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Original Article

How Strategy Evaluation Affects Academic Performance in Public Secondary Schools in Bungoma County, Kenya

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Keywords:

Strategy Evaluation,
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The Ministry of Education directed that all public secondary schools must formulate and implement strategic plans; some schools have been faced with the challenges in their strategy management. The purpose of this study was to investigate the influence of strategy evaluation on academic performance in public secondary schools in Kenya. The target population for the study was public secondary school principals, teachers, and students in Bungoma County. The county has nine administrative Sub-Counties, each with a Sub-County Education Director, a total of 258 secondary schools having 258 schools' principals, 1,290 heads of departments, 258 school bursars from public secondary schools. The main tools for data collection for this study were questionnaires, interview schedules and document analysis guides. Both qualitative and quantitative data were collected and analysed. The results of the study illustrated that there was strong positive and significant relationship between strategy evaluation and academic performance in public secondary schools. It is concluded that effective execution of strategic evaluation activities like review of academic performance, setting and achieving targets, involvement of strategic planning team, conducting of SWOT analysis and conducting of periodic performance appraisal. Recommendations of the study are that schools should ensure development of evaluation tools and processes that are aligned with school goals and objectives. Schools should make use of the evaluation results to inform decision-making and improve strategies over time. The findings of this study may be useful in the generation of new knowledge to the Ministry of Education and other stakeholders in education in their improvement of policies and practices of the effectiveness of strategy implementation on academic performance in secondary schools.

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INTRODUCTION

Education is a crucial factor in the development of any nation, as it plays a central role in social, political, and economic development. The statement suggests that a proper education is necessary for the establishment of a proper state, as education provides individuals with the knowledge and skills necessary to participate in society and contribute to its development (Brubacher, 1947). Furthermore, education was used to achieve specific objectives, such as the military and socio-economic objectives of the Spartans in ancient Greece. This highlights the importance of education in shaping and achieving broader societal goals. Overall, education is a crucial factor in the development of any nation, and policymakers should prioritize education as a key component of their development strategies. By doing so, they can potentially improve social, political, and economic outcomes and ensure that individuals are equipped with the knowledge and skills necessary to contribute to society (Psacharopoulos & Woodhall, 1985; Mutua & Namaswa, 1992).

Education for All (EFA) initiative launched in 1990 by UNESCO aims to provide quality education to all children, youth, and adults. However, the attainment of the EFA goal remains a significant challenge in the provision of quality education. According to the global monitoring report in 2014, none of the six goals of EFA had been met by the 2015 deadline, and most countries have continued to struggle to allocate more resources to education as a share of their budget. Another challenge towards ensuring equitable and inclusive globalization is attaining growth through the creation and deployment of Science Technology and Innovation (STI) capacity by triggering innovation-driven growth in developing countries (UNESCO, 2014).

However, slow investments in innovation and ST&I infrastructure have limited the absorption capacity and the ability to adapt and apply existing technologies.

According to the study by Kibet (2020), strategy evaluation is an important tool for improving academic performance in public secondary schools in Kenya. The study found that schools with established strategic plans tended to have better academic performance than those that did not have such plans. The author recommends that schools should develop and implement effective evaluation tools and processes, provide training and resources to educators on effective data handling and analysis, and ensure that evaluation results are used to inform decision-making and improve strategies over time. Similarly, the study by Gicharu (2017) highlights the importance of strategic evaluation in enhancing the quality of education in public secondary schools in Kenya. The author suggests that strategic evaluation can help to ensure that educational resources are utilized effectively, academic outcomes are prioritized, and decision-making is informed by data.

Strategy evaluation is the assessment process that provides top management with information regarding the performance of programs and activities designed to meet the firm’s objectives. Strategy evaluation is that stage of the strategic planning process in which the senior management determines whether their strategic choice as implemented is attaining firm’s objectives. Whereas evaluation is the final stage in the process of strategic planning, it initiates a new beginning. Information obtained in this process is used to make decisions about the appropriateness of the firm’s goals, strategy, and execution plan (Haiss, 2013). Strategy evaluation results in refusal, changing or ratification of the available

strategies and plans. It concerns majorly the analysis and examination of interventions at the level of strategic objectives. Oakland (2014) proposes that the evaluation of strategy and management process should act as an instrument used to identify and act on any opportunity to advance the firm's overall success by improving administration systems and processes.

