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Effect of Strategic Leadership Practices on Institutional Performance. A Case of Christian Bilingual University of Congo

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Abstract

The study sought to examine the effect of strategic leadership practices on institutional performance – a case of Christian Bilingual University of Congo. The independent variable of the study includes strategic control, human capital, ethical practices, and balanced strategic control while institutional performance constitutes the dependent variable. The study used a quantitative research design. The accessible population was 32 employees of Christian Bilingual University of Congo. Data was collected using self-administered questionnaires. The study found that human capital development affects institutional performance insignificantly. Christian universities do not achieve their optimal institutional performance. However, Strategic Control promotes Institutional Performance, and the work plans address the organization's objectives, targets, indicators, strategies, timelines, monitoring, and budget. The study concluded that Christian universities are not carefully evaluating openly the capacity required for their programs, services, and activities. They lack known procedures for selection and prioritization of training components based on the defined assumptions. The study has recommended that the Christian universities in Congo should re-engineer their approach to human capital development so that they may meet their objectives and mission and have qualified and better-equipped people who will move forward as they have the knowledge and they can use it for the advancement of the institution.

Keywords: *Strategic leadership practices, institutional performance, strategic direction, human capital development, organizational culture, ethical practice, balanced strategic control*

1.0 Introduction

The business world has been swiftly changing more than ever before. Factors such as competition, globalization, and technology have reshaped the environment in which modern businesses thrive. To address this kind of environment, businesses require leaders with adequate capabilities. Strategic Leadership is the managerial ability to expect, predict, keep flexibility, and endow others to generate a strategic change where appropriate (Robbins et al., 2010). Strategic leaders understand the current state of available markets, how to structure their products to serve the market competitively, the health of their organization and the presence of capital, how to determine the needs of the different sections of an organization, how to manage change in various states, how to use accountability and power, and ways to develop an optimum leadership team with adequate skills and competencies (Harris, 2008). Strategic leadership is

one of the key determinants of performance of an organization through strategic decision-making, determining organizational structure, and managing the organizational process. Globally, empirical, and conceptual studies have shown that strategic leadership actions significantly influence performance in organizations (Quigley & Graffin, 2017).

Strategic leadership is acknowledged as one of the main research directions in mainstream strategic management in various institutions (Malewska, 2014). Robinson (2007) views strategic management as "the set of decisions and actions that result in the formulation, implementation, and control of plans designed to achieve an organization's vision, mission, and strategic objectives". Although strategy formulation comes before implementation, strategy implementation is a very important part of the process of strategic management (Hunger, 2008). Daft (2009) states that even the most creative strategies have no value if they cannot be translated into action.

Strategic leadership is seen as an imperative for institutional success and survival of Christian-based institutions worldwide (Victor, 2018). It has become a vital tool for the overall achievement of institutional success in Africa (Abudho et al., 2012). The core purpose of strategic leadership theory and research is to understand how much effect top executives have on performance (Singh et al., 2016).

The performance of organizations in many developing countries, especially in Africa, is worrying, as observed in the Paris Declaration in 2005, Accra Declaration in 2008, and Busan Declaration in 2011 (Odhiambo, Njanja & Zakayo, 2014). Leadership may be defined as influence, the art or process of influencing people to strive willingly and enthusiastically toward achieving group goals. It might be interpreted in simple terms as 'getting others to follow you or getting people to do things willingly' Mullins, 2007 (cited by Minja 2010). Strategic leaders lead organizations on strategic grounds where they seek to achieve institutional objectives by creating vision and energizing organization systems towards achieving those visions. Strategic leaders stand out from their followers by having unique characteristics that support their call (Abhudo et al., 2012). Strategic leadership requires accommodating and integrating both the organization's internal and external business environment and managing and engaging in complex information processing (Jooster & Fourie, 2016).

Leadership is an essential factor determining an organization's health and overall growth Bharti & Sahu (as stated by Ndude 2019). Performance is the art of completing the task within the defined boundaries (Saeed et al., 2013). Any challenge facing institutions of higher learning require strategic leaders to make vital decisions on how to operate their day-to-day operations.

The education system in the Democratic Republic of Congo has suffered from decades of war, political instability, and economic decline (World Bank, 2005). In fact, since 1996, the Democratic Republic of Congo (DRC) has been embroiled in violence that has killed as many as 5.4 million people. The conflict has been the world's bloodiest since World War II (World Bank, 2008). The Democratic Republic of Congo is the second largest country in Africa, after Algeria, with 2.345.000 km2. Occupied by Belgium and known as Belgium Congo, the Democratic Republic of Congo became independent in 1960 and gained the name République Démocratique du Congo. The country was named Zaire by President Mobutu, until 1997 when Laurent Desire Kabila took power and renamed it République Démocratique du Congo. The country's population is today estimated to be 71 million, 14% of which is in the capital city Kinshasa (Ministry of Budget, 2014). Despite a per capita GDP of about US$100 in 2003 to a per capita GDP of US$ 800 in 2015, DR Congo is ranked as one Higher Education and Labor

Markets in Kinshasa. Furthermore, the country's education system has also suffered from conflicts that led to lootings by soldiers in 1991 and 1993 (World Bank, 2005).

