

**RELATIONSHIP BETWEEN STRATEGY IMPLEMENTATION AND
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA**

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DECLARATION

I declare that this thesis is my original work that has not been presented in any other University or College.

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DEDICATION

I dedicate this thesis to my family; My dad Peter, my dear mother Dalphine, my siblings Bernard and Lenin for their assistance, motivation and allocating their funds towards my education. Their commitment and sacrifices have facilitated me this far. Special dedication to my fiancé Ferdinand for his unwavering support.

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ABSTRACT

Several academics have suggested that there's an affirmative association between Strategy implementation and performance, while others contend that the relationship is inconsistent and hence remains controversial. Practices of strategic implementation in Kenya, began gradually and progressively in the 1960s, but are now gaining popularity. As important as the theories of Strategy implementation in commercial firms, it is a requirement for public secondary schools to implement strategies as per the guidelines provided by the Ministry of Education's strategic plan that supports the government's goal of ensuring that every Kenyan kid has access to high quality education and training. Aside from the government's embrace of Strategy implementation as a policy, limited resources, stiff competition have made strategy implementation a necessity. The study sought to evaluate the relationship between Strategy implementation and performance of public secondary schools in Embu County. The specific objectives of the study were; academic qualification, training, school category, discipline and performance of public secondary schools in Embu County. The theories underpinning the study were, agency theory, resource based theory and systems theory. The study adopted descriptive research design. Multistage cluster and random sampling technique were employed to select a sample size of 100 that represents 200 respondents of the total population. Semi structured questionnaires were employed to collect data. Multiple linear regression model was employed to analyze the collected data. The findings showed that academic qualification had the greatest influence of the 4 variables followed by discipline and training and school category had the least influence on performance. The findings revealed that academic qualification with ($P < 0.000$), training ($P < 0.000$), school category ($P < 0.000$) and discipline ($P < 0.000$) significantly influences performance of public secondary schools in Embu County. The study's conclusion was that all the variables influence performance of public secondary schools in Embu County. The study recommends that schools should allow exposure to external inspection from the government and other stakeholders to evaluate strategies, train their staff on leadership skills, reevaluate and update their training policy, redesign a culture, improve their mode of communication, look for others ways of funding and update their punishment policy to factor other factors such as detention.

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ABBREVIATIONS AND ACRYONYMS

ACP	Academic Qualification
BOG	Board of Governors
ECG	Embu County Government
HP	Human power
MOE	Ministry of Education
PSSK	Public secondary schools in Kenya
SPSS	Statistical Package for Scientific Studies
TIQET	Totally Integrated Quality Education and Training
UK	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Pearce (2009), a strategy is a set of actions that an organization plans to take in order to achieve its stated goals. The process through which a company chooses the optimal actions to take in order to achieve its objectives is known as strategy implementation. It is true that a detailed definition of the success road map is necessary for any firm to achieve success. Therefore, experts in the field of strategic management have been particularly interested in how a strategic implementation improves the providing of direction and focus for parties involved in an organization. It is clear that strategies exist in a variety of organizations, but the most disputed topic is how these strategies are put into practice by the organizations themselves. This knowledge led the researcher to concentrate on how strategy implementation is carried out in Embu County's secondary schools.

The expansion of education has been one of the government's main areas of priority since independence. These efforts resulted in an establishment of strategic programs to aid in strategic orientation and the implementation of these strategies, which can help these schools accomplish their specific visions and missions. To effectively set expectations for their diverse businesses, managements strictly speaking need adhere to an organized approach.

The relationship between strategic implementation and performance in schools has been a matter of debate for a while now. For example, Blalar (2012) noted that British schools developed an evaluation of the practical importance of strategic implementation and school management. It must be recognized that in Kenya, education helps the government push for the realization of both its social and economic ambitions. The 2013 Basic Education Act is mentioned here. In Kenya, public secondary schools' goals include educating their students in knowledge, skills, and ethics.

We notice various ideas in this study that we may use to better our understanding of the importance of strategy implementation for companies. The Agency theory being one of the many but that can be described as to being superior relates more to this concept and can be applied effectively where

there exists an agency relationship for example where one is expected to advance the principal's agendas (David, 2011).

Academic qualification, training, school category and discipline are used in the study to carry out the strategy. Having personnel with the necessary academic credentials impacts an organization's performance. Teachers with over five years of teaching experience possess an improved comprehension of how schools could go about applying strategies.

Training is an essential factor to consider when it concerns strategy implementation. Schools that focus on departmental training on the latest trends are able to boost performance (Hussein, & Kiiru, 2022). The training may include leadership style, this enables the teachers to participate fully in all stages of strategy implementation.

School categories have an impact on performance. The performance is linked to the resources they have and this includes the number of students and the fees paid. The intention of categorizing the schools is to ensure everyone gets values and skills so as to ensure the necessary values, knowledge, and abilities to compete for admission to reputable universities and top-notch education.

Discipline is the key to improved performance. Strategy implementation needs discipline and respect in all stages of implementation. The idea is to allow divergent views without disrespecting anyone. A disciplined teaching staff is a good example for the students, who emulates them. When implementing the strategy the aspect of discipline and leadership style go hand in hand in motivating the teachers. (Huang & Lee 2012).