Smith (2013) posits that strategy evaluation entail an examination of the way the strategy has been adopted and the outcomes of this strategy. It involves establishing whether deadlines have been attained, if the process and steps of implementation are functional and if the anticipated outcome has been met. Strategy can be modified if the processes are not operational, time limits are not being met, or outcomes are parallel to actual objectives. The relationship between performance and strategic evaluations should be analysed so as to gain knowledge on the manner in which strategic evaluations are used practically and how it will enhance company performance. The problems faced during the implementation stage are the root cause of failure in strategic evaluations (Ward, 2012).

Strategic evaluation practice has become famous globally and throughout private and public businesses. Many authors have suggested that evaluation of strategies promotes effective corporate performance (Bryson, 2018). The research determined the association between corporate performance and strategic evaluation focusing so much on certain tool in the process of strategic evaluation. A prescriptive literature on strategic management shows that a positive association amid strategic evaluation and corporate performance exists. Companies need strategic evaluation to improve managerial efficiency, impact as well as deliver organizational outcomes (Vaccaro, Jansen, Van Den Bosch & Volberda, 2012).

Despite the importance of a good strategic plan and the Kenyan Government having put in policies and guidelines on strategic planning in public secondary schools, very few schools have adopted it (Achoka, 2007). In order to ensure it is

adopted, there is need to understand the relationship that exists between strategic plan implementation and its influence on academic performance. This will provide public secondary schools with a strategic road-map toward successful strategic planning, organizational development and school effectiveness (Neville, 2002).

The government developed Education Sector Strategic Plan [2003] and set targets outlined in the sessional paper No. 1 of 2005. It then launched KESSP in 2005 which is part of a multi-donor sector wide approach supporting Kenya in its effort to reach its millennium development goals (MDG) by 2015 (Walekhwa, 2009). Up to 2012, KESSP together with other MOE key programs to assist the Government of Kenya in its implementation of the National Education Sector Strategic Plan of 2008-2012.

However, with changes in the political and legal arena propelled by the inauguration of new constitution in 2010, there have been numerous changes in policy. For instance, the implementation agent has changed to national education sector support program (NESSP) and sessional paper No. 1 of 2005 updated to sessional paper No. 14 of 2012 with reference to a new basic education act 2013 and the new MOE's strategic plan 2012-2017.

Vision 2030 is the country's economic blueprint and has guided Kenya's development plan since its inception in 2008. This vision is to be implemented through 5 years medium term plans (MTP). The first MTP covered the period 2008-2012 and was succeeded by the current second MTP which runs from 2013-2018. These plans will be implemented by government ministries and agencies through 5-year strategic plans. In the 2008-2012 MTP period, education, training science & technology sector was comprised of two ministries; Ministry of Education and Ministry of Higher Education, Science & Technology. Each of these ministries had respective strategic plans implementing the MTPs for the social sector and the science, technology & innovation sector.

Since 2008, the education sector has undergone major reforms that have necessitated planning for the sector. These reforms include the promulgation of the constitution of Kenya 2010, sessional paper no. 14 of 2012, science, technology & innovation (ST&I) policy and eight acts of parliament enacted to implement the policies. As part of strategy implementation, the Ministry of Education, Science and Technology adopted a sector wide approach to programme planning (SWAP) over the period 2005- 2010. This was actualized in the development of the Kenya education sector support programme (KESSP), which presented a multi-sector driven investment programme. Over the second MTP period the NESP is expected to operationalize the development strategies in the sector.

Okwako (2013) examined strategy management practices in public secondary schools in Rarieda Sub-County to determine the influence of strategic planning on performance. The key findings of the study were: most schools practice formal strategic planning and strategic management is positively correlated to performance. Besides this, it was also established that management do not carry out thorough environmental analysis and does not involve stakeholders to a large extent as required and more still, the strategic plans developed are not fully implemented. It is therefore sufficed to say that strategic management is an important practice and all public secondary schools should engage in formal strategic planning. Njunu, Kiprop and Nyambura (2018) examined the impact of strategic plan implementation in sustained focus on instruction and learning in secondary schools in Kenya. The study indicated that strategy management has positive and significant impacts on instruction and learning.