In this view, strategic leadership practice and operational performance play a significant role in shaping any organization such as Christian-based institutions. In this regard, the current study assumes that strategic leadership practices in Congo in many learning institutions have been shaken up by political and economic determinants. Christian-based institutions have the potential to enable institutions of higher learning to achieve their institutional goals through partnering. Thus, this study examines how strategic leadership impacts operational performance in the institutions of higher education in the Democratic Republic of the Congo to provide a resource for leaders through training in these institutions that will boost the accomplishment of institutional goals.

1.1 Statement of the Problem

Globally, empirical, and conceptual studies have shown that strategic leadership actions significantly influence performance in organizations (Quigley & Graffin, 2017). Despite the clarity of purpose for strategic leadership practice in institutions, many of the learning institutions have demonstrated poor leadership, consequently, leading to their experiencing poor performance. Institutions of higher learning globally play a very important role in developing any country and cannot be ignored. Institutions of higher learning have continued to respond to diverse and growing demands of their services even with limited resources and growing competition in training industries. The percentage of performance for higher institutions in developing countries has remained below 50% as per their organization performance for the past two decades (Roser, 2015). In Congo, there has been an increase of 18% in the number of registered students at the higher learning institution, from 470 000 in 2015/2016 to 564 421 in 2019/2020 (République Démocratique du Congo, 2021). This increase in several students requires improved service delivery and hence an increase in its performance. Institutions of higher learning in Congo are growing in number from faculty to schools with increases in a number of courses offered and a number of students and employees to be served within those institutions of higher learning in Congo. Rapid growth requires proper leadership and strategic practices that will lead to greater performance. Therefore, the main objective of this study is set to examine strategic leadership practices and institutional performance of Christian Bilingual University of Congo. The problem of this study is highlighting the effect of strategic leadership practices on the institutional performance of institutions of higher learning in Congo. It examines the effect of strategic leadership practice on universities in Congo with a focus on the Christian Bilingual University of Congo.

1.2 Objectives of the Study

i. To establish the effect of strategic direction on the institutional performance in Christian Bilingual University of Congo.
ii. To investigate the effect of human capital development on the institutional performance in Christian Bilingual University of Congo.
iii. To assess the effect of organizational culture on the institutional performance in Christian Bilingual University of Congo.
iv. To analyze the effect of ethical practice on the institutional performance of Christian Bilingual University of Congo.
v. To examine the influence of maintaining balanced strategic control on the Institutional performance of Christian Bilingual University of Congo.

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2.0 Literature Review

2.1 Theoretical Review

The study is informed by leadership theory. Theoretical background and hypotheses Brown and Treviño (2006a) suggested that social exchange theory (SET; Blau, 1964) and social learning theory (SLT; Bandura, 1977; Bandura, 1986) provide theoretical explanations for the relationship between ethical leadership and follower behaviors. Brown et al. (2005) suggested that followers of ethical leaders are more likely to perceive themselves as being in a social exchange relationship with their leaders because of the ethical treatment they receive and because of the trust they feel. When employees perceive that their leaders have their best interests at heart and are caring, they are likely to reciprocate by improving tasks linking ethical leadership to performance. Similarly, a social learning perspective on ethical leadership proposes that ethical leaders are likely to influence followers' self-efficacy because they are attractive and legitimate role models that seek to help employees reach their potential at work (Bandura, 1986; Bandura, 1997).

Although social exchange and social learning theories are valuable, we argue that they are not enough to explain the complex relationship between ethical leadership and followers' performance. Social identity theory (e.g., Ashforth & Mael, 1989; Tajfel, 1981) is another intermediate theory that we believe might further help explain the relationship between ethical leadership and performance. Social identity constitutes the perception of oneness with, or belongingness to, a specific social category where individuals are intrinsically motivated to contribute to the collective good (Ashforth & Mael, 1989; De Cremer & van Knippenberg, 2003; van Knippenberg & Hogg, 2001; van Knippenberg *et al.*, 2004). Thus, social identity theory may complement both social exchange and social learning theories in explaining the link between ethical leadership and performance. We suggest that ethical leaders are likely to influence follower performance by enhancing greater identification with the group or organization because such leaders represent the high ethical standards and values of the organization (van Knippenberg et al., 2004).