Even though public secondary schools in Embu County have adhered to strategy implementation none has comprehensively evaluated success of the strategy execution. The purpose of the evaluations is to imperatively ensure school managers are informed how to implement the strategy to meet the intended objectives. Public secondary schools objective is to ensure the learners acquire the values, skills and knowledge to enable them secure quality professional specialization courses and higher learning institutions. The idea of ranking of the best students and schools at various levels has increased the levels of competition among public schools. Stakeholders in education sector in most cases have welcomed strategic implementation as the best administration mechanism to enhance sustainable competitive advantage. Therefore, the most burning issue does

effective successful strategic implementation become a panacea for improved performance of public schools.

1.1.1 Strategy Implementation

Pearce (2009) defines strategy as a series of actions or improvements that an institution or company strives to implement to realize its desired aims and objectives. The goal of strategic implementation in this case is to ensure that all stages are carried out according to the planned timeline to create a fully adopted procedure. This then underlines its need for an implementation schedule of a clear document that provides guidance to all stakeholders and, as such, outlines what the institution anticipates what it hopes to accomplish and how it plans to do so.

There are basically five key processes involved in implementing this part of an implementation strategy. The evaluation and implementation of the strategy, the setting up of an implementation structure, the creating policies and initiatives to facilitate implementation, budgetary planning, a division of resources, and the reevaluation and execution of activities and functions are some of these stages.

Minsakova (2014) claims that defining key performance metrics and information sharing channels and procedures is the initial step in the evaluation and communication of a strategy. The effectiveness of a strategy's implementation depends on having the best or the appropriate communication mechanism. The enhancement of a positive culture requires managers to develop an effective leadership strategy that ensures an uninterrupted flow of information through the top to the bottom and from the bottom to the top. The entire approach and implementation process should be explained to the staff, and they should be given the chance to ask any queries they might have.

Establishing or constructing a system for implementation, outlines the scope and goals of the strategy implementation very clearly. It emphasizes the main implementation activities, how they should be implemented out, those involved, their roles, and their respective positions of power, (Wright, 2022). The schedule for the activities, the risks involved, and how those risks are to be addressed. How to motivate staff to produce more is a consideration while developing implementation support policies and programs. The reward guidelines, such as bonus, salary, and

employee recognition, are incorporated in the policy at this point. Administration objectives are achieved by mechanisms like conflict resolution mechanisms.

Executing a strategy is putting the logically established strategies into action or revising current strategic plans so as to further the goals of the firm. The budget and resource allocation methods in place are what determine how well a strategy is implemented. The resources cover all of the costs required for the plan implementation to be effective, including the procurement of additional necessary items.

Evaluation of the strategic implementation is an aspect of strategy control and evaluation, which intends to enhance it and guarantee that it is carried out in accordance with the plan, (Kanja, 2018). In this stage, the process is primarily assessed to determine whether it is proceeding as intended and, if not, a mechanism for problem-solving is discussed. As time passes, Embu County's public secondary schools keep getting worse and worse. Many researchers have looked at this issue in an effort to pinpoint the cause and bring the county back to its former glory. There have been allegations that a number of factors, such as increased consumption of drugs, teacher shortages, and strikes, have an impact on students' performance.

1.1.2 Strategy Implementation in Public Secondary schools in Kenya

It is essential to acknowledge that secondary school education in Kenya has undergone a number of modifications that are necessary for innovative planning. Fighting diseases, ignorance, and poverty became a key priority of secondary education after independence. The 2005 sessional document 1 outlines the many steps taken by task forces and several commissions to address the issue of ignorance.

These commissions include the Koech Report 2000, which recommended TIQET (Totally Integrated Quality Education and Training). The Kamunge Report 1988 focused on improving education, providing funding, quality, and relevance. The Ominde report from 1964 was focused on advancing national integration and developing adequate human resource.

The government of Kenya has recently focused its efforts on ensuring universal access to education, which resulted in the 2008 announcement of free secondary education. To fulfill the

government's mandate that all class eight candidates attend secondary schools, this transitions must be a continuous planning process for public secondary schools.

1.1.3 Public Secondary Schools in Embu County

In reference to the 2019 population survey, Embu County was reported to have a population of 608,599, a population density of 216 people per km². The households estimate is 184,423 in the entire county. Embu county has four sub-counties; Runyenjes, Manyatta, Mbeere South, Mbeere North,.There are 20 wards in the county. Embu County has a total of 135 public secondary schools with a student population of 28,488 .Top ranked schools in the county are Kangaru Girls and Kangaru Boys high school, Kyeni Girls Secondary School, Siakago Girls Secondary School, Siakago Boys Secondary School, Nguviu Boys and Nguviu Girls Secondary schools among others.

The issues affecting the schools in Embu County are not any different from the other parts of the country, for instance, insufficiency of teachers in some of the schools. These challenges ultimately can be addressed by having the school adopt better strategies in administration together with the various stakeholders. In some parts, it is evident that the schools have initiated some plans to meet the Ministry of Education's directive, the ineffectiveness of the execution of the procedure as most of the school administrators are not knowledgeable of Strategy implementation (Njagi et al, 2013). It is due to this statement that this study seeks to evaluate the relationship between Strategy implementation and the performance of public schools in this region.

1.2 Statement of the Problem

Public secondary schools in Embu County are required to implement strategies in accordance with the directives provided by the Ministry of Education's strategy plan in favor of the government's goal which ensures that every Kenyan child has access to good training and education. The public sector finds the concepts of strategy implementation to be as important as in commercial firms, (Birgen 2017). Aside from the fact that the government has made strategy implementation a policy, the lack of resources and a healthy competitive environment have rendered the process less effective than it ought to be.

