

**THE INFLUENCE OF STRATEGIC IMPLEMENTATION  
PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN  
PUBLIC SECONDARY SCHOOLS, KIENI EAST SUB COUNTY**

**BY**

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## DECLARATION


This research project is my original work and has not been presented for a degree in any other university or for any other award.

Signed: .....Date: .....

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**L40/10936/2018**

This research project has been presented for examination with my approval as University Supervisor.

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## **DEDICATION**

This research project is dedicated to family, who have always encouraged and supported me throughout my life. They have been, and still are, the pillar of strength in my life. I thank you.

To my friends, finishing this project would have been impossible if it were not for your constant impetus in concluding this project. Also, for your wonderful support and great input, you are much appreciated.

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## **ABBREVIATIONS AND ACRONYMS**

<b>EFQM</b>	European Foundation for Quality Management
<b>FDSE</b>	Free Day Secondary Education
<b>FEA</b>	Free Education for All
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GDP</b>	Gross Domestic Product
<b>ICT</b>	Information and Communication Technology
<b>KES</b>	Kenya Shillings
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SCDE</b>	Sub-County Director of Education
<b>SREB</b>	Southern Regional Education Board
<b>USA</b>	United States of America



## **ABSTRACT**

The study's intent was to establish how strategic planning implementation practices impact academic performance of secondary schools in Kieni East sub-county. Four objectives guided the research; to establish how school culture impacts students' performance, to determine how strategic communication impacts students' academic performance, to examine how strategic resource allocation impacts students' performance and to assess how strategic leadership influence students' academic performance. The study used descriptive cross section survey targeting 31 school principals and 527 members of the board. The sample size was made up to 31 school principals and 228 members of the board. Data in this study was analyzed using SPSS. From the study, it was found that school culture influence students' academic performance positively, there is commitment among most teachers to ensure strategies are successful, proper communication is maintained between the management and teachers' and a positive attitude maintained in the strategic implementation process. The finding also illustrates that strategic resources allocation influence student academic performance positively. Also, the development of policies embracing the vision and mission should be done together with the drive to implement new strategies. The following recommendations were made; that strategic implementation practices should be more vibrant in promoting innovative culture, the policy makers should encourage both bottom up and top down communication channel, strategic resources allocation should be encouraged that is resources should be allocated where they are needed most and that policy makers should ensure that top positions are occupied by leaders who can carry the vision of the school.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

In educational institutions, strategic planning is predicted to positively impact performance because of its role in assisting in selecting of strategies best suited to enable organizations in allocating and exploiting their resources in relation to the opportunities available in the external environment (Machado & Taylor, 2012). Poorly formulated plan may lead inability of a school to cover their syllabus on time and fail to allocate resources effectively, a situation that may cause poor academic performance of students (Jung & Lee, 2013).

It has been widely used by management as a tool not only to direct the survival of a firm but also in improving its performance. This concept involves formulating choices and plans concerning the long-run survival of an institution (Pearce, 2009). Strategic planning includes various steps, including setting vision, mission, and environmental analysis and setting objectives among others. Strategic Planning is an important ingredient for organizational growth, development performance and change Management (Arasa & Obonyo, 2012). This concept is crucial in the public sector as much as it is in commercial entities therefore schools in Kieni East Sub-county should adopt such plans in accordance with the MoE's plan to implement the agenda of the government which is to give every child the opportunity to access good education and training (Birgen, 2007).

A strategic plan in a school set up gives it a focus and a future direction by regularly making adjustments to academic direction when responding to varying academic circumstances (Abdulkareem *et al.*, 2012), in examining secondary school performance, the main cornerstone used by the MOEST is based upon key challenges which face this sub sector namely; access, quality, completion, retention and relevance (Anyieni & Areri, 2016). To ensure that these challenges are mitigated schools normally prepare strategic plans covering 3-5 years from which they select crucial strategies related to their existence (Okode, 2013). Among the strategies that are set by schools include the following and especially for this study: formulation of

mission statement, continuous assessment, benchmarking, and syllabus coverage to affect students' academic performance.

Most academic institutions have adopted strategic planning aspects in an attempt to achieve their objectives. However, in evaluating these strategic planning processes, it has been seen that following the development of the plans, no follow-up or implementation of the plans has been made (Namango & Bichanga, 2014). This is credited to lack of the required resources and commitment by the stakeholders in implementing plans or assuming a closed system using timelines (Sika & Opiyo, 2017). The failure or lack of strategic planning in public schools tends to negatively influence the academic performance of students (Galbreath, 2010).

Strategic management planning in public schools has gained ground in Kenya following the adoption of Session Paper No. 1 of 2005 of the Republic of Kenya (Basic Education Act, 2013). The requirement for schools to adopt strategic plans has forced them to embrace a strategic management approach (MoE, 2014). This requirement in schools has been made mandatory to enhance better school management practices (Basic Education Act, 2013). Kenyan secondary schools serve as the standard for additional training and career development. Their purpose is to increase economic production knowledge and how it relates to the social context and the environment (Owino, 2015). A strategy should be made for the management of secondary schools that will improve their performance. This strategic planning will give direction to the schools.

It is predicted to positively influence on performance since it assists in selecting strategies helpful to organizations in the allocation and exploitation of their resources and strengths in relation to the opportunities that the external environment provides (Akinyi, 2010). This means that this planning in Schools in Kiambu East is necessary in acquiring quality students and support from their stakeholders. It enables organizations to perceive issues related to their performance. There are inconsistent findings on relation between planning and performance. Therefore, by schools adopting this, performance may or may not change.

In USA strategic plans are formulated and the Board of Management is involved in implementing them. More often, the boards of school's act as intermediaries in the

education sector, tasked with the distribution of both national and state funding to schools in which education is managed while ensuring the schools comply with national and state laws, and regulations (Kowalski, 2001). School strategic vision is implemented by the Board of Management. The lack of such a plan which is based on a common vision, is not enough to ensure district schools' success. The education officers in charge of Districts are forced to respond only to issues as they occur which are normally isolated from each other. A long-term plan with a vision is therefore necessary condition for leading schools effectively that should clearly spell out steps that should be taken and the needs for the whole district. The purpose of the vision and the strategic is to set boundaries within which the principals are to operate. They also help the schools in identifying the skills that the staff, principals and teachers need to effectively lead their schools (SREB, 2009). Thomas (2008) asserts in his research dissertation on implementation of a reading curriculum and its effects on student's achievement that the implementation of the curriculum improved the test scores of majorities of students.

In India, local and international benchmarking takes place between schools, Wu, Goldschmidt, Kim, Boscardin, Deepa, Sankar (2009), pointed that schools that had benchmarking improved their students' academic performance by 45%. Schools also employ syllabus coverage as a strategy for students' academic performance. Syllabus is an outline or a summary of main points of a text, lecture 8 or course of study. Syllabus coverage is also termed as curriculum implementation

In Canada in study done by Borman and Strongfield (2007), on the implementation and effects of the critical knowledge sequence, found out that the implementation of the core knowledge sequence was successful in 3 for every 4 schools and that there was a uniform relation between good implementation and high-grade scores. In Scotland, the school boards are established by the School Boards Act of 1988, and are involved in implementing strategic plans from the ministry of education. They also determine the overall policies, objectives and ethos at the school for better academic performance.

In Nigeria, efforts have been continuously made to improve educational systems which have caused a shift educational planning with specific efforts by the governments in developing policies aimed at transforming education (Amoli &

Aghashahi, 2016). The Nigerian government has shown interest in upgrading education system by instituting various educational policies and programmes that will help them reach their goals (Chukwumah & Ezeugbor, 2015). The Federal Government of Nigeria has emphasized strategic planning to help in improving education quality and services provided (Chukwumah & Ezeugbor, 2015).

In Kenya, education is a pillar aimed at pushing the economic and social agenda of the government by training skilled workforce, generation of a civilized society and promotion of active citizenship, (Juma & Kinyanjui, 2014; Auka, 2016). Kenyan schools have the sole objective of equipping students with the knowledge, skills and values that will make them competitive thus being able to secure admission in colleges with quality courses (Birgen, 2007). The introduction of such plans in schools in Kenya has upgraded the management of these schools.

### **1.2 Statement of the Problem**

In Kieni East Sub-county, a report from the Director of Education (SCDE) shows a number of complaints concerning the low national exam performance in secondary schools. According to the SCDE, results have indicated that for the years 2013, 2014 and 2015 and overall mean score for the Kieni East Sub-County has stagnated at mean grade of D+ (plus). The county posted fair results in years 2015 but since then, the academic performance has continued to decline henceforth (SCDEs', 2019).

The public sector has considered such a plan to be equally important to commercial firms therefore schools in Kieni East Sub-county should adopt them following the MoE's strategic plan to implement the agenda of the government which is to provide quality education and training to every child (Birgen, 2007). However, there are inconsistent findings on how strategic planning impacts performance. Therefore, by schools adopting strategic planning, performance may or may not change.

### **1.3 Purpose of the Study**

This study's intent was to determine how strategic planning implementation practices impact students' performance of Schools in Kieni East.

#### **1.4 Objective of the Study**

The study's objective was to establish how strategic planning implementation practices impact students' performance of Secondary Schools in Kieni East sub-County.

The specific objectives were;

- i. To establish how school culture impacts performance in Public Schools within Kieni East sub-County.
- ii. To determine how strategic communication impacts students' performance in Public Schools within Kieni East sub-County.
- iii. To examine how strategic resource allocation impacts students' performance in Public Schools within Kieni East sub-County.
- iv. To assess how strategic leadership impacts students' performance in Public Secondary Schools within Kieni East sub-County.

