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# STRATEGIC MANAGEMENT PRACTICES AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN KENYA; A SURVEY OF LARI SUB-COUNTY, KIAMBU COUNTY IN KENYA

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ST. PAUL'S UNIVERSITY

**A DISSERTATION PRESENTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THEAWARD OF MASTER OF BUSINESS ADMINISTRATION OF ST PAUL'S UNIVERSITY.**

**NOVEMBER, 2024**

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## DECLARATION

This dissertation is my original work and has never been used for any degree qualification whatsoever.

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## DEDICATION

I wish to dedicate this dissertation work to my family for their continued support of my studies. They supported me throughout the process, they never gave up on me, and they supported me financially.

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## ABSTRACT

All institutions aim to perform well. However, they encounter some challenges that hinder them from performing well, especially in a dynamic and fast evolving environment. Disparities exist in the performance of public secondary schools with some performing well and others performing poorly. Exemplary institutions have adopted strategic management practices that have helped them to achieve their goals within a dynamic environment. The study aimed to investigate the influence of strategic management practices and the performance of public secondary schools located in Lari Sub-County. Four specific objectives of the study were to evaluate the influence of strategic leadership, technology adoption, strategic planning and to establish the influence of strategic financial management on performance in the Lari Sub-county. The inquiry was grounded on three theoretical frameworks: stakeholder theory, resource-based theory, and contingency theory. The study employed a descriptive survey design, targeting 420 individuals, including 42 principals, 42 deputies, as well as 336 Heads of Departments and Deans, from the 42 public schools in Lari Sub-county, with a sample size of 81 selected through stratified random sampling. Self-administered questionnaires were used for primary data collection and reliability was measured using the Cronbach alpha method. The data was analyzed qualitatively and quantitatively. In qualitative data analysis, data was analyzed using summative content analysis and in quantitative data, data was analyzed descriptively and inferentially. The findings established that strategic leadership had a significant positive impact on school performance ($\beta$= 0.401, p = 0.003). Technology adoption showed a strong positive relationship with school performance ($\beta$ = 0.621, p = 0.000). Strategic planning also had a positive impact on performance ($\beta$= 0.477, p = 0.000). Strategic financial management demonstrated a significant positive influence on performance ($\beta$ = 0.461, p = 0.001).The study concludes that strategic management practices significantly influence the performance of public secondary schools in Lari Sub-county. The study recommends the enhancement of strategic leadership, technology adoption, and financial management practices while reviewing and improving strategic planning processes to achieve better outcomes.


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## ABBREVIATIONS AND ACRONYMS

| | | |
|---|---|---|
| BOM | – | Board of Management |
| GOK | – | Government of Kenya |
| HOD | – | Head of Department |
| IDA | – | International Development Association |
| KCSE | – | Kenya Certificate Secondary Education |
| LPC | - | Least Preferred Co-worker Scale |
| MOE | – | Ministry of Education |
| NACOSTI | - | National Council of Science Technology and Innovation |
| NEMIS | – | National Education Management Information System |
| RBV | - | Resource Based View |
| SEQIP | – | Secondary Education Quality Improvement Project |
| SPPS | - | Statistical Packages for Social Sciences |

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## OPERATIONAL DEFINITION OF TERMS

**Performance**: refers to how organizations perform both financially and non-financially

**Public secondary schools**: These are schools managed and maintained by the government and at the same time funded by the government

**Strategic finance**: it is the alignment of resources with the institutions mission and strategic plan

**Strategic leadership**: it is the ability to anticipate, envision and empower others to create strategic change in the organization

**Strategic management practices**: it is a set of organizational activities that results in formulation of plans, execution and control of the performance in the organization

**Strategic planning:** it is the process of diagnosing an organizations external and internal environment and selecting general strategies to be pursued

**Strategy**: it refers to a set of plans made in an effort to help organizations achieve their objectives

**Strategic financial management**: it is the process of managing the finances of a company to meet the organization's goals

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# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

This chapter presents the background of the study, the statement of the problem, the objectives of the study, the research question, the scope of the study, the significance of the study, and the limitations of the study.

## 1.1 Background of the Study

The performance of an Organization is the result of its ability to adjust to the dynamic environment and meet the demands of its consumers. Due to the fast changing nature of the environment, organizations must create flexible strategies that consider the dynamics inside the environment. Indeed, this is particularly crucial for organizations as their primary goal is to attain exceptional performance. According to Odongo and Owour (2015), the performance of an Organization is associated with certain characteristics that quantify its performance state. The primary performance metrics encompass financial status, customer service and satisfaction, productivity, competitiveness, and effectiveness. The Performance of an organization is contingent upon the use of strategic management techniques (Mbula, 2017). This facilitates managers in formulating solutions to address the obstacles present in the corporate environment.

Highly successful organizations have discovered that using a strategic management approach helps them accomplish their objectives in a constantly changing operating environment. The strategic management process establishes a structured approach for an organization to assess external factors and determine a targeted path towards achieving success (Kennedy, 2020). Strategic management is the systematic approach intended to optimize the utilization of resources to achieve exceptional business performance. Strategies refer to the objectives that facilitate the organization in advancing towards its vision (Kennedy, 2020). For an organization to successfully adjust to the evolving environment, managers must establish appropriate and efficient tactics. Strategic planning ensures the optimal alignment between the company and its external environment. Strategy, as defined by Tamilarasu, Sabrinah and Batiah (2023), is the deliberate preparation for the future by striving for predictable results. The concept of strategy encompasses both action and decision-making. Strategic management is the process of

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converting ideation into a concrete plan of action that helps the organization maintain its competitive advantages. Sabrinah, Tamilarasu, and Batiah (2023).

In a research paper published in 2024, Yobhebhe, Sharon, and Fowosere conducted a study among organizations in Nigeria about the importance of strategic management for an organization to achieve its operational objectives. Strategic management helps organizations to define direction and objectives that are in concordance with its vision and missions. Strategic management involves the rational allocation of resources, measuring the financial capital, humans, and technology strategically to achieve optimal performance goals (Yobhebhe, Sharon and Fowosere, 2024).

A quantitative cross-sectional study was carried out by Gabow in 2019 to assess the strategic management practices and the performance of Kenya commercial banks in Nairobi County. In conclusion, the author found that these practices affect performance. Managers should, therefore, pay keen attention and take time while searching the environment for these opportunities to settle for the right strategies that will help maximize the benefits of strategic decisions. Strategic management practices aim to drive the change management process within an organization, thus creating order and direction in attaining objectives and performing tasks and duties (Van der Voet, 2014). This research will examine the following areas of strategic management: strategic planning, technology adoption, strategic leadership and strategic financial management. Strategic management involves the process of selecting strategies that will best fit into the future depending on the organization's analysis (Bryson, 2011).

Knight (2014) describes strategic planning as a process of improving the operating efficiency of an organization. Okwako (2013) concluded that the majority of the Rarienda District public secondary schools develop and implement strategic plan that has been found to have significant favorable relationship with performance. Moreover, he pointed out that strategic planning has a rather strong positive relationship with organizational performance pointing out that it is not the only determinant of performance. Other issues that could have led to the poor performance include:- A lack of stakeholders' involvement in the development of strategic goals and objectives, and only moderate efforts in the execution of the strategies.

Technological integration in the education sector makes the hitherto unachievable possible. The incorporation of technology in the field of education is highly significant as it enables fair and

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equal access to education and guarantees continuous advancement even in circumstances when in-person teaching is not possible. The advent of the COVID-19 pandemic had a profound effect on the education industry, forcing institutions to accelerate the adoption of technology. Implementing this measure was essential for ensuring the uninterrupted progress of academics (Chomunorwa & Mugobo, 2023). Equitable and fair access to digital and creative learning resources is ensured through E-Learning (Jantjies, 2020). One further benefit of integrating technology in the education sector is the enhancement of information distribution and communication with important stakeholders, including government, staff, and Boards of Management (BOMs). Technological integration in educational institutions improves performance by allowing school administrators to customize the information from relevant stakeholders to meet the institution's needs. However, numerous organizations, especially those with few resources, may have difficulties in adopting technology, therefore impeding their success.

Strategic leadership refers to the ability of a leader to have an impact on others by using the organizational vision, values, structures, and systems. The success of the institution depends on the leadership style adopted by the leaders inside the institution. The leader of an enterprise must have the competence, expertise, strategic foresight, and skills to efficiently oversee and steer the organization towards the relevant path. Strategic leadership, as described by Mulyono et al. (2020), refers to a manager's ability to clearly express and establish the vision of the company, and to motivate and persuade others to adopt and support the vision.

Proficient leaders during periods of crisis should demonstrate the courage and knowledge to carry out long-lasting changes, recognizing praiseworthy accomplishments but avoiding ascribing insufficient performance to external factors. Munawaroh et al. (2021) contend that the efficient performance of employees can be attained by using a systematic, measurable, and carefully crafted performance assessment model. The presence of both strategic leadership and a supportive culture within the business can act as powerful catalysts for individuals to improve their performance.

Financial management is the strategic management of finances within an organization to ensure their timely availability and efficient usage for the collective benefit of the residents. The financial success of public bodies relies heavily on the efficient deployment of funds in line with

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the budget (Wangari, 2017). Financial stability is an inherent characteristic of institutions that exhibit strong performance. Effective management and allocation of resources are crucial factors that determine the effectiveness of the company. Financial management strategies employed by the managers improves the performance. According to Transparency International (2011), the outstanding performance shown in specific public institutions can be attributed to the successful application of financial monitoring, budgeting, and efficient planning.

The insufficient implementation of strategic management methodologies in public secondary schools has resulted in various problems, including below-average academic performance and ineffective distribution of financial resources (Onwongo, 2016). Effective strategic management approaches enable the organization to navigate difficult and constantly evolving environmental conditions. The objective of this study is to analyze the influence of strategic management approaches on the performance of public secondary schools in Kiambu County, Lari Sub-county, Kenya.

### 1.2 Global Perspective on Performance

The educational quality is the major determinant of the quality of human resources. Education with a global perspective enhances our consciousness and comprehension, nurtures the potential of students, and generates graduates who possess the ability to comprehend their own societies. Globally competent individuals are innovative thinkers who skillfully utilize knowledge of many cultures, beliefs, economics, and technologies to successfully operate in cross-cultural environments and tackle environmental issues in society (US Department of Education International Strategy, 2022). Technological integration in education enhances learning, grants access to educational resources, and enables communication and collaboration between students and teachers.

Uruguay and South Korea have established initiatives that provide pupils with access to digital computing devices and educational materials. Numerous educational institutions in the United States have implemented blended learning methods, which integrate conventional classroom instruction with online learning, in order to individualize teaching and empower students with more autonomy in their learning.(Presidential Working Party on Education Reform, 2023) and a separate study conducted in Malaysia by Yaakob, Musa, Habibi, and Othman (2019) found that school administrators and teachers deploy methods without fully understanding the consequences

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of the actions to be executed. Therefore, organizations should consider their strategic implementation process as it would enhance their performance.

### 1.3 Regional Perspective on Performance

The recognition of the society that public institutions possess a superior ability to express the demands of the society particularly those who are more susceptible and unable to obtain education in private institutions. The ability of public secondary schools to tackle problems related to insufficient infrastructure, manpower shortage, and financial constraints has not been realized yet. This is mostly due to the high number of students enrolling in secondary schools in sub-Saharan countries, which has consequently impacted the performance of these institutions. For example, Sub-Saharan countries have made substantial advancements in secondary school enrolment. Additional resources have been designated to enhance the scope of secondary education in sub-Saharan nations. Despite the considerable efforts made by sub-Saharan countries to increase resources for secondary schools, the majority of schools still exhibit low performance. Therefore, the use of strategic management methods in these institutions can enhance their efficacy. The research undertaken by Olanipekun, Abioro and Arulogu (2015) demonstrated that strategic management plans empower an organization to take proactive measures in response to change, therefore enabling it to uphold, sustain, and enhance its performance.

A study undertaken by Schlebusch and Mokhatle (2016) in South Africa observed that although strategic planning guarantees the alignment of schools with their evolving internal and external surroundings, certain rural schools fail to actively implement their strategies. Hence, the establishment of an inclusive team is necessary to facilitate the effective development of strategic plans and a team capable of supporting the execution of these plans, hence enhancing school performance.

As per the World Bank study, Education in Sub-Saharan Africa report (2012), governments in Sub-Saharan Africa are making efforts to develop their skilled human capital capacity. Strickland (2013) argues that the success of organizations relies on strategic management techniques that comprise the development, execution, and assessment of cross-functional decisions, which facilitate the attainment of organizational goals. The study conducted by Slabbert, et al (2018) examined the impact of Strategic Management Practices on the

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organizational Performance of the United Nations Development Programme in Mogadishu, Somalia. The research findings indicate a robust correlation between strategic management techniques and organizational success.

### 1.4 Local Perspective on Performance

A composite strategic management tool, the National Education Sector Strategic Plan (2018-2022) seeks to boost school performance through quality enhancement and performance. According to Nzuve and Nyaega (2012), performance management and improvement remains to be an integral part of strategic management because most of the strategic thinking is hooked on the thought of the organization's performance. This is because the needs of the stakeholders differ with the operation context hence the need for an organization to phase its operation with the environmental shifts for more efficiency. The following is a brief on the various ways through which the government has sought to raise the par standard of secondary school education in Kenya. Nevertheless, the public secondary school continues to register poor performance as evidenced by exam results. As Ramcilovic -Sacu (2008) stated, the assessment of public secondary schools' education and their strategic management practices must be conducted to identify the gaps and give solutions to them.

Public institutions' efficiency straightforwardly reflects not only the economic performance of the whole sovereign state but also the image of the whole sovereign state in the global economy. Togbolo(2005) is of the view that, the economy suffers when the government places financial conditions subordinate to its inefficiency and similarly; Stewardship of the cause is what every sponsor and policy maker hopes to achieve. Any monies that is received by a school principal, needs to be accounted for (MoE, 2023). There are some reforms and policies which have been put in place by the government that seek to improve the performance of the public secondary schools. This includes the implementation of government policies and program that assist Kenyans to access quality, affordable education.

The purpose and vision of the Ministry of Education, Science, and Technology are to ease the enhancement of performance in educational institutions (Dess & Miller 2007). A study undertaken by Gure et al. (2018) asserts that strategic management practices are always the fundamental support system of any organization. Management should employ strategic

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leadership, strategic planning, technology adoption, and strategic finance management to enhance organizational performance.

### 1.5 Performance

The primary performance metrics encompass financial, customer service, quality, productivity, customer happiness, and customer retention criteria (Kennedy 2020). Performance encompasses the aspects of effectiveness and efficiency. Effectiveness refers to the capacity to select suitable objectives and successfully accomplish them, while efficiency deals with the optimal utilization of available resources in the pursuit of those objectives. For institutions to perform effectively, every part integrates to successfully produce better results without wasting resources. Performance is the modern way to measure and guide institutions to reach their goals. To accomplish the established objectives, managers redefine the mission and vision of the organization. Kamau (2008) asserts that numerous organizations frequently redefine their vision and purpose statements and engage consultants in the development of strategies. Within the context of school operation, performance measurement encompasses several aspects such as school discipline, infrastructure development, quality, academic excellence, stakeholder satisfaction, and financial stability.

### 1.6 Strategic Management Practices

The field of strategic management has emerged as a highly effective instrument for enhancing performance. In the event of environmental changes, it becomes necessary to adopt a new set of viewpoints compared to when the organization was stable. Some of the strategic management practices adopted by the schools to enhance performance include; Strategic planning, strategic leadership, technology adoption and strategic financial management.

In strategic planning, the ability for schools to collaborate and communicate short and long term goals is a critical part of moving plans forward in line with a vision, mission, and values. Schools benefit from a well implemented strategic plan that keeps everyone informed on schools strategic goals. This enables all stakeholders to work towards a common goal. When organizations assess their strategic planning using internal and external assessments with a cascading system of goals, strategies, and plans, the effectiveness of meeting these goals is found to be improved. The implementation of strategic management practices will empower managers to formulate strategies that facilitate the attainment of organizational goals. These methods guarantee that the

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institution can establish the direction. The strategic leaders of an organization anticipate future events to establish its direction (Yuguda and Abbo, 2023).

Strategic leadership has a vital role in the efficient and prosperous growth of organizations (Calabrò, Torchia, Jimenez, and Kraus, 2021). Their responsibilities include establishing the objectives, strategies, and structures of the organization. Furthermore, it addresses the present and future direction of the organization by establishing its purpose and operational structure. The function of technology is crucial in enabling the implementation of new services within an organization, enhancing operational procedures, and providing guidance for managerial decision making (Cheruiyot, 2016).

Technology adoption in education has facilitated higher learning capacity. Technology enables schools performance. Technology enhancement in schools is the only way that can lead to high performance and maximize the full transition from schools to the labor force. Technology advancement enables students to become independent thinkers and also become more innovative. Technology facilitates to move from passive and responsive to interactive classrooms(Supemaw and Reindorf, 2021).ICT-enabled financial management systems are often considered to be a model of the technological system of an organization, as they reflect the needs of that organization (Winchara, 2010).

For the organization to accomplish its established objectives, financial resources are crucial. Optimal allocation of finances concerning the budget is crucial for the functioning of public schools (Wangari and Muturi, 2017). The financial management framework, as defined by Demba (2013), encompasses the systems, internal controls, and procedures that govern the administration of revenues, expenses, assets, and liabilities within a department. Furthermore, it encompasses mechanisms for effectively controlling risk and closely evaluating its financial and operational performance.