According to (Akinyi 2010), strategy implementation allows schools to implement tactics that enable them to best deploy and maximize their strengths and resources in relation to external

opportunities. Strategy implementation is anticipated to have a positive impact on academic and nonacademic performance. As a result, it is crucial for Public Secondary Schools in Embu County to implement their strategies if they want to succeed in luring good pupils and winning the support of their stakeholders.

The impact of plan implementation on performance and related areas in different regions of the country has been studied by numerous academics. For instance, (Khan et al, 2016) examined strategy implementation evidence from Pakistani private sector enterprises about the relationship between strategy content and performance. The study focused on private sector organizations and not public secondary schools. (Ohlson et al, 2016) investigated on the connections between collaborative school culture, teacher effectiveness, and the effects these factors have on student performance and attendance. The outcome showed that the collaboration between teachers reduced student suspension. A survey research model was used for the investigation.

The collaborative school culture and the impact of teacher quality on students' performance and attendance are other key areas of the study. However, this study employs a descriptive methodology and focuses on the performance of public secondary schools in Embu County in terms of strategy implementation. Maina, (2021) examined strategy implementation and performance of county secondary schools in Nairobi City Kenya. Kefa, (2014) investigated challenges of implementation of strategic plans in public secondary schools in Limuru District Kiambu County. To the researcher's knowledge, there hasn't been any research on how secondary school performance in Embu County is affected by the implementation of a strategy. This highlights the knowledge gap that this study tried to fill. As a result, the study provided an answer to the research question, "How does strategic implementation influence performance in public secondary schools in Embu County?"

1.3 Objectives of the study

The study main objective is to evaluate the relationship between strategy implementation and performance of public secondary schools in Embu County.

1.3.1 Specific objectives

The specific objectives of the study are:

- i. To find out the influence of academic qualification on performance of public secondary schools in Embu County.
- ii. To determine the influence of training on performance of public secondary schools in Embu County.
- iii. To access the influence of school category on performance of public secondary schools in Embu County.
- iv. To examine the influence of discipline on performance of public secondary schools in Embu County.

1.4 Research Hypothesis

H₀₁: Academic qualification does not significantly influence performance of public secondary schools in Embu County

H₀₂: Training does not significantly influence performance of public secondary schools in Embu County

H₀₃: School category does not significantly influence performance of public secondary schools in Embu County

H₀₄: Discipline does not significantly influence performance of public secondary schools in Embu County

1.5 Significance of the Study

The research is of value to education institutions, ministry of education, county governments and the scholars. Imperatively the study findings may facilitate the expansion of knowledge on strategy implementation in educational institutions. Through the findings the ministry of education is able to reevaluate the challenges of strategy implementation and design their policies to strategy implementation. As well this study is of importance to public secondary schools in Embu County and other counties in the country as schools' administrators are more than welcome to adopt the findings of this study as their guide on matters of strategy implementation and performance.

Finally, because it will act as a point of reference for other studies in the field of strategic management, this study is crucial for academics, students, and researchers in that field.

1.6 Scope of the Study

The focus of the study was public secondary school in Embu County. The target population was 135 public secondary schools. The research concentrated on the specified goals of the research in regard to testing the research hypothesis evaluation of the relationship between strategy implementation and performance. Embu County was chosen for this research because it has the highest number of mixed secondary schools among the counties, and a few girls and boys secondary schools therefore it provides the best scope for the study. In addition, public secondary schools in Embu County have unique characteristics that are suitable for this study. The study intends to conduct the study in five months (April, May, June, July and August).

1.7 Limitations of the Study

The major limitation of the research was how to gather information about the public secondary schools in Embu County. The researcher used multistage cluster and random sampling techniques to select a sample size that will represent the whole target population in Embu County. Another limitation was most of the information obtained was descriptive yet the results given need to be analyzed to give statistical data which requires time and skills in statistics. The researcher used research assistants to help in the entire process of data collection. Some respondents were hostile hence not able to answer the questionnaires.

The researcher convinced the responders that the study is solely an education study and it is voluntary, no one was forced to take part in the research and the information collected was confidential and was not to be disclosed to any third party. The questionnaires' completion and return by the respondents took a lengthy time. The researcher solved that issues by using emails and google documents to send the questionnaires to the respondents, the response was immediately therefore saving on time.

1.8 Operational definition of terms

Strategy implementation - This is the process of coming up with a blue print that will guide the institution to attain its intended goals, (David, 2011).

Strategy- This a blue print if executed by an institution may improve the organizations or the beneficiary will gain from it through the goods and services offered. (Nga'ng'a, 2019).

Academic qualifications-These are the recommendations that a person receives after finishing a course or degree of education. The levels are conferred by institutes of higher learning and include certificates, diplomas, and degrees, (Elangkumaran, 2020).

Training- This is about designing a systemized goal with the purpose or imparting information, instructions that improves the learners output or advance their skills thus improving performance in their line of work, (Sattar &Awan, 2019).

School category- this is a mode in which schools are grouped based on their performance in comparison with other schools in the region, (Aman, et al, 2019).

Discipline- Is developing mechanism that ensure the students follow the rules as stipulated or it is a way of administering corrective measure if disobeys the laws, (Mbaluka 2017).