#### **1.5 Research Questions**

The study's research hypotheses included:

- i. How does school culture impact students' performance of Schools within Kieni East?
- ii. How does strategic communication influence students' performance of Schools within Kieni East?
- iii. How does strategic resource allocation influence students' performance of Schools within Kieni East?
- iv. How does strategic leadership and students' performance of Schools within Kieni East relate?

#### **1.6 Significance of the Study**

The study may provide an insight in managing these schools in reviewing their current plans with an aim of improving performance in a competitive setting globally. Also, it may benefit the Government through the Education ministry. This is because it may be helpful in allocating resources, setting standards and formulating policies.

The study may be beneficial to future researchers interested in strategic planning implementation practices in other institutions. Scholars and students may benefit

greatly by learning strategic planning practices used by schools in Kenya. The study material collected and analyzed may be valuable to the stakeholders for the purposes of developing better strategic response in the face of the ever-changing environment.

### **1.7 Assumptions of the Study**

One of the presumptions was that the schools' Board of managements and school principals were aware of strategic planning management practices. It was also assumed that the respondents to items in the questionnaire gave accurate and truthful information.

### **1.8 Limitations of the Study**

Several interviewees were unwilling to give responses and participate in the interview session for to avoid exposing schools' situation. This was controlled by giving respondents assurances that responses were confidential. Another limitation was that certain respondents may collude or discuss the items in the questionnaires thus producing uniform answers which may appear misleading. This was overcome by discussing and explaining to participants on the importance of giving their personal views.

### **1.9 Delimitations of the Study**

This research was specific on strategic aspect of management. Since strategic management is wide, the study was limited to school's strategic management practices that include school culture, strategy communication, strategic resource allocation and strategic leadership and the corresponding impact on school performance in the area. It was delimited to public schools in the area. Respondents from the selected population were the main target.

### **1.10 Operational Definition of Key Terms**

**Organization culture:** It is a system characterized by common presumptions, beliefs, and qualities, that guide individual behavior in a school setting. Measurements of organizational culture include coordination, teamwork, and norms.

**Public school:** A school developed and under the maintenance of public funds distributed by the government, parents and/ or community.

**Secondary school:** An institution where students receive formal education as stipulated in the secondary school curriculum.

**Strategic leadership:** refers to visionary and focused leadership from offered by school management that is, principals and Board of Management.

**Strategic planning:** this involves defining organizational purpose, understanding its advantages, setting boundaries, selecting key areas and formulating a budget.

**Strategic resource allocation:** Refers to the optimal allocation of resources, funds in schools.

**Strategy communication:** a bi-directional strategy aimed at creating mutual understanding, whereby participants engage in the swapping of information, news, ideas and feelings and also create and share meaning.

**Strategy selection:** Strategy selection is the process through organizations pick the most desirable action to meet its goals. Strategy selection involves the role of experts in choosing suitable strategies for the institution.

**Student performance:** assessing the ability of students in several dimensions such as class participation, national exams, and group activities like projects and presentations.

### **1.11 Organization of the Study**

This project was divided into five chapters. The first has the study's background, problem statement, purpose, objectives, research hypotheses, significance, assumptions made, limitations and delimitations and define key terms. Chapter two covered literature related to the study described in the objectives and hypotheses. The chapter also presented a theoretical and conceptual showing how the variables relate, the indicators and a conclusion of the literature summary.

The methodology was included in the third chapter. It explained the design used, population, sampling procedure, size, a brief description of the variables, validation methods, data collection analysis. Chapter four covered data analysis, presentation and interpretation. It presented the descriptive statistics of the study and the relationship between the study variables. The results were also interpreted in the chapter. Chapter five covered the summary, discussion, conclusion and study recommendations. The key findings were discussed and conclusions made. Suggestions for additional research and to policy makers were also addressed.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter gives a summary of information from existing literature on strategic planning and performance with an objective of understanding the topic. It begins by reviewing literature on strategic planning and performance. Funnel approach was adopted in order to highlight and critique empirical studies from global to local scenarios.

#### **2.2 Strategic Planning Process**

This is the process through which an organization determines its long-term goals, and understanding that such an approach together with the mobilization of required resources will be critical to the achievement of the said goals and the strategic plan. Machado and Taylor (2012) state that, this is a process through which the future of the organization is envisioned and translated into roughly defined objectives to which sequential steps are followed to achieve them.

The process of envisioning differs from long-range planning. This is simply the forecasting of current business trends (Jung & Lee, 2013). Envisioning not only involves anticipating the future and consequent preparation but also the belief that future factors can be changed by present actions. It entails setting objectives and attaining them within the stated period. These should be specific, measurable, attainable, realistic and timely.

This plan defines objectives and makes an evaluation of both internal and external circumstances, aids in devising, executing and evaluating the progress, whilst making adjustments required to be on track. The current business environment is characterized by stiff competition. Galbreath (2010) argues that for any business to sustain its competitive advantage it must strategically plan its activities. Strategic planning provides a structure that will allow managers and other organizational stakeholders evaluate strategic objectives while discussing actions to be taken for some time (Garad, et al., 2015). This type of planning helps organizations to understand their environment and guides them in acquiring and allocating resources (Bertelli, 2010).

Formal planning was started in the 1950s by the U.S military during the post-world war II period in which ideas were developed (Rintari & Moronge, 2012). The majority of Europe and Japan had collapsed and was in dire need of reconstruction. The U.S. was the only nation in a position to rebuild the other world economies that had collapsed. This presented America with massive opportunities and therefore to take advantage of this, they had to strategically plan their activities. This planning during that time was left to the elite senior officials with the structure being vertical and time bound. A specific period of time would be allocated to examine the situation and formulate a plan of action. The result of this process would be a formal document which would guide the overall planning process that would follow thereafter (Kisembe & Were, 2014).

It became increasingly popular in the period between 1960 to the mid-1970s, when it was considered to be the ultimate solution to all problems and more so for corporate America. 1973 was marked by an oil crisis all over the world which necessitated the need for development of strategic plans to sustain competitive advantage during this period that the commodity was scarce. (Akinyele & Fasogbon, 2007).

In the 1970s a growing discontent concerning strategic planning began. This was attributed to the challenges facing the process such as environmental challenges, reduced business opportunities as a result of the oil crisis, increased global competition, and more time spent on planning as opposed to executing the plans (Salkić, 2014). For the following ten years, it was abolished and this did not have an impact on business operations anymore. In the 1990s it was revived since it showed advantages in some contexts (Rintari & Moronge, 2012).

In the 1950s, the SWOT analysis model was adopted. In the 1960s more qualitative and quantitative models of strategic planning were formulated. Furthermore, the shareholder value model was formulated in the 1980s, with the Porter model becoming the standard (Dibrell, Craig & Neubaum, 2014). In the late 1980s more organizations were formed which were driven by strategic objective, core competencies, and more focus on the market. Additional modern models of strategic planning advocated dynamism to change, thereby making strategic thinking and organizational significant (Salkić, 2014). In the 1990s, the revolution of strategy

became the new normal. Strategic agility is currently becoming more relevant (Machado & Taylor, 2012).

### **2.3 Strategic Implementation Practices and Performance**

The relation between strategy implementation and firm performance has been studied extensively. However, the results have led to no definite conclusion, with findings ranging from positive, to no relationships and negative ones (Karabulut & Efendioglu, 2010). According to Boyd (1991) early research showed a positive relation between strategy implementation and performance, however later research was less revealing, and more recent empirical evidence however indicates that on the average, companies that plan perform better than those that do not (Alaka *et al.*, 2011).

#### **2.3.1 Organization Culture and Performance**

Njagi and Kombo (2014) studied how implementation of strategies influenced performance of Kenyan commercial banks. The correlation design was used, with a census done on the study's population consisting of 43 Kenyan banks. The Pearson's correlation coefficient was adopted to determine how strong the relation between the variables was with a descriptive design being used in analyzing the data. Results showed that organizations should match their culture to their strategy to effectively implement it in realizing improved performance.

Juma and Kinyanjui (2014) investigated how strategic plans impacted the performance of the University of Nairobi. The findings showed that strategic alliances had a positive influence on performance of this institution. Their study however only looked at the context of a public university and recommended further studies to be done on the context of public schools which is this study's goal.

Nyakeriga (2015) studied strategic plan implementation in Kenya's public universities. A descriptive survey was done among three public universities. 123 respondents from a population of 1231 was obtained by questionnaires. Collected data was analyzed by SPSS. Findings showed that 95% agreed organizational culture, leadership, effective communication and organization structure influenced strategic plan implementation.

Sika and Opiyo (2017) studied the integrated strategic management practices in the performance of Kenyan public and private universities. This research employed

exploratory and descriptive design. It was established that these practices influence organizational performance of public and private universities. The strategies included an environmental analysis, organizational direction, strategy formulation, implementation, evaluation and control.

### **2.3.2 Strategy Communication and Performance**

Onyango (2012) studied factors that influence strategy in Kenya's sugar industry (2010-2014). A longitudinal design was used with random sampling tool to select 78 respondents. Questionnaires were used in obtaining the data that was analyzed descriptively. Findings showed poor planning together with structural challenges were to blame for the failure to implement plans because of poor communication.

Aldehayyat and Khattab (2013) made an argument that a correlation existed between communication and performance despite the difference in structures of the systems which facilitated communications. Odongo & Owuor (2015) noted that communication plays a crucial purpose in training, knowledge transference and learning in implementing strategy. It is crucial in all the aspects of implementing strategy, since it relates to organizing processes in a complex manner, context and implementing objectives which affects the implementation process.

Auka (2016) conducted a study determine how strategic management impacts performance of public secondary in Kenya. This research employed exploratory and descriptive design and was done in Nakuru district in which a census of 21 public secondary schools was done. Data was obtained by self-administered questionnaire. Primarily, results indicated that schools adopted different levels of strategic management with some making such plans, others making such plans without implementing them while others did not. Overall, the elements of environmental analysis, direction, have a substantial impact on the strategic performance.