### 1.7 Public Secondary Schools in Kenya

Public secondary schools are funded by the government or by the local people and are governed by a Board of Management and Parents Associations in compliance with the Ministry of Education standards. This creates a correlation between the ministry and the heads of schools in terms of evaluating performance and resource mobilization (MOE, 2005). In accordance with the goals of the secondary school, the primary aims of the school include preparing students for the

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ability to contribute an effective social member by building collaboration and promoting, producing and performing. Starting at about 14 years of age, secondary schooling is four years in duration. This funding sees the government give money towards the cost of tuition and operating expenses of students in public secondary schools. 8-4-4 system equips the learners with basic working skills.

The curriculum is organized into the following clusters: languages, mathematics, sciences, humanities and technical groups. In an effort to increase efficiency in the delivery of education the government has introduced performance contracts for teachers. Public schools' administration is under the Principal, who is an employee of the TSC appointed to represent the Commission. The principal works hand in hand with teachers who hold various positions in the school such as Deputy Principals, Head of Departments, and class teachers among others.

Due to competent and experienced human resources in recruitment, the government has revolutionized the education sector through information communication technologies. However, several barriers have been named, such as a lack of funding, weak infrastructure, and staff shortages, putting more pressure on parents. Fwaya (2014) acknowledges that actual changes in the general configuration of an education system are irrelevant compared to its relevance, application, and malleability to internationalization.

Certain governmental actions have been taken into account to address the indicated challenges. These are advocating for the growth of private schools, adoption of ICT in schools, curriculum mini-review processes, increased number of colleges and universities, scholarship provision to deserving needy students, and the establishment of the NGCDF for school needs funding. Moreover, the country's government, as well as other stakeholders in the educational sector, has introduced a new system known as CBC to enable the learners to acquire the required skills. This instructional method has been developed to be in line with Kenya's Vision 2030 according to the MoE (2012).

### 1.8 History of Public Secondary Schools in Lari Sub-County

Statistics released by the Ministry of Education in 2019 reveals that there are a total of 10,487 secondary schools in Kenya. Of the total, 8,933 are public and 1,554 are private. The public secondary schools are classified into National, Extra-county, county, and Sub-County categories according to the Lari Strategic Plan 2019-2023. The Lari Sub-County strategy plan for 2019-

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2023 states that Lari Sub-County was established in 2009 by merging the Lari division, previously located in Kiambu West, with the Gatamaiyu Division, previously located in Kiambu East.

Specifically, Lari Sub-County is partitioned into four subdivisions: Kinale, Kijabe, Kirenga, and Gatamaiyu. It measures 441 square km in area. In Lari Sub-County, there are 42 public secondary schools and 3 private institutions. Additionally, there are 3 extra County schools, 5 County schools, and 36 Sub-County schools. As of May 2018, the overall enrolment population of Lari Sub-County was 14,467 students. Accordingly, the 42 secondary schools are partitioned into 9 clusters, with each cluster being led by a designated chairman selected from among the principals in that cluster. In the past three years, Lari Sub-County KCSE performances were as follows: 3.853 in 2020, 3.840 in 2021, and 3.9695 in 2023 (Lari Sub-County strategy plan 2019-2023).

Lari Sub-County strategic plan 2019-2023 aim to increase the average assessment score from 3.018 to 5.5 by 2023. The Sub-county secondary schools have received financial support from the National Government Constituency Development Fund (NGCDF) from the inception of the program. Over the years, the local Members of Parliament have provided substantial funding for the infrastructure of the schools, resulting in each school having many permanent buildings. In addition, the Ministry of Education has provided financial assistance for school development through the free education fund.

This money is intended to enhance the quality of facilities, including laboratories and classrooms. To enhance their performance, schools are supposed to implement their strategy plan derived from the Sub-County strategic plan as mandated by the Ministry of Education. They should also embrace the usage of financial systems, embrace new technology, and foster innovation among the directors of the institutions. The primary goal of the government is to ensure the provision of high-quality education. .

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### 1.9 Statement of the Problem

The transition rate from primary to secondary school level, as reported in Sessional Paper No.1 of 2005, is 47%. The aim of the government was to attain a 70% transition rate from basic to secondary school educational levels by 2008. Based on the NEMIS (2020), the student

population rose from 3.263 million in 2019 to 3.569 million in 2020, with 95.3% enrolling at the secondary level (Basic Education Statistical Booklet, 2020).

According to sessional paper No 1 of 2005, increased number of students has put a strain on teaching in institutions hence affecting the performance of schools. When the enrollment increases it demands more infrastructure and qualified and skilled manpower. The growth of institutions depends on the measures put in place by the administration. For instance, some schools perform better and at the same time others perform poorly within any given environment, the better institutions are more attractive on performance grounds. Public Secondary schools in Lari Sub-county operate under different environments in terms of administrative, physical environment, availability of resources and funding.

In Lari Sub-County, some schools struggle to create an enabling environment that can aids an institution to survive and thrive well in harsh environment. However, some schools appear to have more potential, but their performance has remained below expectations ie they are struggling to put the school at a competitive edge. Other reasons that contribute to poor performance in public institutions are; inadequate space, poor leadership, poor financial management, inadequate technology infrastructure, inadequate manpower and insufficient learning materials (FrederikSen 2018). All these hinder the performance of the public secondary institutions. Poor performance affects enrollment in some schools, increase burden on parents, reduces trust between the institution and stakeholders, collapse of institutions and increases the number of unskilled personnel. Therefore, these unique contextual scenarios form the basis of this study.

All these challenges are contributed by a lack of proper planning systems of management hence, influencing the institution's performance negatively. Better planning systems provides motivations and customer satisfaction therefore it is the responsibility of the school heads to manage and plan well the available resources. Despite that resources play a key role in academic performance other factors such as school management, accountability and student determination also have an impact. Previous studies by Kandie (2010) and RALGA (2010) explored strategic management practices but did not fully address their impact on performance in public secondary schools. This study aims to fill that gap by examining the relationship between strategic

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management practices and performance in Kenyan public secondary schools, offering practical recommendations for improvement.

### 1.10 General Objective

To determine the influence of strategic management practices on performance of public secondary schools in Lari sub county, Kiambu County, Kenya.

### 1.11 Specific Objectives

i. To assess the influence of strategic leadership on the performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya.

ii. To evaluate the influence of technology adoption on performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya.

iii. To determine the influence of strategic planning on performance of secondary schools in Lari Sub-county, Kiambu County- Kenya.

iv. To establish the influence of strategic financial management on the performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya.

### 1.12 Research Questions

i. What is the effect of strategic leadership on the performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya?

ii. What is the influence of technology adoption on the performance of public secondary school in Lari Sub-county, Kiambu County- Kenya?

iii. What is the influence of strategic planning on the performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya?

iv. What is the influence of strategic financial management on the performance of public secondary schools in Lari Sub-county, Kiambu County- Kenya?

### 1.13 Significance of the Study

This research is poised to be invaluable to government agencies, offering a deeper understanding of monitoring public institutions in Lari Sub-County, Kiambu County. It will pinpoint strategic management practices crucial for enhancing the performance of public secondary schools in

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Kenya, providing actionable insights for the Ministry of Education to refine strategies in schools within the region. The findings will inform policy development, focusing on strategic management methods that bolster public institution performance.

Additionally, the study will serve as a vital resource for researchers and academicians, contributing fresh theoretical knowledge on the link between strategic management practices and institutional success. It aims to shed light on the correlation between these practices and school performance, particularly in Lari Sub-County.

Furthermore, school administrators, including principals and Boards of Management, will gain practical guidance on implementing effective strategic management techniques to sustain and elevate their institutions' performance, ensuring their longevity and growth.

### 1.14 Scope of the Study

The study aimed to explore the influence of strategic management practices on the performance of public secondary schools in Lari Sub-County, Kiambu County, Kenya. It examined four key areas: strategic leadership, technology adoption, strategic planning, and strategic financial management. On dependent variable the study will examine how performance is influenced by independent variables and the research targeted top and middle management within the schools, drawing on a sample size of 420 respondents. The insights gathered were intended to provide a broad understanding of how these strategic management practices affect the overall performance of public secondary schools in Lari Sub-County.

### 1.15 Limitations of the Study

Some of the limitations in the execution of this research that prevented it from providing a deeper analysis of the situation on the ground included; lack of adequate records on strategic plans, which caused delays in filling out the questionnaires, to counter this limitation, the researcher used the available online documents and requested the principals to provide any records that was essential and could assist in the research. Secondly, some respondents were reluctant to provide the required information because of fear and to counter this limitation the researcher produced an introduction letter from the university and a research license, this gave them confidence. Lastly the study faced the limitation of biased information from the respondents. This resulted in respondents presenting only data that portrayed the positive side of

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the institution. And to counter this limitation the researcher explained to the respondents the structure of the questions and encouraged the respondents to remain faithful.

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# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

The chapter will have two main sections that is theoretical and empirical literature review. In the theoretical literature review theories anchored to the study such as stakeholder's theory, resource based theory and contingency theory will be discussed. An empirical literature review will review on what other researchers have done in different sectors to give strong ground for this study. Also it will help in identifying the research gaps.

## 2.1 Theoretical Literature Review

According to Vinz (2022), a theoretical framework is a foundational review of existing theories that serves as a roadmap for developing the arguments one will use in the work. The study used three theories which included stakeholder's theory- which was used in the study to find out the role stakeholders play in implementation of the strategic management practices, resource based theory- it was used in the study to examine the resources available and necessary that help in improving the performance of the organization and finally the study covered contingency theory which highlighted the essential qualities and skills of leaders in managing the team, solving conflict, analyzing the situation, planning and setting goals.

### 2.1.1 Stakeholder's Theory

The theory was formulated by Edward Freeman in 1984. Managers of a firm must consider the objectives of all stakeholders. The argument also posits that the company should provide value for all stakeholders. It asserts that if an organization establishes an unfavorable working environment for its people, the company would ultimately face failure. According to Freeman (1984), an organization must prioritize the well-being and interest of all its employees.

Four streams of organization management study, namely strategic organizational planning, systems theory, corporate social responsibility, and organizational theory, were used to build the theory. Consequently, it tackles corporation ethics by examining the principles and ethical standards of managing an organization. The framework of stakeholders' theory acknowledges and represents several parties that are considered stakeholders in a company, including customers, suppliers, political groups, communities, and financial institutions. This text

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elaborates on the emotive strategies that management can implement in relation to their interests (Haataja, 2020).

Craig M. and Bowern (2004) have provided support for the stakeholder's theory, stating that if one values future life, it is advisable to protect the environment by addressing the issue. This approach is motivated by the belief that such actions will reflect one's values and lead to a desired outcome that brings happiness. When managers exert influence over all the stakeholders to guide the formation of the organization, the organization will be significantly more advantageously positioned.

In strategic management, stakeholder theory includes both the economic and social dimensions of corporate practices. To get widespread acceptance in strategic management, stakeholder theory must be justified in economic terms (Clarke, 1998; Harrison, Bosse and Philips, 2010). Associated with financial performance, stakeholder's theory enhances trust, resulting in reduced transaction costs by minimizing the resources required to establish and enforce contracts and by eliminating the need for complex safeguards and contingencies that need meticulous monitoring (Post, Preston & Sachs, 2002).

Harrison, Bosse and Philips (2010) argue that stakeholder theory outlines the strategies an organization should use to effectively handle its interactions with stakeholders to enhance the creation of competitive resources. Additionally, it elucidates how the network of stakeholders of a corporation can serve as a primary driver of sustained competitive advantage. The notion of stakeholders highly influences the pursuit of collaboration among all stakeholders within the system, fostering a constructive feedback loop, enhancing motivation, and ultimately improving organizational performance. The enhancement of organizational leadership is crucial for boosting motivation and performance. This will empower managers to effectively utilize their leadership abilities in problem-solving, making well-informed decisions, and managing information systems inside the organization. The success of an organization depends on meeting the needs of stakeholders (Freeman, 1984). Some have criticized the notion, arguing that the requirements and interests of stakeholders cannot be fairly harmonized. The stakeholders encompass extensive collectives with diverse perspectives. Hence, their impact varies and might generate conflict and disharmony inside the organization. It seems that the theory has overlooked the unique ethical position of shareholders. Blattberg (2004), a political philosopher, criticized

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stakeholder theory for its assumption that the interests of different stakeholders can only be compromised or neutrally balanced against one other. According to him, this phenomenon can be attributed to the prioritization of negotiation as the primary method of communication for addressing disputes arising from differences in stakeholder interests. The task of evaluating the many viewpoints of stakeholders becomes challenging for organizations (Blattberg, 2004).

The management academic Mansell (2013) contended that the application of the political notion of a social compact to the firm in stakeholder theory may weaken the fundamental foundations upon which a market economy is founded. Stakeholders play a crucial role in enhancing the performance of institution. For example, the government offers necessary assistance to institutions in the form of financial resources and learning materials. Suppliers provide the schools with the necessary things, while sponsors sustain the school activities. Hence, the relevance of Stakeholders' theory in this study lies in its belief that practitioners do so with the intention of acquiring certain advantages (Mansell 2013).

Stakeholders can influence certain educational goals of public schools, including the standard of instruction and the progress of schools. To enhance connections with stakeholders, it is essential to develop strategies that guarantee cooperation and involvement with stakeholders (Stocker et al., 2020).The institutions have a diverse range of stakeholders, and failing to address stakeholder relationships may result in restricted success and inadequate value generation (Kettunen, 2015).

Educational institutions enhance stakeholder engagement by promoting equality and fostering credibility and trust among stakeholders in educational set up. By integrating these insights into the institutions, policy makers can design culturally responsive educational programs that cater to stakeholders' diverse needs and preferences. Therefore in institutions, stakeholder theory offers a helpful framework for analyzing the varied facets of educational systems. Considering their interests in institutions can enhance decision making processes hence improving the educational quality. The stakeholder theory offers practitioners and managers of educational institutions valuable insights to enhance their connections and engagement with stakeholders. The stakeholders of public secondary schools in Lari Sub County, Kiambu County, Kenya are classified according to their interests that are considered inherently important.

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### 2.1.2 Resource Based View Theory

The Resource-Based View (RBV) theory, introduced by Wernerfelt (1984), asserts that resources possessing value, rarity, inimitability, and non-substitutability are pivotal in creating sustainable competitive advantages. Numerous scholars have expanded on this concept, highlighting the significance of both tangible and intangible assets in contributing to an organization's success (Crook et al., 2008). Tangible assets include measurable resources like economic profits and contributions to a firm's operations (Lyons & Brennan, 2019). In contrast, intangible resources encompass assets related to knowledge, organizational capabilities, and social advantages (Keranen & Jalkala, 2013).

Barney (1991) elaborates on the RBV by defining resources as assets under a firm's control that are essential for formulating and executing strategies focused on enhancing efficiency and effectiveness. These organizational resources can be categorized into internal and external types. Internal resources include elements like research and development, logistics, brand management, and cost-effective processes (Kozlenkova, Samaha and Palmatier, 2014), while external resources comprise factors such as supplier relationships, customer demand, and technological advancements (Lewis et al., 2010; Li and Calantone, 1998). According to Barney (1991), these resources can be further classified into physical capital resources (e.g., raw materials and technology), human capital resources (e.g., skills and experience), and organizational resources (e.g., management practices and planning).

Barney (1991) also introduces the VRIO framework, stating that resources must be valuable, rare, difficult to imitate, and non-substitutable to offer a competitive advantage. For example, valuable resources enhance an organization's effectiveness, rare resources are not widely available among competitors, inimitable resources are protected by mechanisms like trademarks, and non-substitutable resources provide a unique strategy that competitors cannot replicate (Barney, 1991). Johnson, Scholes, and Whittington (2008) emphasize that a unique combination of these organizational resources leads to competitive advantage and superior performance.

Within educational institutions, resources often include information technology systems essential for communication, learning, and planning. Loasby (2002) defines organizational capabilities as decision-making processes that navigate ambiguity, adding value to the institution's resource pool. Parveen (2023) reinforces that a firm's competitive advantage is deeply rooted in its

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internal resources, which are critical for its survival and success in the market (Gathungu and Mwangi, 2012). The distinct capabilities that guide organizational actions, as noted by Barnley (2003), are crucial to achieving exceptional performance (Johnson, Scholes & Whittington, 2008).

Despite its strengths, the RBV theory has limitations, particularly in explaining how organizations maintain competitive advantages in dynamic and unpredictable environments (Kleinschmidt, de Brentani and Salama, 2007). Schools that excel in performance typically attract significant resources, enabling them to establish advanced facilities such as technology centers and laboratories, further enhancing their performance. These institutions are more likely to succeed even under challenging conditions.

However, critics argue that the RBV does not sufficiently account for the evolving efficiency of resources over time (Kozlenkora, Samaha and Palmatier, 2014). The theory's focus on sustaining competitive advantage by managing resources to create barriers for competitors highlights its potential, yet it requires continuous adaptation to remain effective (Mahoney and Pandian, 1992). By leveraging the RBV framework, organizations can strategically develop and utilize their resources to enhance their overall competence (Barney, 1991). Aligning resources, capabilities, and strategies effectively is key to achieving long-term success.

In the context of public schools, applying RBV theory help managers navigate environmental challenges by leveraging the internal resources to build resilience and seize external opportunities. This approach is critical for maintaining competitiveness and achieving excellence in performance. However, successful resource utilization often requires the active participation and integration of various resources. With the help of this resource-based view theory, institutions can apply how to obtain and mobilize additional resources or use existing resources more efficiently and effectively to increase the productivity of existing resources to improve the quality of education. Public secondary schools that strategically deploy their unique resources are better positioned to address both risks and opportunities, leading to superior performance, as observed in the most successful schools in Lari Sub-County.

