

Effect of Strategic Management Practices on Performance of Private University Colleges in Ghana

Israel Duodu

West End University College, Ghana

Email: duoduisrael37@gmail.com

DOI Link: <http://dx.doi.org/10.6007/IJARBS/v15-i8/25938>

Published Date: 08 August 2025

Abstract

This study get its inspiration from foundational ideas of Resource-Based Theory (RBT) introduced by Penrose (2009). This study endeavours at providing answers to the research questions by testing three (3) related hypotheses. The general objective of this research study is to evaluate the effect of strategic management practices on performance of four private universities identified within the territories of Awutu Senya East and Ga South municipal District of the Greater Accra. In conducting research, the study employed a mixed method approach. The target population for this study were all the management and staffs in the various four universities. The study used the non-probability (purposive) sampling method. A sample size of the study was one hundred and two (152) management and staffs. Data was collected through the issue of a structured questionnaire made up of twenty (20) questions was administered to various selected private universities. The result for both dependent and independent variables analysed and interpreted with the help of Statistical Package for Social Sciences (SPSS) version 24 and MS Excel. The study establishes the R^2 to be 0.667 implying that 66.7% of performance of private universities in Ghana is explained by strategy formulation, strategy implementation, strategy evaluation leaving (22.3%) unexplained. The study suggest to the private university authorities should engage or seek more participation from the lecturers and other staff when formulation of universities mission and vision for improvement in the performance of the college.

Keywords: Strategic Management Practices, Private University College, Performance, Ghana

Introduction

Strategic management is essential to advancing sustainable development in higher education institutions (Yuenyong, 2024). As universities navigate complex and competitive landscapes, a range of strategic models and frameworks have been introduced by academics and practitioners to enhance decision-making processes. Recognizing that strategic management is inherently dynamic, these models typically integrate feedback loops to assess

implementation effectiveness and guide ongoing planning and adaptation (Anamai, Jedaman, & Srichaiwong, 2024).

Strategic management practices are typically structured around four fundamental elements: strategy formulation, strategy implementation, strategy evaluation, and control collectively referred to as the strategic management process (Iyobhebhe, Sharon, & Fowosere, 2024). Strategic management practices are not merely theoretical models; they are practical tools that institutions can deploy to respond to emerging challenges, maximize resource efficiency, and improve their overall effectiveness. These practices are often driven by an organization's need to adapt to change, evolve continuously, and enhance overall corporate performance. Strategy formulation refers to the assessment of the external and internal environment and integrating the results into goals and strategies (AlDhaheri, Ameen, & Isaac, 2020). Strategic implementation involves translating these objectives into actionable plans and operations. Strategy evaluation and control focus on monitoring progress, identifying effective strategies, and assessing whether the outcomes align with intended goals (Luenendonk, 2022). Organizational performance in higher education is increasingly viewed as a multidimensional construct encompassing student satisfaction, academic quality, financial health, research output, and institutional reputation

Many studies have considered the organisational performance as an effective tool for achieving all the objectives (Alfalasi, Ameen, Isaac & Khalifa, 2020; Alshamsi, Ameen, Nusari, Abuelhassan, & Bhumic, 2019; Ali Ameen, Al-Ali, et al., 2019). The main challenges facing higher education in Africa is that while enrolment in higher education is on the rise and more than doubled between 2000-2021 (from 4% to 9%), it is still low, at around 9%, compared to the global average of 38%, youth unemployment and under-employment are reaching alarming levels. Each year, 11 million African young people enter the job market but over 40% lack the skills needed for employment, pushing many into unemployment or the informal sector (UNESCO, 2024). Over the past few years, college administrators have faced increasing challenges with how to increase student enrollment in college (Hurter, 2024). This highlights the need for strategic leadership in higher education institutions to realign education outcomes with labour market demands and that, all institution of higher education must be able ensure proper strategic to increase enrolment in order to be successful (Mwirigi & Muthaa, 2015).

In Ghana, private universities face intense competition and operate in resource-constrained environments. COVID-19 has negatively affected the educational systems of most countries, most especially, private universities in Ghana. As a result, private higher education institutions are under constant pressure to increase admissions, reduce student attrition, and enhance retention which as arise significant disruptions caused by the COVID-19 pandemic which brought about the largest simultaneous interruption of education systems in recent history (Dei et al, 2023). Universities administrators, academic advisors, educators, and researchers must implement strategies that can be deploy for effective enrolment management practices in private universities during epidemics or pandemics and beyond (Dei, Kankam, Anane-Donkor, Peasah, & Puttick, 2023). The pandemic pushed companies to rethink competitive strategies and the innovation ecosystem structure. The competitive strategy and ecosystem goals set before the pandemic have not changed, but how to achieve them (Oliveira, Guimarães, & da Silva, 2023).

This study seeks to explore how private university colleges in Ghana can deploy strategic management practices to enhance performance, particularly with respect to improving student enrolment and maintaining quality education outcomes. Though COVID 19 has imposed challenges on private universities in Ghana and globally, the need for strategic management has been widely acknowledged as a driver of sustainability and performance in higher education with its practical application within private university colleges in Ghana remains underexplored. These institutions, unlike their public counterparts, often operate in resource-constrained and highly competitive environments, which demand deliberate strategic actions to remain viable and achieve academic excellence. Studies has review that, most private universities unlike the some public universities such as University for Development Studies have internal stakeholders expect management to have a clear vision and mission for the university which should incorporate the interests of all relevant groups, especially those of students, thereby increasing their competitive advantage. This study investigated strategy formulation and implementation at the University for Development Studies within the context of quality higher education management. The findings further revealed that the quality of strategic plans, policies, projects, and decisions of management to a large extent determined teaching, learning and research outcomes (see, Yussif & Mante, 2023). However, the extent to which these practices are adopted and their actual impact on performance outcomes within private institutions in Ghana has not been adequately investigated. This study, therefore, seeks to examine the effect of strategic management practices on the performance of private university colleges in Ghana, contributing to both academic literature and practical insights for institutional leadership.

The importance of this topic lies in its focus on the strategic management practices that drive institutional performance in private university colleges a rapidly growing yet underexplored segment of Ghana's higher education system. Private university colleges in Ghana face mounting challenges such as fluctuating student enrollment, rising operational costs, limited public support, and growing expectations for quality assurance and accountability. These challenges demand deliberate, structured, and context-specific strategic responses that can enhance performance and ensure institutional sustainability. Despite the widespread recognition of strategic management as a critical driver of organizational success, there remains a significant gap in research concerning its application in private higher education institutions, particularly in developing countries like Ghana. Prior studies have predominantly focused on strategic management in public universities (Yeboah, Armstrong-Baidoo, & Others, 2025), small businesses (Larriious-Lartey, 2022), or financial institutions in East Africa (Meresa, 2019), offering limited insights into how private university colleges navigate their strategic environments. This leaves an incomplete understanding of how these institutions formulate, implement, and evaluate strategies to improve academic quality, operational efficiency, and stakeholder satisfaction. This research is therefore essential to fill a critical knowledge gap, offer context specific evidence, and support the development of strategic models tailored to the unique needs of private university colleges in Ghana. Ultimately, the study seeks to contribute to both academic discourse and practical improvements in strategic planning and execution within the private higher education sector.