Opiyo (2011) sought to investigate the evidence of the influence of strategy management adopted by public secondary schools in Kisumu East District and the performance of these schools in terms of academic improvement, infrastructure development, students and parents' satisfaction, staff motivation as well as general discipline of

the students. It was found that 51.53% of the schools had not adopted any strategic planning practice. The schools that had adopted strategic management performed significantly better than schools that had not. This was because strategic planning was related positively to performance.

Amani and Namusonge (2015) examined the effect of strategy management on the performance in secondary schools in Trans-Nzoia west Sub-County. This study shows that strategy management plays a key role towards the performance of schools as a tool that directs resource mobilization and allocation. It also indicated that adequate involvement of all stakeholders in the management of schools will positively impact on the performance of the schools. Moindi, Changeiywo and Sang (2016) sought to find out the effects of principals' team work capabilities on the adoption of strategic management in public secondary schools. The study found out that principals' teamwork capabilities had a significant effect on the adoption of strategic management in public secondary schools.

Gabow (2019) investigated the effect of strategic management practices on performance of Kenya Commercial Bank in Nairobi City County. The results showed that strategic intent, strategy formulation, strategy implementation and strategy control are all strongly correlated to performance. Similarly, strategic intent, strategy formulation, strategy implementation and strategy control are statistically significant to performance at ninety five percent level of confidence. Ngutu and Kavindah (2019) aimed at establishing the effect of strategic management practices on performance of public secondary schools in Awendo Sub County, Migori County, Kenya. A descriptive research design was utilized. Primary information was gathered by methods for structured questionnaires. The study concluded that strategic management practices had a significant influence on performance of public secondary schools in Awendo sub county, Migori County.

Another study in Nigeria has titled the effects of strategy management on corporate performance in university education; a study of Babcock University. The main objective of this study was to find the effect of strategic planning on corporate performance using Babcock University as the case study and how this has impacted on the management efficiency and effectiveness as strategic planning is essential in corporate organizations. The research design adopted for this study was the survey design. The sample size was 283 and the questionnaire was used as data collection tool. The findings of this study established that effective strategic planning indeed has a positive impact on performance. Although formal planning only will not bring about better performance, effective implementation will suffice (Ajao & Grace, 2012).

Statement of the Problem

The Ministry of Education in Kenya directed that public secondary schools develop and implement strategic plans as a means of enhancing result-based management and internal efficiency in their operations in an effort to attain vision 2030. These plans should provide direction in regard to resource targets and program implementation (MOE, 2008). It has been established that schools may lack the necessary resources to effectively implement strategic plans, such as funding, staff, and infrastructure. Other schools lack of data and expertise. Schools may not have access to the data and expertise needed to effectively develop and implement strategic plans. This can make it difficult to set meaningful goals and measure progress towards academic outcomes. Moreover, some schools still lack the strategic plans and those that have still do not embrace their implementation. There have been concerns expressed by stakeholders over what they perceive to be inadequate or poor strategy management practices in public secondary schools amidst poor academic performance (Githua, 2004). It is against this background that this study sought to explore the link between strategy management and academic performance

in public secondary schools with the aim of mediating the mismatch in Bungoma County, Kenya.

Purpose of the Study

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

Significance of the Study

This study has important implications for policy makers, education administrators, and school management in Bungoma County. The study would contribute to knowledge building and by clarifying the controversy surrounding the effectiveness of strategic planning in improving academic performance. The study would potentially provide information to policy formulators to enable them to come up with relevant and viable policies.

The Ministry of Education and NESSP could utilize the information to assess and improve the implementation of the national strategic plan at the school level. Furthermore, head teachers and boards of management can develop better policies in the management of the school, and the county director of education and county quality assurance and standard officer can effectively help in the implementation, monitoring, and evaluation of school curriculum to ensure improved standards of education.

Additionally, the study can serve as a valuable reference for future research studies on strategic management (implementation) and academic performance in public secondary schools. The findings of this study can inform the development of new research questions and hypotheses, and can serve as a basis for further exploration into the relationship between strategic management (implementation) and academic performance. The study's findings would be highly relevant to school management in Bungoma County, offering insights and recommendations that could be used to improve academic performance.