### 2.1.3 Contingency Theory

Fred Fiedler devised the theory in 1958. It asserts that the most effective approach is contingent upon the internal and external circumstances, and that there is no single optimal method for

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leading an organization, organizing a corporation, or making decisions. Contingency theory also asserts that the efficacy of a leader is contingent upon the extent to which their style is compatible with a particular environment or circumstance (Wolinks, 2010).

A perfect march is characterized by the success of the institution's leaders in their respective duties. A leader's effectiveness is contingent upon how their leadership style and attributes are aligned with the circumstances and environment in which they operate (Gupta, 2009). Fielder (1964) posited that the efficacy of a leader is contingent upon their capacity to manage the situation. Leaders who have low scores on the Least Preferred Co-worker Scale perform better in environments that are relatively unfavorable and very favorable. Situations and leaders with high LPC scores are most effective in situations that are intermediately favorable. Certain leadership qualities are essential during crises, as leaders are capable of managing the situation.

Peter, Harcke, and Pohlman (1985) and Strube and Garcia (1981) are among the empirical studies that have substantiated the theory. This is crucial because it demonstrates the theory's reliability, which is supported by a variety of trials and research. It also expanded our comprehension of leadership by encouraging individuals to evaluate the diverse effects of circumstances on leaders. The contingency theory's predictive nature is another strength that enables a comprehension of the leadership styles that will be most effective in particular circumstances.

Contingency theory offers valuable insights into the leadership style that is most likely to be effective in specific situations and the development of profiles on individuals to ascertain the most effective location and role for them within an organization (Mark & Erude, 2023). The theory has failed to elucidate why individuals with specific leadership styles are more effective in certain situations than in others, despite its numerous advantages and some criticism. Additionally, it has failed to provide the most effective strategies for motivating employees within the organization. The capacity of a company to establish or maintain a competitive advantage is significantly diminished in organizations that lack effective strategic leadership (Yuguda, Abbo, & Jafarn 2023).

A school operating in a challenging environment where resources are limited, to ensure efficient resource allocation, institution may benefit from a more centralized decision-making approach. On technology adoption, contingency theory suggests that the adoption of technology should be

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contingent considering the size of the institution and institutional objectives. Therefore, institutions should align their technological infrastructure with their strategies and goals (Daft, 2015).

On leadership, head of institutions need to assess the unique characteristics of their institutions and try to adjust their leadership accordingly in such a way that they are able to respond to emerging challenges effectively. Applying contingency theory in the institution, promotes flexibility in the changing environment, encourages a strategic approach to decision making and the theory fosters a culture of innovation hence improving the performance of the institution (Robbins and Judge, 2018).

A strategic leader in the organization enhances the organization's performance by enhancing communication, increasing team productivity, distributing responsibility, providing resources, and effectively managing conflict. The organization's employees are discouraged from achieving their objectives or working as proficiently as possible due to inadequate leadership. In the field of education, contingency theory allows managers to evaluate the current circumstance and the factors that influence the organization's framework. Despite the fact that the majority of effective leaders attempt to mitigate high uncertainty by implementing standard operating procedures and implementing traditional bureaucratic responses in all cases, they should adopt a holistic approach in uncertain situations.

The study will be pertinent to contingency theory, as it will provide school leaders with a solid foundation for the further refinement of management policies and practices. In public secondary schools, principals are responsible for selecting the most appropriate course of action based on the circumstances, and the theory will assist in the planning process (Athanasia, 2020). The study's theory investigates the impact of strategic management practices on the performance of public secondary institutions in Lari sub-county, Kiambu County.

## 2.2 Empirical Literature Review

### 2.2.1 Strategic Leadership and Performance

The role of strategic management practices in different context has been investigated by several authors in empirical research. Musee (2018) conducted a study on strategic management practices and performance among public universities with special reference to Multimedia

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university of Kenya. From the study, he pointed out that there is a positive and significant relationship between strategic management practices on performance of public universities and management has a central role in offering right strategic direction towards the achievement of institutional goals. This study will therefore center its analysis on the effects of strategic management practices and the performance of public secondary schools.

Varelas, Marjanovic and Orville (2023) explored the impact of strategic leadership on strategy Implementation in Insurance Firms in Des Moines, USA. The study asserts that organizations that spend resources on cultivating and portraying strategic leadership are likely to execute strategies effectively and realize their objectives successfully. They further explained that the capacity to execute a strategy typically hinges on leadership skills and organizations should ensure they strengthen and place strategic leaders in every part of the organization. The present study will therefore just be limited to considering the skills that are needed by the leaders when enhancing the performance in the given institution.

Another study by Novitasari et al. (2021) compared the impact of strategic leadership and organization culture on business performance. The empirical study involves the Indonesian population. In their studies a strategic leader can motivate employees hence improving their performance. Thus, the current study will limit its analysis to comparing the other roles assumed by heads of institutions in enhancing the institution's performance such as creativity, problem solving techniques and communication. Strategic leadership establishes the course and performance of organizations and the organizations may falter based on the strategies established by the leader.

Besides the mention of strategic leadership on performance, the following is a general study done by Yuguda, Abbo and Jafaru (2023) with the topic highlighting strategic leadership as a tool for organizational efficiency and development. In this paper, strategic leadership was analyzed in terms of its concepts, the abilities and traits of a strategic leader to mobilize others, and the things that are essential for organizational success and change. The results showed that leadership characteristics depend on organizational culture, leadership existing frameworks and individual abilities; thus, leaders should adopt strategic leadership style according to their role, organization and working environment. The performance always improves when leadership is at

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its best. Leadership plays a great role in the institution in setting teams' direction and effectively implementing the goals, efficient communication, and alignment of goals across the institution.

### 2.2.2 Technology Adoption and Performance

Recently, the education sector has experienced the change that is driven by technology and self-adopted changes. Due to the development of technology in learning institutions, many public schools have achieved returns than they used to provide. According to Baker and Sinkula, (2009), technological possibilities are recognized as one of the most crucial resources that can contribute to risk management and performance improvement.

In a study conducted by Cheruiyot, (2016) on the effects of technology adoption on the performance of the dairy societies in Uasin Gishu County, Kenya it was established that the use of ICT in the societies' performance has a positive influence. In conclusion, Technological implementation in product processing had a positive responsive relationship with the organizational performance of the dairy societies. In the first study, the level of effectiveness and efficiency of the Information Systems in different organizations was not assessed; as a result, this study will cover the effectiveness and efficiency of technology in all the areas of the institution.

However, Marcelo (2023) conducted a study on, Technology adoption and its impact on organizational performance: the contingency analysis in the context of Paraguayan microenterprises. The research aimed at evaluating the level of administrative effectiveness of microenterprises before and after implementing a computerized management system. He said in the study that given some requirements, the right use of information communication technologies positively influences the administrative effectiveness of micro-businesses. Therefore, via technological synergy, micro firms can enhance their efficiency as well as viability and in the process improve on their effectiveness with side benefits of improving client satisfaction. This also means that the current study will suggest the implication of technology adoption on the institution set up.

Ngutu (2019) in his research employed both the strategic management practices and performance of the public secondary schools in Awendo sub county Migori County. Among the findings he indicated that the analysis has revealedthat technology has a huge impact on the performance of public secondary schools, therefore he concluded that the schools require to ensure that the current technology is available and secondly the manager is needed to explain to

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the teachers and students the importance of embracing and participating in the adoption of the current available technology.

Information Communication Technology (ICT) is the high-tech equipment and services utilized to interact and maintain information. Some telecommunication technologies adopted by institutions are like radios, laptops, televisions, and mobile phones. Use of technology in teaching and learning in institutions has increased. Teacher's in order to deliver efficiently must complete an ICT course to gain knowledge and skills for using the available technologies. Lack of government support has affected institutions to fully adopt ICT. Also there is a shortage of computers, educational apps, and teacher training, which hinders complete ICT integration in schools. In the current study we will be largely concerned with the effects of embracing technology in teaching and learning.

### 2.2.3 Strategic Planning and Performance

Performance measurement is then the feedback mechanism that checks that the organization is on track with its strategic plan. Public secondary school strategic planning and performance in Rarienda Sub-county were focal areas in Okwako's (2020) study. In the following study, it was discovered that qualified schools in Rarienda Sub-county practice formal strategic planning and that school performance increases with strategic planning. Accordingly, given that it positively correlates with each of the mentioned performance indicators in the framework of the school system, it can be considered as an effective tool in terms of building up the competitive advantage. However, the investigation was limited to the aspect of strategic planning. Some of the other strategic management practices that is equally important for performance will therefore form the core of the current study. Strategic planning assists the managers and employees in improving the organization's commitment to achieving the set goals since they are made concrete by their installation.

Mwango (2020) on the other hand undertook a study on the relationship between strategic planning and performance of the students in the KCSE in the public institutions in the Lari Sub-county. His research focused on the use of strategic planning and discovered that many public secondary institutions use it. Also, he found that a large number of institutions have set goals and objectives, strategies and plans. Academic performance in the classroom was the primary subject

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of focus of the research study. This is why the present investigation will focus its attention on the differences that lie between such institutions.

Chronicling Kenya Commercial Bank, a financial firm based in Nairobi County, Kenya, a survey by Gabow (2019) sought to assess the SGMP and performance of the firm. The fields in which he focused were strategic visioning, strategy development, strategy execution, and strategy monitoring. According to him, all the four variables have a positive impact to the performance of the business.

Strategic planning is the process of setting goals and mobilizing the resources needed to achieve the set goals. Creating a strategic plan not only provides a useful document for the future, but also helps managers to define what is right. During the strategic planning process, resources that aids in the implementation of institution strategy must be adequate. For institutions to perform better need to craft workable strategies. A Strategic plan defines the direction of the institution and how to allocate the resources. Since institutions operate in a different environment, for an institution to perform better managers has to carry out a SWOT analysis and objectives should be SMART.

This enables the institutions to move in the desired direction. Implementation of the strategic plan should be done effectively and some of the challenges that impede the implementation of strategic plan include; unclear goals, limited resources, inadequate skills, lack of ownership and poor coordination of the team. Therefore before implementing any strategy, school management should carry out a SWOT analysis and identify the strategic issues likely to affect the institution'sperformance. Current research will focus on the Integration or association between institutional performance and strategic planning.

### 2.2.4 Strategic Financial Management and Performance

A research work published by Wangari and Muturi (2017) focused on the effects of financial management practices on the financial performance of public universities in Kenya. The areas of concern in the study were budgets, scrutinization, and planning. Hence, the conclusion has justified that appropriate enactment of the budget aids in the enhancement of the monetary situation of the universities. The findings of the study concluded that financial management practices contributes a lot in enhancing the progress of the institutions. The current work

therefore seeks to establish the total relationship between the strategic financial management and the performance.

In contrast, Afande (2013) titled his study on strategic management practices and firm performance with emphasis on the financial sector in Kenya. The study has also assessed the Postbank firm performance and the strategic management practices relationship in the organization. This study proved that the strategies used by Postbank in an endeavor to counter the competition were to offer superior services to the existing clientele improve the productivity of organizational work and perform a check and balance on the product/ service to be offered in the market. The following was the conclusion made by the studies concerning the strategies developed by Postbank in Kenya in about to the objective performance indicator as follows; The current study will therefore fall under an institution setup in which the researcher will have to look at the correlation between the valuables as currently presented within the financial sector and performance as witnessed currently in the education segment. Effective and efficient financial planning and budgeting practices on the performance of Bomet County Government, Kenya:

According to a study conducted by Kimutai, Naibei and Cheruiyot in 2019, on the effects of strategic financial planning and budgeting practices on Bomet County Government. The key areas that were under investigation included budgeting practices, financial forecasting practices, and the practices of financing decisions. Therefore, budgeting empowers a county government treasury to facilitate the planning, make appropriate decisions and define the mission and direction of a county government. This study concluded that financing decision practices are useful for the county governments and therefore would refer to this study in the formulation of the most suitable polices that would govern the sector. The following aspects of financial management are of interest to the current study in establishing their impact on the performance of institutions.

Lastly, in a study by Mutune (2014), the author examined the performance of cement manufacturing firms in financial planning and financial performance in Kenya. From his findings he was able to discover that most organizational polices are implemented through financial planning practices thereby boosting the performance of the organization. It shows that the absence of financial planning in the organization interferes the achievement of the organization.

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The study also established that another subject that has a bearing on the industry is; the levels of the financial planning activities, business planning activities and the frequency of the use of financial planning techniques increases the ability of the company to perform in the industry.

Financial management involves the mobilization and allocation of funds. The government of Kenya is the main financier of public institutions and therefore calls for accountability and transparency for any penny sent to schools and as a way to ensure that there is accountability, the government demands the managers to have a proper system for financial management. Some of the financial systems adopted by schools include implementation of budget, receipts, fee registers, invoices and balance sheets. Proper management of finances improves the institutions performance.

For transparency schools in Lari Sub-county are audited by the government. Some of the factors that impede implementation of strategic financial management practices include unskilled manpower, inadequate finances and misappropriation of funds. To improve the financial management principals needs to embrace a systematic approach to setting goals and objectives for financial management. However, the current study will focus on the aspect of financial performance for improved performance in the public schools in Lari Sub County.

### 2.3 Summary of Research Gaps

**Table 1: Summary of Gaps**

| Researcher | Focus of the research | Research finding | Knowledge gaps | Emphasis of current study |
|---|---|---|---|---|
| Musee(2018) | Strategic management practices and performance of public universities in Kenya | Strategic management practices contribute to positively to performance of the institutions | Study done for public universities | Intends to do the study on public secondary schools |
| Ngutu (2019) | Strategic management practices and performance of public secondary schools in Awendo Subcounty in Migori County. | The schools adapted the strategic management practices | Study done for secondary schools in Awendo sub-county | Intend to do the study of secondary schools in Lari Sub-county |

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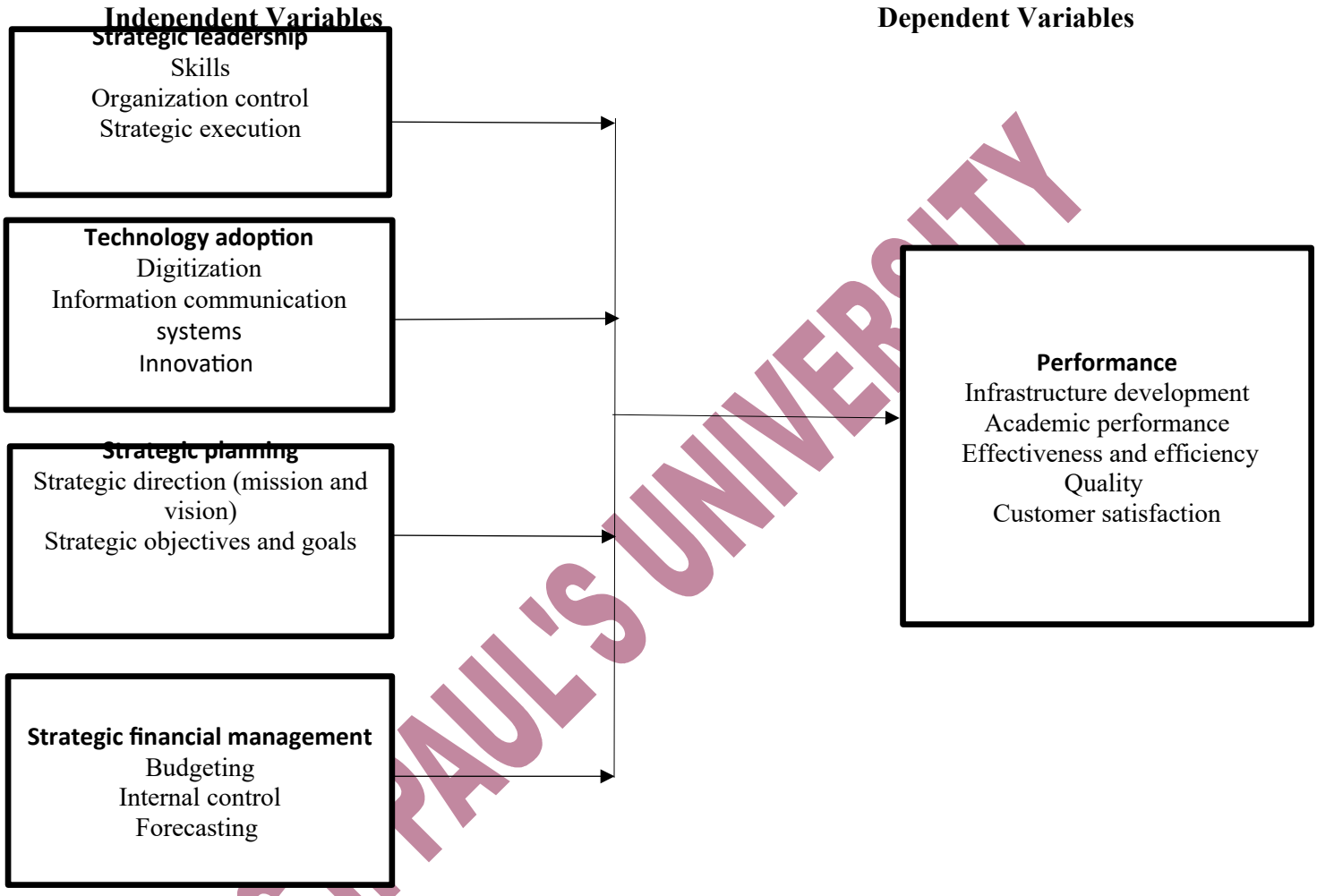
| | | | | |
|---|---|---|---|---|
| Mwango(2020) | Influence of strategic planning on students' performance in KCSE in public schools in lari sub-county | Strategic planning impact the performance of students | focused on the class performance | Explore on key strategic management practices that improves the performance |
| Okwako(2020) | Strategic planning and performance of public secondary schools in Rarienda sub-county | Secondary schools practice formal strategic planning | Focused on one strategic management practices | Explore on four strategic management practices |
| Gabow (2019) | Strategic management practices and performance of Kenya commercial Bank in Nairobi city county, Kenya | Strategic intent, strategy formulation, strategy implementation and strategy control contribute positively to performance | The study based on financial sector | Intends to base the study on education sector |
| Varelas, Marjanovic & Orville (2023) | Effect of strategic leadership on strategy implementation in insurance firms in Des Moines – USA | The ability of successfully implement a strategy depends on the leadership abilities | The study focused on leaders' abilities | Intends to focus on the leader's skills |
| Novitasari et al ( 2021) | Effect of strategic leadership and organization culture on business performance- an empirical study in Indonesia | A strategic leader has a strategic role in bringing the organization he leads to achieving organizational goals by motivating employees to improve their performance | Focused on strategic leadership behaviors | Intends to focus on problem solving techniques and communication |
| Marcelo( 2023 ) | Influences of technology adoption on organizational performance in Paraguayan Micro-enterprises | The use of technology increase productivity | Focused on micro-enterprises | Intends to focus on institution |

**Sources: Author, 2024**

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## 2.4 Conceptual Framework

Conceptual framework demonstrates the relations between independent variables and dependent valuables of strategic management practices which influence the performance. The variables are presented diagrammatically.