This study is significant for numerous reasons. From the students' perspective, the study provides a valuable body of literature for future research. Students in Ghana, as well as those

from outside the Ghanaian jurisdiction, may rely on the findings of this study as a credible source for academic review. The study provides much needed empirical evidence on the effectiveness of strategic management practices in enhancing the performance of private university colleges in Ghana, a sector that plays a growing role in the country's higher education landscape. While strategic management is widely acknowledged as a driver of organizational success, its utility and measurable impact in the Ghanaian private university context remains under researched. By focusing on the practical application of strategy formulation, implementation, and evaluation, the study sheds light on how these practices contribute to institutional survival, competitiveness, and quality assurance.

Furthermore, the findings from this study will benefit university administrators, including presidents, rectors, deans, and strategy officers, by offering insights into which strategic practices are most effective in boosting student enrollment, retention, and academic performance. These insights can guide resource allocation, planning efforts, and leadership development within private institutions.

The study is relevant for higher education institutions and policy makers and regulators, such as the Ghana Tertiary Education Commission (GTEC), in shaping policies that encourage strategic responsiveness and sustainability within the private education sector. It can inform guidelines on governance, performance evaluation, and accreditation. Ultimately, the research will be beneficial to academic researchers and scholars by filling a gap in the literature on strategic management in private universities in Africa. It offers a basis for future comparative studies across countries, regions, or between private and public universities

Statement of the Problem

Over the past few years, college administrators have faced increasing challenges with how to increase student enrollment in college (Hurter, 2024). This is due to the Coronavirus affects the education system in the world. Schools, colleges, and universities are closed to control the spread of the coronavirus. School closure brings difficulties for students, teachers, and parents (Tadesse & Muluye, 2020; Trnka & Lorencová, 2020; Azzi-Huck & Shmis, 2020). On the 15th of March, 2020, President Nana Akufo-Addo of Ghana ordered the closure of all education institutions in Ghana, effecting some 9.2 million basic school students (kindergarten, primary and junior high schools) and 0.5 million tertiary education students (United Nations Ghana, 2020). Since then, COVID-19 has negatively affected the educational systems of most countries most especially, private universities in Ghana (Dei et al., 2023). According to Ajadi (2010), tuition fees and other internally produced revenue from students are a significant source of funding for private institutions.

While Ghana's private university sector, especially in graduate programs, has seen rapid growth and dynamism, it struggles with persistent quality issues, particularly in graduate programs. These challenges include concerns about the quality of faculty, the qualifications of students, and the overall educational enrollment. The National Accreditation Board (NAB), now Ghana Tertiary Education Commission (GTEC) is resource-challenged and struggles to keep up with the numerous private universities springing up (Armah, 2022). Specifically, private graduate universities often enroll unmotivated students who can afford the cost but may lack academic readiness, while universities themselves suffer from overdependence on tuition as the sole source of funding. Additionally, quality assurance is hindered by

infrastructural deficits, limited academic resources, and difficulties in attracting and retaining highly qualified full-time academic staff (Boating, 2014).

There is also a critical need for comparative and sector-specific studies that evaluate the effectiveness of strategic management practices across diverse organizational settings and regions (Larriious-Lartey, 2022). These systemic issues have a direct bearing on institutional performance, sustainability, and educational quality especially in the wake of disruptions like the COVID-19 pandemic, which further exposed the vulnerabilities of private universities (Nantwi & Boateng, 2020).

Although strategic management practices have been widely studied in various organizational contexts, significant knowledge gaps remain regarding their application in private university colleges, particularly in developing economies like Ghana. Prior research has largely focused on small businesses (Larriious-Lartey, 2022), public universities (Yeboah, Armstrong-Baidoo, & Others, 2025), and financial institutions in East Africa (Meresa, 2019), with limited attention given to private higher education institutions. Given the pressing quality concerns and competitive pressures faced by private graduate university colleges in Ghana, there is an urgent need to investigate how strategic management practices can be effectively employed to enhance institutional performance, ensure sustainability, and improve educational outcomes. This gap hinders a comprehensive understanding of how strategic management can be effectively implemented to enhance institutional performance and sustainability. Therefore, this study is timely and relevant, as it seeks to examine the effect of strategic management practices on the performance of private university colleges in Ghana, a sector that has not received sufficient scholarly attention despite its growing role in the country's educational development.

Purpose of the Study

The main objective of this study is to evaluate the effect of strategies management practices on performance of private university colleges in Accra.

Specific Objectives

The specific objectives of the study are:

- i. To examine the influence of strategy formulation on performance.
- ii. To establish the influence of strategy implementation on performance of private universities.
- iii. To determine the influence of strategy evaluation on performance of private universities.
- iv. To make recommendations to the private universities management on ways and how to deploy strategic management practices to improve the performance

Hypothesis of the Study

H₁: There is a positive relationship between strategy formulation and private university colleges' performance.

H₂: There is a positive relationship between strategy implementation and private university colleges' performance.

H₃: There is a significant positive relationship between strategy evaluation and private university colleges' performances.

Literature Review

Theoretical Framework

Resource-Based Theory: Penrose (2009) bring together the initial ideas of Resource-Based Theory (RBT) by conceptualizing firms as bundles of resources that drive strategic behavior and performance. RBT added eminence in the 1990s through Barney (1991), who argued that firms achieve continuous competitive advantage through valuable, rare, inimitable, and non-substitutable resources. RBT emphasizes internal firm resources over external market conditions, shifting strategic focus from industry structure to internal capabilities (Kozlenkova et al., 2014). The Resource-Based Theory (RBT) provides a vigorous background for assessing how internal strategic resources namely leadership, planning systems, culture, and human capital contribute to the supportable performance of private university colleges. Resource-based theory posits that when these resources are valuable, rare, inimitable, and planned well, they can generate a continuous competitive advantage (Barney, 1991). This directly supports the study's aim to assess the influence of strategic management practices (which are internal capabilities) on private universities' performance. The Resource-based theory give highlights to clarifying the first objective of the study thus examine the influence of strategy formulation on performance. It lays emphasis that strategic formulation relies on the organization's exceptional facts, insight, and planning resources. The ability to formulate effective strategies depends on the intelligent resources and structural procedures that outline strategic direction. With regards to the second objective of the study that states the influence of strategy implementation on performance of private universities. Resource-based theory suggest that strategy implementation is deep-rooted in the private universities' internal competencies particularly its human resource, leadership structures, and internal management systems. The private universities' ability to organise its resources and align them with institutional goals depends on the comprehensibly success of strategy implementation. Resource-based Theory strengthens third objective presenting the importance of feedback, monitoring systems, and learning mechanisms as cherished organizational resources. Strategy evaluation reflect an private universities' ability for adaptability, and strategic learning key intangible assets that resource-based theory identifies as critical for sustained performance in dynamic environments. In essence, RBT provides a basis for comprehensiveness of how internal resources when valuable and well-managed become strategic tools for long-term success and differentiation.

Empirical Review

Strategic Management Practices and Private Universities Performance outside Jurisdictions of Ghana

The role of strategic management practices outside Ghana, particularly in performance of private universities, has been the subject of several studies.

Yuenyong (2024) explored administrative strategies for promoting education for sustainable development (ESD) in universities in Thailand's lower northern region. Using a mixed-methods approach, data from 243 university personnel revealed strengths in curriculum development, teaching, and evaluation, though improvements are still needed. The study proposed three key strategies: integrating sustainability into curricula, enhancing evaluation systems, and leveraging technology in teaching. These strategies aim to align higher education with national goals for sustainability-focused graduate outcomes.