Performance-this refers to the measurements used to gauge the effectiveness of an action or the result of a task carried out in accordance with institutional goals. The achievements of an organization can be used to determine whether or not its goals have been met, (Nga'ng'a, 2019).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to evaluate the various theories that underpin this study. It also reviewed literature on relationship between strategic implementation and organizational performance. The researcher intends to analyze various theories and ideas related to performance and strategy implementation in order to clearly specify their relationship, identify any gaps as well as show how knowledge can be applied to boost performance of public secondary schools.

2.2 Theoretical Orientation

This section presents a review of existing theories that gives an insight of the study phenomena relationship between strategy implementation and performance. The study utilized the theories, Agency Theory, Resource based theory and system theory. These theories explain the relationship of strategy and performance.

The agency theory

This is a management approach theory that involves agent and principal relationships (Bonazzi, & Islam, 2007). The agent undertakes or represents the principal's interest in any company or arrangement made by the two parties. The emphasis is that the agent should balance own interest and the cooperate goals in administration of the duties agreed upon on how to manage different types of the principal's resources. Kivistö, and Zalyevska, (2015), argued that agency theory is important in strategic management because of the steps undertaken by the agent may affect not only one but many other parties. In addition, it is essential for the agent's role to be clearly defined in the steps of strategy implementation. Organizations are sometimes faced with intersection of both implicit and explicit contracts that connects the management and other stakeholders such as claimholders, employees, workers union, clients, suppliers and the government among others.

The theory is a central focus to managerial behavior because it explains why it is important to involve the agent in developing strategies and the contract that involves the parties in ensuring that the strategy is implemented as per the guidelines. It also elaborates on how the agent and the

principle should define their behavior to avert any misunderstandings. This facilitates the positive and mutual relationship.

The theory is linked to the entire strategy implementation process in the public secondary schools headmasters or principals and the students in implementing strategies that improve on performance. Agency theory examines the connection between the principals and the agents who are hired to act on behalf of the principals. In this context, therefore discipline is used as a measure to aligning the agents' interest with their own interests and to guarantee that agents do what is best for the principal. This hence makes agency theory to be the most suitable theory for the discipline variable. For schools to achieve their intended objectives they need to implement competitive strategies that enhance performance taking into consideration the funding they receive from the students and the government. This should start from the top to the bottom as per the schools hierarchy structure.

In addition the schools should clearly outline their objectives such as academic qualification, training, school category and discipline. Further, the strategy implementation must include all the stakeholders. This will reduce any cases of misunderstanding that may interfere with the implementation. Therefore this theory is important in the study because it is superior to other theories in strategic management, it should be accepted in totality in all levels of public secondary schools in Kenya. It is supported by a large body of empirical research (Wangui, 2020).

Resource based view theory

According to Barney, et al. (2021) resource-based view is a foundation for the competitive advantage of an institution that relies on utilization of physical or intangible resources available within the organization. The theory advances the importance of using available resources within the organization to realize performance through administration. A competitive advantage and performance of an institution is clearly outlined by its capacity to utilize available resources,).

As per (Barney, 2018) resource based view theory advocates for value maximization through efficient and effective integration of resources and involvement of all the stakeholders valuable resources in consolidating unavailable competitive advantage of the institution. Forming partnerships and developing close relationship with other parties outside organization, provides an opportunity to have check and balances and gain new knowledge in the manner of management of

the resources (Holdford, 2018). This theory applies to this study because it emphasizes how it is important to use the resources available to implement strategies that facilitates performance of an institution. The resources may include the funds, qualified or skilled human power and information. Therefore, identifying the right stakeholders in the entire strategy implementation process, complemented by the resources is essential in realizing performance. In addition, in order to realize competitive advantage, the institution must utilize the available resources. The resources that contribute to a schools competitive advantage is the reputation or category of the school. The resources can help a school attract and retain talented students and faculty, as well as build a strong reputation for academic excellence.

System theory

According to Cristina et al. (2010) systems theory focuses on many yet remarkably durable fixed notions that are essential to how a team inside an organization works. It highlights the connections between people, their actions, growth, and factors that help them to conform to the organization's goals. If the organizational structure, culture, and rules and regulations are well defined and ensure that discipline is upheld, strategy execution in the organization is realizable.

This idea holds that while putting a plan into practice, it is crucial to focus primarily on the structure, effectiveness, rules, roles, and hierarchies. Any shift in strategy is viewed as an unusual occurrence that is likely to promote or bring in a new order. Care for the people, their development, and ensuring that they fit into the organizational structure are all priorities. The underlying premise of this philosophy was that an organization depends on others to function (Kefa, 2014).

The leader must follow the established guidelines when putting the plan into practice in order to ensure success through contact with the implementers, the learners, organizational experience, and organizational culture. This improves the implementers' ability to generate positive responses by presenting the idea that change is normal and transformative (Cristina et al., 2010)

The critics of this theory posit that organizations experience different organization dynamics that hinder the success of strategy implementation. Every institution has its own culture and values and behaviors that affects the operations. This may include resources, schools category and discipline among the implementers and the students. The theory is important for the study because it emphasizes that conforming to rules is important when implementing strategies. Academic

qualification and training can be linked to systems theory, as they are both components of the internal system of the firm. The knowledge and skills of employees including their academic qualifications and training are an important part of the firm's human capital, which is a key component of its internal system. A well-designed training program may aid in enhancing employees' knowledge and abilities, empowering them to work effectively within the firm's internal system and to contribute to its overall performance.