Kariuki, Maiyo and Ndiku (2017) studied the relation between strategy implementation and performance in Kangundo Sub-county schools. The population consisted of 28 principals, 28 deputies, 28 teachers and 28 chairmen of boards of management in 28 schools. Cross-sectional descriptive survey design showed that strategy communication greatly impacted school performance.

### **2.3.3 Strategic Resource Allocation and Performance**

Kurendi (2013) studied factors influencing implementation of strategy in flower Firms around Naivasha. The data was obtained using structured questionnaires. The implementation was found to be influenced by both internal and external factors in the organization environment. This showed that despite documenting their strategies, the flower firms had a big problem when it came to effectively implementing blaming factors such as existence of budgetary allocation, commitment of management, clearly identifying activities needed in the implementation process, existing legal restrictions and internal control issues, requirements to be satisfied for strategy implementation.

Warugongo (2014) studied the implementation of strategy in the National Bank of Kenya. A case study was found appropriate for this study as only a single organization was studied. A combination of primary and secondary data collection method and interview guide were used in collecting data. A qualitative analysis was made using content analysis. Findings showed that structure, leadership, resources, culture, employee motivation and ICT had an effect on strategy implementation.

Gitau (2014) studied how strategy implementation is done by Kenyan banks. A descriptive cross-sectional survey on all the banks was done. Of the 43, 35 gave a response which accounted for 83.3%. It was found out that Many banks develop models in guiding this process but compliance varies among them. A number of internal and external factors that characterize the institutions influenced the process. The highest responses were as follows: involvement of employees in implementation, efficiency in planning and execution of strategy initiatives, senior management support, organizational structure role in the implementation process, commitment of resources like finances, human, technology together with communication.

Owino (2015) studied the influences of strategic management implementation among public secondary schools in Uriri district, Migori. A descriptive design that targeted 17 schools were selected with 68 school managers. From the results of the study, the effective training of school management on strategic planning improved the implementation process in the schools in because of the monitoring role they play during the entire exercise. It was also noted that the variation of resources required for strategy implementation had a profound effect on the plans since the management had acquired skills during the training process on how to use finances and other resources

to effectively implement strategic plans in schools. Additionally, the showed that future school heads are required to get practical experience while working with school leadership to investigate the achievement gaps and to rectify them.

#### **2.3.4 Strategic Leadership and Performance**

Jehad et al. (2012) studied strategic planning and corporate performance among small businesses in the Middle East countries. An exploratory design was used to select 321 respondents. Data was obtained by the use of questionnaires and observation forms. Analysis of data was done using multiple regression and resulted indicated that competitive firms' strategic culture was created by leaders who use different leadership styles to influence performance of their employees.

Christopher (2013) studied the factors influencing Kenya Vision 2030 implementation in public sector with a focus on KICC. Variables chosen included leadership commitment, IT, training and values as the predictor variables and strategy was the response. Elements included were leadership principles, resources and incentives. A descriptive design was adopted with the population targeting managers and junior officers, a total of 130 staff were selected with 65 questionnaires being and 47 of them were completed which was 75.38 percent. A stratified sampling design was used to choose a sample while data analysis made using descriptive and inferential statistics. Results showed that 38 of the respondents agreed that it was difficult to manage change among employees following the refusal of key employees to adopt the plans.

Madegwa (2014) studied the factors that influence strategy implementation among government parastatals with the focus being on National Cereals and Produce Board of Kenya (NCPBK). She used senior management commitment, activity co-ordination, individual tasks and culture as the predictor variables and strategy being the response. A total of 781 staff members were selected and a simple random sampling methodology used to distribute questionnaires to 117 interviewees and data collected was analyzed descriptively using SPSS which presented the data in measures of central tendency. It was determined that effective strategy implementation, requires senior personnel to persuade employees to adopt their ideas.

Anyieni and Areri (2016) studied factors influencing strategy adoption plans among secondary schools. A survey design using stratified sampling was employed. The

selected population included school managers such as teachers, principals and deputy principals in the schools. The critical finding was that a democratic form of leadership with multidirectional communication method was the most preferred leadership style. For management to be influential participation by the staff was critical to the implementation of these plans. Results proved that there was a substantial influence of management style on these strategies.

## **2.4 Theoretical Framework**

The Game Theory, Theory of Dynamic Capabilities, and Resource Based Theory (RBV) will guide the study.

The Resource-Based View was developed by (Wernerfelt, 1984) and stems from the principle that foundation of an organization's competitive advantage is rooted in its specific internal resources, in contrast to its position in the outside environment. RBV predicts that some resources that firms own and control have the potential to create competitive advantage and improve performance (Raduan et al., 2009). Such an approach to strategic management focuses on the core attributes of the firm as economic rent sources which drive performance and sustain competitiveness (Conner, 1991).

According to Hoopes *et al.* (2003) a firm's resources can sustain superior economic performance with the condition that they cannot be imitated. To prevent imitation, three isolating mechanisms are required: property rights, learning and development costs, and causal ambiguity. Dynamic capabilities describe the firm's ability to integrate internal and external competences that will be sustainable in dynamic environments. Dynamic capabilities are typically the outcome of experience and learning within the institutions. Competent strategic management teams in learning institutions are able to make prudent and judgmental leadership decisions that are favorable to school growth.

Theory of Dynamic Capabilities was postulated by (Teece *et al.* 1997). According to Teece et al., (1997), dynamism is the ability to renew competences to be in line with the dynamism of the business environment where a number of innovative responses are necessary and timing crucial, change in technology is fast, and future competitive

nature and markets cannot be easily determined. Dynamic capabilities emphasize internal and external organizational skills the needed for a fluctuating business environment (Teece *et al.*, 1997). Environmental analysis also reveals the market complexities, opportunities and challenges and thus provides the basis selecting strategy (Arasa & Obonyo, 2012). The type of strategy adopted by an organization can greatly affect its performance. According to Barney and Griffin (1992) there are four strategic types of organizations based on senior management, Defenders, Analyzers, Prospectors and Reactors.

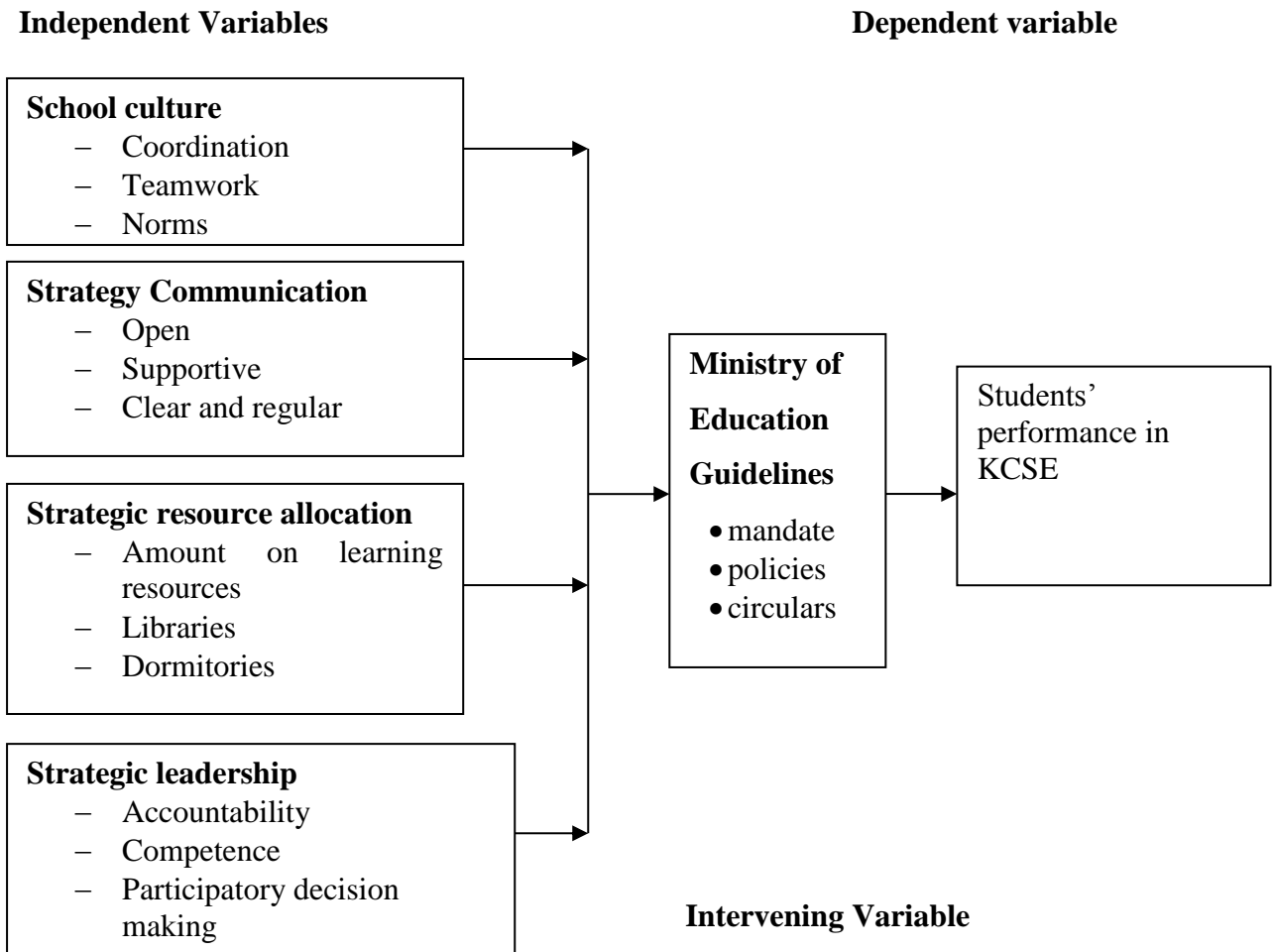
The process of developing education occurs in physical, social, cultural and psychological environment. An appropriate environment is needed for successful learning in children. The favorable school environment gives the child the necessary stimulus to learn. The children spend a majority of their time at school, which influence their performance through curricular, teaching methodology and relationships (Lawrence, 2012). Zott (2003) states that dynamic capabilities indirectly influence performance by instituting changes to the firm's resources, routines, and competencies, which subsequently influence performance. By channeling school resources in a prudent and efficient manner, learning materials, facilities can be acquired which aids learning in schools. As a result of adequate and sufficient learning facilities, there could be improved students' performance.