Kande et al. (2017) examined how strategic management practices affect the growth of private universities in Kenya. The study found that effective strategic management improves performance, efficiency, and competitiveness. Key practices include visionary leadership, strategic planning, aligning structures and culture with goals, and fostering innovation. The authors highlight the importance of distributed leadership and strong collaboration with industry and stakeholders to boost research and development. The study concludes that adopting these strategic practices is essential for private universities to succeed in a competitive and changing higher education environment.

Kuria (2017) study examines the impact of strategic management practices on the performance of private universities in Kenya. The research targeted 30 private universities, employing a correlational design with 120 senior administrators as participants. Key findings indicate that customer processes (e.g., service culture, quality, and feedback), internal business processes, and employee growth significantly influence institutional performance. Notably, misalignment between organizational structure and internal processes was identified as a challenge. The study underscores the importance of integrating strategic management practices to enhance university competitiveness and performance.

Mwima & Kibanga, (2023) investigated the impact of strategic management practices on the performance of private schools in Bungoma South Sub-County, Kenya. Using a descriptive research design and data from questionnaires collected from ten private schools, the study applied multiple regression analysis to assess relationships. Findings revealed that strategic leadership had the strongest positive effect on school performance, followed by strategic financial management and strategic human resource management. The study recommends that private schools adopt proactive leadership approaches, diversify revenue sources, and implement financial planning strategies to enhance financial stability, accountability, and overall performance.

Yahya (2017) explores the connection between strategic thinking and strategic management practices in higher education institutions (HEIs) in Yemen. Employing a quantitative descriptive approach, the research utilized a questionnaire to assess the levels and availability of strategic management and strategic thinking among top management personnel, including rectors, deans, and heads of departments. The findings indicate a weak positive relationship between strategic thinking and strategic management practices. While strategic thinking was rated as good, the implementation of strategic management practices was average. Additionally, the study revealed significant differences between public and private universities concerning the relationship, availability, and levels of strategic management and strategic thinking.

Kamili et al., (2024) examines the effect of strategic management practices on the performance of private universities in the Democratic Republic of Congo, which faces challenges such as political instability, limited resources, and corruption. Using a descriptive research design and including all 24 private universities, the research analyses strategic analysis, formulation, implementation, and evaluation & control. The results show all four practices positively and significantly impact university performance. The study recommends focusing on thorough strategic analysis, engaging stakeholders in strategy formulation, effective implementation, and continuous evaluation to improve performance and

sustainability. Kamili, Mugiira, and Lawrence (2024) examined the impact of strategic management practices on the performance of private universities in the Democratic Republic of Congo. Using a descriptive design and a census of 24 private universities, the study found that strategic analysis, formulation, implementation, and evaluation all had significant positive effects on university performance. The authors recommend prioritizing strategic analysis, engaging stakeholders in strategy development, ensuring effective implementation, and strengthening evaluation and control systems for sustained institutional performance.

Strategic Management Practices in Ghana

In Ghana, strategic management practices have been pivotal in addressing various challenges in private institutions.

Andoh, Yeboah, Armstrong-Baidoo, & Ankoma (2024) examined the impact of strategic management practices on the performance of Technical Universities in Ghana, using a descriptive survey and quantitative approach. Data were collected from 210 respondents at Accra Technical University through questionnaires and analysed using frequencies, percentages, and multiple regression. Findings revealed a significant positive effect of strategic management practices particularly strategy formulation and evaluation on university performance. The study also emphasized the need for systematic internal and external environmental analysis to understand competitive strengths and weaknesses.

Alberta Cofie (2016) assessed the impact of strategic planning on the performance of selected public universities in Ghana, including Kwame Nkrumah University of Science and Technology (KNUST). Utilizing a quantitative research design, the study surveyed 200 respondents comprising senior administrators and staff. The findings indicated that strategic management practices were widely adopted across the institutions, leading to positive performance outcomes in areas such as research and development, international collaborations, introduction of new programs, technology adoption, student enrollment growth, community services, online and distance programs, and student internship opportunities. A strong positive and significant relationship was established between strategic management practices and organizational performance. The study recommends that universities maintain diligent adherence to strategic goals and objectives to sustain and enhance their performance.

Ayam (2024) studied strategic cost management practices and performance of Ghanaian public higher education institutions. Higher education institutions in Ghana, particularly public higher education institutions (PHEIs), face challenges with transparency and reliability in cost determination. Current cost accounting practices, mainly designed for regulatory compliance, do not fully capture all measurable outputs and lack standardized frameworks comparable to those in developed nations. This article analyzes strategic cost management practices in Ghana's PHEIs using data from the Ministry of Education, World Bank, and UNESCO. The findings highlight the urgent need for transparent financial reporting, improved cost structures, and innovative cost management practices. The study recommends policy reforms to establish a unified cost accounting framework aligned with international best practices to enhance financial sustainability and operational efficiency. Higher education institutions in Ghana, particularly public higher education institutions (PHEIs), face challenges with transparency and reliability in cost determination. Current cost accounting practices, mainly designed for regulatory compliance, do not fully capture all measurable outputs and lack standardized frameworks comparable to those in developed nations. This article analyzes

strategic cost management practices in Ghana's PHEIs using data from the Ministry of Education, World Bank, and UNESCO. The findings highlight the urgent need for transparent financial reporting, improved cost structures, and innovative cost management practices. The study recommends policy reforms to establish a unified cost accounting framework aligned with international best practices to enhance financial sustainability and operational efficiency

Conceptual Framework

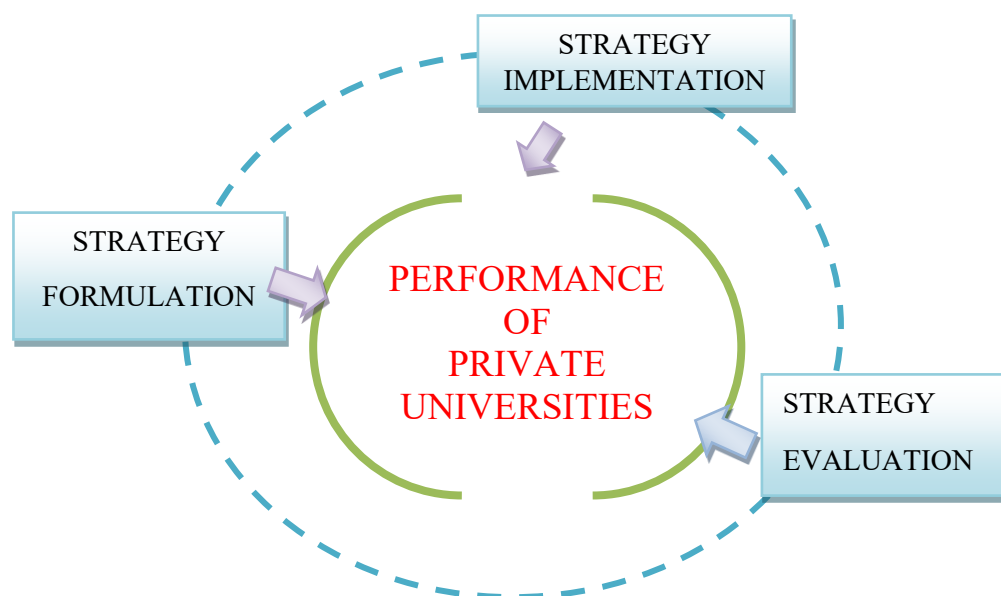


Figure 1: Conceptual Framework Model

Source: Researchers' Construct (2025)

As indicated in the figure 1, the performance of the private universities in Ghana indicates the dependent variable, with arrows pointing toward it. As illustrated in the diagram, the direction of each arrow moves from the various strategies used by private universities, thus strategy formulation, evaluation and implementation in the framework. The three strategies represent the independent variables with the arrows implying their influence on the performance of the private universities. The circular dashes connecting the three strategies explain the interrelationship and shared corroboration that exist between the independent variable, highlighting that each practice is not isolated but dynamically interacts with the others to impact overall university performance.