Further it brings out the dynamics associated with the implementation process that includes the category or ranking and the resources available to implement the change.

Theoretical framework

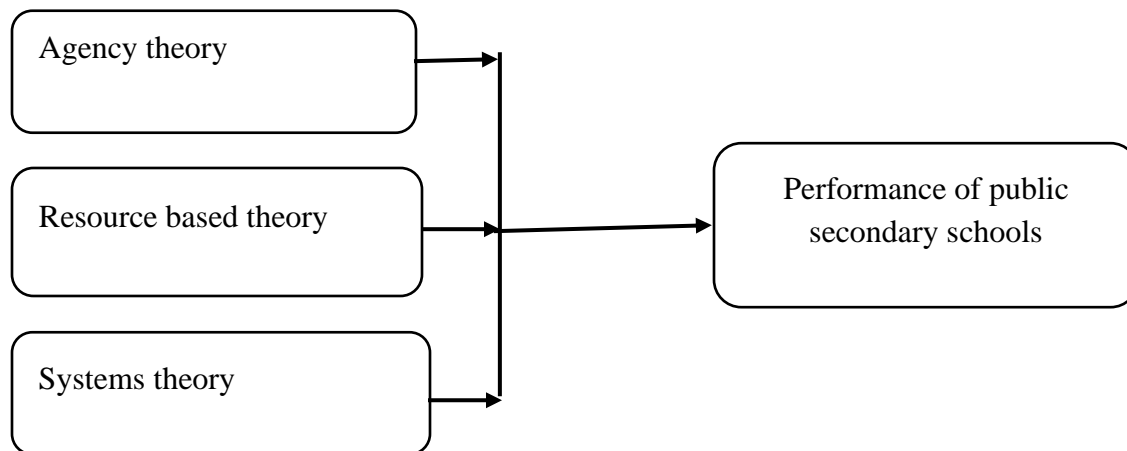


Figure 2.1

Theoretical framework

Source: Researcher (2022)

2.3 Empirical Review

2.3.1 Strategy implementation

This section provides evidence from both local and global past studies. It gives an insight in the area under study, gaps in the literature and the knowledge the findings the study will fill. Liyai (2014) concluded in his research on implementation of strategy that it differs significantly from the method of formulation and necessitates far more motivation, planning, discipline and the control systems. The research also suggested that for the implementation to work, all stakeholder's involvement is essential in all strategies right from the idea conception to idea execution this ensure success rate.

Bhattacharyya (2019) looked into get involvement in a broad perspective to strategy implementation and its process utilizing cross organizational and multiple cross functional teams in all the stages the result indicated that fully involvement in cross section of the company is better than appointing duties to internal leaders of the strategic planning or external consultations. This helps in familiarizing with the strategic content and the strategy as well as increasing the buy –in and support for the strategy. Using different type's alternative scenarios in strategy implementation aids in developing a winning strategy under the circumstances of uncertainty. In addition coupling the strategy implementation with the launch directives that begins designing factors of a successful culture enhances implementing a plan centered to a setting where it becomes a source of durable and competitive edge.

As per Sull et al. (2015) making strategies: The method that is used in-depth interviews with business strategy informants and questionnaires given to respondents within the firm, factor analysis was employed. The study found ends and means specifically are related more to deliberate strategy approach on the other hand means flexibility had a stronger connection to the emerging strategy approach. There was no agreement on performance and significant to the two approaches. Additionally, different approaches shown differences in features like the level of risk-taking accepted, the satisfaction of predictability and steadiness, and the acceptance of primary autonomous or self-behavior. Lastly the strategy development method is moderated by the size of the company the chief executive officer's influence and the unexpected environmental dynamics.

Freedman (2015) concluded that a good strategic implementation management is realizable when individuals actively contemplate on how they make daily judgments in a constantly shifting environment. In addition, the study noted that in circumstances where deviations from the intended purpose occurs, there is resource squandering and missed opportunities, therefore it is important to concentrate on the strategy implementation. This eliminates the myths that debunks strategies as bad but instead ensures that models are implemented accordingly for them to work. Through use of higher analysis levels, such as tactical intelligence may assist in strategy implementation and not only the day to day operations but also through using strategic leadership, (Martha, 2006). This guarantees the successful implementation. Leadership is about motivating and encouraging the teams that implements the strategy.

Jones et al. (2018) examined strategy nature, implementation, and performance: empirical evidence from Pakistani private sector companies'. Descriptive research design was used in the study. Structured questionnaires were employed to gather data. Linear regression model was used to analyze the data. (Martin, 2012) found that a problem may occur in a strategy implementation where the executives have no idea what strategic management is and this mostly happens in hiring process where the company assumes that they have acquired a person with strategic management skills. This has been proven by evidence showing that some of the managers hired lacks strategy skills. This becomes detrimental to the strategy development and execution in the organization.

Nyagemi (2017) examined organization-related factors that influence the execution of strategic plans in private secondary schools in Nairobi County. Descriptive research design was employed in the study. Stratified sampling technique was also adopted. Questionnaires were employed to gather data. The data was analyzed through inferential and descriptive statistics. The findings showed a substantial correlation between organizational culture, top management commitment, activity coordination, employee responsibilities and skills, and the execution of strategic goals. The focus was on private secondary schools in Nairobi County, however the study's focus is relationship between strategy implementation and performance of public secondary schools in Embu County.