Leadership has always been an interesting topic of investigation since ancient times. In modern times, the first leadership theory was the trait theory (Stogdill, 1948). Several other theories such as behavioral (Blake & Mouton, 1985), contingency (Fiedler, 1964), social exchange relational (Graen & Uhl-bien, 1995), neo-charismatic (Judge & Piccolo, 2004), power and influence (Vecchio, 2007), follower-centric (Baker, 2007), team leadership (Taggar et al., 1999), strategic leadership (Boal & Hooijberg, 2001) and outstanding leadership (Holmberg & Åkerblom, 2001; Ligon et al., 2008; Tamkin et al., 2010) were studied. In this study, the authors interacted with Indian business leaders to document the significance and relevance of the various predominant leadership theories. The authors primarily explored the divergence of Indian leadership practices with respect to the well-established extant leadership theories.

2.2 Empirical Review

Among the strategic leadership, practices are determining strategic direction. Determining strategic direction involves developing a long-term vision for the organization. According to Mutia (2015), determining strategic direction entails articulating the organization's mission and vision, developing the organization's strategic goals, and objectives, and coming up with a strategic plan. This view is supported by Ireland and Hitt (2016), who observed that determining the direction of the firm rests squarely on the strategic leader. Though this study did not focus on the strategic leadership style to be adopted by the strategic leaders.

Developing the human capital variable was measured by assessing the respondents' opinions on training and development of human capital. This study fails to incorporate skills and knowledge to measure human capital. Training and retraining are essential when organizations require different skills, competitive capabilities, and operating methods. Therefore, training is strategically vital which was also not captured by the study by McIsaac et al. (2013). According to Vinesh (2014), the training covers essential work-related skills, techniques, and knowledge in employees.

Institutional performance has been a significant concern for scholars, practitioners, and organizations of all kinds. Given this, Nganga (2013) observes that strategic leadership and corporate performance represent two sides of the same coin. Strategic leadership is essential in enabling organizations to compete in the competitive 21st century, and then institutional performance is equally important. Further, Nganga (2013) notes that the primary reason for the failure to achieve the firm's planned profitability and growth is that many firms do not recognize the strategic leadership capacity that new goals require. In this study, he did not focus on institutions of higher learning.

Institutional performance is an organization's ability to achieve its goals by using resources efficiently and effectively (Daft & Marcic, 2013). In this view, achieving superior institutional performance is not a question of luck as it must be determined through strategic leaders' practices (Daft, 2011). Any challenge facing institutions of higher learning require strategic leaders to make vital decisions on how to operate their day-to-day operations. In this view, strategic leadership practice and operational performance play a significant role in shaping any organization. In this regard, the current study assumes that strategic leadership practices also can enable institutions of higher learning to achieve their institutional goals. Petrescu (2013) explored leadership challenges facing the Institutional model of firm performance focused on institutional factors such as human resources policies, institutional culture, and institutional climate and leadership styles.

Ethical leadership is defined as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown *et al.*, 2005). An important exception is a recent research by Piccolo *et al.* (2010) that examined the roles of task significance, autonomy, and effort in the relationship between ethical leadership and task performance. Piccolo et al. (2010) found that ethical leadership increases task significance, which, in turn, results in improved performance.

Strategic control is also focused on the achievement of future goals, rather than the evaluation of past performance. Kinyumu (2013) assessed the impact of Supply chain and capacity planning in the growth of SMEs in Kisumu County, to determine how Logistics and inventory control impact the growth of SMEs in Kisumu County, to ascertain the impact operational structure and production in the growth of SMEs in Kisumu County and to establish the role of information communication and technology in the growth of SME’s in Kisumu County

The performance of an institution depends upon the characteristics of the community or society within which it is situated. A voluntary contribution mechanism for public good provision may perform effectively in a close-knit, high-trust, homogeneous community and miserably in a loosely connected, low-trust, diverse community. These characteristics or features of the society within which institutions operate are often described as culture. Culture is a catchall term. It includes but is not limited to belief systems, behavioral repertoires, causal mappings, status hierarchies, trust relationships, and social capital.

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3.0 Methodology

This study applied quantitative research design and was conducted at Christian Bilingual University of Congo. The research focused on all employees with management positions at UCBC. Hence the total population of this research included all UCBC employees which has added up to 159 people by May 2022. The target population was 32 people working in managerial positions at UCBC. The selection of the target population will be purposive. A self-administrated questionnaire was used to collect data. Quantitative data was analyzed numerically using Statistical Package for Social Science (SPSS Version 26). This allowed the researcher to evaluate and present findings using descriptive statistics tabulation such as pie charts, bar charts, graphs, tables, percentages, and frequencies. Linear regression analysis was conducted to determine the relationship between independent variables and dependent variables.

