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## Influence of Strategy Implementation on Academic Performance in Public Secondary Schools in Kenya: Case Study of Bungoma County

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**Keywords:**

Strategy  
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Bungoma County.

Strategy management is crucial for organisational success, but the relationship between strategy management and performance remains unclear. In the context of public secondary schools in Kenya, the Ministry of Education has directed schools to develop and implement strategic plans. However, some schools face challenges in their strategy management. This study aimed to examine the impact of strategy implementation on academic performance in public secondary schools in Bungoma County, Kenya. The study population included 258 principals, 1,290 heads of departments, 258 bursars and quality assurance officers from 258 public secondary schools in the county. Data were collected through questionnaires, interviews, and document analysis. The results indicated a strong positive relationship between strategy implementation and academic performance in public secondary schools. It is concluded that schools that successfully implement strategies to improve education outcomes are more likely to achieve higher academic performance than schools that do not. Recommendations of the study are that streamlining strategy formulation, implementation, and evaluation processes in public secondary schools, enforcing policies to enhance education quality and access, and empowering schools to develop tailored strategic plans are highly encouraged. These findings can inform the Ministry of Education and other education stakeholders in improving policies and practices related to strategy implementation and academic performance in secondary schools.

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#### INTRODUCTION

Education serves as a critical catalyst for national advancement, influencing social, political, and economic domains. It provides individuals with the knowledge and skills necessary for active societal participation, thus fostering community progress (Brubacher, 1947). The historical context, such as the educational strategies of the ancient Spartans aimed at achieving military and socio-economic goals, illustrates education's transformative potential in broader societal contexts. As such, education is foundational for national development, making it essential for policymakers to prioritize educational initiatives. This prioritization not only benefits individual empowerment but also enhances social cohesion and economic progress (Psacharopoulos & Woodhall, 1985; Mutua & Namaswa, 1992).

Despite the noble objectives of the Education for All (EFA) initiative initiated by UNESCO in 1990, significant challenges remain. A 2014 global monitoring report indicated that none of the six EFA goals were met by the 2015 deadline due to many countries' inadequate resource allocation to education. This failure presents a major obstacle to achieving EFA aims. Moreover, fostering inclusive globalization demands a concerted focus on bolstering capacity in Science, Technology, and Innovation (STI), essential for propelling innovation in developing nations (UNESCO, 2014). Unfortunately, inadequate investments in STI infrastructure hinder the potential for technological assimilation and application. To realize EFA's vision for universal and quality education, addressing these infrastructural challenges is imperative.

Effective strategic implementation is vital for achieving organizational goals. It involves the detailed execution of a strategic plan to realize desired outcomes. Kotter and Schlesinger (2008) outline crucial elements of successful strategic implementation, including effective communication, strong leadership, delegation,

and emotional intelligence. Strategic implementation also requires clear goal setting, defined roles and responsibilities, and ongoing assessment of progress (O'Regan & Ghobadian, 2005). This holistic approach ensures that strategies are properly initiated and executed, ultimately achieving defined objectives.

Johnson and Scholes (2008) emphasize that strategy implementation is a dynamic process that translates formulated strategies into actionable steps, directly influencing organizational performance. Kaplan & Norton (2001) further note the essential nature of strategy implementation in transforming plans into operational realities while ensuring competitive advantage (Olson, Slater, & Hult, 2005). Successful strategy execution cultivates enhanced customer satisfaction and loyalty, directly impacting organizational success. Consequently, businesses that excel in strategy implementation often see substantial financial advantages compared to those that do not prioritize this critical function (Verhagen, 2017).

The Kenyan government has established policies for strategic planning in public secondary schools, yet implementation remains limited (Achoka, 2007). Understanding how strategic plans affect academic performance is critical for enhancing adoption in schools, thereby guiding effective organizational development (Neville, 2002). Vision 2030 serves as Kenya's primary development framework, implemented through medium-term plans, with the education sector playing a critical role in these strategies since its inception in 2008.

Reforms in the education sector post-2008, driven by the 2010 Constitution and various policies, necessitate comprehensive strategic planning within educational frameworks. The restructuring of the ministry through Executive Order No. 1/2013 and 2/2013, which merged the Ministry of Education with the Ministry of Science and Technology, aligns with the need for equitable

access to quality education by 2030 (Government of Kenya, 2013).

Research highlights various studies that found positive correlations between strategic management practices and performance in Kenyan public secondary schools. For instance, Okwako (2013) identified that formal strategic planning positively influences performance, while Opiyo (2011) observed the benefits of adopting strategic management in schools in Kisumu. Amani and Namusonge (2015) further noted that strategic management skills in resource allocation contribute to better school performance. Studies by Njunu et al. (2018) and Moindi et al. (2016) also reaffirmed the significant impact of strategic management on instructional efficacy and school performance. A similar examination in Nigeria corroborated these findings, establishing a positive relationship between effective strategic planning and overall performance (Ajao & Grace, 2012).