Mugure (2021) conducted a study effect of strategy implementation on quality service delivery of mission hospital in Meru County Kenya. A descriptive research design and questionnaires were employed in data collection. The result revealed that human resource, communication, financial

capability, and management affects quality service delivery. The study findings provide a rich literature that can be used to infer on the study phenomena, however the study's focus is relationship between strategy implementation and performance of public secondary schools in Embu County.

Luhangala and Anyieni, (2019) assessed strategy implementation on organization performance; a case of public secondary schools in Nyamira county Kenya. A descriptive research design and a structured questionnaire were used to collect data. Multiple linear regression model was used to analyze data. The result revealed that organization structure, leadership styles and resource allocation influences organization performance. The study findings provide a rich literature that can be used to infer on the study phenomena, however the study's focus is relationship between strategy implementation and performance of public secondary schools in Embu County.

Kanja, (2018) investigated challenges in the implementation of strategic plans by secondary schools in Laikipia County in Kenya. Cross sectional survey design was adopted. Descriptive and inferential statistics were employed in the analysis. The result revealed that aligning of executive style and strategy was crucial for schools in pursuing change and innovation while opportunistic planning had allowed the schools to be adaptable and willing to adjust the stages of their strategic implementation. The study used executive style and change innovation in strategy implementation, however the study's focus is utilizing academic qualification, training, school category and discipline how they influence performance of secondary schools in Embu County.

Ngui and Maina, (2019) assessed organizations resources and strategy implementation in Non – Profit Organizations; A case of Kenya Medical Research Institute. A descriptive survey and self-administered structured questionnaires were used to gather data. Data was analyzed using descriptive statistics. The result revealed human resource, financial resources and technology competence significantly influences strategy implementation. The study used descriptive statics to make an informed decision, in the study the both descriptive and inferential statistics are adopted to infer on the study gap relationship between strategy implementation and performance of public secondary schools in Embu County.

Ng'etich et al, (2019) examined organizational structure and implementation of strategic plans in secondary schools in Kenya. Descriptive survey design was adopted. Purposive and simple random

sampling was utilized. Data was gathered via questionnaires. Collected data was analyzed through descriptive statistics and bivariate regression. The result revealed organization structure strongly influences strategic implementation. The study's findings provide a rich literature that can be used to infer on the study, however the study's focus is the relationship between strategy implementation and performance of secondary schools in Embu County.

Mukua (2020) studied factors affecting strategy implementation in the public sector. A case study of Kiambu County. A descriptive research design was used and information was gathered via questionnaires. Descriptive and inferential statistics were used in the analysis. The findings revealed that employee training, organization structure and culture affects strategy implementation. The focus of the study was strategy implementation in public sector a case of Kiambu County, however the study's focus is relationship between strategy implementation and performance of public secondary schools in Embu County.

Wangui, (2020) studied the influence of strategic implementation practices on student's academic performance in public secondary school in Kieni East Sub County. Descriptive cross sectional survey and structured questionnaire were used to collect data from the respondent. Descriptive statistics was employed in the analysis. The result revealed school culture, proper communication and resource allocation strongly influence strategic implementation practices. The findings provide a rich literature that can be used to infer on the study phenomena, however the study's focus is the relationship between strategy implementation and performance of public secondary schools in Embu County.

2.3.2 Academic qualification and performance

The academic qualification of the teachers has a significant impact on schools' performance, particularly public secondary schools. As compared to recent graduates who have just finished their studies, teachers with greater experience, say 10 years or more, have some knowledge of the teaching industry. Because they have perfected the art of teaching, schools with more experienced teachers typically perform better. The education level of the teacher also frequently has an impact on secondary schools' performance. Apart from the fundamental degree courses, teachers with higher levels of education tend to have a greater influence on their students. The teachers' exposure to external inspection assures that their teaching abilities are comparable to those of other schools, enhancing both their abilities and the performance of their students.

Casian, et al. (2021) suggested that students' performance is influenced by the teacher's credentials. Academic qualifications are crucial because they give teachers the ability to create lesson plans and know how to carry them out. By knowing the material, they also enhance the teacher's ability to impart it to the students, while also boosting their confidence. The primary elements improving student achievement are the teacher's training, subject-matter expertise, and experience. (Elangkumaran, 2020).

Kola and Sunday (2015) found that teachers' academic qualifications, subject-specific expertise, career development, and professional experience have a favorable impact on students' academic achievement. Additionally, a teacher's unique qualities are more significant than their certification because they express their talent.

Waweru, (2016) found that teachers with greater qualifications perform better when creating plans, providing directions, evaluating techniques, and upholding discipline. Furthermore, the study found that training which includes giving seminars and taking professional courses is crucial for enhancing teachers' professionalism.

Wandera et al, (2019) in comparison to teachers with lower academic qualifications, it was observed that teachers with better academic qualifications archived a higher mean score. The study also discovered that undergraduate instructors said students' success in the subject area was enhanced by high levels of self-discipline and confidence. Academic qualifications are significant if they show that a teacher is knowledgeable in their field and has the pedagogical abilities necessary to improve student performance. Co et al. (2021) argued that subject matters area of specialization affects teachers' delivery.