4.0 Results and Discussion

4.1 Descriptive Analysis

4.1.1 Relationship between Strategic Direction and Institutional Performance

The first goal of the study was to describe how strategic direction influences institutional performance. Respondents were asked to express their level of agreement or disagreement using a 5-point Likert Scale. The data was analyzed using means and standard deviations. The interpretation of the means was presented as follows: 1 was strongly disagreed, 2 was disagree, 3 was neutral, 4 was agree, and 5 was strongly agree. The findings are summarized in Table 1.

Table 1: Strategic Direction and Institutional Performance

	N	Min	Max	Mean	SD
We have a clear, compelling, and realistic map of the right destination.	32	2	5	3.81	.535
Our decisions are incisive, informed, and bold at all levels of the organization.	32	2	5	3.38	.793
There is a written mission statement that clearly outlines who we are, what we do, and for whom.	32	3	5	4.63	.554
The mission and vision statements are regularly reviewed and if necessary, revised.	32	2	5	3.78	.751
There is a robust and formal direction-setting process (e.g., strategic planning) that results in clear strategic direction.	32	2	5	3.44	.878

According to the study findings in Table 1, the finding established strategic direction promotes institutional performance (mean = 3.808, which is approximately 4) that the Christian universities have a clear, compelling, and realistic map to the right destination (Mean = 3.81 which is approximately 4, SD = .535), However, it is unclear whether the universities decisions are incisive, informed, and bold at all levels of the organization (Mean = 3.38 which is approximately 3, SD = .793). The findings also show that almost all Christian universities in Congo have written mission statements that clearly outline who they are, what they do, and for whom (Mean = 4.63 which is approximately 5, SD = .554). Christian universities' mission and vision statements are regularly reviewed and if necessary, revised (Mean = 3.78 which is approximately 4, SD = .751), and finally, there is a lack of clarity on whether there is a robust and formal direction-setting process (e.g., strategic planning) that results in clear strategic direction (Mean 3.44 which is approximately 3, SD = .878). A study by Muthaa (2018) also

established that the University's strategic direction had a significant influence on the performance of technical training institutions.

4.1.2 Relationship Between Human Capital Development and Institutional Performance

The study's second goal was to describe how human capital development influences institutional performance. Using a 5-point Likert scale, respondents were asked to express their level of agreement or disagreement. The data was analyzed using means and standard deviations. The following was the interpretation of the means: 1 was strongly disagreed, 2 was disagreed, 3 was neutral, 4 was agree, and 5 was strongly agree. Table 2 summarizes the results.

Table 2: Human Capital Development and Institutional Performance

	N	Min	Max	Mean	SD
We carefully evaluate the capacity requirement for our programs, services, and activities.	32	1	5	3.09	.928
There is formal human resource training and development planning in the organization and my project.	32	2	5	3.62	.793
The human capital development and training plan is integrative into the efficient running of this organization.	32	2	5	3.50	.672
We describe in detail the kind of social impact we aim for in our programs and services.	32	1	5	3.31	.821
There are continuous on-the-job training programs to enhance efficiency and effectiveness in service delivery.	32	1	5	4.12	.793

According to the study findings in Table 2, the findings establish that human capital development promotes institutional performance (mean=3.528 which is approximately 4). However, it is not clear whether the universities carefully evaluate the capacity requirement for their programs, services, and activities. (Mean = 3.09 which is approximately 3, SD = .928). The Christian universities have formal human resource training and development planning in the organization and my project (Mean = 3.62 which is approximately 4, SD = .793), and human capital development and training plan are integrative of their efficient running (Mean = 3.50 which is approximately 4, SD = .672). The study further indicated that it is unclear whether the universities describe in detail the kind of social impact they aim for in their programs and services (Mean = 3.31 which is approximately 3, SD = .821). Finally, the Christian Universities in Congo have continuous on-the-job training programs geared towards enhancing efficiency and effectiveness in service delivery. A study by Marimuthu, Arokiasang, and Ismail (2009) also established that infusion of human capital enhancement in organizations promotes innovativeness and greater firm performance.

4.1.3. Relationship between Ethical Practice and Institutional Performance

The third goal of the study was to describe how ethical practice influences institutional performance. Respondents were asked to express their level of agreement or disagreement on a 5-point Likert scale. Means and standard deviations were used to analyze the data. The following was the means' interpretation: 1 was strongly disagree 2 was disagree, 3 was neutral, 4 was agree, and 5 was strongly agree. Table 3 summarizes the findings.