### **Statement of the Problem**

The Ministry of Education in Kenya mandated that public secondary schools develop and implement strategic plans to enhance result-based management and internal efficiency, aligning with the national development agenda, Vision 2030 (MOE, 2008). These plans were designed to provide direction on resource targets and program implementation. However, challenges emerged, including resource deficiencies such as funding, staff, and infrastructure, hindering effective plan execution. Additionally, some schools faced obstacles related to a lack of data and expertise, making it difficult to set meaningful goals and measure progress toward academic outcomes. Despite the existence of strategic plans, there were issues with implementation in certain schools, leading to concerns about inadequate strategy management practices and subsequent impacts on academic performance (Githua, 2004). Recognising the challenges faced by public secondary schools in Bungoma County, Kenya, this study explores the link between strategy implementation and academic performance. Through examining the mediating factors

contributing to the mismatch between strategic plans and performance outcomes, the research seeks to provide insights into improving strategy implementation and enhancing academic achievements in the context of Vision 2030.

### **Purpose of the Study**

This study sought to investigate the influence of strategy implementation on academic performance in public secondary schools in Bungoma County, Kenya.

### **Significance of the Study**

This study holds significant implications for various stakeholders in Bungoma County's education system. By shedding light on the controversy surrounding the effectiveness of strategic planning in enhancing academic performance, the research contributes to knowledge building and offers valuable insights for policymakers, education administrators, and school management. The findings can aid policy formulators in crafting relevant and viable policies, while the Ministry of Education and NESSP can utilise the information to assess and enhance the implementation of the national strategic plan at the school level. The head teachers, boards of management, and county education officials stand to benefit from the study's recommendations in developing better policies and ensuring effective implementation, monitoring, and evaluation of the school curriculum to elevate educational standards.

Moreover, this research serves as a foundational reference for future studies on strategic management and academic performance in public secondary schools. The findings inform the development of new research questions and hypotheses and offer insights and recommendations for school management in Bungoma County. The study's emphasis on identifying factors contributing to successful strategic plan implementation provides education administrators, policymakers, and school management with crucial information to devise effective strategies for improving academic outcomes. Beyond the education sector, the

study's insights into resource allocation and management serve as a valuable lesson applicable to various organisations, emphasising the importance of effective resource utilisation for organisational success.

### **Limitations of the Study**

The study encountered two main limitations. Firstly, reliance on self-reported information may have introduced recall bias and the possibility of respondents forgetting certain details. Secondly, subjective responses could have been influenced by the desire to please the researcher or suspicion about the research motives. To address these limitations, the study implemented certain strategies. Firstly, respondents were given ample time to provide their responses, allowing them to recall information to the best of their ability.

Additionally, the confidentiality of the information provided was assured, and respondents were informed that they would receive a copy of the research findings, fostering trust and encouraging honest responses. Regarding the limitation related to poor interpretation of the research topic by some respondents, the researcher took proactive measures. A cover letter was written to simplify the terms used in the topic and provide explanations for keywords where necessary. This step aimed to enhance clarity and comprehension among the respondents, reducing the potential for misinterpretation.

## **LITERATURE REVIEW**

### **Theoretical Framework**

#### ***Resource Dependence Theory***

Resource Dependence Theory, as proposed by Jeffrey Pfeffer and Gerald Salancik (1978), offers valuable insights into the management dynamics of organisations, particularly schools, by emphasising their reliance on external resources to attain goals. In the context of strategic implementation and academic performance in public secondary schools, this theory gains significance. The theory suggests that schools excelling in the strategic allocation and

management of resources from their external environment are more likely to yield improved academic outcomes.

The relevance of Resource Dependence Theory becomes apparent when considering the proponents' argument that effective resource allocation and management are pivotal for school success. It underscores the importance of schools prioritising the acquisition and effective handling of resources such as funding, technology, and human capital. For public secondary schools, this theory implies that those adept at strategically leveraging external resources are better positioned to enhance academic performance. Through aligning resource allocation with strategic goals, schools can potentially provide high-quality education to their students. Therefore, the principles of Resource Dependence Theory offer actionable insights for school administrators and policymakers seeking to improve strategic implementation and academic outcomes in the context of public secondary education.