Research Method

A descriptive survey design was adopted for the study (Fraenkel, Wallen, & Hyun, 2012). In conducting research, two main methods are involved; these are the qualitative method, and quantitative method (mixed method) (Creswell, & Creswell, 2018). The target population for this study were all the management and staffs in the various four universities identified for the study were university found mostly within the territories of Awutu Senya East municipal district of the Central region of Ghana and Ga South municipal district of the Greater Accra. The study used the non-probability (purposive) sampling method (Etikan, Musa, & Alkassim,

2016). A sample size of the study was one hundred and fifty two (152) management and staffs of four (4) selected private universities.

Using the Taro Yamane (1967), statistical model was used to get the sample size as shown thus:

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

n = Sample size

N= Population =245

1=Statistical constant

e = Margin of error (estimated at 5%) = 0.05

$$n = 245 / (1 + 245(0.05)^2)$$

$$n = 245 / (1 + 245 (0.0025))$$

$$n = 245 / 1 + 0.6125$$

$$n = 245 / 1.6125$$

$$n = 152$$

245 management and staffs in the various four private universities identified for the study received the questionnaire in the following ratio:

- Kaaf University College staff = $(68 / 245) \times 152 = 45$
- West End University College staff = $(55/245) \times 152 = 34$
- Abbeam University College staff = $(56/245) \times 152 = 35$
- Kings University College staff = $(56/245) \times 152 = 41$

Table 1

Distribution of Sampled Respondents

Private Universities	Population Size	Sample Size
Kaaf University College	68	42
West End University College	55	34
Abbeam University College	56	35
Kings University College	66	41
TOTAL	245	152

Source: Field Data, 2025

For the purpose of this study, data was collected through the issue of a structured questionnaire made up of twenty (20) questions was administered to various selected private universities. The questionnaire was based on structured data collection principles and aimed at capturing measurable constructs, in line with Yin's (2018) recommendation for methodological rigor and reliability in empirical social science research. The Likert scale used for the most relevant question about effect of strategic management practise on private university college performance. The list of criteria was based on previous similar studies (Kimani, 2018; Nyagaki, 2022).

The questionnaire was originally written in English to ensure clarity. Ethical clearance was obtained from the selected various selected private universities to ensure that ethical issues

that have to do with the safety of participants were adhered to. Pilot Testing was conducted before the questionnaire was distributed it was proof-read by two academics and six professionals from the education sector. The reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. Primary and secondary source of data were used.

Secondary data refer to already existing information that was available for a study. As the distributed online questionnaires collected back, the data then be coded, cleaned, the result for both dependent and independent variables analysed and interpreted with the help of Statistical Package for Social Sciences (SPSS) version 24 and MS Excel. The major challenge of the study had to do with obtaining data from enough various selected private universities for the study.

Results and Discussions

The first part of this section contains analysis of personal background (socio-demographic characteristics) that is questions regarding their gender, age, educational qualification, job position, working experience and so forth while the second section addresses responses to the research questions on the strategic management practices and its relationship with private university colleges' performances.

Descriptive Analysis of Respondents Profile

Descriptive analysis of the questioner part includes the respondent gender, age, level of education, working experience and job position of the respondents used.

Table 2

Demographic Profile of Respondents (N = 152)

Variable	Category	Frequency (n)	Percent (%)
Gender	Male	114	75.0
	Female	38	25.0
	Total	152	100.0
Age	Below 30 years	25	16.45
	30–40 years	46	30.26
	40–50 years	37	24.34
	50–60 years	32	21.05
	Above 60 years	12	7.89
	Total	152	100.00
Job Position	Top Management	21	13.82
	Administration Staff	16	10.53
	Account Office Staff	15	9.87
	Lecturers	86	56.58
	Other Staff	14	9.21
	Total	152	100.00
Working Experience	Below 5 years	31	20.39
	5–10 years	39	25.66

Variable	Category	Frequency (n)	Percent (%)
	10–20 years	52	34.21
	20–30 years	18	11.84
	Above 30 years	12	7.89
	Total	152	100.00
Educational Qualification	Diploma Certificate	15	9.87
	First Degree	36	23.68
	Master's	83	54.61
	PhD	12	7.89
	Other Professional Certificate	6	3.95
	Total	152	100.00

Source: Field Data, 2025

As indicated in the tables 2 above, the result from the respondents indicates that, majority of the management and staff of the four selected private university colleges was males. The males represented 75% (n=114) while the females composed 25% (n=38) out of the total of 152 respondents. This demonstration the disparity existing between male and female respondents participated in the study. The age distribution is positively skewed, which means that, from the data gathered from the respondents of the four selected universities, the majority of the respondents were found to belong to the age category 30-40 years representing 30.26% (n=46) followed by respondents between 40-50 years who had 24.34% (37) composition. The third most populated age category was found to be that constituted by management and staffs between 50-60 years, representing 21.05% (n = 32). However, the last but not the least populated age category of management and staffs was below 30 years, representing 16.45% (n = 25). This signifies that a lot of the management and staffs of the 4 private universities were below the age of 30 year are mostly fresh graduate from their tertiary education showing the high rate of unemployment of new graduate from the tertiary institution in Ghana.. It is an undisputable fact that such age group above 60 year fall within the top management of the private universities in Ghana. The staffs employment position with the largest number of respondents was lecturers as they constituted majority of the total number of respondents 56.58% (n=86). Following the lecturers were the top managers who were slightly less as they representing 13.82% (n=21). The next category of respondents concerning their job positions was found to be administrative staff representing 10.5% (n=16). The last but not the least category identified in job positions was found to be account office staff representing 9.8% (n=15). Those that did not specify their job positions were categorized as others constituted 9.21% (n=14). With regarding to the working experience, findings reviewed a majority of the respondents d between 10 and 5 years at selected private university colleges representing 34% (n=52) followed by those with 5-10 years representing 25.66% (n=39). The management and staffs of the selected private universities below 5 years of experience constituted 20.39% (n=31). Those respondents between 20 and 30 years were 11.84% (n=18), and then finally followed by those with above 30 years of experience at 7.89% (n=12). The result from the table 1 above demonstrated that respondents were found to be having undergraduate degree and master degree 54.6% (n=83) and 24% (n=36) respectively while those with diplomat certificate were 9.87% (n=15). The last but not the least respondents for educational qualification is 7.89% (n=12). Those of the respondent with the other certificate were 3.95% (6).

Descriptive Statistics and Analysis of the Dependent Variance

The researcher sought to identify which strategic management practices that contribute significantly towards university performance. However, the study first sought to find out the performance parameters and indicators as observed by respondents in the private selected universities in Ghana.