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Table 3: Ethical Practice and Institutional Performance

	N	Min	Max	Mean	SD
Ethical compliance is important in this organization.	32	3	5	3.88	.660
I support the staff and volunteers to meet the set ethical standards/ principles.	32	3	5	3.94	.564
I clarify to those under me the ethical standards they must know to carry out their work.	32	2	5	4.13	.751
Ethical adherence cultivates the right values for this organization.	32	3	5	3.69	.693
I encourage each member of this organization, staff, and volunteers alike to follow the laid down ethical codes/standards/policies.	32	3	5	4.19	.471

According to the study findings in Table 3, Ethical practices improve institutional performance (mean = 3.966 which is approximately 4). The findings show that the universities view ethical compliance as important. (Mean = 3.88 which is approximately 4, SD = .660); in fact, they support the staff and volunteers to meet the set ethical standards/ principles. (Mean = 3.94 which is approximately 4, SD = .564). The leadership clarifies to those under them the ethical standards necessary to carry out their work (Mean = 4.13 which is approximately 4, SD = .751). They also hold the view that ethical adherence cultivates the right values (Mean = 3.69 which is approximately 4, SD = .693) and finally, they encourage all internal stakeholders to follow the laid down ethical codes/standards/policies (Mean 4.19 which is approximately 4, SD = .471). A study by Yu, Young and Lee (2022) on effective practices for improving service professionals' ethical behaviors: A multiple-method study; indicated that effective behavior control practices within organizations' ethics programs and the implications of having a stressful workplace when adopting such practices.

4.1.4. Descriptive Statistics of Strategic Control

The study's fourth goal was to describe how balanced strategic control affects institutional performance. On a 5-point Likert scale, respondents were asked to express their level of agreement or disagreement. The data was analyzed using means and standard deviations. The means were interpreted as follows: 1 indicated strong disagreement, 2 indicated disagreement, 3 indicated neutrality, 4 indicated agreement, and 5 indicated strong agreement. The findings are summarized in Table 4.

Table 4: Strategic Control and Institutional Performance

	N	Min	Max	Mean	SD
The strategic plan informs annual operational plan, guides the organization's activities, and is reviewed quarterly.	32	1	5	3.47	1.047
Work plans address the organization's objectives, targets, indicators, strategies, timelines, monitoring, and budget.	32	2	5	3.53	.671
We formulate premises about internal and external environment during training.	32	2	4	3.25	.568
We select and prioritize training components based on the defined assumptions.	32	2	5	3.16	.723
We conduct milestone reviews as per the learning management plan.	32	2	5	3.22	.792

From Table 4, Strategic Control promotes Institutional Performance (mean= 3.326). However, it is not clear whether the strategic plan informs annual operational plan, guides organization's activities, and is reviewed quarterly. (Mean = 3.47 which is approximately 3, SD = 1.047). The work plans address the organization's objectives, targets, indicators, strategies, timelines, monitoring, and budget. (Mean = 3.53 which is approximately 4, SD = .671). However, it is unclear whether Christian universities formulate premises about internal and external environment during training (Mean =3.25 which is approximately 3, SD = .568). It is also not clear whether they select and prioritize training components based on the defined assumptions (Mean = 3.16 which is approximately 3, SD = .792); and finally, it is not clear whether the Christian universities conduct milestone reviews as per the learning management plan (Mean = 3,22 which is approximately 3, SD = .792). A study by Wanjohi (2013) on strategic control systems in strategy implementation

and financial performance of Bamburi cement limited, Kenya"; established a significant and positive relationship between the intensity of strategic control system application and financial performance of the company.

4.1.5. Organizational Culture and Institutional Performance

The fifth goal of the study was to describe how organizational culture influences institutional performance. Respondents were asked to express their level of agreement or disagreement on a 5-point Likert scale. Means and standard deviations were used to analyze the data. The means were interpreted as follows: 1 meant strong disagreement 2 meant disagree, 3 meant neutrality, 4 meant agreements, and 5 meant strong agreement. Table 5 summarizes the findings.

Table 5: Organizational Culture and Institutional Performance

	N	Min	Max	Mean	SD
The strategic plan has clearly defined social capital.	32	2	5	3.59	.837
Work plans address key social capital for the organization.	32	2	5	3.41	.756
There is a clear define culture on how performs strategic tasks in the institutions	32	2	5	3.09	.777
Organization promotes educational innovation components based on the defined needs and technology.	32	2	5	4.03	.782
We conduct milestone reviews as per the educational innovation plan.	32	2	5	3.25	.762

From Table 5, it is unclear whether Christian universities' culture promotes institutional performance (mean =3.474). However, their strategic plan has clearly defined social capital (Mean = 3.59 which is approximately 4, SD = .837). It is unclear whether the work plans address key social capital for the organization. (Mean = 3.41 which is approximately 3, SD = .756); and whether they have a clearly defined culture on how to perform strategic tasks (Mean =3.25 which is approximately 3, SD = .568). It is unclear whether they select and prioritize training components based on the defined assumptions (Mean = 3.09 which is approximately 3, SD = .777). However, they promote educational innovation components based on the defined needs and technology (Mean = 4.03 which is approximately 4, SD = .782). Finally, it is unclear whether the Christian universities conduct milestone reviews as per the educational innovation plan (Mean = 3.25 which is approximately 3, SD = .762). A study by Gadia and Mendisa (2019) on the "impact of organizational culture on institutional effectiveness in a local higher education institution", established that organizational culture manifested a strong positive relationship with institutional effectiveness.