2.3.3 Training and performance

Training is important in any organization that is developing plans and executing them. The aspect of training enables the implementers to understand the need for the plan and how to ensure it is successfully implemented. In addition, training is a continuous process that must take place in the entire planning and execution stages. Sattar and Awan (2019) found that training of the groups tasks in plan implementation is important because it enables the teams to understand and own the process. This ensures successfulness of the plans and the projects, because they are done as per the plans and no issues of deviating from the intended purposes. This also increases the confidence of

the team in meeting the agreed timeline, at the same time creating room for evaluation and adjustments.

When workers are given the chance to develop their abilities through training, performance improves. When taking on responsibilities that have been assigned to them, this increases the employee's knowledge and confidence. This is accomplished through well-structured organizational learning that is ingrained in the company culture. Sande et al, (2016) found that training improves the teachers' knowledge and at the same improves the performance. This enables the teachers to develop strategies that ensure they meet their objectives of transferring the knowledge acquired to the learners. The emphasis was to come up with a structure that is integrated in the school culture that is healthy and sustainable for the long run of the performance.

The purpose of training the staffs is to increase their growth in terms of career wise, get new skills and their commitment to the organization. The effectiveness of acquiring new skills and harnessing skills is paramount in strategy implementation. Alkuş and Olgan (2014) found that there is difference between the staff that is trained and the untrained in service delivery. A trained staff is in a position to understand the need for planning and execution while the untrained staff may not understand what planning is all about. This may lead to misunderstanding among the team members that may create some aspect of rebelliousness, thus becoming detrimental to the entire process of strategy planning and execution, (Quinn et al., 2017).

The impact of the staff training is to improve competency levels that translates to school performance. The essence is to improve on the professionalism among the employees and motivate them to give more on their job as required by their profession (Sarwat & Muhhamad, 2014). A well trained staff is a jewel to any organizations that experiences sustainable and continuous performance in the sector they operate in. In addition training positively influences performance and the capabilities of the teachers in delivering the content and be able to manage their environment of operations.

Owino and Oloko (2015) examined factors affecting strategic implementation in public schools established that training significantly affects strategic implementation in public secondary schools. They further noted that headmasters and deputy headmasters need to get hand on experience by working with skilled leadership teams as they identify achievement gaps and works to solve them.

The Ministry of Education organizes training for various departments in schools to acquire training on the latest trends and ways of boosting performance in their various schools. Educational leadership also assists teachers in establishing ways of making better impact on the students.

Ndegwah (2014) investigated factors affecting strategic plan implementation in public secondary schools in Nyeri. Descriptive survey design was utilized in the study. Stratified sampling technique was used. Questionnaires were employed for collection of data. Qualitative and quantitative method were used for analysis. The study found managerial skills influenced implementation of strategic plan.

Ng'etich et al. (2019) examined organizational structure and implementing strategic plans in secondary schools in Kenya. Descriptive survey design was used. Purposive and simple random sampling will be used. Questionnaires will be used for data collection. Collected data was analyzed through descriptive statistics and bivariate regression. The study established that training all the key stakeholders is the key to successful strategy implementation. The stakeholder includes the employees and the team tasked with the execution process.

2.3.4 School category and performance

School categories tend to have an impact on the schools' performance. Schools are categorized into national schools, county schools, and sub-county schools. Performance in national schools is better than the most county and sub-county schools because they have better resources, more experienced teachers and also they admit the best performing primary school pupils. School managerial also have an impact on performance because if the schools are led by people who don't have a positive impact on the students and fellow teachers they end up affecting the performance negatively.

According to Sachdeva et al, (2018) school categorization is good because it improves the students' competition so as to achieve grades that will take them to higher ranked schools. In addition schools located in a good environment perform better than those located in areas that are not good. The categorizing of schools in terms of counties, sub counties and nationals schools is healthy if all the school gets all the resources they require to in order to offer the education required.

School categorizing uplifts the status of an institution through recognition and attraction of more students. However Countries such as Brazil, Chile Colombia, Pakistan and Mexico used to categorize schools in terms of higher performing and low performing .The end product was the teachers concentrated more on the aspect of ensuring the students passed exams even if it meant cheating .This implied teachers concentrated on passing examinations rather than ensuring the students participated in activities that increased understandings or mastering concept or subjects taught,(Aman,et al.,2019).

In Tanzania school categorizing improved on performance, but it increased schooling leading to schools drop out. In addition this led to declining of students sitting for examination, this was a setback. The pressure was more on the schools categorized, and performance improvement, rather than the number of students, who are accessing education, (Aman, et al, 2019).

Limangura (2018) found that schools categorizing and ranking has a negative results in terms of performance. The positive aspect is that it motivates the teachers to ensure to finish the syllabus in time and develop other strategies to improve performance. This creates departmental competitions but the competitions may lead to use of unethical ways to win thus beating the logic of imparting knowledge to the students. For a successful competition to occur at least all the schools should be enabled to acquire the human power resources, financial resources and implementation of strategies that enhance students' performance.

Nyangweso (2018) found school categorizing has influence on performance of students. In addition the categorizing indicated that schools that were categorized in higher category received more resources as compared to those categorized low. Further the findings show higher performance percentage was experienced in schools categorized higher as compared to those categorized low level. The study noted that the issues of resources both human power and financial resources should be increased in schools categorized low level so as to be at par with schools ranked high. This may improve performance for the schools category and the students.