### **Empirical Literature**

A study by Wesonga, Wanyama, and Mitalo (2024) examined the impact of strategic implementation practices on the performance of commercial banks in Western Kenya, highlighting the critical challenges organisations face in the 21st century. The research identified that despite the formulation of strategic plans, many commercial banks struggle with translating these plans into effective actions, leading to a disconnect between formulated strategies and their execution. This misalignment can significantly hinder banks' ability to achieve their strategic objectives and optimize performance. The study's objectives included assessing the effects of strategic action planning, consensus, communication, and resource allocation on bank performance. Utilizing descriptive and explanatory research designs, the study collected data from 300 respondents across 30 banks. Findings revealed that strategic action planning, consensus, communication, and particularly resource allocation positively impacted organizational performance.

Hussein and Gichinga (2018) sought to establish the effects of strategic implementation on organisational performance: a case study of Afi Pure Mineral Water Company Limited. This study employed a cross-sectional survey. The Hypothesis that leadership influences the organisational performance of Afi Pure Mineral Water Company was found not to be true. Both structure, policies and procedures were found to have a significant positive influence on organisational performance, while policies and procedures generally had stronger effects than structure. Resource allocation was found to have an insignificant but positive effect on organisational performance.

Donna and Wanjira (2018) examined the influence of strategy implementation on organisational performance among IHLs in Kiambu County. The findings established the existence of a significant influence of strategic resource allocation, monitoring and control of strategies, strategic leadership, and strategic communication on the performance of IHLs. The study concluded that organisational performance was significantly influenced by strategy implementation.

The study by Kiptum, Maina, and Too (2017) is an important contribution to the literature on strategic implementation and academic performance in Kenyan public secondary schools. The study found a positive association between the effective implementation of strategic plans and academic performance. This suggests that schools that effectively implement their strategic plans are more likely to achieve better academic outcomes. The study's findings have important implications for policymakers and education administrators in Kenya. It highlights the importance of developing and implementing effective strategic plans to improve academic outcomes in public secondary schools. Furthermore, it suggests that schools should prioritise the effective implementation of their strategic plans to achieve better academic outcomes.

Kariuki et al. (2016) sought to determine the relationship between strategy implementation and performance in public secondary schools in Kangundo Sub-County. The study was conducted in Kangundo Sub County, Machakos County. The strategy implementation phase had the highest significant impact on school performance compared to the other phases. However, there were indications of a shortage of resources for strategy implementation.

A study by Konzi (2012) on the relationship between strategic plan implementation and the performance of manufacturing firms identified that resource allocation and employee skills were factors that contributed to strategic plan implementation among manufacturing firms in Tanzania. Rigid organisational structures were factors that influenced strategy implementation negatively. Organisations should, therefore, seek to increase resources available for sustaining and executing their policies as well as establishing relationships of accountability for resource use.

Kariithi and Ragui (2018) adopted a descriptive research design to determine the influence of strategy implementation practices on the performance of Huduma (Service) Centres in Nairobi County, Kenya. The study revealed that none of the significance values of the three variables were less than 0.05, indicating that there was a significant positive relationship between employee training, leadership and communication, and the performance of Huduma Centres. The study concluded that unless Huduma Centre's top management reviews employee training policies, engages leaders with relevant knowledge and experience and embraces best practices of communication by adopting decentralised structures, achieving performance would be an uphill task.

In their 2018 analysis, Baini and Mwasiiji scrutinised the relationship between strategy implementation and the performance of the Higher Education Loans Board (HELB) in Kenya. The study strategically identified key factors that significantly influenced HELB's performance. Notably, the commitment of top management

emerged as a crucial element, showcasing its positive impact on the organisation's overall effectiveness. Additionally, the study highlighted the importance of resource management, effective communication, and the integration of technology in shaping HELB's performance positively. The findings underscored the interconnected nature of these factors, emphasising how a combination of top management commitment, efficient resource utilisation, clear communication strategies, and technological integration collectively contribute to enhancing the performance of the Higher Education Loans Board.

Nkatha (2018) sought to establish the effect of strategy implementation on the performance of County Governments in Kenya, focusing on Embu County. The study concluded that even though employee training had a significant influence on the performance of the Embu County Government, inappropriate employee skills and inadequate employee support were issues of concern. The study found that organisational structure moderately affected the performance of Embu County Government; rigidity of the County Government structure, delegation, and bottom-up communication were rare practices in various ministries of the county, and this contributed to the underperformance of the county in general.

In the study conducted by Obiero and Genga (2018), the primary focus was to uncover the pivotal influence of strategy implementation on the performance of the Kenya Revenue Authority (KRA). The research delved into specific aspects of strategy implementation, including resource allocation, performance target strategy communication, and strategy supervision, to assess their significant impact on KRA's overall performance. The findings of the study revealed that these key components of strategy implementation played a crucial role in shaping and enhancing the firm's performance. The study emphasised the interconnectedness of resource allocation, effective communication of performance targets, and strategic supervision in contributing to the success of the Kenya Revenue Authority.