Table 3

Performance Levels of Sampled Private Universities

Statement / Question	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Students Growth	152	1	5	2.34	1.090	+0.45	2.25
Net Profit	152	1	5	2.65	1.180	+0.28	2.32
Sales Revenue	152	1	5	3.70	1.110	−0.42	2.10
Productivity Growth	152	1	5	2.64	1.176	+0.33	2.30
Asset Growth	152	1	5	2.42	1.100	+0.40	2.35

Source: Field Data, 2025

Table 3 above showed the performance levels of sampled private selected universities in Ghana. The study showed that the sampled private selected universities had average students growth rates (mean=2.34, SD=1.090), good profit growth rates (mean=2.65, SD=1.180) and excellent sales revenues (mean=3.70, SD=1.110). However, the growth of productivity (mean=2.64, SD=1.176) and Asset growth (mean=2.42, SD=1.100) were not impressive

Test of Normality

The normality of the dataset was assessed using descriptive statistics, including skewness and kurtosis values. The results are summarized in the table below, with skewness values ranging from **−0.42 to +0.45** and kurtosis (normal) values between **2.10 and 2.35**. These values fall within acceptable thresholds for large samples and suggest approximate normal distribution for all variables (Field, 2018). The sample size (N = 152) further supports the robustness of the analysis due to the Central Limit Theorem, which states that with sufficiently large samples, the sampling distribution of the mean approximates normality regardless of the shape of the population distribution (Lumley et al., 2002; Tabachnick & Fidell, 2013). Based on the skewness, kurtosis, and sample size all variables meet the assumption of normality in a practical and statistical sense, and are appropriate for parametric tests like t-test, ANOVA, or regression.

Descriptive Statistics and Analysis of the Independent Variance*Descriptive of the Strategy Formulation*

Table 4

Descriptive statistics of the Strategy Formulation

Statement /Questions	Mean	Std. Deviation	Rank
SFQ1: The staff other than top management are actively involved in creating company mission and vision	2.56	1.267	8
SFQ2: The university do thorough environmental scanning while formulating strategies	3.45	.056	4
SFQ3: The university makes use of tools such as PESTEL, Porter's Five Forces, and SWOT Matrix to analyze the external and internal business environments	3.67	.097	3
SFQ4: The university always makes decisions that are based on the budget.	4.21	.021	1
SFQ5: Our university has aligned its budget with the company strategy through good communication, enhanced responsibility, and improved feedback flows	3.23	1.021	5
SFQ6: The university uses an operating budget which summarizes how managers are supposed to use resources	2.80	1.121	6
SFQ7: The goals set during strategy formulation are realistic	2.90	1.152	5
SFQ8: The process of formulating strategies at the university is concise	3.87	.0438	2
Strategy Formulation	3.338	.596	

Source: Field Data, 2025

The table 4 above shows that the mean for strategy formulation policies and practices to be indecisive as it was computed at 3.338. Most the respondents (staff of the universities selected) are neutral/average in common opinion about strategy formulation policies and practices in the colleges. However, the standard deviation was attained to be 0.596. The standard deviation of 0.596 suggests that the responses were not that dispersed. As depicted in the table above most of the respondent was of highest common opinion that, the top evaluated statement was that "The university always makes decisions that are based on the budget." which had scored the highest mean of 4.21. However same statement/question has a standards deviation of 0.021.

This means that majority of the management and staffs of the university are not dispersed from the mean, suggesting that most of the respondents are of similar view. The lowest evaluated statement was that "the staff other than top management are actively involved in creating company mission and vision" as its mean was calculated at 2.56 and was interpreted as being poor. The statement/question has a standards deviation of 1.267. This means that majority of the management and staffs of the university colleges are far dispersed from the mean, suggesting that most of the respondents are not of similar view.

Descriptive statistics of the Strategy Implementation

Table 5

Descriptive statistics of the Strategy Implementation

Statement /Questions	Mean	Std. Deviation	Rank
SIQ1: Departmentalization of authority highly facilitates the implementation of strategies	3.36	1.057	5
SIQ2: There is a clear line of authority for members to follow during strategy execution	4.24	.016	1
SIQ3: The university management provides adequate physical resources for the implementation of strategies	2.67	1.197	8
SIQ4: The university's communicate with external stakeholders is orderly and timely	4.21	.021	2
SIQ5: Our university's internal communication is conducted in an orderly and timely fashion while implementing strategies	3.83	.061	3
SIQ6: The university management provides adequate human resources for the implementation of strategies	3.80	.067	4
S1Q7: Management provides adequate financial resources for the implementation of strategies	2.90	1.152	6
S1Q8: Roles and responsibilities are appropriately allocated by competence and capability	2.87	1.188	7
Strategy Implementation	3.485	.5937	

Source: Field Data, 2025

The table 5 shows that the mean for strategy implementation policies and practices to agree as it was computed at 3.485. Most the respondents (staff of the universities selected) are highly good in common opinion about strategy implementation policies and practices in the colleges. However, the standard deviation was attained to be 0.59375. The standard deviation of 0.5937 suggests that the responses were not that dispersed from the general opinion of the majority (mean score). As depicted in the table above most of the respondent was of highest common opinion that, the top evaluated statement was that "there is a clear line of authority for members to follow during strategy execution" which had scored the highest mean of 4.24. However same statement/question has a standards deviation of 0.016.

This means that majority of the management and staffs of the university are not dispersed from the mean, suggesting that most of the respondents are of similar view. The lowest evaluated statement was that "the university management provides adequate physical resources for the implementation of strategies" as its mean was calculated at 2.67 and was interpreted as being poor. The statement/question has a standards deviation of 1.197. This means that majority of the management and staffs of the university colleges are far dispersed from the mean, suggesting that most of the respondents are not of similar view.

Descriptive statistics and analysis of the Strategy Evaluation

Table 6

Descriptive statistics of the Strategy Evaluation

Statement /Questions	Mean	Std. Deviation	Rank
SEQ1: Annual evaluations performed on strategies are comprehensive enough	3.32	1.077	4
SEQ2: Summative evaluations find very little negative deviations from expectations	3.24	1.116	5
SEQ3: Formative evaluations find very little negative deviations from expectations strategy evaluation	3.17	1.197	6
SEQ4: The university's semester evaluations are carried out by competent teams	4.11	.041	2
SEQ5: Our university's formative evaluations are carried out by competent	4.23	.026	1
SEQ6: Our university involves all relevant stakeholders are involved in summative evaluations	2.80	1.567	7
SEQ7: Management provides interim evaluations performed on strategies are comprehensive enough	3.90	0.952	3
Strategy Evaluation	3.5386	.8280	

Source: Field Data, 2025

The table 6 above shows that the mean for strategy evaluation policies and practices to agree as it was computed at 3.5386. Most the respondents (staff of the universities selected) are highly good in common opinion about strategy evaluation policies and practices in the colleges. However, the standard deviation was attained to be 0.8280. The standard deviation of 0.8280 suggests that the responses were not that dispersed from the general opinion of the majority (mean score).

As depicted in the table above most of the respondent was of highest common opinion that, the top evaluated statement was that "our university's formative evaluations are carried out by competent" which had scored the highest mean of 4.26. However same statement/question has a standards deviation of 0.024. This means that majority of the management and staffs of the university are not dispersed from the mean, suggesting that most of the respondents are of similar view.