Game theory was developed by (Von & Morgenstern, 1944). Game Theory however is an approach that analyzes rational decision making in a complex circumstance. In a game agent attempt to maximize their return by choosing certain actions and their outcome is also dependent on what others do (Lipsey & Chrystal, 2011). Game theory is useful in enhancing decision making ability of leaders. In school strategic leadership management that comprise of principal and Board of management can look into Game theory especially when puzzled in making critical decisions involving resource allocation.



## 2.5 Conceptual Framework

Kombo and Tromp (2009), define this as an idea derived from specified situations. It is a combination of ideas derived from a specific field and used to structure presentations. Figure 2.1 is an illustrative depiction of the study variables.



Source: Researcher (2020)

Figure 2.1: Conceptual framework

## 2.6 Research gaps

Strategic planning is predicted to positively impact performance since it assists in selecting strategies helpful to organizations in the allocation and exploitation of their resources and strengths in relation to the opportunities that the external environment provides (Akinyi, 2010). This means that strategic planning in Public Secondary Schools in Kieni East Sub-county is necessary since they can only acquire quality students and support from their stakeholders by meeting the acceptable standard of quality performance. Strategy implementation enable organizations to perceive issues

related to their performance. Some empirical studies conducted on strategic plans implementation and organization performance include; a study by Juma and Kinyanjui (2014) on the effect that strategic plans have on performance in Kenya's public universities and found that strategic resource allocation positively influenced their performance. The study however only looked at the context of a public university and more research needs to be conducted on the context of public schools hence the current study.

Auka (2016) did a study on the influence of strategic management practices on the performance of public secondary in Kenya. Primarily, it was found that schools are at different levels of strategic management such that some do not have a strategy, some have such plans but are not functional while others have implemented their strategic plans. The variables studied seem weaker in influencing performance of public schools. The current study intends to introduce leadership management and strategic resource allocation as key variables in the study. Owino (2015) studied the factors affecting strategic management implementation practice in schools in Uriri district, Migori County, Kenya and found that resource variation, strategic planning, training and resource allocation influence strategy implementation. Factors affecting strategy implementation was the main core of the investigation. The current study looks at strategic planning implementation practices on academic performance.

Namango & Bichanga (2014) studied how strategic planning influences academic performance of Public Secondary Schools in Kimilili-Bungoma District. Results revealed that there was a positive substantial relation between vision and performance. A positive and substantial relation established between mission and academic performance. Study findings show a positive substantial relation between the core values of the school and students' performance while academic strategy showed a positive substantial influence on performance. The current study introduces leadership management and strategic resource allocation as key variables in the study. Kariuki, Maiyo and Ndiku (2017) studied the relation between strategy implementation and performance in public secondary schools in Kangundo Sub-county and found out that it had the most substantial impact on performance. The focus was on the influence of strategy and resource allocation on performance of public secondary schools. This study introduces leadership management as a variable.

There are inconsistent findings on how strategic planning impacts performance. Therefore, by schools adopting strategic planning, performance may or may not change. What is the influence of strategic planning management on school performance in Kieni East?

**Table 2.1: Research gaps**

Author	Focus of the Study	Practices	Findings	Knowledge Gap
Juma and Kinyanjui (2014)	Strategic Plans Implementation impact on The University of Nairobi.	Strategic resource allocation.	Strategic resource allocation positively impacted performance	The study however only considered the context of a public university and more work should be done on the context of secondary schools hence the current study.
Auka (2016)	Impact that strategic management practices have on performance of public secondary in Kenya.	Environmental analysis, organizational direction, strategy formulation and strategy implementation.	Primarily it was found that schools show different levels of strategic management such that some have no such plans, some have the plans but are not functional but while others have implemented their strategic plan.	The variables studied seem weaker in influencing performance of public schools. The current study intends to introduce leadership management and strategic resource allocation as key variables in the study.
Owino (2015)	Factors influencing strategic management among public secondary schools in Uriri district, Migori.	Resource variation, planning, training and resource allocation	The study found that resource variation, strategic planning, training and resource allocation influence strategy implementation.	The focus was on factors affecting strategy implementation. The current study looks at strategic planning implementation practices on academic performance.
Namango and Bichanga (2014)	Strategic planning influence on academic performance of Public Secondary Schools in Kimilili-Bungoma District.	school vision, school core values and school academic strategies	Results showed a positive substantial relation between vision and performance and a positive substantial relation between school mission and academic performance. Study findings revealed a positive substantial relation between school core values performance while academic strategy showed a positive substantial relation with performance.	The current study introduces leadership and strategic resource allocation as key variables in the study.
Kariuki, Maiyo and	Relation between strategy	Strategic resource	Results show that: strategy implementation had the	The focus was on how strategy and resource

Ndiku (2017).	implementation and school performance in Kangundo.	allocation and communication channels	greatest impact in school performance	allocation influence performance of public secondary schools related. This study introduces leadership as a variable.
Okwako (2013)	Strategy and performance of secondary schools in Rarieda District, Kenya	Strategic planning, environmental analysis, stakeholder involvement.	Major findings showed that 74% of schools have a strategic plan which has a correlation with performance. Additionally, do not conduct sufficient environmental analysis neither do they involve stakeholders as required and the strategic plans are not entirely implemented.	The current study introduces leadership and resource allocation as other variables

## 2.7 Conclusion

This chapter focused on a review of both the available theoretical and empirical literature on the relationship between strategic implementation practices and performance. From the review of literature based on the research objectives, a structure was developed showing the hypothesized variable relationship. The researcher went ahead to establish whether indeed strategic implementation practices influence academic performance among schools in Kiambu East.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The study methodology used to objectively establish the influence of strategic planning implementation practices on school performance within Kieni East sub-County, is described in this chapter. The population, design and analysis are contained in this section

#### **3.2 Research Design**

The descriptive cross-sectional survey was useful for this purpose. This methodology was useful in comparing the findings of the study. The survey design was appropriate since it assumes that the sample has similar characteristics to the population from which it was chosen (Rukwaru, 2007). A cross sectional descriptive survey makes an attempt in describing a subject often by formulating a profile with several problems, people or events by collecting data, tabulating frequencies of the variables and their interaction.

#### **3.3 Population**

This is a collection of observations in an event that follows the researcher's description (Burns & Burns, 2008). A target population refers to all people being considered in a study. 31 principals and 527 Board (BoM) members were the selected population. There are 17 BoM members in every school (Basic Education Act, 2013). Since the population is relatively small a census survey was employed and thus all the schools in the area were studied. The unit of analysis was their principals and management. School principals and BoM members were involved in the study since they manage the schools. Each school has one principal and seventeen BoM members.

**Table 3.1: Target population**

<b>Category</b>	<b>Target Population</b>
Principals	31
BoM members	527
Total	358

(Sub-County Director of Education, 2020)

### 3.4 Sample Frame

Best and Kahn (2016) defined sampling frame as the complete list of all elements or objects of the population that the researcher wants to study. This study intended to establish the influence of strategic planning management practices on School performance within Kieni East. The study units were the schools' head teachers and the board.

### 3.5 Sample Size and Sampling Technique

All 31 schools participated in the study. Census technique was used to choose 31 principals. The study adopted Yamane (1967) formula to estimate the BoM sample size.

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

Where:

$n$  = sample size

$N$  = population size

$e$  = the level of precision

1 = Constant

$$\begin{aligned} n &= 527 / 1 + 527(0.05)^2 \\ &= 227.77 \approx 228 \text{ BoM} \end{aligned}$$

Refer Table 3.2 for sample size determination and procedure.

**Table 3.2: Sample size**

Category Level	Target Population	Technique	Sample size
Principals	31	Census	31
BoM members	527	Simple random	228
<b>Total</b>	<b>558</b>		<b>259</b>

(Source: Researcher, 2020)

### **3.6 Data Collection Instrument**

A combination of primary and secondary data was used in the study. Structured questionnaires obtained primary data and contained closed and open-ended questions. The open questions allowed interviewees to give free responses with no structure. The closed ended ones limited the responses to the various alternatives. These were designed in a clear manner for easy comprehension. The questions helped in addressing the research questions and the objectives. A clear, simple and understandable language was used in drafting the questionnaire which was administered to the target respondents.

The questionnaires were administered to principals in each school since they are charged with developing and implementing a school's strategic plan. Secondary data on strategic plan implementation and students' performance for the past five years were also collected from the 31 schools.

### **3.7 Pilot Testing**

A questionnaire was the key data collection tool used. This was administered after obtaining permission from the institution's management. Cooper and Schindler (2011) suggest that the purpose of the pilot study is to identify weaknesses in the design and implementation and give an indicator data that will assist in selecting a probability sample. The pre-testing of the questionnaire was done on 3 principals and 23 BoM members that were not be part of the final study. Piloting facilitated reliability testing for the instrument. This ensured validity and reliability of the data collection instruments.