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4.1.6. Descriptive Statistics of Institutional Performance

The research's dependent variable was institutional performance. Respondents were asked to express their level of agreement or disagreement on a 5-point Likert scale. Means and standard deviations were used to analyze the data. The means were interpreted as follows: 1 meant strong disagreement, 2 disagreements, 3 meant neutrality, 4 meant agreements, and 5 meant strong agreement. Table 6 summarizes the findings.

Table 6: Descriptive Statistics of Institutional Performance

	N	Min	Max	Mean	SD
We regularly test our performance measurements to ensure they are generating meaningful and practical information.	32	2	4	2.81	.780
We regularly monitor and analyze our operating environment and use that information to determine activities.	32	2	4	2.88	.660
Our organizational goals and strategies are specific, measurable, and manageable.	32	2	5	3.91	.530
We measure the performance of our staff/ volunteers through regular performance reviews.	32	2	5	2.78	.941
The staff performance reviews are tied to strategic and annual goals.	32	2	4	2.81	.780
N valid (list)	32				

From Table 6 findings, it is hard to tell whether the Christian universities in Congo achieve their expected institutional performance (mean =3.3038 which is approximately 3). (Mean = 2.81 which is approximately 3, SD = .780) shows that it is unclear whether the Christian universities generates meaningful and practical information. It is also unclear whether they regularly monitor and analyze our operating environment and use that information to determine activities (Mean = 2.88 which is approximately 3, SD = .660). However, they regularly monitor and analyze their operating environment and use that information to determine activities (Mean = 3.91 which is approximately 3, SD = .530). Moreover, it is unclear whether the institution measures the performance of its staff/ volunteers through regular performance reviews (Mean = 2.78 which is approximately 3, SD = .941). Finally, it is unclear whether staff performance reviews are tied to strategic and annual goals. (Mean = 2.81 which is approximately 3, SD = 780).

4.2 Inferential Analysis

4.2.1 Strategic Direction on Institutional Performance

Tables 7, 8. and 9. show the results of an analysis using a simple regression model to examine the relationship between strategic direction and institutional performance.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547[a]	.299	.276	.45841

a. Predictors: (Constant), strategic direction

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Table 8: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	2.691	1	2.691	12.805	.001[b]
	Residual	6.304	30	.210		
	Total	8.995	31			

a. Dependent Variable: institutional performance
Predictors: (Constant), strategic direction

Table 9: Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.918	.598		1.536	.135
	Strategic direction	.557	.156	.547	3.578	.001

a. Dependent Variable: institutional performance

The value R = .547 demonstrated the simple correlation between the institution's performance (dependent variable) and strategic direction (independent variable). It showed that there was an association between the two variables. The R - square of .299 indicated how much of the total variation in institutional performance (dependent variable) could be explained by strategic direction (independent variable). Strategic direction (independent variables) explained 29.9% of the variation in institutional performance in this scenario (dependent variable).

If population data were used, the modified R square value of .276 represented the overall variation in institutional performance (dependent variable) as explained by strategic direction (independent variable). The study's findings also revealed that the regression model accurately predicts the dependent variable (institutional performance), with a p-value (sig) of .001 < 0.05 (5 percent significance level). This indicated that the regression model was a good fit for the data, as the outcome variable was well predicted (institutional performance). The coefficients of the regression model provided critical information about institution performance because of strategic direction. Furthermore, the findings revealed that strategic direction contributed to the model in a statistically significant way. The model coefficients were derived from the unstandardized coefficient column (B) and are denoted as follows: institutional performance = .918 + .557(Strategic direction) + ε. Given the p-values of .001 is less than 0.05 (5 percent significance level), it was clear that strategic direction contributed statistically significantly to the model.