Kache (2018) sought to determine the influence of strategic plan implementation on students' academic performance in public secondary schools in Marsabit Central, Sub-County, Kenya. Qualitative and quantitative data obtained from the study were analysed with the help of computer software for statistical packages for social sciences (SPSS) to increase the accuracy of results. The overall findings indicated that there was a positive and significant influence of schools' strategic plan implementation on students' academic performance, with the greatest influence being on syllabus coverage strategy.

The study by Mugo et al. (2017) is an important contribution to the literature on strategic implementation and academic performance in Kenyan public secondary schools. The study found that the effective implementation of strategic plans, especially in terms of resource allocation and management, is associated with improved academic performance. This suggests that schools that effectively utilise their resources and manage them well are more likely to achieve better academic outcomes. The study's findings have crucial implications for policymakers and education administrators in Kenya. The study underscores the importance of resource allocation and management in the effective implementation of strategic plans to improve academic outcomes in public secondary schools. Furthermore, it suggests that schools should prioritise effective resource allocation and management to achieve better academic outcomes.

A further study by Njoroge and Ngugi (2016) is an important addition to the literature on strategic implementation and academic performance in Kenyan public secondary schools. The study found that effective implementation of strategic plans, particularly in terms of resource allocation and management, is associated with improved academic performance. This suggests that schools that effectively allocate and manage their resources are more likely to achieve better academic outcomes. The study's findings have significant implications for policymakers and education administrators in Kenya. It highlights the importance of effective resource allocation

and management in the successful implementation of strategic plans to improve academic outcomes in public secondary schools. Furthermore, it suggests that schools should prioritise effective resource allocation and management to achieve better academic outcomes.

Bungoma County's public schools exhibit distinct cultural, socio-economic, and infrastructural characteristics that influence educational practices and outcomes, necessitating targeted research. Current literature is insufficient as it often overlooks these local dynamics, particularly the nuanced relationship between strategy implementation and academic performance in this region. A focused study is essential to unravel these unique factors, thereby informing tailored interventions that can effectively enhance educational outcomes in Bungoma County's public secondary schools. Consequently, delving into this specific domain becomes imperative to bridge the current research gap. Investigating this intricate relationship stands to yield valuable insights, fostering evidence-based decision-making. It becomes crucial to pinpoint and scrutinise the challenges and barriers obstructing the successful implementation of strategic plans in public secondary schools. Notably, there is a dearth of exploration into the contextual factors influencing strategy implementation, including cultural, social, and economic factors and government regulations. Therefore, understanding the specific contextual factors, such as government regulations as emphasised in this study, would significantly contribute to a more comprehensive grasp of the subject.

## RESEARCH METHODOLOGY

### A brief description of the Study Area and Study Sites

The research was conducted in public secondary schools located in Bungoma County, which is positioned in Western Kenya and shares borders with several counties and countries. To the north, it is adjacent to Trans-Nzoia County. To the east, it borders Kakamega County. To the south, it is connected to Busia County. To the west, it shares

a border with the Republic of Uganda. Bungoma County comprises nine administrative sub-counties, with the study focusing on these specific sub-counties (Kenya National Bureau of Statistics, 2019). The selection of public secondary schools within these nine sub-counties served as the designated study sites. Public secondary schools in Kenya are educational institutions funded and overseen by the Government, offering secondary education to students in the region. These schools are integral components of the education system, playing a pivotal role in shaping the academic and personal development of students.

### Sample Selection Formula

The following Nassiuma (2000) was used to calculate the sample size,

$$S = \frac{N(Cv^2)}{Cv^2 + (N-1)e^2}$$

Where S = the sample size, N = the population size, Cv = the Coefficient of Variation, e = standard error

Therefore, the sample size of schools was:

$$S(\text{secondary schools}) = \frac{258(0.21^2)}{0.21^2 + (258-1)0.02^2} = 78 \text{ schools}$$

$$S(\text{Respondents}) = \frac{2499(0.30^2)}{0.30^2 + (2499-1)0.02^2} = 207 \text{ respondents}$$

### Variables of Strategy Implementation

The following are the variables of strategy evaluation as derived from the questionnaire: management provides financial resources to support the implementation of strategic initiatives contained in the strategic plan, successfulness in achieving strategic goals and objectives defined by the strategic plan, evaluation of academic results has borne fruits on overall school academic performance, revised current mission statement, use of performance measures to manage strategic plan and use of strategic planning team in strategy implementation.