The lowest evaluated statement was that "our university involves all relevant stakeholders are involved in summative evaluations" as its mean was calculated at 2.80 and was interpreted as being poor. The statement/question has a standards deviation of 1.567. This means that majority of the management and staffs of the university colleges are far dispersed from the mean, suggesting that most of the respondents are not of similar view.

Hypothesis 1–3: Relationship between Private University Colleges' Performance and Strategy formulation, Strategy implementation and Strategy evaluation

Table 7

Model Summary

Model Summary

Model..	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.223 ^a	.677	.267	.50543

a. Predictors: (Constant), Strategy formulation, Strategy implementation, Strategy evaluation
Dependent Variable: private university college performance.

Source: Research Data (2025)

Referring to table 7 above, the study establishes the R^2 to be 0.667 implying that 66.7% of performance of private universities in Ghana is explained by strategy formulation, strategy implementation, strategy evaluation leaving (22.3%) unexplained.

Table 8

Coefficients of Strategy formulation, Strategy implementation and Strategy evaluation

Model	Coefficients				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	2.135	.495			4.317	.000
(Constant)						
Strategy Formulation	.389	.100	.421		2.827	.008
Strategy Implementation	.102	.125	.351		.524	.651
Strategy Evaluation	.218	.102	.225		2.247	.025

a. Dependent Variable: Private University Colleges' Performance.

Source: Research Data (2025)

Test of Hypothesis One

Hypothesis one (H_1) predicts that, there is a positive relationship between strategy formulation and private university colleges' performance. From the table above, the results revealed that strategic formulation coefficient is .421 and significant at $p - 0.008 < 0.05$, meaning two equal variance are not assumed ($B = .421$, $t=2.827$, $p = 0.008$). Hence reject the null hypothesis (H_{01}). This study is consistent to Nkemchor and Ezeanolue (2021) based on the t-statistics of 2.755 and p-value of 0.001, strategy formulations were found to have significant effect on organizational performance in tertiary institution Delta state, Nigeria. Therefore, we reject the hypothesis and accept the alternate hypothesis. This shows that strategy formulations have a significant positive effect on organizational performance in tertiary institution Delta state, Nigeria.

Test of Hypothesis two

Hypothesis one (H_2) predicts that, there is a positive relationship between strategy implementation and private university colleges' performance. From the table above, the

results revealed that strategic implementation coefficient is .351 and significant at $P=0.615 > 0.05$, meaning two equal variance are assumed ($B = .351$, $t=.524$, $p = 0.651$). Hence accept the hypothesis (H_2). This finding aligns with the report by Nkemchor and Ezeanolue (2021) who found a significant positive effect of strategic evaluation on the performance of tertiary institutions in Nigeria.

Test of Hypothesis three

Hypothesis three (H_3) predicts that, there is a positive relationship between strategy evaluation and private university colleges' performance. From the table above, the results revealed that strategic evaluation coefficient is .102 and significant at $P= 0.025 < 0.05$, meaning two equal variance are not assumed ($B = .225$, $t=2.247$, $p = 0.025$). Hence reject the hypothesis (H_3).

This study is consistent to Nkemchor and Ezeanolue (2021) who reported t-statistics of 6.839 and p-value of 0.000. Strategy implementation was found to have a significant effect on organizational performance in tertiary institution Delta state, Nigeria. Therefore, the hypothesis is rejected while the alternative hypothesis is accepted. This implies that strategy implementation has a significant positive effect on organizational performance in tertiary institution Delta state, Nigeria.

Table 8

Summary of hypotheses Test Results

Hypothesis	P values	Decision
(H_1). There is a positive relationship between strategy formulation and private university colleges' performance	0.008	Accept
(H_2). There is a positive relationship between strategy implementation and private university colleges' performance	0.651	Reject
(H_3). There is a positive relationship between strategy evaluation and private university colleges' performance	0.025	Accept

Source: Field Data, 2025

Summary

Demographic attributes of respondents indicated more male respondents; most of them were middle-aged thus 30-40 years age group; the majority were lecturer, with average work experience; and they were found to be well educated, with most respondents were found to be having undergraduate degree and master degree. Strategy formulation policies and practices were found to be average, and their effect on organizational performance was significant but low. Strategy implementation and evaluation policies and practices were found to be good, and just like strategy formulation; their impact on organizational performance was substantial but minimal. There is a positive relationship between strategy formulation and private university colleges' performance. Since $p = 0.008$, hence reject the hypothesis (H_1) which states that there is a positive relationship between strategy implementation and private university colleges' performance. Since $p = 0.651$, hence accept the hypothesis (H_2), emphasizing that, there is no significant positive influence between strategy evaluation and private university colleges' performances. Since $p = 0.025$, hence reject the hypothesis (H_3), that the study establishes the R^2 to be 0.667 implying that 66.7% of performance of private

universities in Ghana is explained by strategy formulation, strategy implementation, strategy evaluation leaving (22.3%) unexplained.

Summary, Conclusion and Recommendations

Introduction

This chapter aims at summarising the major findings of the study, drawing a conclusion on the various research findings, and presents a number of recommendations for further study in the area of the effect of strategic management practices on performance of private university colleges in Ghana. This is the final chapter of this report, and it serves to discuss the findings presented in the preceding section, deliberates on conclusions, recommendations, and also suggests areas which need further research.

Summary

This study provides answers to the research questions by testing three (3) related hypotheses. The general objective of this research is to evaluate the effect of strategic management practices on performance of private university colleges in Ghana specifically four universities identified within the territories of Awutu Senya East and Ga South municipal District of the Greater Accra. The authorities of private universities in Ghana, need to adopt the best strategic management practice to help ensure that such problems are eradicate, so as to ensure that performance of private university progress. This researcher employed the use of a descriptive research design. The study area were university found mostly within the territories of Awutu Senya East municipal District of the Central region of Ghana and Ga South municipal District of the Greater Accra were Kaaf University College (KAAF), West End University College (WUEC), Abbeam University College (AUC) and Kings University College (KUC). In conducting research, two main research approach or methods are involved; these are the qualitative method and quantitative method (Creswell & Creswell, 2018). The target population for this study were all the management and staffs in the various four universities identified for the study were university found mostly within the territories of Awutu Senya East municipal district of the Central region of Ghana and Ga South municipal district of the Greater Accra. The study used the non-probability (purposive) sampling method. A sample size of the study was one hundred and fifty two (152) management and staffs of four (4) selected private universities. For the purpose of this study, data was collected through the issue of a structured questionnaire made up of twenty (20) questions was administered to various selected private universities.

The Likert scale used for the most relevant question about effect of strategic management practise on private university college performance and required to indicate their level of agreement or disagreement between 1 and 5, where 1 strongly disagrees, and 5 strongly agree. The study adapted previous similar studies (Kimani, 2018; Nyagaki, 2022). The questionnaire was originally written in English to ensure clarity. Ethical clearance was obtained from the selected various selected private universities to ensure that ethical issues that have to do with the safety of participants were adhered to. Pilot Testing was conducted before the questionnaire was distributed and examined by two academics and three professionals from the education sector. The reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. As the distributed online questionnaires collected back, the data then be coded, cleaned, the result for both dependent and

independent variables analysed and interpreted with the help of Statistical Package for Social Sciences (SPSS) version 24 and MS Excel. The major challenge of the study had to do with obtaining data from enough various management and staff selected private universities for the study.