This study could provide insights into the specific factors that contribute to the successful implementation of strategic plans in public secondary schools. By identifying these factors, education administrators, policymakers, and school management can be better equipped to develop effective strategies for improving academic outcomes. Finally, the study's emphasis on the importance of effective resource allocation and management can serve as a valuable lesson for other organizations beyond public secondary schools. Effective resource allocation and management is critical for the success of any organization, and the findings of this study can be applied to other contexts beyond education to help improve organizational outcomes.

Limitations of the Study

This study was subjected to at least two limitations. First, much of the information was self-reported by the respondents. Some responses in self-reporting were subject to the ability of the respondent to recall information hence there were possibilities of forgetting on the part of the respondents. Secondly, some respondents answered questions subjectively in any of the instruments employed by the study; this could be due to motivation to please the researcher or due to other factors like ill suspicion of the research motives and fear.

The study overcame the above limitations by allowing adequate time to respondents to give their responses and assured them that the information they gave would be treated confidentially and after the research process, a copy of the findings would be availed to them. Secondly other respondents may have had poor interpretation of the topic, 'Influence of strategic plan implementation on academic performance in public secondary schools in Bungoma County Kenya. This came about due to poor or failure to understand the key words in the topic. This limitation was mitigated by the researcher writing a covering letter to simplify the terms and explain the key word where possible.

THEORETICAL FRAMEWORK

1.6.1 Resource Dependence Theory

Resource Dependence Theory is a management theory that suggests that organizations, such as schools, rely on resources from the external environment to achieve their goals. This theory was developed by Jeffrey Pfeffer and Gerald Salancik in their book "The External Control of Organizations: A Resource Dependence Perspective" published in 1978. According to this theory, organizations must obtain resources from the external environment to survive and grow. In the context of strategic implementation and academic performance, this theory suggests that schools that effectively allocate and manage their resources are more likely to achieve better academic outcomes. Proponents of this theory argue that effective resource allocation and management is critical to the success of schools. They suggest that schools must prioritize the acquisition and management of resources, such as funding, technology, and human capital, to achieve better academic outcomes. By effectively allocating and managing resources, schools may be better able to provide high-quality education to their students.

EMPIRICAL LITERATURE

The study by Gicharu (2017) aimed to examine the role of strategic evaluation in enhancing the quality of education in public secondary schools in Kenya. The research employed a survey method, using a questionnaire to collect data from 150 teachers, students, and parents from 15 public secondary schools in Kenya. The study found that strategic evaluation played a critical role in enhancing the quality of education in public secondary schools in Kenya. Specifically, the study found that strategic evaluation helped to improve decision-making, resource allocation, and overall school performance. It was suggested that strategic evaluation can help to ensure that educational resources are utilized effectively, academic outcomes are prioritized, and decision-making is informed by data.

The study by Okorodudu (2016) examined the importance of strategic evaluation in educational planning and development in Nigeria. The research aimed to explore the role of strategic evaluation in ensuring that educational resources are utilized effectively, academic outcomes are prioritized, and decision-making is informed by data. The study found that strategic evaluation played a critical role in educational planning and development in Nigeria, and that it helped to ensure that educational resources were allocated effectively and academic outcomes were prioritized. The author suggests that strategic evaluation can help to improve decision-making, resource allocation, and overall school performance.

The study by Adom and Ashiagbor (2019) aimed to explore the impact of strategic evaluation on educational administration in Ghana, with a focus on selected senior high schools in Accra. The research employed a case study approach, using both qualitative and quantitative data collection methods, including interviews, surveys, and document analysis. The study found that strategic evaluation played a critical role in enhancing educational administration in the selected senior high schools. Specifically, the study found that strategic evaluation helped to improve decision-making, resource allocation, and overall school performance. The authors suggest that strategic evaluation can help to ensure that educational resources are utilized effectively, academic outcomes are prioritized, and decision-making is informed by data.

Abdalla (2015) sought to determine the effects of strategy evaluation on organizational performance. There are appropriate strategy evaluation methods at CSC which supports the strategy evaluating efforts. Mohammad and Wang (2019) aimed to identify the relationship between strategic management practices and the performance of SMEs operating in Bangladesh. Results indicated that strategy evaluation and overall strategic management practices are statistically significant with the performance of SMEs in Bangladesh.

Chepkwony (2016) sought to determine the influence of strategy evaluation and control on organization performance at the office of the Auditor General. The findings revealed that strategy evaluation and control had a significant influence on organization performance on achieving improved academic performance and efficiency in utilization of resources.