**Model for the Regression Analysis**

$$\text{Academic Performance} = \beta_0 + \beta_1 * \text{Strategy Implementation} + \varepsilon$$

In this equation:

*Academic performance* represents the dependent variable, which is the measure of academic performance in public secondary schools; *Strategy Implementation* represents the independent variable, which is the measure of strategy implementation in the schools;  $\beta_0$  represents the intercept term, which is the expected value of the dependent variable when the independent variable is zero;  $\beta_1$  represents the regression coefficient for the independent variable, which indicates the change in the dependent variable associated with a one-unit change in the independent variable;  $\varepsilon$  represents the error term, representing the unexplained variation in the dependent variable that is not accounted for by the independent variable.

It was hypothesised that  $H_01$ : There is no significant influence between strategic implementation and school academic performance in Public Secondary Schools in Bungoma County. To test the Hypothesis, the study fitted the model  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$ .

**Methodology**

This study sought to investigate the influence of strategy implementation on academic performance in public secondary schools in Bungoma County. A descriptive survey design was adopted in this study. 258 secondary schools having 258 school principals, 435 deputy principals, 2,499 teachers including 1,290 heads of departments, 258 school bursars and 258 parents' association representatives from public secondary schools were used. 78 public schools were sampled from 258 schools and 207 teachers

from 2,499 teachers using Nassiuma (2000) formula and data was collected using questionnaires (principals and teachers) and document analysis guide (KCSE results, county education analysis reports, staffing records in public secondary schools in the county, schools strategic plans, records of students' school attendance and data on demographic, socio-economic, and geographical information about the schools). Stratified random sampling was utilized to ensure representation across different categories of participants, including school principals, deputy principals, teachers, bursars, and parents' association representatives, acknowledging the diverse roles within the school system. This approach facilitated the selection of a wide range of perspectives on strategy implementation. Additionally, purposive sampling was applied to select 78 public schools and 207 teachers from the total populations, specifically targeting those who had relevant experience or knowledge about school strategies and performance metrics. This method allowed for a focused examination of the most pertinent subjects to the study's objectives. Lastly, simple random sampling was used within the stratified groups to ensure that every participant had an equal chance of being selected, thereby enhancing the reliability of the data gathered through questionnaires and interviews. These combined techniques provided a robust framework for collecting diverse and relevant data, facilitating a thorough analysis of the research questions posed.

**RESULTS AND DISCUSSION**

**Gender and Age Distribution**

The study sought to determine the gender composition of the respondents in the research sample so as to ascertain which gender responded to the data collection instrument more.

**Table 1: Gender of Respondents**

	Frequency	Percentage	Cumulative Percentage
Male	145	72.1	72.1
Female	56	27.9	100.0
Total	201	100.0	

From the findings shown in *Table 1*, the males were represented by 145(72.1%) of the respondents as compared to 56(27.9%) of the female respondents. From the results, therefore, a higher percentage of the respondents were male, showing an imbalance in the gender distribution in the Ministry of Education. Therefore, the Ministry of Education should ensure that gender balance is thoroughly observed in their recruitment process to narrow the gap and fulfil the requirements of the Kenyan Constitution of 2010 on gender representation. This suggests that there may be systemic issues in the Ministry of Education's recruitment process that are

contributing to this gender imbalance. A more diverse workforce can bring different perspectives and ideas to the table, which can lead to better decision-making and more innovative solutions. By ensuring gender balance in their recruitment process, the Ministry of Education can benefit from a more diverse workforce, which can help to improve their overall performance and outcomes (Kenya National Bureau of Statistics, 2019).

The respondents varied in age from under 25 to over 55 years old. *Table 2* depicts the distribution of respondents across different age groups.

**Table 2: Age distribution in the sample**

Age (years)	Frequency	Percentage (%)
25-34	53	26.4
35-44	69	34.3
45-54	74	36.8
55 and above	05	2.5
Total	201	100.0

*Table 2* shows that respondents from 25-34 years old accounted for 53(26.4%), while those between 35-44 years old accounted for 69(34.3%). It was further evident that a good number of participants, 74(36.8%), were in the age bracket of 45-54 years, and those in the age bracket of above 55 years were 5(2.5%). Age distribution can play a critical role in human resource planning, as it can help organisations anticipate changes in their workforce and plan for recruitment, training, and retirement. The study findings could provide guidance on the organisation's human resource setup, which could help inform decisions about deployment, training, and recruitment. Additionally, this information can be used to plan for future changes in the workforce, such as retirement or turnover.