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**Figure 1: Conceptual Framework**

Source: (Author, 2024)

## 2.5 Operationalization of Variables

**Table 2: The Relationship between the Independent Variables and the Dependent Variable.**

| Variable | Measurement | Type of Analysis |
|---|---|---|
| Strategic leadership | Knowledge<br>skills<br>budget control<br>Strategic execution | Descriptive<br>Inferential statistics |
| Technology adoption | Information<br>Communication Systems<br>Digitization<br>innovation | Descriptive<br>Inferential statistics |
| Strategic planning | Strategic direction<br>(mission, vision)<br>Strategic objectives and goals | Inferential statistics<br>Descriptive |
| Strategic<br>Financial<br>Management | Budgeting<br>Internal controls<br>Forecasting | Descriptive<br>Inferential statistics |
| Performance | Quality<br>Effectiveness and efficiency<br>Infrastructure development<br>Academic performance<br>Customer satisfaction | Descriptive<br>Inferential statistics |

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**Sources: (Author, 2024)**

### 2.5.1 Strategic Leadership

Strategic leadership is crucial in the development of organizations because of the complexity that is prevailing in the environment of the contemporary world (Calabrò, et al, 2021). Some of these competencies include anticipation, innovation and the ability to co-ordinate the implementation of the organization'svision (Shoemaker, Krupp and Howland, 2013). They spend resources on nurturing and developing human capital for talent, innovation, and employee engagement that spells performance improvement. Furthermore, strategic leaders have fast to make sure that the mission and vision of the organization are properly understood and expressed in accordance to the existence of main values. Strategic resource management, human capital management and organizational nimbleness when operating in the face of external conditions separate the wheat from the chaff of leaders.

### 2.5.2 Technology Adoption

Technological change and IT infrastructure positively impact the organizations productivity. Adoption of ICT in institutions reduces operations costs and hence improves overall organizations performance. Technology makes organizations adaptable and able to change rapidly. Institutions with ICT facilities can integrate data making it easy to share with the Ministry of Education and other relevant authorities. Organizational productivity depends on the successful incorporation of appropriate technology into the organization. According to Keong and Dastane (2019), for an organization to compete and remain in existence it needs to change its strategies, processes, structure and culture. Technology adoption in the institutions enables the institutions to provide quality services hence satisfying the stakeholders and customers. For example use of technology in teaching, learning, appraisals, analysis and setting targets.

### 2.5.3 Strategic Planning

Sub categories of strategic planning involve strategic direction, strategic objectives and strategic goals. As described by Hellriegel, Jackson and Slocum (2005), it involves scanning the internal and external organization environment, determining the vision and mission, and selecting the overall strategy to be adopted. The primary roles of strategic planning are therefore mostly entailed in decisions on issues that are strategic, in developing the mission and vision statements,

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the policies, goals and objectives and how they can be implemented. Strategic planning is a major facet of management and is exceptionally important since it is the act of identifying and managing the broad activities that are outlined by the management and owners of an organization. An organization should have one: It defines the activity that is to be measured while the performance assessment gives the outcome that readjusts the organization's strategic direction. Cue the increase in the environment; it is usually possible to lean on the strategic planning to plan sufficient of a strategy to accomplish success for the organization. An organization's managers can develop long-term strategies and operational methods, and they are sure that their strategies are not going to be changed in the future (Kennedy, 2020).

### 2.5.4 Strategic Financial Management

Strategic financial management involves continuous evaluation, resource mobilization, resource allocation, budget execution, accounting, planning, and adjusting to keep the company focused and on track toward long-term goals. When a company is managing strategically, it deals with short-term issues on an ad hoc basis in ways that do not derail its long-term vision. Strategic finance can be defined as the alignment of resources with the institutions mission and strategic plan (Layr, 2014).

Most of those institutions that perform efficiently and effectively are those institutions that have adopted financial management practices ie they have systems for monitoring the finance and financial matters. Some of those financial practices adopted by institutions are budgeting process and internal controls. The survival of organizations depends on financial stability. Institutions with financial information management systems are in a better position to manage their finances hence improving the performance because it helps in prioritizing the areas that need improvement. Organizations with a good understanding of financial management practices remain financially stable (Dorothy, 2009).

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# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.0 Introduction

In this chapter, the details on research design, target population, sampling design and sample size, instruments for data collection, test of validity and reliability, pilot study, procedure for data collection, data analysis technique and ethical consideration were expounded.

## 3.1 Research Design

A research design is a method for addressing the research query through the use of empirical data (McCombie, 2023). To investigate the variables of the study and address the research questions, the researcher implemented a descriptive survey design. Descriptive survey design is implemented in a study that endeavors to obtain fundamental data regarding a phenomenon by posing inquiries that evaluate the attitudes, behaviors, and perceptions of the respondents. A descriptive research design is suitable for conducting a comprehensive examination of the circumstances surrounding a research problem (McCombie, 2023). The researcher employed this design to analyze the variables in order to determine the answers to the queries.

## 3.2 Target Population

A population is a collection of individuals, elements, subjects, and objects that share common observable characteristics, as per Mugenda and Mugenda 2003. The research encompassed both intermediate and upper management. The policy makers in the institutions, such as principals and deputies, were involved in the top management. The middle level management, which included heads of departments and deans, assisted the managers in the implementation of the policies and programs. The total population that was targeted was 420, which included 84 principals and deputies of the 42 public schools in Lari Sub-County, as well as 336 Heads of Department and Deans. Middle-level management consisted of Deans and HODS, while top management consisted of Principals and Deputy Principals. The total population was obtained from Education Data Bank in Lari Sub-County. They were selected because; they were the ones involved in the operation of the schools daily and the execution of other managerial roles. The targeted population is indicated in the Table 3.

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**Table 3: Study Target Population**

| Respondents | Population | Percentages |
|---|---|---|
| Principal's & Deputy's | 84 | 20% |
| HOD's & Deans | 336 | 80% |
| **Total** | **420** | **100** |

### 3.3 Sample and Sampling Techniques

The stratified random sampling technique was employed to select a representative sample from the total population in the study. The Yamane formula was employed to determine the sample size for the study. The Yamane formula offers a streamlined approach to determining sample sizes and providing the sample size with known confidence and risk levels, as per Saunders, Lewis, and Thornhill (2012). The formula generates a table featuring the sample size (n) from the intended population (N).

$n = N / (1+Ne^2)$

$n = N / (1+Ne^2)$

Where:

n= Sample size.

N= Size of the population.

e= Error of 10%

Substituting for the values:

$$n = \frac{420}{1+(420 \times 0.1^2)}$$

$n = 81$

The researcher sampled 81 individuals from the two categories ie principals and deputies category and the HODs and Deans category. The sampling fraction was based on the ratio of principals and deputy's: HOD's and Deans i.e. (84:336) which was 1:4. This means, in the first category of the administrators, the researcher sampled 16 of them which was equivalent to 20% of the respondents and the other category of the HODs and Deans the researcher sampled 65 which were equal to 80% of the respondents. Stratified random sampling sub-divided the target

population into various homogenous strata and then took a simple random sample within each stratum.

**Table 4: Sample Size**

| Respondents | Population | Sample size | Percentages |
|---|---|---|---|
| Principal's & Deputy's | 84 | 16 | 20% |
| HOD's & Deans | 336 | 65 | 80% |
| **Total** | **420** | **81** | **100** |

### 3.4 Data Collection Instruments

In the study the researcher used primary data. The questionnaire was an ideal instrument to gather descriptive information from a large sample because it was efficient and cost-effective (Tapiwa, 2023). The questionnaires were self-administered with the researcher dropping and collecting them at the schools after they have been filled. The target respondents included Principals, Deputy Principals, Deans and Heads of Departments who are most influential in the strategic decisions made by the school, and are instrumental in overseeing the implementation of those decisions. The questionnaire had three sections ie ranging from A to C. Part A dealt with the background of the respondent while section B to C covered questions on both general and specific objectives of the research study. All variables were measured by use of 5- point Likert-type scale.

### 3.5 Validity of the Instruments

For the current study, validity pertains to the extent to which the measure obtained correctly estimates the construct of interest, together with construct, content, and face validity (Middleton, 2023). Content validity describes the degree to which the items or tests used for measuring behavior of interest cover all the aspects of the study variables (Cohen & Swerdlik 2018; Slaney 2017). Higher levels of content validity result in enhancement of the measurement of the construct, and in this study, 5 – point Likert scale was used to measure individual indicators. Content validity is the measure of efficiency of the questionnaires while construct validity is the measure of efficiency of the tool in identifying the aspect under consideration. Face validity assumes that it is possible to determine the extent to which the instruments of research look valid to the respondent by what he or she sees in the questionnaire. In an endeavor to confirm the

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construct validity of this study, the Kaiser-Meyer-Olkin (KMO) test was run and Bartlett's test of sphericity with a threshold of above 0. 4 was adopted.

### 3.6 Reliability of the Instruments

The measurement is regarded as being reliable if the same value can be obtained from the use of similar procedures under the same conditions (Middleton, 2023). The reliability was estimated by the use of internal consistency in line with Hair et al, (2010). Internal consistency is one way of estimating reliability, in which all the questions in a particular questionnaire are administered, and they all are designed to measure the same concept (Ranjit, 2005). Cronbach's Alpha was used to assess the inquiries. It is used commonly to assess the correlation values of sets of questions in an instrument. In it all the queries in the questionnaire are separated, and the correlation values for each of them are found. In the end, the computer will produce one Cronbach's Alpha coefficient for the entire questionnaire. As pointed out by Ranjit(2005), an instrument is more reliable to the extent that the number is closer to one. In the research investigation reliability was estimated using the internal consistency method. In this study Cronbach's Alpha was determined by examining the extent to which each of the elements correlates with the total instrument. The value of the alpha coefficient is found between 0 and 1. The generated scale is even more reliable when the score is high. The internal consistency of the factors yielded by dichotomous or multi-point formatted questionnaires or scales can be reported in terms of the alpha coefficient which varies between 0 and 1.

### 3.7 Pilot Study

To ensure the dependability of the questionnaire, the researcher choose a controlled sample of schools from outside Lari Sub-county to prevent any potential bias. The researcher aimed to enhance the trustworthiness of the study by including a maximum number of schools for measuring research values. For instance, if the researcher were to choose a minimum of one school from each cluster located outside Lari Sub-county, the number of schools may be expanded to a minimum of two per cluster. For instance the pilot study was conducted in Limuru Sub-County and the sample size was 8 schools. The purpose of the pilot study was to assess the duration of time that respondents took to complete the questionnaire. The findings facilitated the matching of the research variables with their corresponding questions and helped to remove unclear terms in the final questionnaire.

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### 3.8 Data Collection Procedure

Before data collection the researcher applied for permission from the university and the National Commission of Science, Technology and Innovation. As well, the researcher formally contacted the County and Sub-County commissioners of both security and education. The questionnaires were administered to the respondents and collected / picked back to ensure that there were increased possibilities of the high rate of response. Also, the researcher developed an online self-administered questionnaire through a Google Forms application so that the researcher covered the respondents who were out of reach physically during the data collection stage. They were given ten days to respond to the questions in the questionnaire and therefore, the time allocated was suitable for the collection of the data.

### 3.9 Data Analysis and Presentation

When the completed surveys were returned, the researcher continued further by making the surveys more accurate by erasing incoherent or erroneous answers. The intended purpose of this procedure was to stage the facts properly, to explain them to an individual or the target audience. For quantitative analysis, Descriptive data analysis was performed on the data collected, and the results were later summarized using figures and tables. Subsequent to the categorization of the data, frequencies mean, standard deviations, and percentages were computed and the qualitative analysis was done using content analysis for open ended questions. Additionally, to understand the direction and strength of the relationship between the variables, the research used correlation analysis. This particular study identified the kind of association and the level of significance using the Pearson correlation. To analyze the data inferentially in this study, the statistical tool used was the multiple regression analysis with the help of Statistical Product and Service Solutions (SPSS). This study was aimed at proving the relationship between the application of strategic management strategies and growth and success of organizations. The multiple regression equation for the study was modeled in the following way;

$$Y = \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon,$$

Where

Y= Dependent Variable (Performance),

β0= Constant (value of Dependent Variable when all independent variables are zero),

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β1- 4= Regression Coefficient for each independent variable,

$X_1$-$X_4$ = are independent valuables (strategic leadership, technology adoption, strategic planning and strategic financial management) and

ε = is the error.

### 3.10 Ethical Considerations

The main issues included honesty and confidentiality among participants as well as the data collection process in general. Confidentiality primarily involved protecting the identity of the public secondary schools, and respondents were encouraged not to include their names or any other identifying information in the questionnaires. Honesty was critical, as the respondents' truthful participation was essential for the researcher to achieve the study's objectives. Zickmund and Babin (2010) emphasize that honest cooperation is a key requirement from respondents. To ensure accountability and transparency, the researcher adhered to the rules established by the institution and the Ministry, ensuring the study was conducted in line with all relevant guidelines and regulations. To facilitate smooth data collection, the researcher obtained permission from the Sub-County Education office after clearly explaining the study's objectives, which helped encourage respondent participation. The collected data were securely stored on a computer, with sensitive information being encrypted to protect confidentiality.

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# CHAPTER FOUR

# DATA ANALYSIS AND PRESENTATION

## 4.1 Introduction

This chapter aims to discuss the research results on the impact of strategic management practices on the performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya. The demographic information of the respondents, particularly the management personnel of these schools, is presented as follows. The chapter also presents descriptive and inferential statistics findings of the research. These results are presented in the form of tables and graphs. The results are compared with the findings from the previous empirical research concerning the relationship between strategic management practices and school performance in terms of infrastructure development, academic achievement, efficiency, effectiveness, quality, and customer satisfaction.

## 4.2 Pilot Test Results

A pilot study involving 8 participants was carried out. The study conducted reliability tests using Cronbach's alpha. The results are presented in Table 5 below:

**Table 5: Reliability Results**

| Variable | Cronbach Alpha | Comment |
|---|---|---|
| Strategic Leadership | 0.725 | Reliable |
| Strategic Planning | 0.712 | Reliable |
| Technology Adoption | 0.867 | Reliable |
| Financial Management | 0.731 | Reliable |
| Performance | 0.717 | Reliable |

**Source: Survey Data (2024)**

The reliability results for the variables in the study, as indicated by Cronbach's Alpha values, show that all measured constructs are reliable. Strategic Leadership has a Cronbach's Alpha of 0.725, Strategic Planning has a value of 0.712, Technology Adoption has the highest reliability with a value of 0.867, Financial Management has a value of 0.731, and Performance has a value of 0.717. Each of these values exceeds the commonly accepted threshold of 0.7 for reliability, confirming that the scales used to measure these variables are consistent and reliable for this research. Cronbach's alpha value of 0.7 and above is an indicator of the internal consistency of

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the scale. Therefore 0.70 was sufficient measure of reliability of an instrument (Keith, 2017). The study further conducted validity tests. The findings are presented in Table 6 as below:

**Table 6: Validity Test Results**

| Variable | Factor Loading |
|---|---|
| Strategic Leadership | 0.841 |
| Strategic Planning | 0.744 |
| Technology Adoption | 0.632 |
| Strategic Financial Management | 0.831 |
| Performance | 0.717 |

**Source: Survey Data (2024)**

The validity test results presented in Table 6 indicate that all the variables included in the study demonstrated satisfactory factor loadings, exceeding the commonly accepted threshold of 0.4, which suggests good construct validity. Specifically, Strategic Leadership and Strategic Financial Management exhibited the highest factor loadings at 0.841 and 0.831, respectively, indicating a strong relationship with the underlying construct they are intended to measure. Strategic Planning and Performance also showed adequate factor loadings of 0.744 and 0.717, respectively, while Technology Adoption had the lowest factor loading at 0.632, though still within an acceptable range.

