable competitive advantage, the study denotes the view by Shimengah (2018). The study by Shimengah focuses on the influence of SL practices on service delivery within county governments in Kenya. The area of focus draws aspects of ethical practice in leadership, which this study focused on hence, ascertaining the need to consider ethical practices for sustainable competitive advantage in Kenyatta University leadership.

4.6 Organisational Culture

Effective strategic leaders must possess key capabilities to lead their organizations to a long-term competitive advantage that is sustainable. As a result, leaders lack the ability to lead effectively. Within the University, it is crucial to develop the vision and effectively communicate it to employees. The ability to inspire and assist employees in comprehending the correct course of action and actively working in the same direction makes the importance of communicating a clear vision.

Respondent's views were sought on the degree to which institution culture influences sustainable competitive advantage. The varied responses alluded that mostly the institution has a flexible management style, all staff members uphold the traditions of the institution, the institution implements business strategies, all employees understand the values of the institution as well as understand the institution's values, the institution ensures employees have good attitudes toward work to staff have a good understanding of institutional norms. However, a contrary view received a much different degree of opinion on the institution monitoring employee habits as indicated in Figure 4.5.

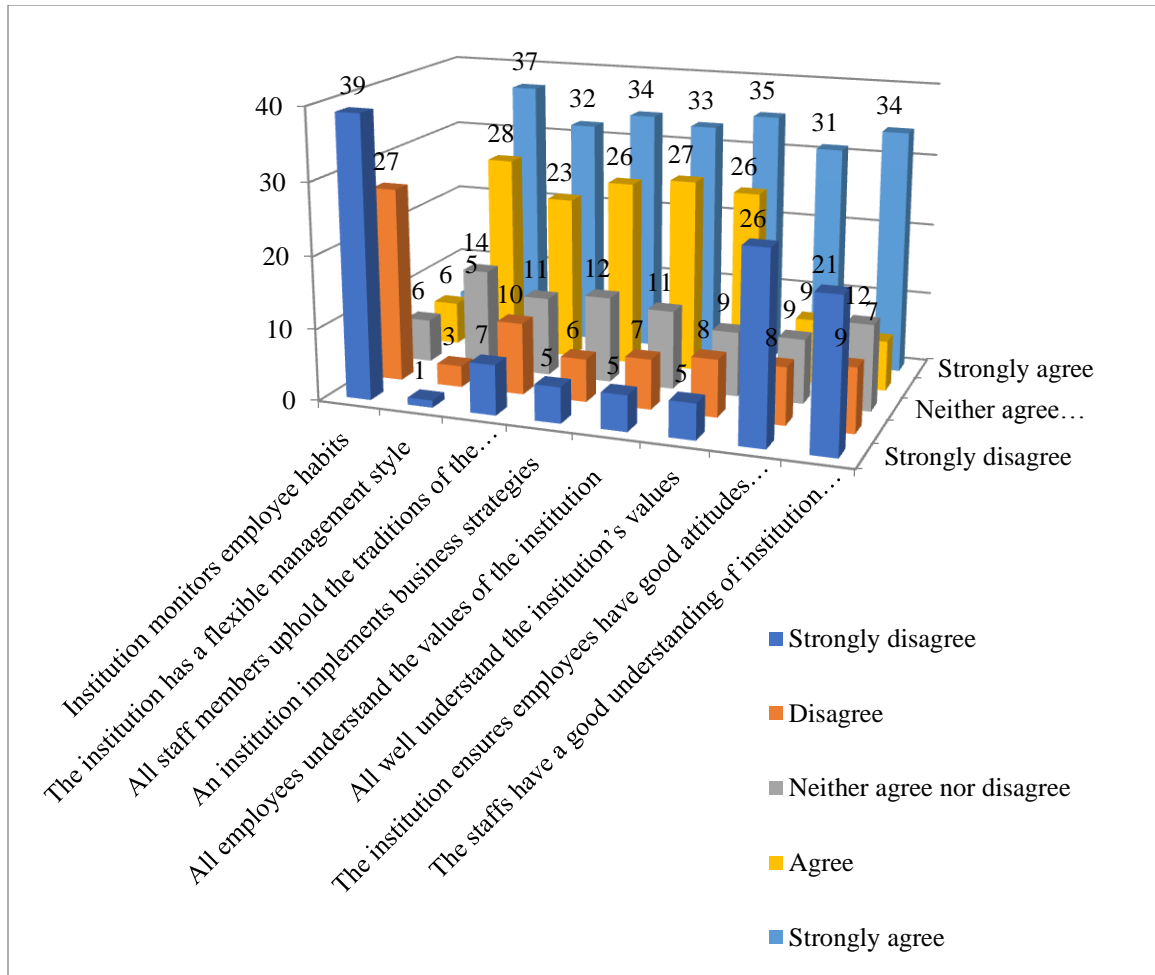


Figure 4.5: OC and Sustainable Competitive Advantage

Source: Research Data, 2022

The University is very good at keeping an effective organizational culture. Culture is one of the most important aspects of the University's strategy's success. Through the University, a distinctive culture should be established. In the university, it is highly encouraged to invest in and utilize new technology development. Universities can cut down on operating expenses and time spent providing services to customers thanks to new technologies. In university, it is essential to participate in the formulation and implementation of the strategy. The final option was effective human capital development, though it is crucial to place the right person in the right position to maximize benefits for the university.

To ascertain the influence of OC on the sustainable competitive advantage at Kenyatta University, the study by Nguyen & Tran (2021) mirrored the study. Nguyen and Tran focused on the impact of organizational culture on the sustainable competitive advantage of commercial banks: a case study in Vietnam, suggesting that the sustainable competitive advantage of commercial banks is determined at a reasonably high level, with the highest mean value of 3, 9010 among all the factors included a positive signal for banks, indicating that they are making the right decisions in terms of developing and maintaining products, building customer trust, and ensuring the long-term sustainability of commercial banks, and can be emulated in Kenyatta University.

4.7 Discussion

The research findings are discussed in this section, including a comparison with the three theories that guided the study in chapter two including the resource-based theory, flexible leadership theory, and the dynamic capability theory. Additionally, the findings are compared to prior empirical studies.

4.7.1 Comparison with the Theories