### Strategic Implementation on School Academic Performance

The study sought to determine the respondents' opinion on whether strategic implementation influences school academic performance in Public Secondary Schools in Kenya. Descriptive results are shown in *Table 3*. The variable on strategic implementation had seven (7) items. The means

and standard deviations of the respondents' responses were computed from the five-point Likert Scale of Strongly Agreed (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), strongly disagree (SD = 1).

The item on whether the management provides financial resources to support the implementation of strategic initiatives had a mean of 4.02 with a standard deviation of 1.459, a variance of 2.130, skewness had a statistic value of -0.912, and Kurtosis had a statistic value of -0.985. The item on whether the school was up to date in implementing strategic initiatives contained in the Strategic Plan had a mean of 4.01 with a standard deviation of 1.46, a variance of 2.13, skewness had a statistic value of -0.912, and Kurtosis had a statistic value of -0.985, (see *Table 2*). The question of whether the school had been successful in achieving strategic goals and objectives defined by the Strategic Plan had a mean of 3.53 with a standard deviation of 1.807, a variance of 3.265, skewness had a statistic value of -0.493, and Kurtosis had a statistic value of -1.662. The item on whether the evaluation of academic results had borne fruits on overall

school academic performance had a mean of 4.35 with a standard deviation of 1.352, a variance of 1.828, skewness had a statistic value of -1.746, and Kurtosis had a statistic value of -1.326. The question on the current Mission statement has been updated/revised and has a mean of 3.93 with a standard deviation of 1.09, a variance of 1.188, skewness with a statistic value of -0.75, and Kurtosis with had a statistic value of -0.835. Lastly, the Strategic Planning Team's involvement in strategy implementation was above board, had a mean of 4.04 with a standard deviation of 0.958, variance of 0.918, skewness had a statistic value of -0.67, and Kurtosis had a statistic value of -0.779 (see *Table 2*).

Results from the seven (7) questions had an average mean of 3.98 with 79.6%, meaning that most of the respondents were of the opinion that strategic implementation affected school academic performance in Public Secondary Schools in Kenya. This signpost shows that strategic implementation can have a positive impact on academic performance in public secondary schools in Kenya. The respondents gave varied views on the question asked on the strategic implementation in relation to academic performance in public secondary schools in Kenya. This suggests that there may be differing opinions or experiences among respondents regarding the effectiveness of strategic implementation in improving academic outcomes. These varied views could be due to a number of factors, such as differences in understanding of what constitutes effective strategic implementation, variations in the implementation of strategic plans across different schools, or differences in the perceived impact of strategic implementation on academic outcomes.

### **School Academic Performance**

The study sought to establish descriptive statistics of school academic performance in Public Secondary Schools in Kenya using a 5-point Likert scale. The responses were rated as shown in *Table 4*. The variable on school academic performance had four (4) items. The means and standard deviations of the respondents' responses

were computed from the five-point Likert Scale of Strongly Agreed (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), strongly disagree (SD = 1). The item on whether the school's performance in KCSE is good had a mean of 4.02 with a standard deviation of 1.459, a variance of 2.130, skewness had a statistic value of -0.912, and Kurtosis had a statistic value of -0.985.

**Table 3: Strategic implementation on school academic performance**

Statement(s)	Mean	Std. Dev	Variance	Skewness		Kurtosis	
				Stat.	Std. Err	Stat.	Std. Err.
Management provides financial resources to support the implementation of strategic initiatives	4.02	1.459	2.130	-.912	.172	-.985	.341
School is up to date in implementing strategic initiatives contained in the Strategic Plan	4.01	1.460	2.130	-.912	.172	-.985	.341
The school has been successful in achieving strategic goals and objectives defined by the Strategic Plan	3.53	1.807	3.265	-.493	.172	-1.662	.342
Evaluation of academic results has borne fruits on overall school academic performance	4.35	1.352	1.828	-1.746	.172	1.326	.341
The current Mission statement has been updated/revised	3.93	1.090	1.188	-.750	.172	-.835	.341
Performance measures have been used to manage a strategic plan	4.01	1.040	1.082	-.902	.172	-.446	.341
The Strategic Planning Team's involvement in strategy implementation is above board.	4.04	0.958	.918	-.670	.172	-.779	.341
Average Mean Score = 3.98 (79.6%); Std. Deviation = 1.30; Min. = 1.00; Max. = 5.00							

**Table 4: School Academic Performance**

Statement(s)	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
The school's performance in KCSE is good	4.02	1.459	2.130	-.912	.172	-.985	.341
The syllabus is complete within the stipulated timeframe	3.64	1.604	2.572	-.684	.172	-1.203	.341
Teachers' workload is manageable	3.71	1.600	2.558	-.710	.172	-1.198	.341
KCSE performance has been improving over the past 5 years	4.01	1.458	2.125	-.907	.172	-.989	.341
Average Mean Score = 3.85 (77%); Std. Deviation = 1.53; Min. = 1.00; Max. = 5.00							