#### **3.7.1 Validity of the Instrument**

This is the extent to which the study accurately measures the specified concepts (Heale & Twycross, 2015). It is of several types such as internal validity that clearly shows the principles of cause and effect in the study, external validity which has its focus on effects which can be generalized. In this study internal validity was invariably applied to test how strategic implementation practices influences academic performance. Validity was enhanced through the pilot study which was purposely undertaken in pre-testing the tools and methods prior to conducting the study. During the pilot test, the research instruments clarity was assessed and collected data

analyzed and validity tested. The pilot study results were key in improving and strengthening data collection instruments.

Validity in this study was certainly enhanced in this study by ensuring the questionnaire was clearly checked and the questions are formulated on the basis of the study's objectives. To confirm this validity, face and content validities were ensured. The instrument was applied to principals and BoM for proper scrutiny and evaluation.

### **3.7.2 Reliability of the Instrument**

This measures the overall consistency of the measurements. A measure is highly reliable if it produces similar results in uniform conditions (Heale & Twycross, 2015). This can be determined by correct sampling using the purposive sampling technique. Advice from the supervisor was also be taken in this regard.

The Cronbach alpha analysis also aided in ascertaining the research instruments' reliability by its internal consistency. The analysis depicts reliability by showing a true 'base' score. Cronbach's Alpha is crucial to a scholar in ensuring consistency and reliability of the questionnaire even if the questions are interchanged with related ones (Castillo, 2009). The standard rule is that the alpha should be more than 0.7. The study applied this thresh-hold provided by Sekaran and Bougie (2016) and all the study variables were found to be reliable.

## **3.8 Data Analysis**

SPSS version 23 was used because of its simplicity. Analysis and examination of data was made using descriptive, correlation and regression analyses. Descriptive statistics included mean and standard deviation. Inferential statistics included correlation and multiple regression analysis to determine the relationship between school culture, strategic resource allocation, strategic communication and strategic leadership as predictor variables and academic performance as the response variable.

### **3.8.1 Analytical Model**

The following model will be in use:

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

Where;

Y = Students' Academic Performance

$\alpha$  = Constant Term



$\beta_i$  = Beta Coefficient of variable i measuring change Y to change in i

$X_1$  = School culture

$X_2$  = Strategy communication

$X_3$  = Strategic resource allocation

$X_4$  = Strategic leadership

$\varepsilon$  = Error term

### **3.9 Ethical Considerations**

The following ethical considerations were followed during the study. Every interviewee was assured of voluntary disclosure and those providing both written and oral presentations were considered. Secondly, the objectives of the study were made to every respondent prior to the fieldwork.

Thirdly, all the tools utilized in the research were introduced to the participants and their identities kept secret, to avoid harming them. Additionally, the study followed the ethical and professional guidelines concerning researcher- respondent relationship. The study further acknowledged the work of other scholars.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter records the study findings. The sections in this chapter include the general information section encompassing the response rate and information on the demography. The chapter also outlines the descriptive and inference statistics in line with objectives.

#### **4.2 General Information**

This section presents the findings on the overall response rate and the descriptive statistics for the demographic profiles of all the respondents.

##### **4.2.1 Response Rate**

In survey research, a response rate is the number of responses obtained divided by the number of target respondents. The response rate is also denoted as the completion rate or return rate and it is usually expressed percentage form. Information on the rate of response for this research is displayed in Table 4.1.

**Table 4.1: Response Rate**

<b>Response Rate</b>	<b>Frequency</b>	<b>Percent</b>
Returned	190	73.4
Unreturned	69	26.6
<b>Total</b>	<b>259</b>	<b>100</b>

#### **Primary Data (2020)**

Table 4.1 showcases that 259 questionnaires were issued to principals and BoM in schools in the area. The study findings exhibit that out of the 190 issued questionnaires to the target respondents, only 190 responses were made with adequate information and returned which translated to an overall 73.4% study response rate. This is in line with Neil (2009), who stated that a study with a greater than 70% response was sufficient for analysis and drawing conclusions.

#### 4.2.2 Gender

The respondents were asked to specify their gender. Results demonstrate that the proportion of respondents who were male was 55.8% while the rest 44.2% were female. This depicts that the schools in the area uphold gender diversity as there is no great disparity between the number of male and female employees among the target respondents. The results are as shown in Table 4.2

**Table 4.2: Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	106	55.8%
Female	84	44.2%
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)**

#### 4.2.3 Position in School

The results reported in Table 4.3 showed that of those surveyed 30 were school principals while 160 were BoM members. This shows that almost all principals in the Sub County were able to fill the questionnaire while majority of the BoM members also participated in this study.

**Table 4.3: Position in School**

<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
Principal	30	15.8%
BoM	160	84.2%
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)**

#### 4.2.4 Type of School

The researcher was also interesting in establishing the type of public schools that the respondents represented. Table 4.4 gives an illustration of the results. Results illustrate that the largest proportion of respondents represented mixed day schools (34.2%), 20% represented girls boarding, 16.3% represented boys boarding while 29.5% represented mixed day and boarding. The results postulate that many of the sub-county are day schools and this might indicate that the Sub-County is still in its early stages in terms of achieving set educational goals.

**Table 4.4: Type of School**

<b>Type of School</b>	<b>Frequency</b>	<b>Percentage</b>
Boys boarding	31	16.3%
Girls boarding	38	20.0%
Mixed day & boarding	56	29.5%
Mixed day	65	34.2
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)**

#### **4.2.5 Highest Level of Education**

The respondents were implored to record their highest education level. Table 4.5 gives an illustration of the results. Results demonstrate that the largest proportion (54.7%) had a bachelor degree while 28.4% had a diploma. A further 16.9% had a postgraduate qualification. The implication of the results is that the public secondary schools are run by individuals who are well educated. In most cases, high level of educated is associated with competence and mastery of requisite skills required to execute one's duties at the place of work.

**Table 4.5: Highest Level of Education**

<b>Education</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	54	28.4
Bachelor Degree	104	54.7%
Postgraduate	32	16.9%
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)**

#### **4.2.6 Number of Years in the Current Position**

The respondents had spent variable number of years in their respective schools. The duration with an organization can be used as an indicator of their level of knowledge of internal organizational processes, capabilities, and success. However, the Principals have a tendency to be transferred after every few years and the board of management keeps on changing and may be this explains why most of them had been in the current position for less than 7 years. The results indicated that 50% had worked with their school for 2-4 years, 28.9% for 5-7 years and 11.1% for 0-1 years while 6.3% had served for 8-10 years. Only 3.7% had served for over 10 years. The results are illustrated in Table 4.6.

**Table 4.6: Years in the Current Position**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
0-1 years	21	11.1%
2-4 years	95	50%
5-7 years	55	28.9%
8-10 years	12	6.3%
Above 10 years	7	3.7%
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)****4.2.7 Strategic Plan**

The researcher sought to establish if the schools in question had a strategic plan. Although public institutions are required by law to have a strategic plan, not all public institutions have adhered to this directive. From the respondents, it was revealed that 74% of Schools in Kieni Sub-County had a strategic plan implying that the Sub-County is doing relatively well in terms of strategic planning in public secondary schools. The results are shown in Table 4.7

**Table 4.7: Strategic Plan**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	141	74.2%
No	49	25.8%
<b>Total</b>	<b>190</b>	<b>100%</b>

**Primary Data (2020)****4.2.8 Duration of the Strategic Plan**

The researcher investigated the duration of the strategic plans. This is important because it the planning horizon of the schools and how realistic they are. From findings in Table 4.8, it is evident approximately (78%) has strategic plans for 5 years with 22% having plans for 10 years. None had the plans for 2 years.

**Table 4.8: Duration of the Strategic Plan**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
5 years	110	78%
10 years	31	22%
<b>Total</b>	<b>141</b>	<b>100%</b>

**Primary Data (2020)**

#### 4.2.9 Strategic Plan Implementation

The researcher sought to establish whether the strategic plan is being actively implemented. This would help in gauging whether the strategic plans are being effective in achieving the goals of the schools or they are just documents that do not guide the schools. From findings in Table 4.9, it is evident that approximately (72%) said their schools have been implementing their strategic plan.

**Table 4.9: Strategic Plan Implementation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	102	72.3%
No	39	27.7%
<b>Total</b>	<b>141</b>	<b>100%</b>

**Primary Data (2020)**

#### 4.3 Descriptive Statistics

The subsection describes the descriptive findings for each of the variables under study, presented in terms of percentages, means and standard deviations.

##### 4.3.1 School Culture

The mean and standard deviation for the specific attributes of school culture are as presented in Table 4.10. Results demonstrate that the schools in the area have a positive school culture. This is supported by the fact that on a five-point likert scale, the mean scores for attributes related to school culture was greater than 3. The mean score for the statement that there is commitment among all the teachers in ensuring the strategies were successful was 3.95 with a standard deviation of 0.93. The mean score for the statement that there is proper communication flow from management to teachers was 4.36 and a standard deviation of 1.12.

The mean score for positive attitude towards the strategy implementation process was 3.24 and standard deviation of 1.32. The mean score for minimal supervision is essential in ensuring proper implementation of strategies and was 4.04 and a standard deviation of 1.00. Further, the means score for motivation and guidance to staff on accomplishing various tasks was 3.75 and standard deviation of 1.08 while the mean score for management involve staff during strategy implementation was 3.52 and a standard deviation of 1.29.