These results suggest that the measurement items for each variable are well-aligned with the constructs they are intended to assess, ensuring the reliability and validity of the data collected. In conclusion, the high factor loadings across the variables confirm that the research instruments employed are robust and effective in capturing the intended constructs within the study. Validity tests determine whether the expression in the scale make suitable measurements according to the purpose of the research therefore in the study the factor loadings exceeded the accepted threshold of 0.4 making the results valid (Sürücü &Maslakçı 2020).

### 4.3 Response Rate

The study targeted 81 participants. However, 72 dully filled and submitted their forms. This yielded a response rate of 88.89 percent. The response rate is presented in Table 7 below:

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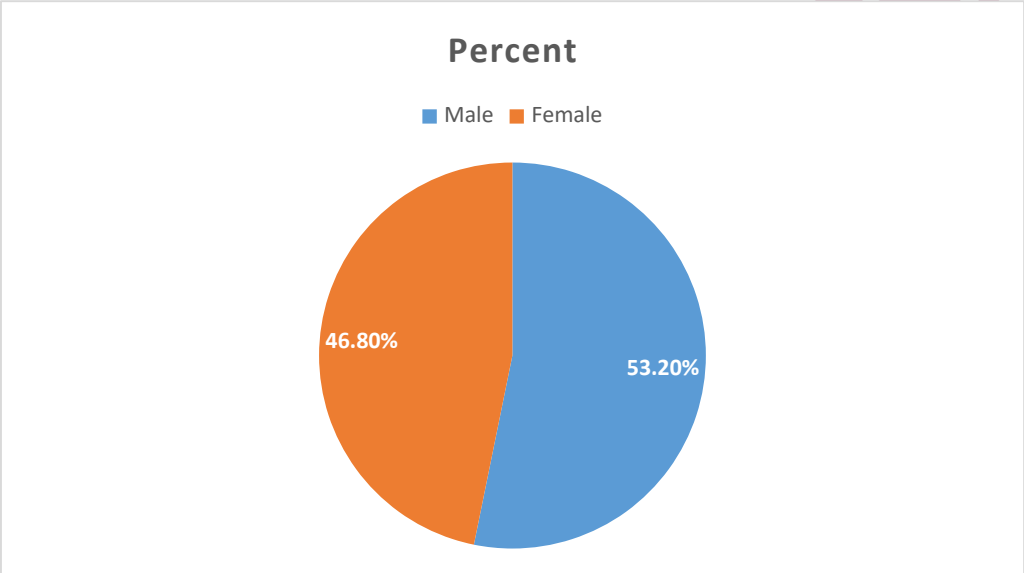
**Table 7: Response Rate**

| Response | Frequency | Percentage |
|---|---|---|
| Response | 72 | 88.89 |
| Non-response | 9 | 11.11 |
| Total | 81 | 100 |

**Source: Survey Data (2024)**

### 4.4 Demographic Results

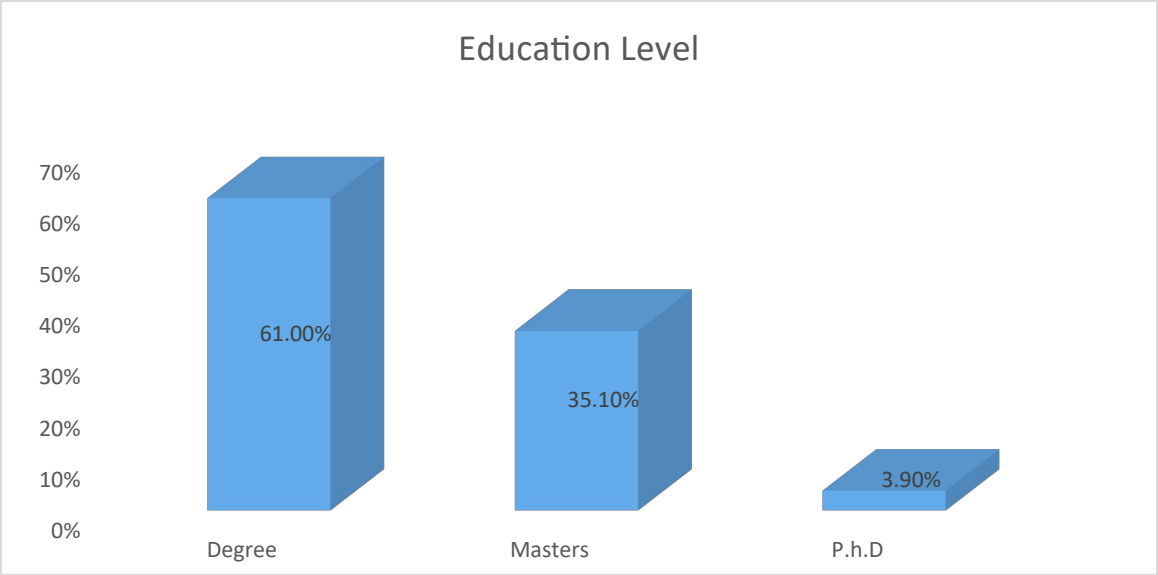
The respondents were asked to provide information on their gender, highest level of education, and length of stay in the institution. Figure 2 shows the gender of the respondents:




**Source: Survey Data (2024)**

**Figure 2: Gender of Respondents**

The results presented in Figure 2 indicate that 53.20% of the respondents were male, while 46.80% were female. This distribution shows a relatively balanced representation of both genders in the study, allowing for diverse perspectives on strategic management practices and performance in public secondary schools in Lari Sub-county, Kiambu County, Kenya. Figure 3 shows the highest level of education;

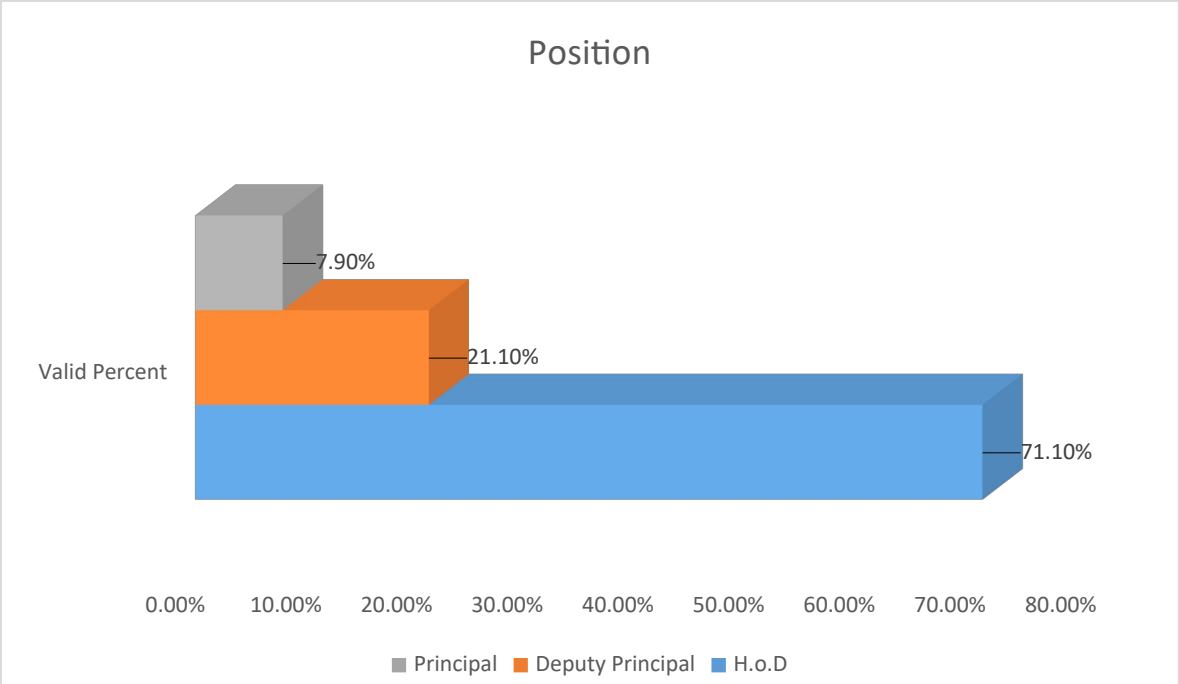



**Source: Survey Data (2024)**

**Figure 3: Education Level of Respondents**

The results presented in Figure 3 indicate that the majority of respondents, 61%, hold a Degree, followed by 35.10% with a Master's degree, and 3.90% with a Ph.D. This distribution suggests that the respondents are well-educated, with a significant proportion having advanced degrees. The high level of education among the respondents is likely to influence the strategic management practices and performance outcomes in the public secondary schools in Lari Sub-county, Kiambu County, Kenya. The position held by the respondents is summarized in Figure 4:

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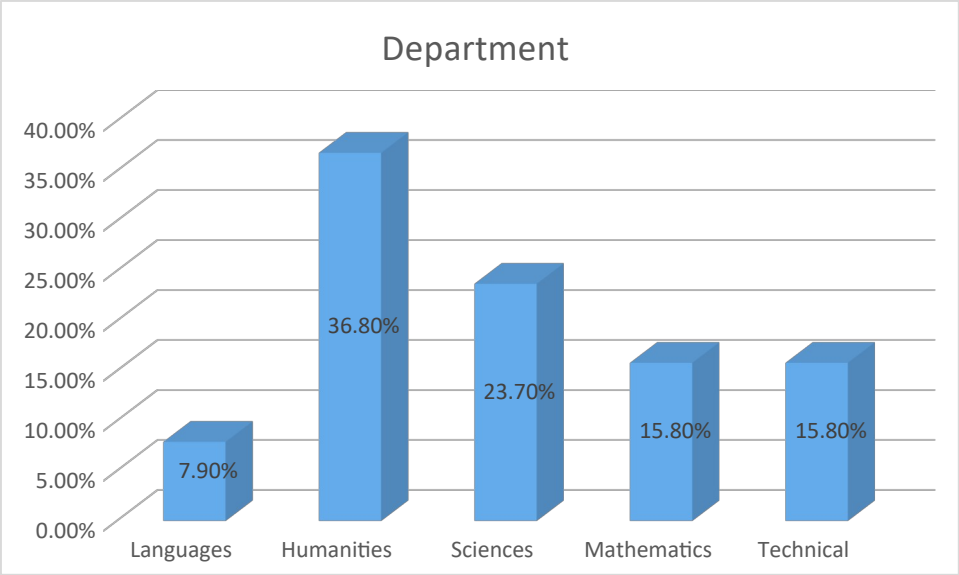



**Source: Survey Data (2024)**

**Figure 4: Position Held**

The results presented in Figure 4 indicate that the majority of respondents, 71.10%, are Heads of Departments (H.O.D.), 21.10% who are Deputy Principals, and 7.90% who are Principals. This distribution suggests that a significant portion of the respondents are involved in departmental leadership roles, which positions them well to provide insights into strategic management practices and their impact on school performance. The representation across different leadership roles ensures a comprehensive understanding of the strategic initiatives and their execution at various levels within the schools. Figure 5 shows the department of the respondents;

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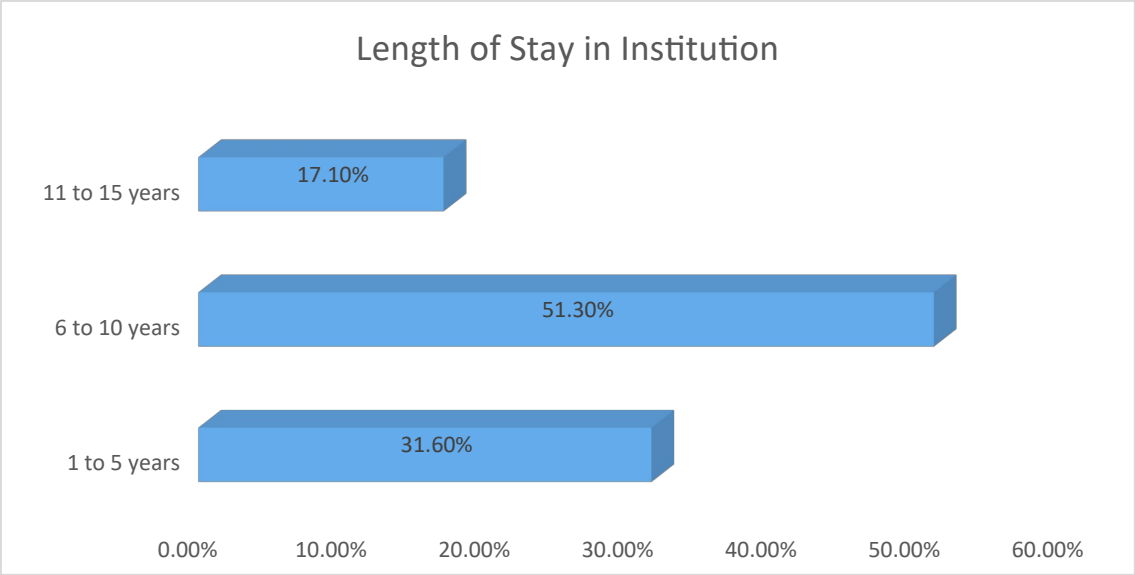



**Source: Survey Data (2024)**

**Figure 5: Department of the Respondents**

The results presented in Figure 5 indicate that the majority of respondents, 36.80%, are from the Humanities department, 23.70% from the Sciences department. Mathematics and Technical departments each account for 15.80% of the respondents, while the Languages department has the smallest representation at 7.90%. This distribution shows a diverse representation of respondents across different academic disciplines. The variety of departments represented ensures that the study captures a wide range of perspectives on strategic management practices and their impact on the performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya. Figure 6 shows the length of stay of the respondents in their institutions.

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**Source: Survey Data (2024)**

**Figure 6: Length of Stay in the Institution**

The results presented in Figure 6 indicate that the majority of respondents, 51.30%, have been in the institution for 6 to 10 years, 31.60% who have been there for 1 to 5 years, and 17.10% who have stayed for 11 to 15 years. This distribution suggests that a significant portion of the respondents have considerable experience within the institutions, which provides them with substantial insights into the strategic management practices and their impacts on the school's performance.

### 4.5 Descriptive Analysis

The descriptive statistics for strategic management practices and performance in public secondary schools in Lari Sub-county, Kiambu County, were analyzed using frequencies, percentages, mean, and standard deviation to measure distribution, central tendencies, and variation. Strategic management practices were examined through their key components: strategic leadership, technology adoption, strategic planning, and strategic financial management. These descriptive statistics provided an in-depth analysis of the respondents' characteristics and their perceptions of the strategic management practices implemented in their institutions. Additionally, these measures offered insights into the extent to which strategic management practices influenced school performance indicators such as infrastructure development, academic performance, effectiveness and efficiency, quality, and customer

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satisfaction. Consequently, these statistical tools aimed to accurately define and enhance the understanding of all the analyzed data.

### 4.5.1 Descriptive Statistics of Strategic Leadership

The participants were asked to provide their responses on the various aspects of strategic leadership in various institutions. The responses are presented in Table 8

**Table 8: Descriptive Statistics of Strategic Leadership**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Leaders develop a clear vision for improving student achievement | 0.00% | 0.00% | 6.50% | 72.70% | 20.80% | 4.14 | 0.51 |
| Leaders provides a clear guideline in managing human capital | 0.00% | 0.00% | 5.20% | 36.40% | 58.40% | 4.53 | 0.60 |
| The leaders play an important role on organization control and especially on budgetary matters | 0.00% | 0.00% | 5.20% | 57.10% | 37.70% | 4.32 | 0.57 |
| Leaders skills are matched with their responsibilities | 0.00% | 0.00% | 6.50% | 62.30% | 31.20% | 4.25 | 0.57 |
| **Average** | | | | | | **4.31** | **0.56** |

**Source: Survey Data (2024)**

The results of Table 8 indicate a strong consensus among respondents regarding the beneficial effects of strategic leadership on the performance of public secondary institutions. The statement "Leaders develop a clear vision for improving student achievement" received a high mean score of 4.14 with a standard deviation of 0.51, suggesting that majority of respondents (93.50%) agreed or strongly agreed with it. This demonstrates a strong consensus regarding the significance of leadership in the formation of a lucid vision for student success.

Similarly, the majority of respondents (94.80%) agreed or strongly agreed that leaders should establish clear guidelines for managing human capital, as evidenced by a mean score of 4.53 and a standard deviation of 0.60. This suggests a robust agreement regarding the importance of

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unambiguous guidelines for the effective management of human capital. The mean score and standard deviation were 4.32 and 0.57, respectively, for the item "Leaders play an important role in organization control, especially on budgetary matters," respectively, with 94.80% of respondents agreeing or strongly agreeing. This emphasizes the indispensable function of leadership in budgetary management and organizational control.

In addition, a mean score of 4.25 and a standard deviation of 0.57 were obtained by 93.50% of respondents who either agreed or strongly agreed that the skills of leaders are well-matched with their responsibilities. This suggests a robust correlation between the responsibilities and the abilities of leaders.

Overall, the composite mean score for all measures was 4.31, with a standard deviation of 0.56, indicating that respondents agreed about the beneficial effects of strategic leadership on school performance. The critical role of strategic leadership in cultivating a culture that prioritizes and improves performance within public secondary schools in Lari Sub-county, Kiambu County, Kenya is underscored by the high levels of agreement and relatively low variance among responses.

When asked about their involvement in the strategic planning process, the majority of respondents indicated active participation. A recurring theme in the responses was the collaborative nature of strategic planning in the institutions. For instance, one respondent affirmed, "Yes, it is a collaborative approach," highlighting the importance of teamwork in the decision-making process. Another respondent emphasized the collective contribution by stating, "We work as a team, and every individual has a role to play in the strategic planning and decision-making process." This illustrates a shared responsibility among staff members, underscoring the collaborative environment within the schools.