Gakenia, Katuse and Kiriri (2017) sought to examine the role of strategy evaluation on the performance of national schools. The results indicated that the cumulative effect of strategy evaluation is positively correlated to academic performance of national schools.

Nyariki (2016) sought to establish the strategic evaluation approaches adopted by KCB bank and to determine the influence of strategic evaluation approaches on performance of KCB Bank. The target population of the study was the KCB bank's staff, top management, middle management, and subordinate staff. This research was a case study. The study concluded that the strategy evaluation practices identified at KCB bank to include bench marking, internal audits, balanced score card, performance appraisals, accreditations and certifications, customer satisfaction surveys and the use of information technology programs. The study concluded that the benefit of a strategy evaluation is that it facilitates effective decision making, better selection of tactical options and teamwork. It can also be concluded that strategy evaluation helps in clearly defining the purpose of the organization and to establishing realistic goals and objectives consistent with that mission in a defined timeframe within the organization's capacity for implementation which aids in effective decision-making policies.

Somi (2017) sought to determine the influence of strategy evaluation on performance of government owned entities in Kenya. The study established the existence of a significant relationship between strategic evaluation and performance of government owned entities. All components considered under this question included how an organization sets objectives, performs evaluations and strategic audits.

Suva (2017) sought to establish whether strategy evaluation affect the non-financial performance of non-organizational organizations. A descriptive study design was used whereby the research instrument applied was a questionnaire. This study has concluded that Strategic management practices significantly influence the non-financial performance of non-governmental organizations. The study established that non-governmental organizations should therefore use the strategic management process of strategy evaluation.

Tegbew (2019) determine the effect of strategy evaluation on performance. To carry out this research the researcher has adopted a descriptive and explanatory research design. The finding showed that strategic management practice had a positive effect on performance. However, the only variable that had an insignificant effect on performance was strategy evaluation.

Wanjiru (2018), sought to determine the strategy evaluation approaches embraced by milk processing firms as well as the influence of strategy evaluation approaches on the performance of milk processing firms in Kiambu County. This study utilized the census survey design. This research found that the strategic evaluation approaches used by milk processing firms are; benchmarking, outcome-based and process-oriented evaluation, business process redesign and balanced scorecard approach. The study also found that the challenges faced by the firm in the strategy evaluation process include; inadequate resources, unclear strategy evaluation process, inadequate untrained personnel, and resistance from the employees.

RESEARCH METHODOLOGY

A Brief Description of the Study Area and Study Sites

The study took place in public secondary schools in Bungoma County. Bungoma County is situated in Western Kenya, bordering several other counties and countries. It shares borders with Trans-Nzoia County to the north, Kakamega County to the east, Busia County to the south, and the Republic of Uganda to the west. Bungoma

County is divided into nine administrative sub-counties, and the study focused on nine specific sub-counties within the county. The selection of public secondary schools within these nine sub-counties served as the study sites. Public secondary schools are educational institutions that are funded and managed by the government, providing secondary education to students in the region. These schools are an essential part of the education system and play a significant role in shaping students' academic and personal development.

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:

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

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

Variables of Strategy Evaluation

The following are the variables of strategy evaluation as derived from the questionnaire: compatibility of mission statement, review of academic performance, setting specific target levels, strategic planning team's involvement, relevance of vision statement, updated value statements, conducting SWOT analysis, establishment of long-term objectives, management support for strategic initiatives, conducting periodic performance appraisal, alignment with ongoing assessment and identification of corrective action.

Model for the Regression Analysis

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

In this equation:

Academic performance represents the dependent variable, which is the measure of academic performance in public secondary schools; *Strategy Evaluation* represents the independent variable, which is the measure of strategy evaluation in the schools; β_0 represents the intercept term, which is the expected value of the dependent variable when the independent variable is zero; β_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; ε represents the error term, representing the unexplained variation in the dependent variable that is not accounted for by the independent variable.

It was hypothesized that H_{01} : There is no significant influence between strategic evaluation and school academic performance in Public Secondary Schools in Kenya. To test the Hypothesis, the study fitted the model $Y = \beta_0 + \beta_1 X_1 + \varepsilon$. This study sought to investigate the influence of strategy implementation on academic performance in public secondary schools in Kenya. 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), interview schedules (county quality assurance and standards officer) 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, purposive sampling technique and simple random sampling techniques were used in this study.