According to Lynch (2009), the resource-based theory emphasizes the organization's physical resources, such as machinery and plants, as well as its human resources, such as leadership and skills. The university has both physical and human resources at its disposal, which, if properly utilized, can give it a long-term competitive advantage.

According to the findings, the University's resource management enables it to compete. University gains a competitive advantage by investing in and utilizing new technology development through the flexibility of leadership. Employee motivation and training are a big part of making sure that people resources like leadership and skills are improved. The majority of employees attend the university-sponsored in-house training.

According to Johnson, Scholes, and Whittington (2008), dynamic capability theory examines an organization's capacity for innovation, adaptability, and change (Johnson, Scholes, and Whittington, 2008). According to the study, the majority of universities that are able to maintain their competitive edge do so by continuously acting to anticipate changes in the environment and by developing policies and procedures that enable them to deal with the competitive environment.

4.7.2 Comparison with other empirical studies

Investing and using the development of new technologies, training employees, and developing and effectively communicating the vision to all employees amongst others contribute to sustainable competitive advantage. Some of the University which is doing well in the market have employed competent leaders who lead their University to better performance and are able to sustain competitive advantage.

Okele (2014) research on sustainable competitive advantage among savings and credit co-ops in Nairobi County is supported by the findings. He mentioned that the SACCOs can maintain their competitive advantage by improving service delivery through the use of cutting-edge technology, lowering operating expenses, employing competent staff, and enhancing governance.

According to Ndunge (2014)'s study of SL and Change Management Practices at the Kenya Wildlife Service, respondents noted that change was initiated because management provided SL and support for the process. SL is likely to function as a system that is change-oriented and geared toward the future. Leading strategic thinkers emphasize the significance of cultivating strategic clarity and strengthening connections between tactics and strategies. Leaders broaden their perspectives of those around them, which in turn help to maintain the university's success.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Chapter Overview

The study's objective was to investigate Kenyatta University's strategic leadership and long-term competitive advantage. As a result, the chapter was organized into a summary of the findings, a conclusion, and suggestions for more research.

5.2 Summary

The study's objective was to ascertain whether Kenyatta University's sustainable competitive advantage is affected by strategic leadership. In order to accomplish this goal, the level-specific managers provided extremely useful information. How an organization can utilize the roles, practices, and capabilities of strategic leaders is critical to the long-term viability of its competitive advantage.

According to the study, universities employ strategic leadership to maintain a competitive advantage. There was strong evidence to suggest that all of the top leaders are aware of what strategic leadership entails. Through conveying the organization's mission and vision to other employees, strategic leaders participate in the formulation and implementation of strategies. According to some of the respondents, these leaders incorporate the vision and mandate into their day-to-day activities, resulting in a high level of knowledge regarding the role of leadership.