Furthermore, several respondents indicated that while their involvement might not be direct, their opinions and recommendations are still valued. For example, one participant mentioned, ″We front opinions and recommendations for consideration, "which implies that even in instances where individuals may not be directly involved in the formal planning stages, their input is nonetheless integral to the process. This suggests an inclusive approach to strategic leadership, where diverse perspectives are encouraged and integrated into the overall planning and management strategy.

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However, there were indications of partial involvement in the strategic planning process. For example, one respondent noted, "Partially, yes," indicating that while there is some level of involvement, it may not be comprehensive or fully integrated into every aspect of the process. This reflects a potential area for improvement, where the strategic planning process could be more inclusive to ensure all relevant stakeholders are fully engaged.

### 4.5.2 Descriptive Statistics on Technology Adoption

The participants were also asked to provide information on the extent of technology adoption in their institutions. Some key aspects queried included technology embracing, gadget equipment and staff skills. The responses are presented in Table 9

**Table 9: Descriptive Statistics on Technology Adoption**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Institution has embraced technology in teaching and learning | 0.00% | 0.00% | 3.90% | 61.00% | 35.10% | 4.31 | 0.54 |
| The school is fully equipped with technology gadgets | 0.00% | 6.50% | 10.40% | 36.40% | 46.80% | 4.23 | 0.89 |
| Availability of technology has improved the school's performance | 0.00% | 0.00% | 0.00% | 51.90% | 48.10% | 4.48 | 0.50 |
| Staffs in the institution have adequate skills and knowledge to use technology. | 0.00% | 0.00% | 14.30% | 57.10% | 28.60% | 4.14 | 0.64 |
| **Average** | | | | | | **4.29** | **0.64** |

**Source: Survey Data (2024)**

The results presented in Table 9 suggest that the participants generally reached a consensus regarding the beneficial impact of technology implementation on the academic achievements of public secondary institutions in Lari Sub-county, Kiambu County.

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The mean score for the question "Institution has embraced technology in teaching and learning" was 4.31, with a standard deviation of 0.54, indicating that 96.10% of respondents agreed or strongly agreed with this statement. These results suggest that there is a general consensus that the institution has effectively integrated technology into its educational activities. Regarding the assertion "The school is fully equipped with technology gadgets," the average score was 4.23, with a standard deviation of 0.89. This suggests that 83.20% of the participants expressed agreement or strong agreement. This suggests that the majority of participants are of the opinion that the schools are adequately equipped with technical resources; however, there is a slightly higher degree of variability in their responses than in other items.

With all participants expressing agreement or strong agreement, the assertion "The presence of technology has enhanced the academic achievement of the school" received an average rating of 4.48 and a standard deviation of 0.50. These results emphasize a consensus regarding the advantageous impact of technology accessibility on academic performance. The mean score for the item "Staffs in the institution have adequate skills and knowledge to use technology" was 4.14, with a standard deviation of 0.64. This implies that 85.70% of the respondents either acknowledged or strongly concurred with this statement. This emphasizes a strong belief that the personnel possess the necessary knowledge and skills to effectively implement technology.

The composite mean score across all measures was 4.29, with a standard deviation of 0.6425, suggesting that respondents were in high agreement regarding the beneficial effects of technology adoption on institutional performance. The responses' high level of uniformity is indicated by the extremely low standard deviation numbers, which underscores the critical role of technology in enhancing the academic performance of public secondary institutions. In conclusion, the results emphasize the necessity of enhancing the performance of schools in Lari Sub-county, Kiambu County, Kenya by adopting technology, providing schools with essential devices, ensuring that technology is accessible and providing personnel with adequate training.

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### 4.5.2 Descriptive Statistics on Strategic Planning

The study sought to examine the extent to strategic planning in institutions. The responses are presented in Table 10 below.

**Table 10: Descriptive Statistics on Strategic Planning**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Clearly identifies goals for improving student outcomes | 0.00% | 0.00% | 1.30% | 64.90% | 33.80% | 4.32 | 0.50 |
| Implementation of strategic plan improves the school performance | 0.00% | 0.00% | 0.00% | 48.10% | 51.90% | 4.52 | 0.50 |
| The institution employees are skilled in interpretation of the vision and mission | 0.00% | 0.00% | 5.20% | 70.10% | 24.70% | 4.19 | 0.51 |
| The institution does evaluation and monitoring of the strategies | 0.00% | 0.00% | 5.20% | 48.10% | 46.80% | 4.42 | 0.59 |
| **Average** | | | | | | **4.36** | **0.53** |

**Source: Survey Data (2024)**

The results presented in Table 10 suggest that the participants in Lari Sub-county, Kiambu County, primarily concurred with the advantageous impact of strategic planning on the academic accomplishments of public secondary schools. The mean score for "Clearly identifies goals for improving student outcomes" was 4.32, with a standard deviation of 0.50. This indicates that 98.70% of respondents agreed or strongly agreed with the statement. These results indicate that there is a general consensus that the strategic planning process effectively establishes objectives that are designed to improve student performance.

The average score was 4.52, with a standard deviation of 0.50, in relation to the assertion "Implementation of strategic plan enhances school performance." This suggests that all

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respondents expressed agreement or significant agreement. These results suggest that there is a unanimous agreement regarding the critical significance of executing strategic plans to enhance the performance of schools.

The assertion "The institution's personnel are proficient in interpreting the vision and mission" was assigned an average rating of 4.19 and a standard deviation of 0.51. This assertion was endorsed or strongly endorsed by a substantial majority of respondents, specifically 94.80%. This is indicative of a strong belief in the employees' ability to understand and evaluate the institution's vision and mission.

The standard deviation was 0.59, and the average score for "The institution executes evaluation and monitoring of the strategies" was 4.42. This implies that 94.90% of the participants agreed or strongly agreed with this statement. These results suggest a substantial agreement on the necessity and effectiveness of evaluating and supervising strategic plans.

The composite mean score across all criteria was 4.36, with a standard deviation of 0.53, suggesting that respondents were very in agreement regarding the beneficial effects of strategic planning on school performance. The relatively low standard deviation values, which indicate consistency in responses, emphasize the critical importance of clear goal identification, strategic plan implementation, and employee skills in interpreting vision and mission, and evaluation and monitoring in enhancing the performance of public secondary schools.

In general, the findings underscore the significance of strategic planning in the identification of objectives, the implementation of plans, the provision of employees with the necessary skills to interpret vision and mission, and the comprehensive evaluation and monitoring of strategies to enhance school performance in Lari Sub-county, Kiambu County, Kenya.

### 4.5.3 Descriptive Statistics on Financial Management

Respondents were asked to present their views on financial management in their institutions. The feedback is provided in Table 11.

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**Table 11: Descriptive Statistics on Financial Management**

| | Not at all | Little Extent | Moderate Extent | Great Extent | Very Great Extent | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Availability of resources and allocation | 0.00% | 0.00% | 16.90% | 44.20% | 39.00% | 4.22 | 0.72 |
| Internal controls such as balance sheet, trial balances and other financial documents | 0.00% | 0.00% | 14.30% | 51.90% | 33.80% | 4.19 | 0.67 |
| The school budget | 0.00% | 0.00% | 16.90% | 49.40% | 33.80% | 4.17 | 0.70 |
| **Average** | | | | | | **4.20** | **0.70** |

**Source: Survey Data (2024)**

The results presented in Table 11 suggest that respondents generally agreed with the positive impact of strategic financial management on the performance of public secondary schools in Lari Sub-county, Kiambu County.

For the item "Availability of resources and allocation," the mean score was 4.22 with a standard deviation of 0.72, indicating that 83.20% of respondents rated the availability and allocation of resources as having a great or very great extent of impact. This suggests a strong consensus on the importance of resource availability and allocation for school performance.

Regarding the statement "Internal controls such as balance sheet, trial balances and other financial documents," the mean score was 4.19 with a standard deviation of 0.67, showing that 85.70% of respondents rated the impact of internal controls as great or very great. This demonstrates a strong belief in the critical role of internal financial controls in managing school performance.

The statement "Strategic financial management (the school budget)" received a mean score of 4.17 and a standard deviation of 0.70, with 83.20% of respondents rating the impact of school budgeting as great or very great. This indicates a strong agreement on the importance of strategic financial management and budgeting for school performance.

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The composite mean score across all measures was 4.2 with a standard deviation of 0.7, suggesting a high level of agreement among respondents on the beneficial effects of strategic financial management on school performance. The relatively low standard deviation values indicate consistency in responses, underscoring the critical role of resource allocation, internal controls, and strategic financial management in enhancing the performance of public secondary schools.

Overall, the results emphasize the importance of having adequate resources, implementing strong internal controls, and effective financial management and budgeting practices to improve school performance in Lari Sub-county, Kiambu County, Kenya. When asked to specify other financial management practices adopted by their institutions, respondents provided a variety of strategies that underscore the emphasis on financial prudence and effective management. A prominent practice mentioned by several respondents was "Debt management," which appeared multiple times, reflecting its critical role in maintaining the financial health of the institutions. This focus on debt management suggests a proactive approach to ensuring financial stability and preventing financial distress.

Another widely cited practice was "Budgeting," indicating that institutions put more emphasis on carefully planning and allocating resources to various needs. The frequent mention of budgeting practices highlights its importance in managing limited resources effectively and ensuring that funds are used in a manner that aligns with the institutions' strategic goals.

Respondents also mentioned "Internal controls" and "Continuous auditing practices" as key financial management practices. These responses indicate a strong commitment to maintaining transparency and accountability in financial operations. The implementation of internal controls and regular audits suggests that institutions are keen on minimizing financial risks and ensuring that financial practices adhere to established standards and regulations.

In addition, some respondents pointed out the adoption of more advanced practices, such as "Integrating more advanced financial management systems" and "Advanced levels of planning." These responses reflect a forward-looking approach, where institutions are investing in modern financial tools and strategies to enhance their financial management capabilities. This move towards advanced systems and planning indicates an awareness of the need to stay current with evolving financial management practices.

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Other practices mentioned include "Cost reduction practices, "Monitoringdebtors, "Centralizing payments," and "Performance measurement. "These responses suggest a comprehensive approach to financial management, where institutions are not only focused on managing current financial resources but are also actively seeking ways to optimize their financial operations.

The responses reveal a multifaceted approach to financial management in public secondary schools within Lari Sub-county, Kiambu County. The emphasis on budgeting, debt management, internal controls, and the adoption of advanced financial practices reflects a concerted effort to manage finances effectively and ensure that schools are financially sustainable while achieving their educational objectives.

Other financial management practicesadopted by their institutions. Respondents highlighted a range of practices, emphasizing internal controls and continuous auditing processes. For instance, one respondent alluded that, "The finance department really does well here with internal controls and continuous audits." Strategic budgeting and effective fiscal management were frequently mentioned, with respondents noting practices like integrating advanced financial management systems, cost reduction, and monitoring debtors. Another participant mentioned, "The school has improved technology integration so that finances can be tracked and usage evaluated. This actually has improved accountability." The emphasis on debt management and centralized payment systems also stood out as crucial practices enhancing financial oversight and efficiency within the institutions.

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### 4.5.4 Descriptive Statistics on Performance

Participants were asked to provide their feedback regarding the performance of the institution. Various aspects were gauged to assess performance. The findings are as presented below;

**Table 12: Institutional Performance**

| | Below Average | Average | Above Average | Good | Excellent | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Infrastructure development | 0.00% | 0.00% | 0.00% | 27.30% | 72.70% | 4.73 | 0.45 |
| Academic performance | 0.00% | 0.00% | 0.00% | 18.40% | 81.60% | 4.82 | 0.39 |
| Effectiveness and efficiency of Institution | 0.00% | 0.00% | 0.00% | 13.00% | 87.00% | 4.87 | 0.34 |
| Customer satisfaction | 0.00% | 0.00% | 0.00% | 20.80% | 79.20% | 4.79 | 0.41 |
| Quality | 0.00% | 0.00% | 0.00% | 15.80% | 84.20% | 4.84 | 0.37 |
| **Average** | | | | | | **4.81** | **0.39** |

**Source: Survey Data (2024)**

Table 12 indicates that respondents commonly rated the performance of public secondary schools in Lari Sub-county, Kiambu County, as high across a variety of performance indicators. For "Infrastructure development," the mean score was 4.73 with a standard deviation of 0.45, suggesting that 72.70% of respondents rated infrastructure development as outstanding. This is indicative of a robust agreement regarding the status of infrastructure development in the educational institutions, most are in good condition which has created conducive learning environment hence improving the performance.

Concerning "Academic performance," the mean score was 4.82, with a standard deviation of 0.39, indicating that 81.60% of respondents rated academic performance as exceptional. This suggests that the academic performance of the institutions is highly regarded.

With 87.00% of respondents rating the effectiveness and efficiency of the institution as exceptional, the item "Effectiveness and Efficiency of Institution" received a mean score of 4.87 and a standard deviation of 0.34. This illustrates a robust consensus regarding the institutions' exceptional efficiency and efficacy.

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For "Customer satisfaction," the mean score was 4.79 with a standard deviation of 0.41, suggesting that 79.20% of respondents rated customer satisfaction as outstanding. This implies that the institutions are highly regarded by their customers.

The institutional quality was rated as outstanding by 84.20% of respondents, as evidenced by the mean score of 4.84 and the standard deviation of 0.37 for the "Quality" item. This suggests a strong conviction in the superior value of educational institutions.

The composite mean score for all measures was 4.81, with a standard deviation of 0.39, indicating a high degree of consensus among respondents regarding the public secondary institutions' overall performance. The high performance of the schools in terms of infrastructure development, academic performance, effectiveness and efficiency, customer satisfaction, and quality is underscored by the relatively low standard deviation values, which indicate consistency in responses.

In general, the findings underscore the exceptional performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya, as evidenced by their high levels of satisfaction and favorable perceptions among the respondents. The participants also provided their views on performance within the institution as shown in Table 13;

**Table 13: Performance Growth**

| | Not at all | Little Extent | Moderate Extent | Great Extent | Very Great Extent | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Academic performance | 0.00% | 0.00% | 39.00% | 40.30% | 20.80% | 3.82 | 0.76 |
| Student enrollment increased | 0.00% | 0.00% | 27.30% | 49.40% | 23.40% | 3.96 | 0.72 |
| Employees number increased | 0.00% | 0.00% | 37.30% | 48.00% | 14.70% | 3.77 | 0.69 |
| **Average** | | | | | | **3.85** | **0.72** |

**Source: Survey Data (2024)**

The results presented in Table 13 suggest that respondents generally observed positive growth in performance indicators for public secondary schools in Lari Sub-county, Kiambu County. "Academic performance growth," 61.10% of respondents indicated that academic performance

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growth occurred to a great or very great extent, with a mean score of 3.82 and a standard deviation of 0.76. It suggests a strong consensus that the schools have experienced significant improvements in academic performance.

Regarding "Student enrollment," 72.80% of respondents reported that student enrollment increased to a great or very great extent, with a mean score of 3.96 and a standard deviation of 0.72. This indicates a high level of agreement that the schools have seen substantial growth in student enrollment numbers. On employee number growth, 62.70% of respondents believed the number of employees increased to a great or very great extent, reflected by a mean score of 3.77 and a standard deviation of 0.69. It reflects a positive trend in employment growth within the schools, suggesting that the institutions are expanding their staff to support growing student numbers and improving academic performance.

Overall, the results indicate a positive trend in key performance growth indicators for public secondary schools in Lari Sub-county, Kiambu County. The majority of respondents reported significant improvements in academic performance, student enrollment, and employee numbers, highlighting the successful impact of strategic management practices on the growth and development of these institutions. The composite mean score of 3.85 with a standard deviation of 0.72 further supports the observed positive performance growth across these critical areas.

The respondents were asked to identify factors that hinder the performance of public institutions. A prevalent concern highlighted was inadequate funding, with many respondents mentioning limited resource allocation and insufficient capitation as significant issues. For instance, one respondent noted, "Funding is a key issue; we do not have enough capitation." Another factor frequently mentioned was embezzlement and corruption among officials, which undermine financial integrity and resource utilization. Issues such as student absenteeism, lack of teacher motivation, and insufficient facilities were also identified as barriers to performance. Health issues and insecurity were mentioned by several respondents, indicating these as ongoing challenges affecting school performance.

Furthermore, the lack of role models and ineffective policy implementation were noted as contributing factors to the overall hindrance in performance. One respondent emphasized, "We do not have enough training and empowerment of staff in public schools," underscoring the need for better staff development initiatives. Overall, the responses highlight a range of systemic and

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operational challenges that need to be addressed to improve the performance of public institutions.

### 4.6 Inferential Analysis

The inferential analysis comprised correlation and regression analyses. The sections below highlight the relevant inferential statistics that were conducted.

#### 4.6.1 Correlation Analysis

Pearson correlation analysis was used in this study to establish the level of association between the aspects of strategic management practices and the performance of public secondary schools. By using a quantitative research methodology, the test-retest reliability coefficient was established. Based on this, measures of strategic leadership, technology adoption, strategic planning, and strategic financial management were computed with data from Lari Sub-county, Kiambu County. The findings on the direction and strength of the relationship between the variables, as well as to examine how a change in one or more of the variables is likely to impact the others, were determined using Pearson correlation analysis. Table 14 displays the Pearson correlation matrix of each aspect of strategic management practices with each performance measure. This analysis helps in assessing the various ways in which strategic management practices in public secondary schools affect their performance.