RESULTS AND DISCUSSION

Gender Distribution in the Sample

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. 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 of Ministry Education should to ensure that the gender balance is thoroughly observed in their recruitment process to narrow the gap in order to fulfil the requirements of the Kenyan Constitution of 2010 on the gender representation. 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).

Table 1: Gender and Age Distribution of Respondents

		Frequency	Percentage
Gender Distribution	Male	145	72.1
	Female	56	27.9
	Total	201	100.0
Age Distribution	25-34 years	53	26.4
	35-44 years	69	34.3
	45-54 years	74	36.8
	Above 55 years	5	2.5
	Total	201	100.0

The respondents varied in age from under 25 to over 55 years old. The *Table 1* depicts the distribution of respondents across different age groups. The *Table 1* 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%) who 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 organizations to anticipate changes in their workforce and plan for recruitment, training, and retirement. The study

findings could provide guidance on the human resource set up of the organization, which could help to 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 Evaluation and Academic Performance

To achieve this, descriptive statistics of strategic evaluation were computed whose results are as shown in *Table 2*. The variable, strategic evaluation had twelve (12) items.

Table 2: Strategic Evaluation on School Academic Performance

Statement(s)	Mean	Std. Dev	Variance	Skewness		Kurtosis	
				Stat	Std. Err	Stat	Std. Err
The current mission statement is compatible with the activities being carried on by the school	3.70	1.466	2.150	-.499	.172	-1.387	.341
Academic performance is frequently reviewed	3.73	1.470	2.160	-.615	.172	-1.233	.341
Specific target levels are set by the management	3.75	1.460	2.160	-.583	.172	-1.296	.341
The Strategic Planning Team's involvement in strategy evaluation is good	3.81	1.405	1.974	-.588	.172	-1.347	.341
Vision statement is relevant to the school's activities and mandate	4.05	1.329	1.768	-.917	.172	-.826	.341
The school has a set of value statements which have been updated and discussed formally	3.83	1.365	1.865	-.550	.172	-1.466	.341
The school conducts a SWOT analysis for the effective operations	3.89	1.385	1.918	-.703	.172	-1.140	.341
School has established long term objectives which have assisted in achieving academic excellency	4.09	1.310	1.716	-	.172	-.622	.341
Management provides motivation and support for the implementation of strategic initiatives	4.12	1.323	1.749	-	.172	-.470	.341
Periodic performance appraisal is conducted	3.39	1.691	2.861	-.394	.172	-1.561	.342
School's current practices are related to the ongoing assessment of strategic initiatives	3.99	1.425	2.030	-	.172	-.096	.341
School is good at identifying corrective action when strategic initiatives are failing	3.64	1.604	2.572	-.684	.172	-1.203	.341

Average Mean Score = 3.83 (76.6%); Std Deviation = 1.44; Min. = 1.00; Max. = 5.00

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 current mission statement was compatible with the activities being carried on by the school had a mean of 3.7 with standard deviation of 1.466, variance of 2.15, skewness had statistic value of -0.499 and Kurtosis had statistic value of -1.387. The question on whether specific target levels were set by the management had a mean of 3.75 with standard deviation of 1.46, variance of 2.16, skewness had statistic value of -0.583 and Kurtosis had statistic value of -1.296.

The strategic planning team's involvement in strategy evaluation was good had a mean of 3.81 with standard deviation of 1.405, variance of 1.974, skewness had statistic value of -0.588 and Kurtosis had statistic value of -1.347. The question on whether vision statement is relevant to the school's activities and mandate had a mean of 4.05 with standard deviation of 1.329, variance of 1.768, skewness had statistic value of -0.917 and Kurtosis had statistic value of -0.826. The item on whether the school had a set of value statements which had been updated and discussed formally had a mean of 3.83 with standard deviation of 1.365, variance of 1.865, skewness had statistic value of -0.550 and Kurtosis had statistic value of -1.140. The question on whether the school conducts a SWOT analysis for the effective operations had a mean of 3.89 with standard deviation of 1.385, variance of 1.918, skewness had statistic value of -0.703 and Kurtosis had statistic value of -1.466. The school had established long term objectives which have assisted in achieving academic excellency had a mean of 4.09 with standard deviation of 1.31, variance of 1.716, skewness had statistic value of -1.012 and Kurtosis had statistic value of -0.622. The item on management provides motivation and support for the implementation of strategic initiatives had a mean of 4.12 with standard deviation of 1.323, variance of 1.749, skewness had statistic value of -1.096 and Kurtosis had statistic value of 0.470.