The university is well-known for its practice of developing and effectively communicating the vision to all employees, according to the study. Employees will quickly develop a level of trust in strategic leaders who put in the time and effort to establish open lines of communication, which will result in increases in output, productivity, and morale as a whole. Among the many strategies employed by the university, many of which have significantly

contributed to maintaining a competitive advantage, are investing in and making use of new technologies, motivating employees, providing employees with training, and creating and sustaining an efficient organizational culture.

5.3 Conclusion

According to the findings of the study, the university ought to strengthen strategic leadership in key positions ranging from managers to top leaders to educate them about the roles they play in fostering and maintaining the university's long-term competitive advantage. The University's strategic leaders are what give it a long-term competitive advantage. This is because an organization's top management team needs a strong individual strategic leader to give it a competitive advantage. During a time of crisis, effective strategic leadership can help a team stay focused by reminding them of their accomplishments and encouraging them to set short-term, attainable goals. A strategic leader's dedication and enthusiasm shape the organization's common objectives and inspire and motivate employees to perform at a high level.

The study also found that a modern leader's ability to create and communicate a vision is crucial. According to the study, leaders who possess this capability can establish, develop, and convey to employees the vision of their university to assist employees in moving in the same direction. In essence, the vision should provide employees with a clear path and be suitable or realizable. With a strategy, vision can help an organization succeed. These results were in line with what other researchers had found in the literature.

A vision statement is used to win the hearts and minds of every employee and stakeholder, including top management, divisional staff, suppliers, and customers. The findings showed that strategic leaders need to be able to invest in and use the development of new technologies because they play a big role in the university business. The University can offer

new products to its customers while simultaneously reducing operating expenses and time. They might be one way to gain an advantage over the competition.

The study also demonstrated that one of the crucial functions that aid the university in monitoring and evaluating strategies is the development and implementation of balanced controls. To help leaders make sure that their university can meet its goals within a certain amount of time, control is necessary. The balanced scorecard is one of the tools that strategic leaders must be familiar with in order to evaluate, monitor, and control their plans and strategies.

The conclusion that strategic leadership is necessary for maintaining a competitive advantage can be reached. Without effective strategic leadership, a company's competitive advantage could be lost in a very short amount of time, regardless of how long it spent creating superior performance over rivals in the past. As a result, strategic leadership is critical for key leaders, particularly the top management team.

5.4 Recommendations

The findings above suggest that strategic leadership should be a continuous practice that is well-known and well-communicated throughout the organization. It's hard to sort through and digest the plethora of information and intense competition of today. As a result, decisions are probably too difficult to make. It would appear that leaders are unable to maintain their organization's competitive advantage in the absence of sufficient and efficient capabilities. An organization's competitive advantage can only be created, promoted, and maintained through these fundamental capabilities. Today's leaders need more than just a few skills to lead an organization to long-term success; they also need sufficient and efficient skills to develop an effective strategy.

The strategic leaders of the university ought to pay more attention to both the short-term and long-term results. In addition, they ought to emphasize developing an efficient plan to achieve performance that is above average. Neither short-term nor long-term performance should be the primary focus of the university. They ought to strike a consistent balance between short-term and long-term objectives. For instance, they ought to devise an efficient plan that will enable their university to achieve its vision while maintaining its short-term objectives.

In order to guarantee that all ethical issues are reported and resolved efficiently, the university ought to establish an efficient ethics mechanism. The study found that organizations can effectively manage their ethical issues with the help of an efficient ethics mechanism. In the meantime, the code of ethics, ethical structures, training program, and disclosure mechanisms are the primary components of the mechanism. The formal ethical mechanism makes it possible for universities to appropriately manage employee behaviour, particularly in the higher education sector.

Especially at the highest levels of management, strategic leaders must be able to build a strong team. The University will struggle to maintain its competitive advantage and achieve above-average returns without a strong team. This is because of miscommunication; ineffective team members may oppose a necessary change. The University may lose its competitive edge as a result of this.

In the current competitive business environment, the university's business model must be examined for sustainability. The dynamism of the higher education sector necessitates adaptability and the capacity to swiftly respond to market demands. Finally, achieving middle-income status is one of the foundational goals of Vision 2030. The University has the potential to significantly advance education and research.

5.5 Suggestions for Further Studies

The focus of this research was Kenyatta University's strategic leadership and long-term competitive advantage.⁸³ Kenyatta University students participated in the study. Since strategic leadership is essential to the continued existence of public universities, the researcher suggests that additional research on strategic leadership and sustainable competitive advantage be conducted in other businesses. Additionally, it aids universities in remaining relevant and competitive.