Conclusion

Demographic attributes of respondents indicated more male respondents; most of them were middle-aged thus 30-40 years age group; the majority were lecturer, with average work experience; and they were found to be well educated with most respondents were found to be having undergraduate degree and master degree. Strategy formulation policies and practices were found to be average, and their effect on organizational performance was significant but low. Strategy implementation and evaluation policies and practices were found to be good, and just like strategy formulation; their impact on organizational performance was substantial but minimal. The study establishes the R^2 to be 0.667 implying that 66.7% of performance of private universities in Ghana is explained by strategy formulation, strategy implementation, strategy evaluation leaving (22.3%) unexplained. There is a positive relationship between strategy formulation and private university colleges' performance. Since $p = 0.008$, hence reject the Hypothesis (H_1). There is a positive relationship between strategy implementation and private university colleges' performance. Since $p = 0.651$, hence accept the hypothesis (H_2). This study is consistent to Nkemchor and Ezeanolue (2021), who also observed a limited but meaningful influence of strategic management practices on organizational performance. This study contributes to the growing body of literature on strategic management in higher education institutions, particularly within the Ghanaian context and outside the jurisdiction of Ghana. It is anticipated that this research will serve as a valuable reference point for future scholars and students interested in exploring the dynamics of strategic management and organizational performance in private tertiary education institutions.

Recommendations

1. The researcher therefore suggest to the university authorities should engage more contribution from the lecturers and other staff when formulation of universities mission and vision for improvement in the performance of the college. The colleges' authorities should have a well-conceived strategic vision that must be communicated to all employees. It should be noted however that, the university executives inspires employees for meaningful involvement making them feel that they are the part of a making it possible for objective and encourages through sharing their values. Strategies might function as the tools of motivation and require to be embraced.
2. The researcher recommends that university council should recruit and use a combination of strategy corrective measures to pledge the trials their colleges face to ensure that the formulated strategic plans are properly summative evaluation.
3. The researcher finally suggest that, the Ghana Tertiary Education Commission (GTEC) should enforce the top management in the private universities such as chancellors, vice-chancellors, registrars, rectors and regulators use strategic management practice effective and efficiently to appraise the performance of their universities. This will surely enhance the private universities performance by establishing clear objectives, improving decision making process, optimizing the resources allocation to helps facilitate key

initiative and consistently monitor their utilization. This will therefore help to ensure the transparency and accountability.

4. The researcher additionally recommended that management of various private universities undertake consistent training and capacity-building programs in strategic management for both academic and administrative staff. These programs should focus on equipping personnel with the necessary skills to design, implement, and evaluate strategic plans effectively. This is very vital for authorities to develop organizational agility, foster innovation, and enhance the overall competitiveness of private tertiary institutions in Ghana.
5. Finally, the researcher recommends that strategic management principles be integrated into the academic curricula of higher education institutions, especially within education and business-related programs. This will help to prepare future academic leaders and administrators with practical skills in strategic thinking but also instill a culture of long-term planning, performance evaluation, and institutional sustainability among students.

References

- Addae-Korankye, A., & Aryee, B. A. (2023). The relationship between strategic management practices and the growth of Small and Medium Enterprises (SMEs) in Ghana. *Journal of Business Management*, 12(3), 35-47. Vilnius Gediminas Technical University. <https://doi.org/10.1201/jbm-2023-12>
- Ajadi, T. O. (2010). *Private universities in Nigeria: The challenges ahead*. *American Journal of Scientific Research*, 7, 15–24.
- Alberta, C. (2016). Strategic planning and performance of public universities in Ghana: A case of KNUST. *International Journal of Academic Research and Reflection*, 4(3), 15–28.
- AlDhaheri, A., Ameen, A., & Isaac, O. (2020). Strategy formulation and performance: The role of organizational environment. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(5), 1235–1241. <https://doi.org/10.35940/ijrte.E4933.018520>
- Aldhaheri, F., Ameen, A., & Isaac, O. (2020). The influence of strategy formulation (vision, mission, and goals) on the organizational operations. *Journal of Critical Reviews*, 7(17), 1932–1941. <https://doi.org/10.31838/jcr.07.17.240>
- Alfalasi, M. A., Ameen, A., Isaac, O., & Khalifa, G. S. A. (2020). The impact of strategic practices on organizational performance. *International Journal of Advanced Science and Technology*, 29(7), 6826–6840.
- Ali Ameen, A., Al-Ali, S. A., & Isaac, O. (2019). Examining the role of strategic practices in higher education institutions: A case study. *International Journal of Management and Human Science*, 3(1), 1–13.
- Alshamsi, A., Ameen, A., Nusari, M., Abuelhassan, A. E., & Bhumic, R. (2019). Strategic management practices and organizational performance in UAE universities. *International Journal of Recent Technology and Engineering*, 8(2S11), 4184–4188.
- Ameen, A., Al-Ali, D., Isaac, O., & Mohammed, F. (2020). Examining relationship between service quality, user satisfaction, and performance impact in the context of smart government in UAE. *International Journal of Electrical and Computer Engineering (IJECE)*, 10(6), 6026–6033. <https://doi.org/10.11591/ijece.v10i6.pp6026-6033>
- Anamai, A., Jedaman, P., & Srichaiwong, W. (2024). Dynamic strategic management for sustainable university governance. *Journal of Higher Education Strategy*, 14(1), 55–68..

- Anamai, P., Jedaman, P., & Srichaiwong, P. (2024). Role of strategic management towards sustainable educational organizations. In *An overview of literature, language and education research* (Vol. 1, pp. 154–171).
- Andoh, A., Yeboah, E. O., Armstrong-Baidoo, M., & Ankoma, J. (2024). Strategic management practices and performance of technical universities in Ghana: A case study of Accra Technical University. *Journal of Higher Education Policy and Management*, 46(1), 88–105.
- Armah, A. B. (2022). Quality assurance and regulatory challenges of private universities in Ghana. *African Journal of Higher Education Studies*, 8(2), 55–69.
- Ayam, J. R. A. (2024). Strategic Cost Management Practices and Performance of Ghanaian Public Higher Education Institutions. *International Journal of African Higher Education*, 11(1), 81–121. <https://doi.org/10.6017/ijahe.v11i1.16519>
- Azzi-Huck, K., & Shmis, T. (2020). Managing the impact of COVID-19 on education systems around the world: How countries are preparing, coping, and planning for recovery. *World Bank Blogs*. <https://blogs.worldbank.org/education/managing-impact-covid-19-education-systems-around-world-how-countries-are-preparing>
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Boateng, B. (2014). Private higher education in Ghana: Growth, quality and challenges. *Journal of Educational Development in Africa*, 1(2), 43–58.
- Cofie, A. (2016). *Assessing the effect of strategic planning on organisational performance in Ghanaian public universities* (MBA thesis). Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. Retrieved from <https://ir.knust.edu.gh/bitstreams/b5af4600-74cd-4ce8-a36f-5d3ecc33162c/download>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dei, D. A., Kankam, P. K., Anane Donkor, G., Peasah, N. B., & Puttick, S. (2023). Strategic enrolment management in private higher education in the post-COVID era: Insights from Ghana. *International Journal of Educational Development in Africa*, 10(1), 40–57.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Hurter, T. (2024). Rethinking college enrollment strategy: Challenges and innovations. *Journal of Educational Planning and Management*, 16(2), 78–91.
- Imbuhira Sopha, S., & Kwasira, J. (2016). Influence of strategic management practices on the performance of small scale enterprises in the County Government of Trans-Nzoia County. *IOSR Journal of Business and Management (IOSR-JBM)*, 18(9), 87-103. <https://doi.org/10.9790/487X-18090187103>
- Iyobhebhe, A. N., Sharon, A., & Fowosere, M. (2024). Strategic management processes and performance in Nigerian universities. *African Journal of Business and Management*, 18(1), 121–135.
- Kamili, A. R., Mugiira, S. M., & Lawrence, M. K. (2024). Strategic management practices and performance of private universities in the Democratic Republic of Congo. *East African Journal of Education and Social Sciences*, 5(2), 27–39.