4.2.2 Effect of Human Capital Development on Institutional Performance

Tables 10, 11, and 12 present the findings of an investigation into the relationship between human capital development and institutional performance using a simple regression model.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505[a]	.255	.231	.47251

a. Predictors: (Constant), human capital development

Table 11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.297	1	2.297	10.288	.003[b]
	Residual	6.698	30	.223		
	Total	8.995	31			

a. Dependent Variable: institutional performance

b. Predictors: (Constant), human capital development

Table 12: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.362	.529		2.576	.015
	Human capital development	.474	.148	.505	3.208	.003

a. Dependent Variable: Institutional Performance

The value R = .505 demonstrated a straightforward correlation between institution performance (the dependent variable) and human capital development (independent variable). It demonstrated a relationship between the two variables. The R - square value of .255 indicated how much of the total variation in institutional performance (the dependent variable) could be explained by human capital development (independent variable). In this scenario, human capital development (independent variables) explained 25.5% of the variation in institutional performance (dependent variable).

When using population data, the modified R square value of .231 represented the overall variation in institutional performance (dependent variable) as explained by human capital development (independent variable). The study's findings also revealed that, with a p-value (sig) of,003 < 0.05, the regression model accurately predicts the dependent variable (institutional performance) (5 percent significance level). As the outcome variable was well predicted, this indicated that the regression model was a good fit for the data (institutional performance). The regression model coefficients provided critical information about institution performance because of human capital development. Furthermore, the findings revealed that human capital development made a statistically significant contribution to the model. The model coefficients are denoted as follows and were derived from the unstandardized coefficient column (B): institutional performance = 1.362 + .474 (human capital development) + ε. Given the p-values of .003 is less than 0.05 (5 percent significance level), it was clear that human capital development contributed statistically significantly to the model.

4.2.3. Ethical Practice on Institutional Performance

Tables 13, 14, and 15. show the results of an analysis using a simple regression model to examine the relationship between ethical practice and institutional performance.

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Table 13: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.391	.371	.42728

a. Predictors: (Constant), Ethical Practice

Table 14: ANOVA Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.518	1	3.518	19.269	.000[b]
	Residual	5.477	30	.183		
	Total	8.995	31			

a. Dependent Variable: institutional performance
b. Predictors: (Constant), ethical practice

Table 15: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.274	.634		.433	.668
	ethical practice	.697	.159	.625	4.390	.000

a. Dependent Variable: institutional performance

The value R = .625 demonstrated a simple correlation between institution performance (the dependent variable) and ethical practice (independent variable). It demonstrated that there was a high relationship between the two variables. The R - square value of .391 indicated how much of the total variation in institutional performance (the dependent variable) could be explained by ethical practice (independent variable). In this scenario, ethical practice (independent variables) explained 62.5% of the variation in institutional performance (dependent variable).

When using population data, the modified R square value of,371 represented the overall variation in institutional performance (dependent variable) as explained by ethical practice (independent variable). The study's findings also revealed that, with a p-value (sig) of,000 < 0.05, the regression model accurately predicts the dependent variable (institutional performance) (5 percent significance level). As the outcome variable was well predicted, this indicated that the regression model was a good fit for the data (institutional performance). The regression model coefficients provided critical information about institution performance because of ethical practice. Furthermore, the findings revealed that ethical practice made a statistically significant contribution to the model. The model coefficients are denoted as follows and were derived from the unstandardized coefficient column (B): institutional performance = .274 + .697 (ethical practice) + ε. Given the p-values of .003 is less than 0.05 (5 percent significance level), it was clear that ethical practice contributed statistically significantly to the model.

4.2.4 Balanced Strategic Control and Institutional Performance

Tables 16, 17, and 18. presents the results of an analysis using a simple regression model to examine the relationship between balanced strategic control and institutional performance.

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Table 16: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694[a]	.482	.464	.39419

a. Predictors: (Constant), balanced strategic control

Table 17: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,333	1	4,333	27,887	,000[b]
	Residual	4,662	30	,155		
	Total	8,995	31			

a. Dependent Variable: Institutional Performance
b. Predictors: (Constant), Balanced Strategic Control

Table 18: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,982	,395		2,484	,019
	balanced strategic control	,618	,117	,694	5,281	,000

a. Dependent Variable: institutional performance

Institutional performance = .982 + .618 (balanced strategic control) + ε

The value R = .694 demonstrated a simple correlation between institution performance (the dependent variable) and balanced strategic control (independent variable). It demonstrated that there was a high relationship between the two variables. The R - square value of .482 indicated how much of the total variation in institutional performance (the dependent variable) could be explained by balanced strategic control (independent variable). In this scenario, balanced strategic control (independent variables) explained 69.4% of the variation in institutional performance (dependent variable).