**Table 4.10: Descriptive Statistics for School Culture**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
There is commitment among all the teachers in ensuring successful strategies	190	3.95	0.93
There is proper communication between management and teachers.	190	3.86	1.15
There is a positive attitude towards the strategy implementation process	190	3.24	1.32
Minimal supervision is essential in ensuring strategy implementation	190	4.04	1.00
The management provides motivation and guidance to staff on how to accomplish various tasks	190	3.75	1.08
Management involve staff during strategy implementation	190	3.52	1.29
<b>Average</b>		<b>3.73</b>	<b>1.13</b>

**Primary Data (2020)**

The statement that minimal supervision is essential in strategy implementation had the highest mean at 4.04 implying that the respondents agreed most on these compared to all the other statement. This would mean that the school culture promotes decision making and discipline among staff. The statement that there is a positive attitude towards the strategy implementation process had the lowest mean at 3.24. This implies that there was a moderate agreement on stakeholders having a positive attitude to strategy implementation. This shows while some schools have a positive attitude to strategy implementation, others do not.

**4.3.2 Strategy Communication**

The mean and standard deviation for the specific attributes of strategy communication are as illustrated in Table 4.11. Results demonstrate that the schools have effective strategy communication to a great extent. This is supported by the fact that on a five-point likert scale, the mean scores for attributes related to strategy communication was greater than 3. The mean for the statement that the staff has good communication during strategy implementation was 4.08 and a standard deviation of 0.63. The mean for the stakeholders sharing information during strategy implementation was 4.04 and a standard deviation of 0.88.

The mean for the affirmation that there is top down approach of communication in the school was 3.65 and standard deviation of 0.96. The mean for the statement that the management encourages open door culture of sharing information during strategy

implementation was 3.60 and a standard deviation of 1.11. Further, the means score for the statement that there is high interpersonal relations in the school was 3.94 and standard deviation of 1.02. Results also illustrate that the mean score for that there is statement that the bottom up approach of communication in the school was 4.08 and a standard deviation of 0.93.

**Table 4.11: Descriptive Statistics for Strategy Communication**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
Staff have good communication during strategy implementation	190	4.08	0.63
Stakeholders share information during strategy implementation	190	4.04	0.88
There is top down approach of communication in the school	190	3.65	0.96
Management encourage open door culture of sharing information during strategy implementation	190	3.60	1.11
There is high interpersonal relations in the school	190	3.94	1.02
There is bottom up approach of communication in the school	190	4.08	0.93
<b>Average</b>		<b>3.90</b>	<b>0.92</b>

**Primary Data (2020)**

The statements that the staff has good communication during strategy implementation and that there is bottom up approach of communication in the school had the highest means at 4.08. This implies that the respondent agreed on these two statements compared to the rest. This goes to show that most schools have effective communication during strategy implementation. The statement that the management encourage open door culture of sharing information during strategy implementation had the least agreement and this means that although the respondents agreed that there is an open door culture, the extent of this culture is not as high as compared to the other communication strategies.

**4.3.3 Strategic Resource Allocation**

The mean and standard deviation for the specific attributes of strategic resource allocation are as presented in Table 4.12. Results demonstrate that strategic resource allocation is being practiced by the schools to a great extent. This is supported by the fact that on a five-point likert scale, the mean scores for attributes related to strategic resource allocation was greater than 3. The mean score for the statement that the



school has well trained employees working in each department was 3.43 and a standard deviation of 1.35.

The mean for the affirmation that each department is well staffed in line with the work they do was 3.23 and standard deviation of 1.47. The mean for the statement that the school has information systems to improve the way members of staff perform their duties was 3.25 and a standard deviation of 1.38. Further, the statement that the school allocates sufficient funds to implement its strategies was 3.75 and standard deviation of 1.08 while the mean score for statement that regular appraisals are done in ensuring that resources are used for intended purposes was 3.86 and a standard deviation of 1.15.

**Table 4.12: Descriptive Statistics for Strategic Resource Allocation**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
The school has well trained employees working in each department	190	3.43	1.35
Each department is well staffed in line with the work they do	190	3.23	1.47
The school has information systems to improve the way members of staff perform their duties	190	3.25	1.38
The school allocates sufficient funds to implement its strategies	190	3.75	1.08
Regular appraisals are done in ensuring resources are used for intended purposes	190	3.86	1.15
<b>Average</b>		<b>3.50</b>	<b>1.29</b>

**Primary Data (2020)**

The statement that regular appraisals are done to ensure proper resource utilization had the highest agreement at a mean of 3.86. This means respondents agreed that this type of strategic resource allocation is the most common of the five selected. The statement that the school has information systems to improve the way members of staff perform their duties had the least agreement at a mean of 3.23. This implies that although there is a moderate agreement on provision of information systems, this is the least provided type of strategic resource allocation.

#### 4.3.4 Strategic Leadership

The mean and standard deviation for the specific attributes of strategic leadership are as presented in Table 4.13. Results demonstrate that strategic leadership is practiced among public secondary schools in the area to a great extent. This can be explained by the fact that the mean score for the statement that leaders institute policies embracing the vision and mission was 3.88 and a standard deviation of 0.87. The mean for the statement that leaders have instituted policies minimizing resistance from stakeholders was 4.12 and a standard deviation of 0.87.

The statement that leaders are driven to implement new strategies was also depicted by the mean score of 4.29 and standard deviation of 0.81. The mean score for the statement that leaders encourage teamwork in the school was 3.42 and a standard deviation of 1.13. Further, the mean for the statement that leaders engage stakeholders in key decisions was 3.95 with a standard deviation was 0.95.

**Table 4.13: Descriptive Statistics for Strategic Leadership**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Leaders institute policies embracing the vision and mission	190	3.88	0.87
Leaders have instituted policies minimizing resistance from stakeholders	190	4.12	0.87
Leaders are motivated to implement new strategies	190	4.29	0.81
Leaders applaud teamwork in the school	190	3.42	1.13
Leaders engage stakeholders in key decisions	190	3.95	1.08
<b>Average</b>		<b>3.93</b>	<b>0.95</b>

#### **Primary Data (2020)**

The statement that leaders are motivated to implement new strategies had the most agreement with a mean of 4.29. This means that of all the measures of strategic leadership, the respondents agreed that the most successful was leaders being motivated implement new strategies. The statement that leaders encourage team work had the least agreement at a mean of 3.42. This implies that the respondents had a moderate agreement on whether leaders encourage teamwork and this goes to show that not all schools have strategies that encourage team work.

#### 4.4 Inferential Statistics

The inferential statistics for all the variables are presented in this section. The inferential statistics were Pearson correlations and multiple regressions. Pearson correlations was used in establishing the association between all the variables and regression was performed to establish the relationship between strategic implementation practices (school culture, strategy communication, strategic resource allocation, strategic leadership) and students' academic performance.

##### 4.4.1 Correlation Analysis

This analysis aided in demonstrating the association between the predictor and response variables. This entailed the coefficient and whether the association is positive or negative. This is as illustrated in Table 4.14.

**Table 4.14: Correlation Results**

Variable		Academic performance	School culture	Strategy communication	Strategic resource allocation	Strategic leadership
Academic performance	R	1				
	Sig.					
School culture	R	0.743	1			
	Sig.	0.000				
Strategic communication	R	0.715	0.386	1		
	Sig.	0.000	0.000			
Strategic resource allocation	R	0.766	0.451	0.343	1	
	Sig.	0.000	0.000	0.000		
Strategic leadership	R	.0723	.0392	.425	.368	1
	Sig.	0.000	0.000	0.000	0.000	

##### Primary Data (2020)

The correlation results demonstrate a strong, positive and significant association between school culture and academic performance as reflected by a Pearson correlation coefficient of 0.743 and a P-value of 0.000. This is an indicator that more positive school culture translates to improved academic performance. The correlation results also demonstrate a strong, positive and significant association between strategy

communication and academic performance as reflected by a Pearson correlation coefficient of 0.715 and a P-value of 0.000. This is an indicator that better strategy communication translates to improved academic performance.

Further, the correlation results demonstrate a strong, positive and significant association between strategic resource allocation and academic performance as reflected by a Pearson correlation coefficient of 0.766 and a P-value of 0.000. This is an indicator that increase in the level of strategic resource allocation translates to improved academic performance. Strategic leadership also exhibited a strong positive and significant association with academic performance as shown by a Pearson correlation coefficient of 0.723 and a P-value of 0.000

#### **4.4.2 Regression Analysis**

The regression analysis encompasses the model fitness, the Analysis of Variance (ANOVA) and the regression coefficients. This is as demonstrated in below.

**Table 4.15: Model Fitness**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
0.791	0.625	0.621	0.29172

#### **Primary Data (2020)**

School culture, strategy communication, strategic resource allocation and strategic leadership were considered satisfactory in explaining academic performance as presented in Table 4.15. This is as reflected by an R square of 0.621. This thus implies that school culture, strategy communication, strategic resource allocation, strategic leadership explain 62.1% of the variations in academic performance with the difference being explained by other factors not considered in this study. The other implication is that the model linking the variables relationships is satisfactory. The R value of 0.79.1 implies that there exist a strong relationship between the predictor variables (school culture, strategy communication, strategic resource allocation, strategic leadership) and academic performance.

**Table 4.16: Analysis of Variance**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	.685	4	.171	13.909	.000 <sup>b</sup>
	Residual	2.277	185	.012		
	Total	2.962	189			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Strategy communication, strategic leadership, strategic resource allocation, school culture

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**Primary Data (2020)**

Results in Table 4.16 prove that the entire model was statistically significant and this is shown by F statistic of 13.909 and a p value of 0.000. Thus, this insinuates that school culture, strategy communication, strategic resource allocation and strategic leadership are good predictors of student academic performance. The regression analysis helped to demonstrate the magnitude of influence school culture, strategy communication, strategic resource allocation and strategic leadership have on academic performance.