- Kande, A., Namusonge, G. S., & Mugambi, F. (2017). The role of strategic management practices on growth of private universities in Kenya. *The International Journal of Business & Management*, 5(4), 17-32. <https://www.theijbm.com>
- Kande, H., Mwasiagi, D., & Mungai, K. (2017). Strategic management practices and growth of private universities in Kenya. *International Journal of Economics, Commerce and Management*, 5(5), 65–82.
- Kimani, A. M. (2018). *Effect of strategic management practices on organizational performance of Fintech in Africa: A case study of Cellulant Corporation* [Master's thesis, United States International University-Africa]. <https://erepo.usiu.ac.ke/handle/11732/4141>
- Kozlenkova, I. V., Samaha, S. A., & Palmatier, R. W. (2014). Resource-based theory in marketing. *Journal of the Academy of Marketing Science*, 42(1), 1–21. <https://doi.org/10.1007/s11747-013-0336-7>
- Kuria, P. W. (2017). Influence of strategic management practices on the performance of private universities in Kenya. *The Strategic Journal of Business & Change Management*, 4(4), 629–658. <https://doi.org/10.61426/sjbcm.v4i4.578>
- Kuse, S., & Wanyoike, R. (2022). Strategic human resource management practices and organizational performance of Information Services Department in Ghana. *International Journal of Human Resource and Business Administration*, 19(2), 150-164. <https://doi.org/10.1108/IHRBA-03-2022-0169>
- Larrious-Lartey, D. (2022). Strategic management practices in SMEs: A comparative study in Ghana. *Ghana Journal of Business Research*, 15(1), 80–98.
- Luenendonk, M. (2022). *Key elements of strategic management*. Cleverism. <https://www.cleverism.com/key-elements-of-strategic-management/>
- Lumley, T., Diehr, P., Emerson, S., & Chen, L. (2002). The importance of the normality assumption in large public health data sets. *Annual Review of Public Health*, 23, 151–169. <https://doi.org/10.1146/annurev.publhealth.23.100901.140546>
- Maroa, J. G., & Muturi, W. (2015). Influence of strategic management practices on performance of floriculture firms in Kenya: A survey of Kiambu County. *International Journal of Economics, Commerce and Management*, 3(7), 497–510. <http://ijecm.co.uk/ISSN2348-0386>
- Meres, M. (2019). The Effect of Strategic Management Practices on the institutional Performance; the Case of Dedebit Credit and Saving Institution in Eastern Tigray. *SocioEconomic Challenges*, 3, 80-97.
- Meresa, H. A. (2019). The impact of strategic management practices on the performance of financial institutions in East Africa. *International Journal of Strategic Management*, 8(2), 101–117.
- Mwima, K., & Kibanga, N. (2023). Effect of strategic management practices on performance of private schools in Bungoma South Sub-County. *Journal of Strategic Management*, 3(3), 24–32. <https://doi.org/10.70619/vol3iss3pp24-32>
- Mwirigi, F. M., & Muthaa, G. M. (2015). Strategic planning and performance in public and private universities in Kenya. *Journal of Business and Strategic Management*, 6(2), 13–22.
- Mwirigi, F. M., & Muthaa, G. M. (2015). Strategic planning and performance in public and private universities in Kenya. *Journal of Business and Strategic Management*, 6(2), 13–22.

- Nantwi, W. K., & Boateng, B. (2020). COVID-19 and education in Ghana: A tale of chaos and calm. *Journal of Education and Practice*, [Online], Kwame Nkrumah University of Science and Technology. Correspondence: williamnantwi28@gmail.com.]
- Nkemchor, G. O., & Ezeanolue, M. C. (2021). Strategic cost management practices and financial sustainability in public higher education institutions in Ghana. *International Journal of Accounting and Financial Reporting*, 11(2), 45–62.
 <https://doi.org/10.5296/ijafr.v11i2.18956>
- Nyagaki, B. K. (2022). *Influence of strategic management practices on organisational performance: A survey of commercial-based parastatals in Kenya* [Master's thesis, Kenya Methodist University].
- Oliveira, W. da P. de, Guimarães, M. R. N., & da Silva, J. E. A. R. (2023). Ecosystems, strategy, and resilience: Four empirical cases in the COVID-19 crisis. *Journal of Engineering and Technology Management*, 67, 101734.
 <https://doi.org/10.1016/j.jengtecman.2023.101734>
- Penrose, E. (2009). *The theory of the growth of the firm* (4th ed., C. N. Pitelis, Intro.). Oxford University Press.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson Education.
- Trnka, R., & Lorencová, R. (2020). Fear, anger, and media-induced trauma during the outbreak of COVID-19 in the Czech Republic. *Psychological Studies*, 65(3), 264–271.
- UNESCO. (2023). Reinforcing higher education in Africa [Seminar]. UNESCO
- Addae-Korankye, A., & Aryee, B. A. (2023). The relationship between strategic management practices and the growth of Small and Medium Enterprises (SMEs) in Ghana. *Journal of Business Management*, 12(3), 35-47. Vilnius Gediminas Technical University.
 <https://doi.org/10.1201/jbm-2023-12>
- UNESCO. (2024). *Reimagining our futures together: A new social contract for education – Africa regional report*. United Nations Educational, Scientific and Cultural Organization.
 <https://unesdoc.unesco.org/>
- United Nations Ghana. (2020). *COVID-19 and education in Ghana: Challenges, interventions and the way forward*. <https://ghana.un.org/>
- United Nations Ghana. (2020). *COVID-19 and education in Ghana: Challenges, interventions and the way forward*. <https://ghana.un.org/>
- Yahya, A. (2017). Strategic thinking and strategic management practices in Yemeni higher education institutions. *International Journal of Education and Research*, 5(3), 205–218.
- Yahya, M. (2017). The relationship between strategic thinking and strategic management practices in higher education institutions in Yemen. *Academia.edu*. Retrieved from https://www.academia.edu/35925859/The_Relationship_between_Strategic_Thinking_and_Strategic_Management_Practices_in_Higher_Education_Institutions_in_Yemen
- Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). New York: Harper and Row.
- Yeboah, E. O., Armstrong-Baidoo, M., & Others. (2025). Strategic management and performance of public universities in Ghana: A sectoral analysis. *Journal of African Higher Education Research*, 6(1), 92–110.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Yuenyong, T. (2024). Management strategies for higher education institutions based on the principles of education for sustainable development in the Lower Northern Region. *Journal of Ecohumanism*, 3(7), 712–722. <https://doi.org/10.62754/joe.v3i7.4238>

Yussif, A.-M., & Mante, S. B. (2023). Gaining competitive advantage in higher education management: Exploring strategic management practices at the University for Development Studies (UDS), Tamale, Ghana. *British Journal of Management and Marketing Studies*, 6(4), 37–53. <https://doi.org/10.52589/BJMMS-3UHJ8RAJ>