When using population data, the modified R square value of .464 represented the overall variation in institutional performance (dependent variable) as explained by balanced strategic control (independent variable). The study's findings also revealed that, with a p-value (sig) of,000 < 0.05, the regression model accurately predicts the dependent variable (institutional performance) (5 percent significance level). As the outcome variable was well predicted, this indicated that the regression model was a good fit for the data (institutional performance). The regression model coefficients provided critical information about institution performance because of balanced strategic control. Furthermore, the findings revealed that balanced strategic control made a statistically significant contribution to the model. The model coefficients are denoted as follows and were derived from the unstandardized coefficient column (B): institutional performance = .982 + .618 (balanced strategic control) + ε. Given the p-values of .000 is less than 0.05 (5 percent significance level), it was clear that balanced strategic control contributed statistically significantly to the model.

4.2.5. Organizational Culture and Institutional Performance

Tables 19, 20, and 21. presents the results of an analysis using a simple regression model to examine the relationship between organizational culture and institutional performance.

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Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673[a]	.453	.435	.40505

a. Predictors: (Constant), organizational culture

Table 20: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.073	1	4.073	24.825	.000[b]
	Residual	4.922	30	.164		
	Total	8.995	31			

a. Dependent Variable: institutional performance
b. Predictors: (Constant), organizational culture

Table 21: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.809	.453		1.785	.084
	Organizational culture	. 641	.129	.673	4.982	.000

a. Dependent Variable: Institutional Performance

R = .673 demonstrated a simple correlation between institutional performance (the dependent variable) and organizational culture (independent variable). It demonstrated that the two variables had a strong relationship. The R - square value of .453 indicated how much variation in institutional performance (the dependent variable) could be explained by organizational culture (independent variable). organizational culture (independent variables) explained 67.3% of the variation in institutional performance in this scenario (dependent variable).

When population data were used, the modified R square value of,435 represented the overall variation in institutional performance (dependent variable) explained by organizational culture (independent variable). The study's findings also revealed that the regression model accurately predicts the dependent variable (institutional performance) with a p-value (sig) of,000^b < 0.05. (5 percent significance level). Because the outcome variable was well predicted, the regression model was a good fit for the data (institutional performance). The regression model coefficients provided critical information about the performance of the institution because of organizational culture. Furthermore, the findings revealed that organizational culture contributed to the model in a statistically significant way. The model coefficients are presented as follows and were derived from the unstandardized coefficient column (B): institutional performance = .809 + .641 (Organizational culture) + ε. Given that the p-values .000^b were less than 0.05 (5 percent significance level), organizational culture contributed statistically significantly to the model.

5.0 Conclusion

From the findings, the study concludes that the Christian university in Congo lacks clarity on their decisions hence indecisiveness, lack of information, and lack of boldness at all levels of the organization. Similar is therefore no clear robust and formal direction-setting process. The universities are not carefully evaluating openly the capacity requirement for their programs, services, and activities. Finally, the universities describe a lack of clarity in their attempt to detail the kind of social impact they aim for in their programs and services.

There is no known and clear strategic plan which informs an annual operational plan, guides organization's activities, and is reviewed quarterly. they have challenges for Christian universities to formulate premises about internal and external environment during training.

They lack known procedures for selection and prioritization of training components based on the defined assumptions. It is also not clear whether Christian universities conduct milestone reviews as per the learning management plan.

The universities need a clear outline of work plans to address key social capital for the organization. They have an unclearly defined culture on how to perform strategic tasks. It is unclear whether they select and prioritize training components based on the defined assumptions. The Christian universities conduct milestone reviews as per the educational innovation plan.

Christian universities do not achieve their standard institutional performance. Generating meaningful and practical information is a challenge. It is also unclear whether they regularly monitor and analyze our operating environment and use that information to determine activities; and whether they regularly monitor and analyze their operating environment and use that information to determine activities. Moreover, it is unclear whether the institution measures the performance of its staff/ volunteers through regular performance reviews. Finally, it is unclear whether staff performance reviews are tied to strategic and annual goals.

6.0 Recommendations

Christian universities in Cong should reengineer their approach to human capital development so that they may meet the objectives and mission it has. The universities should have qualified and better-equipped people who will move forward as they have the knowledge and they do use it for the advancement of the institution.

The university decisions should be incisive, informed, and bold at all levels, with a robust and formal direction-setting process. Similarly, staff performance should be reviewed and tied to strategic and annual goals. The performance of staff and volunteers should be done through regular performance reviews. They should also monitor and analyze the operating environment and use that information to determine activities.

The universities should continually test performance measurements to ensure they are generating meaningful and practical information. The work plans should also address key social capital for the organization. On the same note, milestone reviews should be carried out as per the innovation plans.

The universities should conduct milestone reviews as per the learning management plans, select, and prioritize training components based on the defined assumptions, and formulate premises about internal and external environment during training. Their strategic plan should inform annual operational plan, and guides organization’s activities. We carefully evaluate the capacity requirement for our programs, services, and activities.

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