**Table 14: Correlation Analysis**

| | | Performance | Strategic Leadership | Strategic Planning | Technology Adoption | Strategic Financing |
|---|---|---|---|---|---|---|
| Performance | Pearson Correlation | 1.000 | | | | |
| Strategic Leadership | Pearson Correlation | .648** | 1.000 | | | |
| | Sig. (2-tailed) | 0.000 | | | | |
| Strategic Planning | Pearson Correlation | .546** | .887** | 1.000 | | |
| | Sig. (2-tailed) | 0.000 | 0.000 | | | |
| Technology Adoption | Pearson Correlation | .775** | .638** | .607** | 1.000 | |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | | |
| Strategic Financing | Pearson Correlation | .725** | .870** | .789** | .648** | 1.000 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | |

** Correlation is significant at the 0.01 level (2-tailed).

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**Source: SurveyData (2024)**

The Pearson correlation matrix in Table 14 reveals significant relationships between strategic management practices and the performance of public secondary schools in Lari Sub-county, Kiambu County. Technology adoption exhibits a very strong positive correlation of .775 with performance, while strategic financial management also shows a strong positive correlation of .725, with significance levels of 0.000.Similarly, a strong positive correlation of .648 between strategic leadership and school performance, with a significance level of 0.000, indicates that enhanced leadership practices are closely linked to better performance outcomes. Moreover, strategic planning shows a moderate positive correlation of .546 with performance, underscoring its importance in driving school success. Both correlations are statistically significant at the 0.01 level, affirming the critical role of leadership and planning in improving school performance.

These findings suggest that the integration of advanced technologies and strategic financial management practices are key drivers of superior performance in public secondary schools. The consistent statistical significance across these correlations highlights the necessity for schools to adopt comprehensive strategic management practices, focusing on leadership, planning, technology, and financial management, to improve in their performance.

Regarding the main research question, the role of strategic leadership in achieving higher school performance, the following findings can be made The conclusion that strategic leadership is positively related to the performance of schools corresponds to Musee (2018), who noted the positive impact of the strategic management practices, including the leadership factor, on the performance of public universities.

Varelas, Marjanovic, and Orville (2023) also pointed out the significance of strategic leadership in the execution of strategies as seen in this study. The positive and significant correlation between strategic planning and school performance is consistent with the view held by Okwako (2020), who confirmed that strategic planning has a positive effect on the performance of public secondary schools in Rarienda Sub-county. The strong positive relationship indicates the significance of proper goal definition and successful execution of strategic directions in the attainment of enhanced performance results. The significant but moderate positive correlation between technology adoption and school performance validates Cheruiyot's (2016) conclusion that technology adoption has a positive impact on performance in dairy societies as well as

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Marcelo's (2023) study on Paraguayan microenterprises. Thus, the study by Ngutu (2019) also found the effects of technology adoption on learning achievement in Kenyan public secondary schools significant, further emphasizing technology adoption for better results.

The moderate positive significant relationship between strategic financial management and school performance is supported by the findings of Wangari and Muturi (2017), this study found that budgeting and financial planning have a positive and significant effect on the financial performance of public universities. This positive relationship indicates that the management of finances can be used to enhance improved performance in educational facilities. In totality, the findings reveal the central role of strategic management practices in enhancing performance in schools. Leadership as a phenomenon has demonstrated the ability to motivate and direct; purposeful and efficient planning is another factor essential in any organization; technology as a tool in education; and the concerns of prudent financial management are all reflected in this study through the analyzed correlations. All these elements foster tactical teaching and learning culture within the public secondary schools in Lari Sub-county, Kiambu County, Kenya.

The results of the qualitative analysis also supplement the Pearson correlation analysis in lending support to the notion that improvement in strategic management practices is central to boosting the performance of public secondary schools. Leadership and planning were mentioned as other significant aspects that led to the success of a school by most of the respondents. In particular, participants pointed out a need for effective strategic leadership to motivate teachers and students, and it was observed that leadership behaviors affect morale and performance in schools. Furthermore, the qualified data suggested concerns regarding insufficient funding and resources, which participants felt could be reduced by managing finances more effectively and conducting strategic planning. These conclusions resonate with the quantitative results discussed earlier, which affirmed that strategic leadership, planning, and financial management were essential for school performance.

Moreover, the qualitative responses also shed light on the challenges associated with technology adoption in schools. While the correlation analysis demonstrated a strong positive relationship between technology adoption and performance, qualitative feedback indicated that the successful implementation of technology requires adequate training and support for teachers. Respondents expressed that without proper training; the benefits of technology integration might not be fully

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realized, potentially limiting its positive impact on performance. Additionally, issues such as resource allocation and the need for policy reforms were frequently mentioned, with participants advocating for more strategic approaches to address these systemic challenges. These qualitative findings provide a deeper understanding of the practical considerations and potential barriers to optimizing strategic management practices in the education sector, complementing the quantitative results and offering a more holistic view of the factors influencing school performance in Lari Sub-county, Kiambu County.

### 4.6.2: Multiple Linear Regression Analysis

The study conducted a multiple linear regression analysis. The model summary is shown in Table 15:

**Table 15: Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .848[a] | 0.719 | 0.702 | 0.43586 |

a Predictors: (Constant), Strategic Financing, Technology Adoption, Strategic Planning, Strategic Leadership

**Source: Survey Data (2024)**

The analysis of the proposed research model is presented in table 15, which depicts the regression analysis of the combined influence of strategic financial management, technology adoption, strategic planning, and strategic leadership as dependent and independent variables on the performance of public secondary schools in Lari Sub-county, Kiambu County.

The results indicate that the R value of 0.848 signifies a very high positive relationship between the predictors and the dependent variable. The R Square of 0 specifies no variation in the dependent variable that is not explained by the independent variable. 0.719 indicates that about 71% illustrated that by the four variables, namely, strategic financing, technology adoption, strategic planning, and strategic leadership, it would be possible to account for 9% of the variation in school performance.

The Adjusted R Square value measured at 0. The value of .702, which adjusts for the number of predictors in the model, corroborates this explanatory precision. The standard error of the

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estimate is equal to 0. 43586 this last one gives a measure of the average distance of the observed values from the regression line.

In conclusion, the high R Square shows the extent to which these strategic management practices have influenced the public secondary schools' performance in the study region. Table 16 presents the analysis of variance results.

**Table 16: ANOVA**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 33.058 | 4 | 8.264 | 43.504 | .000[b] |
| | Residual | 12.918 | 68 | 0.19 | | |
| | Total | 45.976 | 72 | | | |

a Dependent Variable: Performance
b Predictors: (Constant), Strategic Financing, Technology Adoption, Strategic Planning, Strategic Leadership

**Source: Survey Data (2024)**

The regression model with the four independent variables of strategic financing, technology, strategic planning, and strategic leadership about the performance of public secondary schools in Lari Sub-county, Kiambu County is tested in reference to the ANOVA table in Table 16. The combined sum of squares equal to 45. 976 are computed by finding the sum of regression sum of squares equaling 33. 058 and residual sum of squares of 12. 918.

The degrees of freedom for the regression model are 4, which means the number of predictor is also 4. The residuals contain 68 DF, which translates to the total sample size, number of predictors plus one. The regression means square (MS = 8. 264) is the sum of squares of the regression method divided by the degree of freedom of the significance test. In the same way, residual mean square (0. 19) is calculated.

The F-statistic is calculated as the mean square of R-squared divided by the mean square of residuals and equals to 43. The significant F-value implies that the model has a favorable fit with the overall data compared with a lack of predictor variables. Since the significance value (Sig.) is. 000, which is lower than the conventional alpha level of 0. 05 levels, the regression model is considered statistically significant at 0.000.

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It is believed that by examining the elements such as funding, technology usage, strategic planning, and leadership, it is possible to attempt the evaluation of the success of public secondary schools significantly. The analysis of variance simply confirms that the factors captured in the regression model significantly affect the performance scores of public secondary schools in Lari Sub-county, Kiambu County-Kenya.

**Table 17: Coefficient of Regression**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 0.526 | 0.266 | | 1.981 | 0.052 |
| | Strategic Leadership | 0.401 | 0.163 | 0.371 | 2.460 | 0.003 |
| | Strategic Planning | 0.477 | 0.142 | 0.4472 | 3.359 | 0.000 |
| | Technology Adoption | 0.621 | 0.093 | 0.546 | 6.702 | 0.000 |
| | Strategic Financial management | 0.461 | 0.131 | 0.444 | 3.53 | 0.001 |

a Dependent Variable: Performance

**Source: Survey Data (2024)**

The coefficient of regression table presented in Table 17 provides insights into the contribution of each predictor variable (strategic leadership, strategic planning, technology adoption, and strategic financing) to the performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya. The constant (intercept) value is 0.526 with a standard error of 0.266, suggesting that the baseline performance level is positive when all predictor variables are constant. The t-value for the constant is 1.981 with a significance level of 0.052.

Strategic leadership shows an unstandardized coefficient of 0.401 with a standard error of 0.163 and a standardized beta coefficient of 0.371. The t-value is 2.460 with a significance level of 0.003, indicating that strategic leadership has a statistically significant impact on school performance within this model. The positive relationship highlights the importance of leadership in enhancing school performance. These findings align with Musee (2018), who found that strategic management practices, including leadership, positively impact performance in public universities.

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Strategic planning has an unstandardized coefficient of 0.477 with a standard error of 0.142 and a standardized beta coefficient of 0.4472. The t-value is 3.359 with a significance level of 0.000, indicating a statistically significant and positive relationship with school performance. This suggests that effective strategic planning plays a critical role in improving school outcomes. This finding is consistent with Okwako (2020), who found that strategic planning positively correlates with the performance of public secondary schools in Rarienda Sub-county.

Technology adoption demonstrates a strong positive relationship with school performance, with an unstandardized coefficient of 0.621 and a standard error of 0.093. The standardized beta coefficient is 0.546, and the t-value is 6.702 with a significance level of 0.000. This finding indicates that technology adoption has a statistically significant and substantial positive impact on school performance, highlighting its critical role. This aligns with Cheruiyot (2016), who found that technology adoption positively affects performance in dairy societies, and Marcelo's (2023) research on Paraguayan microenterprises. The significant impact of technology adoption observed here reinforces the importance of integrating technology into educational practices for improved outcomes.

Strategic financing also shows a significant positive relationship with school performance. The unstandardized coefficient is 0.461 with a standard error of 0.131 and a standardized beta coefficient of 0.444. The t-value is 3.530 with a significance level of 0.001, indicating that strategic financing significantly enhances school performance. These findings are consistent with Wangari and Muturi's (2017) study, which concluded that effective budgeting and financial planning enhance the financial performance of public universities. The positive correlation underscores the importance of strategic financial management in achieving better performance in educational institutions.

Overall, the results underscore the indispensable function of strategic management practices in optimizing school performance. The significance of leadership's capacity to inspire and guide, the importance of clear and effective planning, the role of technology in modern education, and the necessity of sound financial management are all highlighted by the correlations observed in this study. These elements together cultivate a culture that prioritizes and encourages strategic performance within public secondary schools in Lari Sub-county, Kiambu County, Kenya.

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### 4.7 Qualitative Analysis

The study sought in-depth insights from respondents on the role of strategic management practices in the performance of public secondary schools in Lari Sub-county, Kiambu County. Participants were prompted with open-ended questions to explore their experiences and perceptions of strategic leadership, technology adoption, strategic planning, and strategic financial management within their institutions. The qualitative analysis focuses on the themes from these discussions, providing a nuanced understanding of how these strategic practices influence school performance.

#### 4.7.1: Strategic Leadership and Performance

The first aspect explored was strategic leadership and its influence on the performance. Respondents were asked to share their views on how leadership within their institutions influences key performance indicators such as academic outcomes, infrastructure development, and organizational efficiency. One of the respondents noted that "Our Principal is very proactive in setting clear goals and ensuring everyone is aligned with the school's mission. This has boosted morale and, in turn, improved our academic results."Another asserted that "Leadership here is not just about giving orders; it involves active participation and guidance, which has fostered a strong sense of ownership among the staff and students."

Further, respondents highlighted the importance of leadership in managing resources effectively, which influence the school's performance. For instance, one participant mentioned, "Our leaders are very keen on managing the school's finances wisely, which has allowed us to improve our facilities without overspending." This implies that strategic leadership in these schools goes beyond traditional roles and is pivotal in aligning the institution's resources and efforts towards achieving set goals.

The responses align with the findings of Musee (2018), who concluded that strategic leadership plays a crucial role in providing the right direction for achieving institutional goals. The emphasis on clear goal setting and resource management resonates with Varelas, Marjanovic, and Orville's (2023) assertion that strategic leadership is critical for successful strategy implementation. On the contrary, some respondents noted challenges related to leadership. One participant expressed, "While our leadership is strong in certain areas, there is a lack of innovation and adaptation to new teaching methods, which sometimes hinders our progress."

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This suggests that while leadership is generally effective, there is room for improvement in fostering innovation and adaptability.

### 4.7.2: Technology Adoption and Performance

The next aspect discussed was the adoption of technology in teaching, learning, and administration. Respondents were asked to describe the extent to which their institutions have integrated technology and its influence on performance. One respondent highlighted, "Technology has revolutionized how we teach and manage the school. With digital tools, we can track student progress more efficiently and make data-driven decisions." Another added, "Technology in our classrooms has engaged students more actively, leading to better academic results."

Further comments emphasized the role of technology in improving administrative efficiency. A participant stated, "Our school recently adopted a new management information system that has streamlined our administrative processes, reducing errors and saving time." This implies that technology adoption is not only enhancing educational outcomes but also optimizing the operational aspects of school management.

These responses support the findings of Cheruiyot (2016), who found that technology adoption positively affects organizational performance. The benefits highlighted by respondents align with Marcelo's (2023) study, which demonstrated that technology enhances productivity, competitiveness, and effectiveness. However, some respondents pointed out challenges in technology adoption. For example, one participant mentioned, "Not all staff are comfortable with the new technology, and this has slowed down our progress in some areas." This indicates that while technology adoption has been beneficial, there is a need for ongoing training and support to ensure that all staff can fully utilize these tools.

### 4.7.3: Strategic Planning and Performance

The study also explored the role of strategic planning in enhancing school performance. Respondents were asked to discuss how strategic planning is conducted in their institutions and its impact on achieving educational objectives. One respondent noted, "Our school has a well-structured strategic plan that clearly outlines our goals and the steps needed to achieve them. This has been crucial in guiding our efforts and measuring our progress." Another asserted that

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"Strategic planning here is a collaborative effort; all stakeholders, including teachers and parents, are involved in the process, which has helped us align our goals with the community's needs."

Further, respondents emphasized the importance of regular monitoring and evaluation in the strategic planning process. One participant mentioned, "We frequently review our strategic plan to ensure we are on track and make adjustments as needed. This flexibility has allowed us to adapt to changes and continue improving." This implies that strategic planning in these schools is not a static process but a dynamic one that evolves with the institution's needs.

These responses are consistent with Okwako's (2020) findings, which highlighted the positive correlation between strategic planning and school performance. The emphasis on collaboration and adaptability aligns with Gabow's (2019) study, which concluded that effective strategic planning practices positively impact performance. On the contrary, a few respondents expressed concerns about the implementation of strategic plans. One participant noted, "While we have a solid strategic plan, the challenge lies in execution; sometimes, we lack the resources or commitment to follow through on our plans." This suggests that while strategic planning is valued, there are barriers to its effective implementation that need to be addressed.

**4.7.4: Strategic Financial Management and Performance**

Finally, the study examined the influence of strategic financial management on school performance. Respondents were asked to discuss the financial management practices in their institutions and how these practices impact their performance. One respondent emphasized, "We have strict financial controls in place, which has helped us manage our budget effectively and allocate resources where they are most needed." Another added, "Our strategic financial planning has allowed us to invest in critical areas like infrastructure and technology, which has significantly improved our school's performance."

Further, respondents highlighted the importance of transparency and accountability in financial management. A participant mentioned, "Regular audits and financial reporting ensure that everyone is aware of how funds are being used, which builds trust and supports our efforts to achieve our goals." This implies that strategic financial management practices in these schools are not only about budgeting and resource allocation but also about fostering a culture of accountability.

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The responses align with Wangari and Muturi's (2017) findings, which emphasized the importance of effective budgeting and financial planning in enhancing institutional performance. The focus on transparency and accountability is also consistent with Kimutai, Naibei, and Cheruiyot's (2019) study, highlighted the role of strategic financial planning in guiding organizational success. On the contrary, some respondents noted challenges in financial management. One participant expressed, "Despite our efforts in financial management, we still struggle with limited funding, which restricts our ability to implement all our plans." This suggests that while financial management practices are generally effective, external factors such as funding limitations can pose significant challenges.

In conclusion, the qualitative analysis reveals a strong consensus among respondents on the positive impact of strategic management practices on school performance. Strategic leadership is seen as essential for setting clear goals and managing resources effectively, while technology adoption is recognized for its role in enhancing both educational and administrative outcomes. Strategic planning is valued for its ability to guide efforts and adapt to changes, and strategic financial management is crucial for ensuring effective resource allocation and accountability. However, the analysis also highlights areas for improvement, particularly in fostering innovation, ensuring comprehensive technology adoption, overcoming barriers to strategic plan implementation, and addressing funding challenges. These insights provide a deeper understanding of the factors that contribute to the success of public secondary schools in Lari Sub-county, Kiambu County, and offer valuable guidance for enhancing strategic management practices in the education sector

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# CHAPTER FIVE

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1 Introduction

This chapter provides a summary of the key findings, presents the conclusions derived from the study, and offers recommendations regarding the strategic management practices impacting the performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya.