**Table 4.17: Regression Coefficients**

Variable	B	Std. Error	Beta	T	Sig.
(Constant)	2.056	0.17		12.11	0.000
School culture	0.226	0.057	0.285	3.938	0.000
Strategy communication	0.144	0.059	0.172	2.43	0.016
Strategic resource allocation	0.168	0.037	0.379	4.559	0.000
Strategic leadership	0.237	0.037	0.470	6.463	0.000

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**Primary Data (2020)**

Results demonstrated a positively significant relationship between school culture and student academic performance ( $\beta$  0.226, P 0.000). This illustrate that increase in school culture by one unit would cause an improvement on student academic performance by 0.226 units. Results also portrayed a positively significant relationship between strategy communication and student academic performance ( $\beta$  0.144, P 0.016). This point out that increase in strategy communication by one unit would cause an improvement on student academic performance by 0.144 units.

Further, results demonstrated a positively significant relationship between strategic resource allocation and student academic performance ( $\beta$  0.168, P 0.000). This

illustrates that increase in the level of strategic resource allocation by one unit would cause an improvement on student academic performance by 0.168 units. Finally, results demonstrated a positively significant relationship between strategic leadership and student academic performance ( $\beta$  0.237, P 0.000). This illustrates that increase in the level of strategic leadership by one unit would cause an improvement on student academic performance by 0.237 units

The resulting regression model is as follows:

$$Y = 2.056 + 0.226X_1 + 0.144X_2 + 0.168X_3 + 0.237X_4 + \epsilon$$

Where

Y = Student academic performance,

X<sub>1</sub> – School culture,

X<sub>2</sub> – Strategy communication,

X<sub>3</sub> – Strategic resource allocation,

X<sub>4</sub> – Strategic leadership

#### **4.5 Chapter Summary**

This chapter included the study general information encompassing the response rate and demographic information. The descriptive statistics showing the means and standard deviation for each of the study variables, and the inferential statistics section which presents the correlation and multiple regression analysis results. The next chapter of the study presents the discussion, conclusions and recommendations.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary, discussion, conclusion, and recommendations. The discussion, conclusion, recommendations for improvements for the study are presented in line with the study research objectives. Recommendations for further research are also presented in this chapter.

#### **5.2 Summary of Findings**

The research aimed at finding out the effect of strategic implementation practices on student academic performance among public secondary schools in Kieni East Sub County. The study sought to answer the following research questions: What is the effect of school culture on student academic performance among public secondary schools in Kieni East Sub County? What is the effect of strategy communication on student academic performance among public secondary schools in Kieni East Sub County? What is the effect of strategic resource allocation on student academic performance among public secondary schools in Kieni East Sub County? What is the effect of strategic leadership on student academic performance among public secondary schools in Kieni East Sub County?

This section provides the discussions of the findings for each of the research objectives. The study also established the demographic characteristics of the respondents. The results showed that the gender distribution was close to 1:1. This reveals that there is no gender discrimination as far as employment of principals and appointment of BoM members among public secondary schools in Kieni East Sub County. It was revealed that 74% of Schools in Kieni Sub-County had a strategic plan implying that the Sub-County is doing relatively well in terms of strategic planning in public secondary schools. On the contrary, evident points that only 72% of the schools have been implementing their strategic plans implying there are schools who have a strategic plan that is not being implemented.

### **5.2.1 School Culture and Student Academic Performance**

The study findings reveal that school culture influenced student academic performance positively. The respondents agreed that there is commitment among all the teachers in ensuring success in the strategies, proper communication between the management and teachers and positive attitude towards the strategy implementation process. Further, the respondents agreed that minimal supervision is required in ensuring that the strategies are well implemented and that the management motivates and guides staff on how to undertake the various tasks management and involves them during strategy implementation. The regression and correlation results support the results as school culture and student academic performance were positively and significantly related.

### **5.2.2 Strategy Communication and Student Academic Performance**

Results demonstrate that strategy communication influenced student academic performance positively. The respondents agreed that the school has good communication during strategy implementation and that stakeholders share information during strategy implementation. They also affirmed that there is top down and down up approach of communications in the school. Further, they agreed that the management encourages open door culture of sharing information during strategy implementation and that there is high level of interpersonal relations in the school. The regression and correlation results support the results as strategic communication and student academic performance were positively and significantly related.

### **5.2.3 Strategic Resource Allocation and Student Academic Performance**

The study findings illustrate that strategic resource allocation influenced student academic performance positively. The respondents agreed that the school has well trained employees working in each department and that each department is well staffed in line with the work they do. Further, they agreed that the school has information systems to improve the way members of staff perform their duties and that the school allocates sufficient funds to implement its strategies. There was also agreement that regular appraisals are conducted to ensure that resources are utilized only for purposes intended. The regression and correlation results support the results as strategic resource allocation and student academic performance were positively and significantly related.



#### **5.2.4 Strategic Leadership and Student Academic Performance**

The study findings illustrate that strategic leadership influenced student academic performance positively. The respondents agreed that leaders develop policies that embrace the vision and mission and that leaders have put in place policies to minimize resistance from stakeholders. Further, they agreed that leaders have the drive to implement new strategies and that they encourage teamwork in the school. In addition, they agreed that leaders engage stakeholders in key decision making. The regression and correlation results support the results as strategic leadership and student academic performance were positively and significantly related.

#### **5.3 Discussion**

The study findings reveal that school culture has a positive and significant influence on student academic performance. This is in agreement with Njagi and Kombo (2014) who studied how implementation of strategies influenced performance of Kenyan commercial banks. The correlation design was used, with a census done on the study's population consisting of 43 Kenyan banks. The Pearson's correlation coefficient was adopted to determine how strong the relation between the variables was with a descriptive design being used in analyzing the data. Results showed that organizations should match their culture to their strategy to effectively implement it in realizing improved performance.

The study further agrees with Nyakeriga (2015) who studied the factors influencing implementation of strategic plans in Kenya's public universities. A descriptive survey was done among three public universities. 123 respondents from a population of 1231 was obtained by questionnaires. Collected data was analyzed by SPSS. Findings showed that 95% agreed organizational culture, leadership, effective communication and organization structure influenced strategic plan implementation.

The findings of this study were that strategy communication influences student academic performance in public secondary schools in Kieni East Sub County. This concurs with Onyango (2012) who studied factors that influence strategy in Kenya's sugar industry (2010-2014). A longitudinal design was used with random sampling tool to select 78 respondents. Questionnaires were used in obtaining the data that was analyzed descriptively. Findings showed poor planning together with structural

challenges were to blame for the failure to implement plans because of poor communication.

This view is also held by Aldehayyat and Khattab (2013) who made an argument that a correlation existed between communication and performance despite the difference in structures of the systems which facilitated communications. Odongo and Owuor (2015) also noted that communication in organizations plays a crucial purpose in training, knowledge transference and learning in the process of implementing strategy. It is crucial in all the aspects of implementing strategy, since it relates to organizing processes in a complex manner, context and implementing objectives which affects the implementation process.

The study findings also concur with Kariuki, Maiyo and Ndiku (2017) who conducted a study determining the relation between strategy implementation and performance in Kangundo Sub-county schools. The population consisted of 28 principals, 28 deputies, 28 teachers and 28 chairmen of boards of management in 28 schools. Cross-sectional descriptive survey design showed that strategy communication greatly impacted school performance.

This study opines that strategic resource allocation influence student academic performance and in a positive way. These findings concur with Kurendi (2013) who studied factors influencing implementation of strategy in flower Firms around Naivasha. The data was collected using structured questionnaires. The implementation was found to be influenced by both internal and external factors in the organization environment. This showed that despite documenting their strategies, the flower firms had a big problem when it came to effectively implementing blaming factors such as existence of budgetary allocation, commitment of management, clearly identifying activities needed in the implementation process, existing legal restrictions and internal control issues, requirements to be satisfied for strategy implementation.

The findings are also in line with Warugongo (2014) who studied the implementation of strategy in the National Bank of Kenya. A case study was found appropriate for this study as only a single organization was studied. A combination of primary and secondary data collection method and interview guide were used in collecting data. A qualitative analysis was made using content analysis. The study showed that structure,

leadership, resources, culture, employee motivation and ICT had an effect on strategy implementation.

The findings are also in line with Gitau (2014) who studied how strategy implementation is done by Kenyan banks. A descriptive cross-sectional survey on all the banks was done. Of the 43 banks, 35 gave a response which accounted for 83.3%. It was found out that Many banks develop models in guiding this process but compliance varies among them. A number of internal and external factors that characterize the institutions influenced the process. The highest responses were as follows: involvement of employees in implementation, efficiency in planning and execution of strategy initiatives, senior management support, organizational structure role in the implementation process, commitment of resources like finances, human, technology together with communication.

This study further opines that strategic leadership has a positive influence on student academic performance. These findings are in lieu with the assertions of Jehad et al. (2012) who studied strategic planning and corporate performance among small businesses in the Middle East countries. An exploratory design was used to select 321 respondents. Data was obtained by the use of questionnaires and observation forms. Analysis of data was done using multiple regression and resulted indicated that competitive firms' strategic culture was created by leaders who use different leadership styles to influence performance of their employees.

Christopher (2013) also studied the factors influencing Kenya Vision 2030 implementation in public sector with a focus on KICC. Variables chosen included leadership commitment, IT, training and values as the predictor variables and strategy was the response. Elements included were leadership principles, resources and incentives. A descriptive design was adopted with the population targeting managers and junior officers, a total of 130 staff were selected with 65 questionnaires being and 47 of them were completed which was 75.38 percent. A stratified sampling design was used to choose a sample while data analysis made using descriptive and inferential statistics. Results showed that 38 of the respondents agreed that it was difficult to manage change among employees following the refusal of key employees to adopt the plans.