Additionally, the researcher suggests expanding research into strategic leadership and long-term competitive advantage in other educational fields. This is because strategic leadership is a crucial component of maintaining an institution's competitive advantage and has a significant impact on the performance of any higher education institution.

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APPENDICES

Appendix I: Questionnaire

Section A: Demographic Profile of Respondents

This questionnaire aims to collect data from employees of Kenyatta University to establish “the influence of strategic leadership on the sustainable competitive advantage at Kenyatta University.” This is purely academic research for my master’s studies at the Kenyatta University. The results will hence not be traceable to you or any person. Please fill in the information below by ticking appropriately.

1. Please indicate your gender.

Female

Male

2. What is your age bracket?

30 years

31-35 years

36-40 years

41-45 years

46-50 years

51-above year

3. What is your highest education level?

Diploma

Bachelor's degree

Masters

PhD

Other (specify)

4. Number of years you have worked in the institution (tick)

Less than 4 years

4-8 years

9 -12 years

13 – 17 years

Above 17 years

Section B: Strategic Leadership Influence on Advantageous Competition Sustainability


The following statements relate to strategic leadership's influence on sustainable competitive advantage. Kindly indicate by ticking how each statement matches your institution's strategic leadership traits: 1- strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, and 5- strongly agree.

	Statement	1	2	3	4	5
Decision making						
a	The management makes all the decisions					
b	The management consults with the staff before settling on a decision					
c	The managers are equipped to make effective decisions					
d	The management allows staff members to give their opinions on different matters					
e	Decision-making is the major element and essence of leadership in the institutions					
f	In the institutions, decision-making is the key role of leadership					
g	knowledge and the skills of staff are key in decision making					
h	All management staff have to agree before a decision is made					
Core Competencies						
a	The institution has sufficient human resources					
b	The institution has the required skillset					
c	There are valuable resources					
d	The institution has the financial capability					
e	Managerial skills are encouraged through the entrepreneurial journey					

f	It amounts to a sure success formula for the institution in the long run					
g	The staffs have the technological skills to achieve the institution's goals					
h	The institution offers training to the staff regularly					
Ethical Practices						
a	The institution has set standards of operation					
b	Ethical decisions guide the institution					
c	The institution participates in socially responsible activities					
d	<i>Ethical practices</i> have been integrated into a company's existing operations					
e	The institution has a good reputation					
f	The institution does not encourage corruption					
g	The institution is strict on staff implicated in bribery cases					
h	The institution is strict on the code of conduct of the staff					
Institution Culture						
a	Institution monitors employee habits					
b	The institution has a flexible management style					
c	All staff members uphold the traditions of the institutions					
d	An institution implements business strategies					

e	All employees understand the values of the institution					
f	All well understand the institution's values					
g	The institution ensures employees have good attitudes toward work					
h	The staffs have a good understanding of institution norms					

Appendix II: University Research Approval Letters


KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School DATE: 22nd September, 2022

TO: Basra Hussein REF: D53/OL/CTY/24762/2014
C/o Business Administration Dept.

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

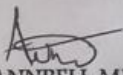
This is to inform you that Graduate School Board at its meeting of 14th September, 2022 approved your Research Project Proposal for the M.B.A Degree Entitled, **“Influence of Strategic Leadership on Sustainable Competitive Advantage Among Public Universities in Kenya. CASE OF Kenyatta University, Kenya.”**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report Forms per semester. The Forms are available at the University’s Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Business Administration.

Supervisors:

1. Dr. Lucy Kavinda
C/o Department of Business Administration
Kenyatta University

AM/mo



KENYATTA UNIVERSITY
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Our Ref: D53/OL/CTY/24762/2014

DATE: 22nd September, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR BASRA HUSSEIN – REG. NO. D53/OL/CTY/24762/2014

I write to introduce Basra Hussein who is a Postgraduate Student of this University. The student is registered for M.B.A degree programme in the Department of Business Administration.

Basra intends to conduct research for a M.B.A Project Proposal entitled, **“Influence of Strategic Leadership on Sustainable Competitive Advantage Among Public Universities in Kenya. CASE OF Kenyatta University, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

AM/mo

Appendix III: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 951413	Date of Issue: 07/October/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Baera Hussein Isack of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2012 (Rev.2014) in Nairobi on the topic: INFLUENCE OF STRATEGIC LEADERSHIP ON SUSTAINABLE COMPETITIVE ADVANTAGE AMONG PUBLIC UNIVERSITIES IN KENYA, CASE OF KENYATTA UNIVERSITY, KENYA for the period ending : 07/October/2025.</p>	
License No: NACOSTI/23/20827	
951413 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<small>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</small>	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)

Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The Licensee does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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