## 5.2 Summary

The study aimed to ascertain the impact of strategic management practices on the performance of public secondary institutions in Lari Sub-county, Kiambu County, Kenya. The specific objectives were to evaluate the impact of strategic leadership, technology adoption, strategic planning, and strategic financial management on the performance of schools. The target population consisted of 420 individuals, including deans, heads of departments (HODs), deputy principals and principals from 42 public secondary institutions. A sample of 81 participants was selected using stratified random sampling. Descriptive statistics and multiple linear regression were implemented to analyze the data obtained through structured questionnaires.

### 5.2.1 Strategic Leadership and Performance

Determining the influence of strategic leadership and performance in public secondary schools was the first research question. According to the descriptive data, most respondents felt that school administrators should create a clear goal for raising student accomplishment and offer precise instructions for managing human resources. The correlation results showed that strategic leadership and performance have a strong positive link. This was supported by the regression analysis, which showed a positive correlation between performance and strategic leadership.

### 5.2.2 Technology Adoption and Performance

Evaluating the influence of technology adoption on the performance of public secondary schools in Lari Sub-County was the second goal. The results of the analysis showed that participants overwhelmingly agreed that the use of technology in teaching and learning at their institutions had improved student achievement. The findings demonstrated a very high positive correlation between performance and technology use. This is consistent with findings from other studies on

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the favorable impact of technology adoption on organizational performance and implies that integrating technology has a considerable positive influence on school performance.

### 5.2.3Strategic Planning and Performance

Determining the influence of strategic planning on performance was the third goal. The investigation revealed that although the implementation of plans and setting targets for bettering the school's performance were typically seen as good aspects of strategic planning procedures, the total influence on performance was below expectation. Strategic planning shows a moderate positive correlation with performance, underscoring its importance in driving school success. Both correlations are statistically significant, affirming the critical role of leadership and planning in improving school performance. This implies that there can be problems with the application of strategic planning techniques or their efficiency in raising student achievement.

### 5.2.4 Strategic Financial Management and Performance

Establishing the influence of strategic financial management on performance was the fourth goal. According to the analysis, most respondents agreed on the significance of strategic financial management techniques, including internal controls and budgeting. The findings showed a substantial positive correlation between performance and strategic financial management. This implies that putting good financial management techniques into practice greatly improves performance.

## 5.3 Conclusions

### 5.3.1: Strategic Leadership and Performances

According to the study's findings, strategic leadership plays a key role in strategic management techniques that improve public secondary school performance in Kenya's Kiambu County's Lari Sub-county. Higher levels of motivation and commitment are fostered by leaders who create a clear vision for boosting student achievement and offer explicit rules for managing human capital, hence improving the performance. The results showed that managers can develop a feeling of purpose and excitement in their personnel by using strategic leadership techniques. As a result, the workforce becomes more motivated and eager to go above and beyond to meet learning objectives. Because employees will feel more invested in the school's mission and

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driven to contribute to its success, schools that priorities and foster strategic leadership within their administrative processes are likely to see notable gains in student performance.

### 5.3.2: Technology Adoption and Performance

The study also concludes that adopting technology is an essential component of strategic management techniques that improves performance. Schools are more likely to perform better if they use technology in teaching and learning and make sure that their employees have the skills needed to use it. According to the research, incorporating technology into instructional techniques improves student engagement, teacher efficacy, and academic performance. Because of this, schools may foster an innovative and efficient culture that greatly improves performance by prioritizing the adoption of technology and making sure that staff members receive the necessary training.

### 5.3.3: Strategic Planning and Performance

The study does, however, also come to the conclusion that performance is not considerably improved by strategic planning as it is now used in the investigated schools. The results showed a moderate positive correlation between school performance and strategic planning, pointing to possible problems with the efficiency or application of strategic planning techniques. This suggest that,strategic planning is important and therefore schools should evaluate and enhance their strategic planning procedures to make sure they are successfully boosting performance.

### 5.3.4: Strategic Financial Management and Performance

The study also conclude that raising student achievement requires careful budgetary management. Effective financial management techniques, like internal controls and budgeting, greatly increase the school's operational effectiveness and financial stability hence improves the performance. The results showed that improved academic performance and infrastructural growth are more likely to occur in schools that efficiently manage their financial resources. By ensuring that resources are distributed effectively and efficiently, this strategic approach contributes to the creation of a more unified and productive learning environment in schools. As a result, schools that make strategic financial management investments can improve student performance by creating a stable and well-run learning environment.

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Overall, the study finds that strategic management practices considerably improve the performance of public secondary schools in Lari Sub-county, Kiambu County, Kenya, through elements including strategic leadership, strategic planning, strategic financial management, and technology adoption. Adopting strategic management practices enables educational institutions to cultivate a workforce that is innovative, dedicated, and driven, hence enhancing overall school performance and advancing academic objectives. By ensuring that schools are not only well-run and financially secure, but also technologically sophisticated, the integrated approach to strategic management builds a strong and resilient learning environment. As a result, educational institutions that implement strategic management techniques are better equipped to successfully negotiate the challenges of the changing educational landscape.

## 5.4 Recommendations

The study makes several recommendations to the management, policy makers and scholars in the underlying field. These recommendations are discussed in detail in the subsequent sections.

### 5.4.1 Recommendations to Management

Management should prioritize leadership development programs that focus on strategic leadership skills, including workshops, mentorship programs, and continuous professional development opportunities for school leaders to strengthen their ability to inspire and guide their teams effectively. Additionally, management should ensure that strategic plans are well formulated and effectively implemented. This involves regular monitoring, evaluation, and adjustment of strategic plans to align with the evolving needs of the school.

Investing in technology is crucial, and management should allocate sufficient resources towards acquiring and maintaining up-to-date technological tools and infrastructure. Ongoing training should be provided to staff to ensure they are proficient in using these technologies to enhance teaching and learning processes. Furthermore, management should adopt robust financial management practices, including effective budgeting, financial planning, and strong internal controls to ensure the efficient use of resources and enhance financial accountability and transparency within the schools.

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### 5.4.2 Policy Recommendations

Policymakers should develop and enforce policies that support the continuous development of school leaders, including mandating leadership training programs and establishing standards for leadership performance in schools. Additionally, educational authorities should provide guidelines and frameworks for strategic planning in schools, emphasizing the importance of realistic goal-setting, stakeholder involvement, and regular progress reviews to ensure the effective implementation of strategic plans.

Policies should be enacted to promote the integration of technology in education, including providing funding for technological infrastructure, creating standards for technology use in classrooms, and ensuring equal access to technological resources for all schools. Furthermore, policymakers should establish regulations that require schools to implement strong financial management practices, including regular financial audits, transparent reporting requirements, and training for school financial managers to ensure they are equipped with the necessary skills.

### 5.4.3 Recommendations for Further Studies

Future research should focus on identifying the specific challenges schools face in implementing strategic plans. Understanding these challenges can provide insights into how strategic planning processes can be improved to achieve better outcomes. Additionally, further studies should explore the long-term impacts of technology adoption on school performance, including how technological advancements and integration affect student learning and academic achievement over time. Research should also investigate the effectiveness of different financial management strategies in enhancing school performance, providing a deeper understanding of how financial practices can be optimized for better educational outcomes.

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# APPENDICES

## Appendix I: Research Study Questionnaire

This questionnaire seek to gather information to be used in a study on the strategic management practices and performance of public secondary school in Lari Sub County, Kiambu County. Your response will be used for this study only. For confidentiality, please do not write your name or the name of the school in the questionnaire. Tick and fill where appropriate

### Section A: Background Information

1.What is your gender? (Tick as applicable)

Male [ ]

Female [ ]

2.What is your highest level of education?

a) Diploma [ ]

b) Degree [ ]

c) Masters [ ]

d) Phd [ ]

3. What is your position in the institution?

Principal [ ]

Deputy Principal [ ]

Dean [ ]

HOD [ ]

4. Which department do you head?

Languages [ ]

Mathematics [ ]

Sciences [ ]

Humanities [ ]

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Technical [ ]

5. What is your length of stay in the institution?

1 to 5 years [ ]

6 to 10 years [ ]

11 to 15 years [ ]

16 to 20 years [ ]

21 years or more [ ]

**Section B**

Strategic leadership

To what extent do you agree with the statements below regarding the Strategic Leadership in the institution?

(1= Strongly disagree, 2=Disagree, 3=Neither agree or Disagree, 4=Agree, 5=Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Leaders develop a clear vision for improving student achievement | | | | | |
| Leaders provides a clear guidelines in managing human capital | | | | | |
| The leaders play an important role on organization control and especially on budgetary matters | | | | | |
| Leaders skills are matched with their responsibilities | | | | | |

Strategic planning

How can you rate the statements below regarding to the strategic planning in the institution?

(1= strongly disagree, 2=Disagree, 3=neither agree or Disagree, 4=Agree, 5=Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

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| | | | | | |
|---|---|---|---|---|---|
| Strategic plan clearly identifies goals for improving student outcomes | | | | | |
| Implementation of strategic plan improves the school performance | | | | | |
| The institution employees are skilled in interpretation of the vision and mission | | | | | |
| The institution does evaluation and monitoring of the strategies | | | | | |

Are you involved in strategic planning process?

……

……

Technology adoption

How can you rate the below statements regarding to Technology adoption strategy in the institution?

(1=strongly disagree, 2=Disagree, 3=neither agree or Disagree, 4=Agree, 5=Strongly Agree)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Institution has embraced technology in teaching and learning | | | | | |
| The school is fully equipped with technology gadgets | | | | | |
| Availability of technology has improved the schools performance | | | | | |
| Staffs in the institution have adequate skills and knowledge to use technology. | | | | | |

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Strategic Financial Management

How do the following affect the performance of institution?

(1= Not at all, 2= little extent, 3= Moderate extent, 4= Great extent, 5= Very great extent)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Availability of resources and allocation | | | | | |
| Internal Controls such as balance sheet, trial balances and other financial documents | | | | | |
| The school budget | | | | | |

Specify other financial management practices that have been adopted by the institution?

……

……

……

……

Section C: Performance of public institution

10. How does the school rate in the following, compared to other schools in Lari Sub-County? (1= below average; 2= average; 3= above average; 4= good; 5= excellent)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Infrastructure development | | | | | |
| Academic performance | | | | | |
| Effectiveness and efficiency of institution | | | | | |
| Customer satisfaction | | | | | |
| Quality | | | | | |

11. In the last five years, to what extent your institution has grown. Please indicate in the table below.

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1-Not at All 2-Minimal Extent 3-Moderate Extent 4- Great Extent 5- Very great extent

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Academic performance | | | | | |
| Student enrollment increased | | | | | |
| Employees number increased | | | | | |

12. Apart from the above factors, what other factors that hinder the performance of public institutions?

……

……

……

……

……

……

Thank you for your time.

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**Appendix II: List of Secondary Schools in Lari Sub-County**

1. Kagwe Girls
2. Kijabe Boys
3. Kijabe Girls
4. Kamae Sec
5. Mugiko Sec
6. Ragia Forest Sec
7. DN Kiburi Sulmac Sec
8. Utugi Sec
9. Kinale Girls
10. Mirangi Sec
11. Kingatua Sec
12. Kimende Sec
13. Bathi Sec
14. Gachoire Girls
15. Gatamaiyu Boys
16. Kirenga Boys
17. St Patrick Nyanduma Sec
18. Gachema Sec
19. Lari Boys Sec
20. Kambaa Girls
21. St Augustine Sec
22. Gituamba Girls
23. Kirenga Girls
24. Nyamweru Girls
25. Mbau-Ini Sec
26. Kagaa Sec
27. Juvenalis Gitau Sec
28. Gitithia Mixed Sec
29. Gathima Sec
30. Nduriri Sec
31. Kamahindu Sec
32. Iria-Ini Sec
33. Magina Sec
34. Escarpment Sec
35. Gitithia Girls
36. Kamuchege Sec
37. Karigu –Ini Sec
38. Karatina-Technical Sec
39. Gathaiti Sec
40. Kamburu Sec
41. St Joseph The Worker Sec

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## Appendix III: NACOSTI Permit

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## Appendix III: ISERC Letter

# ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

**REF: SPU/181/2024** **Date: 1st July 2024**

**TO: Joseph Ng'ang'a**
**St. Paul's University**

**Dear Joseph,**

==========

**REF: Strategic Management Practices and Performance of Public Secondary Schools in Kenya; A Survey of Lari Sub-County-Kiambu County in Kenya**

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 190, for the period between 1st July 2024 – 1st July 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.
**viii. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring.**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) ***https://research-portal.nacosti.go.ke*** **and also obtain other clearances needed.**

Yours sincerely,

**Dr. Daniel Nzengya, PhD**
**Chairperson**
**SPU- Institutional Scientific & Ethics Review Committee**

ST. PAUL'S UNIVERSITY
(ISERC)
APPROVAL WITH CONTIGENCIES
RESEARCH DIRECTORATE
INSTITUTIONAL SCIENTIFIC & ETHICS REVIEW COMMITTEE

**Appendix III: Introduction Letter**

# ST. PAUL'S UNIVERSITY

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BOARD OF POSTGRADUATE STUDIES

4th July, 2024

**National Commission for Science and Technology,**
**P.O. BOX 30623-00100,**
**Nairobi.**

Dear Sir/Madam,

**RE: RECOMMENDATION FOR JOSEPH NG'ANG'A – MBADIST561821 TO CONDUCT RESEARCH**

This letter confirms the above-named person is a student in the Master of Business Administration Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis. The student's selected topic is:

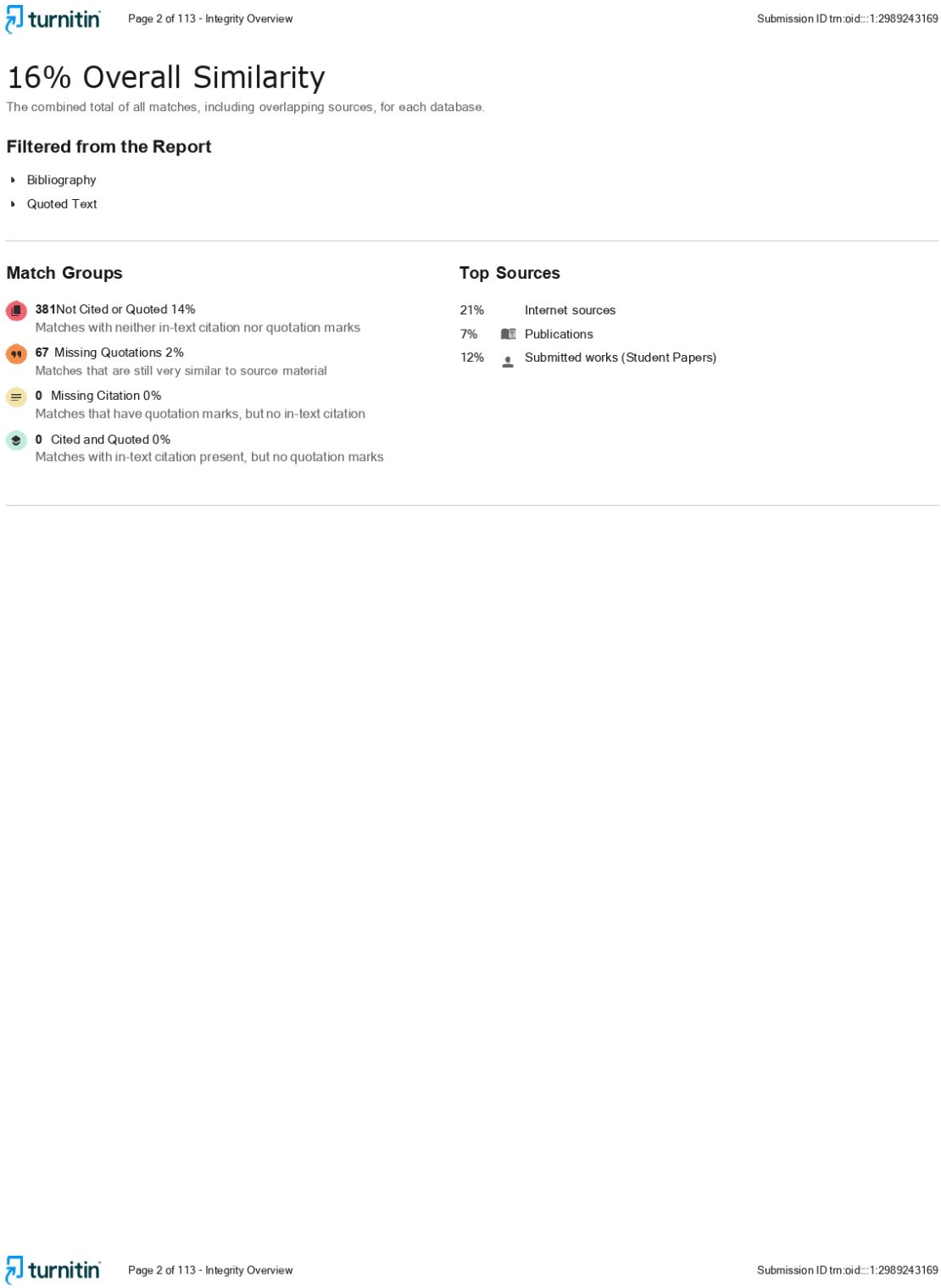
***"Strategic management practices and performance of public secondary school in Kenya: A survey of Lari Sub-County, Kiambu County in Kenya."***

Kindly grant this student the required permit.

Yours Faithfully,

Dr. John Muhoho
Director Board of Postgraduate Studies

## Appendix IV: Similarity Report



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