Further, the findings agree with Madegwa (2014) who studied the factors that influence strategy implementation among government parastatals with the focus being on National Cereals and Produce Board of Kenya (NCPBK). She used senior management commitment, activity co-ordination, individual tasks and culture as the predictor variables and strategy being the response. A total of 781 staff members were selected and a simple random sampling methodology used to distribute questionnaires to 117 interviewees and data collected was analyzed descriptively using SPSS which presented the data in measures of central tendency. It was determined that effective strategy implementation, requires senior personnel to persuade employees to adopt their ideas.

In addition, the study concurs with Anyieni and Areri (2016) who studied factors influencing strategy adoption plans among secondary schools. A survey design using stratified sampling was employed. The selected population included school managers such as teachers, principals and deputy principals in the schools. The critical finding was that a democratic form of leadership with multidirectional communication method was the most preferred leadership style. For management to be influential participation by the staff was critical to the implementation of these plans. Results proved that there was a substantial influence of management style on these strategies.

## **5.4 Conclusions**

This section presents the conclusions drawn from the research findings for each of the research objectives.

### **5.4.1 School Culture and Student Academic Performance**

The study concluded that school culture influenced student academic performance positively. This was reflected by the regression and correlation results support the results as there was a positive and significant relationship between school culture and student academic performance. The study concluded that there is commitment among all the teachers in ensuring success in the strategies, there is proper communication between the management and teachers and positive attitude towards the strategy implementation process. Further, minimal supervision is required in ensuring that the strategies are well implemented and management motivates and guides staff on how to undertake the various tasks management and involves them during strategy implementation.

#### **5.4.2 Strategy Communication and Student Academic Performance**

The study concluded that strategy communication influenced student academic performance positively. This was reflected by the regression and correlation results support the results as there was a positive and significant relationship between strategy communication and student academic performance. The study concludes that the schools have good communication during strategy implementation and that stakeholders share information during strategy implementation. The study also concludes that there is top down and down up approach of communications in the school. Further, the study concludes that management encourages open door culture of sharing information during strategy implementation and that there is high level of interpersonal relations in the school.

#### **5.4.3 Strategic Resource Allocation and Student academic performance**

The study concluded that strategic resource allocation influenced student academic performance positively. This was reflected by the regression and correlation results support the results as there was a positive and significant relationship between strategic resource allocation and student academic performance. The study concludes that the schools have good communication during strategy implementation and that stakeholders share information during strategy implementation. They also affirmed that there is top down and down up approach of communications in the school. Further, they agreed that the management encourages open door culture of sharing information during strategy implementation and that there is high level of interpersonal relations in the school.

#### **5.4.4 Strategic Leadership and Student Academic Performance**

The study concluded that strategic leadership influenced student academic performance positively. This was reflected by the regression and correlation results support the results as there existed a positive and significant relationship between strategic leadership and student academic performance. The study concluded that leaders develop policies that embrace the vision and mission and that leaders have put in place policies to minimize resistance from stakeholders. Further, the study concludes that leaders have the drive to implement new strategies and that they encourage teamwork in the school. In addition, the study concludes that leaders engage stakeholders in key decision making.

### **5.5 Recommendations**

The study revealed that school culture influenced student academic performance positively. The study thus recommends that strategic implementation practices should be more vibrant in promoting innovative cultures that promote student academic performance and overall school progress. To achieve this, the study also recommends the need for policymakers and to come up with policies that make it easy for stakeholders to interact in a harmonious way.

The study revealed that strategy communication influenced student academic performance positively. The study thus recommends that strategic implementation practices should consider ensuring that the strategy is communicated well throughout the school. The study also recommends that policy makers should ensure existence of both bottom up and top down communication channels in public secondary schools in Kieni East Sub County.

The study revealed that strategic resource allocation influenced student academic performance positively. The study thus recommends that strategic implementation practices should take into account strategic resource allocation which would aid in enhancing performance of public secondary schools in Kieni East Sub County. Policy makers should ensure resources are allocated where they are needed most to boost performance of public secondary schools in Kieni East Sub County.

The study revealed that strategic leadership influenced student academic performance positively. The study thus recommends that strategic implementation practices should take into account having strategic leaders in place as this would aid in enhancing performance of public secondary schools in Kieni East Sub County. Policy makers should ensure top positions are occupied by leaders who can carry the vision of the school.

### **5.6 Suggestions for Further Research**

This study investigated how strategic implementation practices influence student academic performance. The study particularly focused on school culture, strategy communication, strategic resource allocation and strategic leadership. The study recommends that a study focusing on other aspects of strategic implementation practices should be conducted to show whether they differ on how they impact

student academic performance. The study also recommends that a similar study should be conducted but focus on the private schools as they can offer different insights that were not captured in this study. This would help to establish whether there is any similarity on how strategic implementation practices impact student academic performance.

The researcher relied heavily on primary data, alternative research can be employed using secondary sources of data such as document review and this can help understand the various strategic implementation practices among public schools. These can then approve or disapprove the current study findings. Finally, due to the shortcomings of regression models, other models such as the Vector Error Correction Model (VECM) can be used to explain the various relationships between the variables

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## **APPENDICES**

### **APPENDIX I: INTRODUCTION LETTER**

March 2020

MARY WANGUI NDERITU

Postgraduate Diploma Student- Education

University of Nairobi

### **RE: REQUEST FOR RESEARCH DATA**

I am a student at the University of Nairobi where I am undertaking a post graduate diploma in Education. I am required to submit as part of my course work assessment, a research on **“THE INFLUENCE OF STRATEGIC IMPLEMENTATION PRACTICES ON STUDENTS’ ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, KIENI EAST SUB COUNTY”**.

To achieve this, your school has been selected to generate data required for this study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study shall upon request be availed to you. Your assistance and cooperation will be highly appreciated.

Thank you in advance.

**MARY WANGUI NDERITU**

**POSTGRADUATE DIPLOMA – RESEARCHER**

**UNIVERSITY OF NAIROBI**

## **APPENDIX II: QUESTIONNAIRE**

*Data collected in this survey is intended for academic purposes only and will be used in partial fulfillment of a post graduate diploma research project to examine the influence of strategic implementation practices on students' academic performance in public secondary schools, Kieni East Sub County. All information gathered will be handled with the strictest of confidentiality. There are 6 sections.*

### **Section One: General Information**

**Please tick the most appropriate**

#### **1. Gender**

Male [ ]

Female [ ]

#### **2. Highest level of education (tick one)**

Diploma [ ]

Undergraduate [ ]

Graduate [ ]

Others (Please specify) \_\_\_\_\_

#### **3. What is your position in the school?**

Principal [ ]

Board of Management [ ]

#### **4. For how many years have you been in your current position?**

0-1 year [ ]

2 - 4 years [ ]

5 – 7 years [ ]

8 – 10 years [ ]

Above 10 years [ ]

**5. Which year was your school established? .....**

**6. What is the type of your school?**

- Boys boarding [ ]
- Girls boarding [ ]
- Mixed day & boarding [ ]
- Mixed day [ ]

**7. What is the category of your school?**

- National [ ]
- Extra county [ ]
- County [ ]
- District [ ]

**8. Does your school have a strategic plan?**

Yes [ ]

No [ ]

**9. If your answer is yes in 8 above, what government policy document did you use to guide you to make the strategic plan?**

.....  
 .....

**10. What is the duration of your strategic plan?**

- 2 years [ ]
- 5 years [ ]
- 10 years [ ]
- Others (Please specify) \_\_\_\_\_

**11. a) Has the strategic plan been implemented?**

Yes [ ]

No [ ]

**b) How long has the strategic plan been implemented?**

.....  
 .....

## Section Two: School Culture

To what extent do you agree with the following statements regarding culture in your school? Use the following scale: **1- Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5- Strongly Agree.**

STATEMENT	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
There is commitment among all the teachers in ensuring success in the strategies					
There is proper communication between the management and teachers.					
There is a positive attitude towards the strategy implementation process					
Minimal supervision is required in ensuring that the strategies are well implemented					
The management motivates and guides staff on how to undertake the various tasks					
Management involve staff during strategy implementation					

## Section Three: Strategy Communication

To what extent do you agree with the following statements regarding strategy communication in your school? Use the following scale: **1- Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5- Strongly Agree.**

STATEMENT	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Staff have good communication during strategy implementation					

Stakeholders share information during strategy implementation					
There is top down approach of communication in the school					
Management encourage open door culture of sharing information during strategy implementation					
There is high level of interpersonal relations in the school					
There is bottom up approach of communication in the school					

#### **Section Four: Strategic Resource Allocation**

To what extent do you agree with the following statements regarding strategic resource allocation in your school? Use the following scale: **1- Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5- Strongly Agree.**

<b>STATEMENT</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school has well trained employees working in each department					
Each department is well staffed in line with the work they do					
The school has information systems to improve the way members of staff perform their duties					
The school allocates sufficient funds to implement its strategies					
Regular appraisals are conducted to ensure that resources are utilized only for purposes intended					



**Section Five: Strategic Leadership**

To what extent do you agree with the following statements regarding strategic leadership in your school? Use the following scale: **1- Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5- Strongly Agree.**

STATEMENT	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Leaders develop policies that embrace the vision and mission					
Leaders have put in place policies to minimize resistance from stakeholders					
Leaders have the drive to implement new strategies					
Leaders encourage teamwork in the school					
Leaders engage stakeholders in key decision making					

**Thank you very much.**

**APPENDIX III: KCSE PERFORMANCE**

Kindly provide the mean score and the mean grade attained by your school in KCSE for the last 5 years

<b>YEAR</b>	<b>MEAN SCORE</b>	<b>MEAN GRADE</b>
2015		
2016		
2017		
2018		
2019		