Results from the twelve (12) questions had an average mean of 3.83 with 76.6% and standard deviation of 1.44, where the majority of the respondents were in agreement on the question asked on the questions asked on the effect of strategic evaluation on school academic performance. The respondents gave varied views on the question asked on the strategic evaluation in relation to school academic performance in public secondary schools in Kenya. The varied views on the question of strategic evaluation in relation to school academic performance suggest that there may be different perspectives and opinions on the effectiveness of strategic evaluation in improving academic outcomes. This underscores the need for further research and discussion on the role of strategic evaluation in enhancing academic performance in public secondary schools in Kenya.

One related study is by Kibet (2020), which examined the effect of strategic planning on academic performance in public secondary schools in Kenya. The study found that schools with established strategic plans tended to have better academic performance than those that did not have such plans. Another related study is by Adom and Ashiagbor (2019), which explored the impact of strategic evaluation on educational administration in Ghana. The study found that strategic evaluation played a critical role in enhancing educational administration and improving decision-making, resource allocation, and overall school performance.

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 3*. The variable on school academic performance had four (4) items. The item on whether school's performance in KCSE is good had a mean of 4.02 with standard deviation of 1.459, variance of 2.130, skewness had statistic value of -0.912 and Kurtosis had statistic value of -0.985. The mean score of 4.02 suggests that, on average, respondents rated the school's

performance as relatively positive. The standard deviation of 1.459 indicates a moderate amount of variability in the responses, with some respondents rating the performance higher or lower than the average. The variance of 2.130, which is derived from the standard deviation, represents the spread or dispersion of the

responses around the mean. In this case, the relatively low variance suggests that the responses were clustered relatively close to the mean, indicating a certain degree of agreement among respondents regarding the perception of school performance in KCSE.

Table 3: School Academic Performance

Statement(s)	Mean	Std. Dev	Variance	Skewness		Kurtosis	
				Stat	Std. Err	Stat	Std. Error
School's performance in KCSE is good	4.02	1.459	2.130	-.912	.172	-.985	.341
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

Skewness is a measure of the asymmetry of the distribution of responses. The negative skewness value of -0.912 suggests that the distribution is slightly skewed to the left. This means that there may be a slightly higher proportion of respondents who rated the school's performance as relatively high compared to those who rated it as relatively low. Kurtosis measures the peakedness or flatness of the distribution. The negative kurtosis value of -0.985 indicates that the distribution is slightly platykurtic, meaning it is slightly flatter than a normal distribution. This suggests that the responses are not excessively concentrated around the mean and exhibit a relatively wider spread. Overall, these results indicate that the majority of respondents held a positive perception of the school's performance in KCSE. The item on whether the syllabus is complete within the stipulated timeframe had a mean of 3.64 with standard deviation of 1.604, variance of 2.572, skewness had statistic value of -0.684 and Kurtosis had statistic value of -1.203. The question on the teachers' workload is manageable had a mean of 3.71 with standard deviation of 1.600, variance of 2.558, skewness had statistic value of -0.710 and Kurtosis had statistic value of -1.198. The KCSE performance has been improving over the past 5 years had a mean of

4.01 with standard deviation of 1.458, variance of 2.125, skewness had statistic value of -0.907 and Kurtosis had statistic value of -0.989.

Results from the four (4) questions had an average mean of 3.85 with 77% and standard deviation of 1.53, an indication that the majority of the respondents were to some good extent agreed with questions asked on school academic performance in public secondary schools. This suggests that there may be a shared understanding among respondents on the factors that contribute to academic performance in this context.

The study sought to determine the relationship between strategic evaluation and school academic performance in Public Secondary Schools in Kenya. *Table 4* illustrates the model summary for the regression analysis between strategic evaluation and school academic performance. R value of 0.415 indicated a fairly strong relationship between strategic evaluation and school academic performance in Public Secondary Schools in Kenya. An R-squared of 0.172 indicates that 17.2% of school academic performance was explained by changes in strategic evaluation. This implies that other factors which are left out in the model explained 82.8% of school academic performance.