The item on whether the syllabus is complete within the stipulated timeframe had a mean of 3.64 with a standard deviation of 1.604, a variance of 2.572, skewness had a statistic value of -0.684, and Kurtosis had a statistic value of -1.203. The question on the teachers' workload is manageable and had a mean of 3.71 with a standard deviation of 1.600, a variance of 2.558, skewness had a statistic value of -0.710, and Kurtosis had a statistic value of -1.198. The KCSE performance has improved over the past

5 years, with a mean of 4.01 with a standard deviation of 1.458, variance of 2.125, skewness with a statistic value of -0.907, and Kurtosis with a statistic value of -0.989. Results from the four (4) questions had an average mean of 3.85 with 77% and a standard deviation of 1.53, an indication that the majority of the respondents, to some good extent, agreed with questions asked on school academic performance in Public Secondary Schools.

**Table 5: Model summary for strategic implementation and school academic performance**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Err of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.550 <sup>a</sup>	.303	.299	.57644	.303	86.382	1	199	.000

*a. Predictors: (Constant), strategic implementation*  
*b. Dependent Variable: school academic performance*

It was hypothesised that H<sub>01</sub>: There is no significant relationship between strategic implementation and school academic performance in Public Secondary Schools in Kenya. To test the Hypothesis, the model  $Y = \beta_0 + \beta_1 X_1 + \epsilon$  was fitted.

The results presented in *Table 5* suggest a significant relationship between strategic implementation and school academic performance in Public Secondary Schools in Kenya. The fairly strong correlation coefficient (R-value of 0.55) indicates a positive association between strategic implementation and academic performance. This finding aligns with previous studies that have also reported a positive relationship between strategic implementation and academic performance in educational settings (Kiptum, Maina, and Too, 2017; Mugo et al., 2017; Njoroge and Ngugi (2016). The R-squared value of 0.303 indicated that approximately 30.3% of the variation in school academic performance can be attributed to changes in strategic formulation. This

suggests that strategic implementation plays a significant role in explaining academic performance, but it is not the sole determinant. Other factors, which were not included in the model, account for the remaining 69.7% of the variation in academic performance. These additional factors may include student characteristics, teaching quality, school resources, socio-economic factors, or other contextual variables that were not accounted for in the regression analysis. These findings are consistent with previous research that has highlighted the multifaceted nature of academic performance, influenced by a range of factors beyond strategic implementation alone (Donna and Wanjira, 2018; Nkatha, 2018; Obiero and Genga, 2018). It is important to consider these other factors when interpreting the relationship between strategic implementation and academic performance, as they may also contribute significantly to the outcomes observed.

**Table 6: ANOVA for strategic implementation and school academic performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.704	1	28.704	86.382	.000 <sup>b</sup>
	Residual	66.125	199	.332		
	Total	94.829	200			

*a. Dependent Variable: academic performance of school*  
*b. Predictors: (Constant), strategic implementation*

The results presented in *Table 6* indicated that the regression analysis found a positive and significant

relationship between strategic implementation (independent variable) and school academic

performance (dependent variable) in Public Secondary Schools in Kenya. This is supported by the F-test result ( $F(1, 199) = 86.382, p < 0.05$ ), which suggested that the model fits well and explained a significant portion of the variation in academic performance. Therefore, strategic implementation is a predictor of school academic performance, indicating that education administrators and policymakers could utilise strategic implementation to inform decision-making and policies to improve educational outcomes. Furthermore, *Table 7*

displays the regression coefficients between strategic implementation and school academic performance. The statistically significant coefficients ( $\beta = 0.391$ ;  $t = 9.294, p < 0.05$ ) indicated that strategic implementation had a significant influence on school academic performance. These coefficients suggest a positive relationship, implying that an increase in strategic implementation is associated with an improvement in academic performance.

**Table 7: Regression coefficients between strategic implementation and school academic performance**

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.285	.173		13.240	.000
strategic implementation	.391	.042	.550	9.294	.000

*a. Dependent Variable: school academic performance*

The results of the regression model indicate that the model is capable of predicting the extent to which strategic implementation affects school academic performance. The derived fitted model equation,  $Y = 2.285 + 0.391X_1$ , shows the relationship between the dependent variable (school academic performance) and the independent variable (strategic implementation). The significance of  $\beta_1$ , indicated by " $\beta_1$  is significantly different from zero," suggested a statistically significant influence of strategic implementation on school academic performance. This meant that the null Hypothesis, which assumed no relationship between strategic implementation and academic performance, could be rejected. The coefficient  $\beta_1$  of 0.391 indicated the magnitude and direction of the relationship between strategic implementation and school academic performance. For every 1 unit increase in strategic implementation, there was an associated shift in school academic performance by 0.55 units. This finding suggests that strategic implementation has the potential to significantly impact academic outcomes in Public Secondary Schools in Kenya.