Table 4: Model Summary for Strategic Evaluation on School Academic performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.415 ^a	.172	.168	.62802	.172	41.435	1	199	.000

a. Dependent Variable: school academic performance

b. Predictors: (Constant), strategic evaluation

Table 5 shows ANOVA results between strategic evaluation and school academic performance. The F test gave a value of $F_{(1,199)} = 41.435$, $p < 0.05$, which supports the goodness of fit of the model in explaining the variation in the dependent variable.

It also means that strategic evaluation is a useful predictor of school academic performance in the Public Secondary Schools in Kenya if strategic evaluation is effectively implemented in schools.

Table 5: ANOVA between strategic evaluation and school academic performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16.342	1	16.342	41.435	.000 ^b
Residual	78.487	199	.394		
Total	94.829	200			

a. Dependent Variable: school academic performance

b. Predictors: (Constant), Strategic Evaluation

Table 6: Regression coefficients between strategic evaluation and school academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.386	.231		10.331	.000
Strategic evaluation	.381	.059	.415	6.437	.000

a. Dependent Variable: School academic performance

Table 6 illustrates that the regression coefficients between strategic evaluation and school academic performance. The results illustrated a statistically positive and significant link between strategic evaluation and school academic performance: ($\beta = 0.381$, $\text{beta} = 0.415$ and $t = 6.437$, $p < 0.05$); hence, concluded that strategic evaluation significantly affects school academic performance. The results from the regression model showed that the model could be used to predict the level at which strategic evaluation influences school academic performance. The regression model between strategic evaluation and school academic performance was:

$$\text{School Academic Performance} = 2.386 + 0.381X_1$$

Since β_3 is significantly different from zero, the null (H_0) was rejected and it was concluded that there was a significant influence of strategic evaluation on school academic performance. The

positive relationship between strategic evaluation and school academic performance is an important finding from the study. The fact that a one unit increase in strategic evaluation led to a 0.415 unit increase in academic performance suggests that strategic evaluation is a critical component of effective planning and decision-making in public secondary schools in Kenya. The findings are consistent with previous studies that have also found a significant relationship between various aspects of strategic evaluation and organizational performance. For example: Hussein and Gichinga (2018), Donna and Wanjira (2018), Baini and Mwasiagi (2018), Nkatha (2018), Kache (2018) and Kariuki, Maiyo and Ndiku (2016) established the existence of a significant influence of strategic resource allocation, monitoring and control of strategies, strategic leadership and strategic communication on the performance.

CONCLUSIONS AND POLICY IMPLICATIONS

Evaluating the effectiveness of strategies implemented in schools, educators and policymakers can determine what works and what does not work in improving academic outcomes. This could lead to more effective use of resources, better decision-making, and ultimately, improved academic performance. Therefore, effective execution of strategic evaluation activities like review of academic performance, setting and achieving targets, involvement of Strategic Planning Team, conducting of SWOT analysis and conducting of periodic performance appraisal could lead to improvement of school academic performance. Policymakers should prioritize strategic evaluation as a tool for improving educational outcomes. This could involve providing resources and training to schools and educators on effective evaluation techniques and processes.

Policymakers should foster collaboration between stakeholders, including teachers, students, parents, and the community, to ensure that evaluation efforts are comprehensive and effective. They should use evaluation results to inform decision-making and improve strategies over time. Finally, the policymakers should invest in infrastructure and resources to support effective teaching and learning. This could include allocating resources for technology, teacher training, and other resources that can support effective teaching and learning.

Recommendations

Schools should develop and implement strategic plans that are tailored to their unique needs and context. This can help to ensure that resources are allocated effectively, and that academic outcomes are prioritized. It is important for schools to regularly evaluate and adjust their strategic plans based on changing circumstances and feedback from stakeholders. This can help to ensure that the plans remain relevant and effective in improving academic outcomes. Teachers and administrators should be provided with the necessary training

and support to effectively implement strategic plans and achieve academic goals. This can include training on effective teaching strategies, data analysis, and leadership skills. Schools should be provided with the necessary infrastructure and resources to support effective teaching and learning. This can include access to technology, textbooks, and other learning resources.

Suggestions for Further Research

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