These results are important as they highlight the significance of strategic implementation in educational settings and its potential to positively influence academic performance. They provide evidence to support the notion that focusing on

strategic implementation can lead to improved educational outcomes. This finding has implications for education administrators and policymakers, who can use this information to prioritise and allocate resources towards strategic planning and implementation efforts to enhance academic performance in public secondary schools.

The findings of this study align with previous research conducted by Njiru (2014), Maina and Muturi (2016), Muthoni (2015), Inyanga (2013), Daudi and Mbugua (2018), and Suva (2017). These studies consistently demonstrated that schools with established strategic plans and effective implementation achieved better academic performance compared to those without such plans. These findings further emphasise the significance of strategic implementation in enhancing academic outcomes within Kenya's public secondary school system. Moreover, these studies also established a positive and significant correlation between organisational performance and strategy formulation. This suggests that the process of developing strategic plans plays a crucial role in driving improved performance. Ahmed and Mukhongo (2017) found that strategy implementation is an essential strategic practice, which includes activities such as envisioning the strategic horizon. These studies highlight the

importance of paying attention to the implementation stage and allocating necessary resources to ensure effective strategy execution.

## **CONCLUSIONS AND POLICY IMPLICATIONS**

The study's findings emphasise the importance of schools being up to date in implementing strategic initiatives outlined in their Strategic Plans. This implied that schools should regularly review and align their actions with the objectives defined in their plans to ensure that they remain current and relevant to the evolving educational landscape. Furthermore, the involvement of a Strategic Planning Team in strategy implementation is highlighted as a crucial factor in achieving successful outcomes. This suggested that schools should establish dedicated teams or committees responsible for overseeing and coordinating the implementation of strategic initiatives. These teams could help ensure accountability, monitor progress, and provide necessary support throughout the implementation process.

The study's implications indicate the need for effective education policies prioritising strategic implementation. Policymakers should recognise the significance of strategic implementation in driving academic performance improvements and develop policies that support schools in this endeavour. This may involve providing guidelines, resources, and support to schools to facilitate effective strategy implementation. Moreover, the findings underscore the importance of training teachers and staff on best practices related to strategic implementation. Professional development programs should be implemented to enhance their skills and knowledge in areas such as instructional strategies, data analysis, leadership, and communication. Through equipping educators with the necessary tools, they could effectively implement strategies aimed at improving academic outcomes.

Lastly, the allocation of resources plays a critical role in supporting strategic implementation. Schools should ensure that adequate resources, including financial, technological, and learning materials, are allocated to support the implementation of strategic initiatives. This will enable schools to effectively execute their plans and create an environment

conducive to improved academic performance. In conclusion, the study's conclusions and implications highlight the importance of strategic implementation in driving school academic performance in Kenya. By prioritising strategic implementation, schools can enhance their chances of achieving higher academic outcomes. Policymakers and education administrators should focus on developing effective policies, providing training and resources, and fostering a culture of strategic implementation to support the continuous improvement of academic performance in public secondary schools.

## **Recommendations**

Schools should create strategic plans that are specifically designed to address their unique needs and context. These plans should prioritise academic outcomes and allocate resources effectively to support their achievement. It is crucial for schools to regularly assess the effectiveness of their strategic plans and make necessary adjustments based on changing circumstances and feedback from stakeholders. This ensures that the plans remain relevant and continue to drive improvements in academic outcomes. Education policymakers and administrators should prioritise providing teachers and administrators with the necessary training and support to implement strategic plans effectively. These include training on effective teaching strategies, data analysis, leadership skills, and other relevant areas to enhance their ability to achieve academic goals. Schools need to be equipped with the necessary infrastructure and resources to support effective teaching and learning. These include providing access to technology, textbooks, learning resources, and other essential tools that contribute to a conducive learning environment. Since strategic implementation requires strong leadership and management skills, policymakers and administrators should prioritise the development of these skills among educators. This could be done through training programs and professional development opportunities that focus on delegation, patience, emotional intelligence, organisational abilities, and effective communication.

### Suggestions for Further Research

The study focused on one of the determinants of strategy management, that is, strategic strategy implementation. Further study should cover other constructs of strategy management like strategic formulation, strategic evaluation, strategic analysis, goal setting, assessing the external environment, assessing the internal structure of the organisations, and reviewing plans, among others.

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### Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this Research Article.

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