2.3.5 Discipline and performance

Discipline of the students is also key in good performance. Students who tend to get involved in disciplinary cases such as drug abuse, bullying, misbehaving in schools end up performing poorly. This is because they end up wasting so much time when they are in punishment or

suspension or worse when they are expelled and their parents have to look for other schools for them. This time is lost while their counterparts are in schools studying.

Kodera (2011) found that discipline is the enabler of performance in schools. In addition, schools that registered few indiscipline cases were reflected on the positive performance. The issue of discipline includes both the students and the teachers who are the role models for the students. In the implementing of a strategy it requires a disciplined workforce in all the stages. In addition, clearly outlined structures need to be designed to check on the indiscipline cases.

Causes of indiscipline are both internal and external and this includes the environment, geographical location, type of leadership styles and management. In other instances communication breakdown is a factor that increases indiscipline cases and absence of participation from all parties involved in formulating discipline policies (Sattar, et al, 2019).

As per Simba et al, (2016) contend that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates. School that has a clearly outlined discipline mechanism that includes the type of punishment administered in case of any indiscipline cases. The policy should include punishment methods, such as suspensions and heavy fines in scenarios where there is damage of properties. The purpose of the disciplinary mechanism is to ensure the learning environment is conducive.

Mbaluka, (2017) found that self-discipline and involving the students 'and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in performance. In addition developing a good communication mechanism that encourages free expression of ideas among the parents, teachers and the student creates a cohesive atmosphere that promotes students' performance. Community involvement is also important because it shapes the student's character.

Bodo, (2020) posits that the best method of handling indiscipline cases is to design mechanism for punishment or correcting the misbehavior. This includes guidance and counselling and this should be done in schools and extended to the family. In addition a good behavior witnessed in the family setup influences the behavior of students. The school should use punishment such as, cutting grass, watering school gardens, uprooting tree stumps and suspending the students from school. The punishments are designed to caution and straighten them. In order to establish if the punishment

is effective the schools needs evaluation mechanism that leads to adjustments of the punishment mechanisms. In addition other strategies of punishment should include motivating the students to participate in sports so as a form of encouraging learning from one another positive aspect, (Bodo, 2020).

Achiaa et al, (2018) found that the issues of indiscipline make the students to lose the focus of their intended objectives of putting more effort in their studies but instead participate in activities that destroy their future and waste their time. Further indiscipline cases leads to absenteeism from class and school dropout. The issues of maintaining discipline starts from home where interaction and cooperation is required among the students, the community and parents. The execution of school discipline management mechanism should start by offering guidance and counselling, enforcing regulations and laws and developing family initiative mechanisms through proper communications mechanisms. This may enable the students and the teachers to iron any issues that may arise. (Musa & Martha, 2020).

A study by Waithaka (2017) found absenteeism, rudeness and student bullying as common types of indiscipline in Nairobi secondary schools. Lack of self-discipline, low self-esteem, negligence of student's welfare by the schools administration, peer pressure and lack of support from the parents are other reason for indiscipline cases. The study noted that having strong guidance and counselling in schools may reduce the indiscipline cases. However, a study by Demir and Akman Karabeyoglu (2015) noted that absenteeism does not influence performance in schools but low self-esteem is the cause of indiscipline and poor performance of students. Further the study noted that parental guidance and counselling is important for the welfare of the students. Schools should ensure they foster effective teachers, students and parents' relationship for them to realize improved performance. The relationship may counter indiscipline cases and cement a mutual working relationship. This is possible if there is an effective and efficient communication mechanism that is accepted by all.

Kiwale (2017) noted that home environment, use of cell phone, watching televisions and social media are the reasons for increase in indiscipline cases among students. In order to reign on the vice the schools should advocate for compulsory mentorship programs by family members, that focuses on the moral ethics and behavior that is acceptable in the society.

2.3.6 Performance

Performance is measuring how a company has accomplished its stated goals (Anamanjia and Maina , 2022). Performance also describes the metrics used to gauge the effectiveness of an action or the results of a work carried out under the direction of the institution's goals strategy implementation is executing a plan that influences the intended outcome or performance (Ng'ang'a, et al., 2017). Kennerley and Neely (2018) found that for organization to realize efficient operation clear tactics, that guides the institutions operations should be formulated to guide all the departments in order to eradicate issues of compromise.

Kennerley and Neely (2018) described performance as a way of achieving improved outcome based activities undertaken over time. Armstrong, (2009) discovered that performance is an ongoing process that involves both managers and other staff. They participate as partners in a system that allows them accomplish the desired results Kennerley and Neely (2018). posits that strategy implementation enhances performance that is (academic and non-academic) the reason is it is applied in implementing the strategy that ensures the organization has required resources and utilizes the resources to strengthen its relative opportunities in their external environments.

2.4 Conceptual framework

This is a diagram showing the association of strategic formulation and how it influences performance. Strategic implementation is the independent variables and performance the dependent variable. Academic qualification, training, school category and discipline are the independent variables. The strategic implementation must adhere to mission and vision statements to guide the entire process.

In the stages of strategy implementation, the public schools must ensure the five main steps are adhered to. The steps include; Evaluation and dissemination of the strategy, design of a structure for implementation, development of policies and programs to promote implementation, budgeting, and resource allocation, and reevaluation and completion of tasks are the processes. These are the factors that facilitate effective plan implementation.

Independent variables

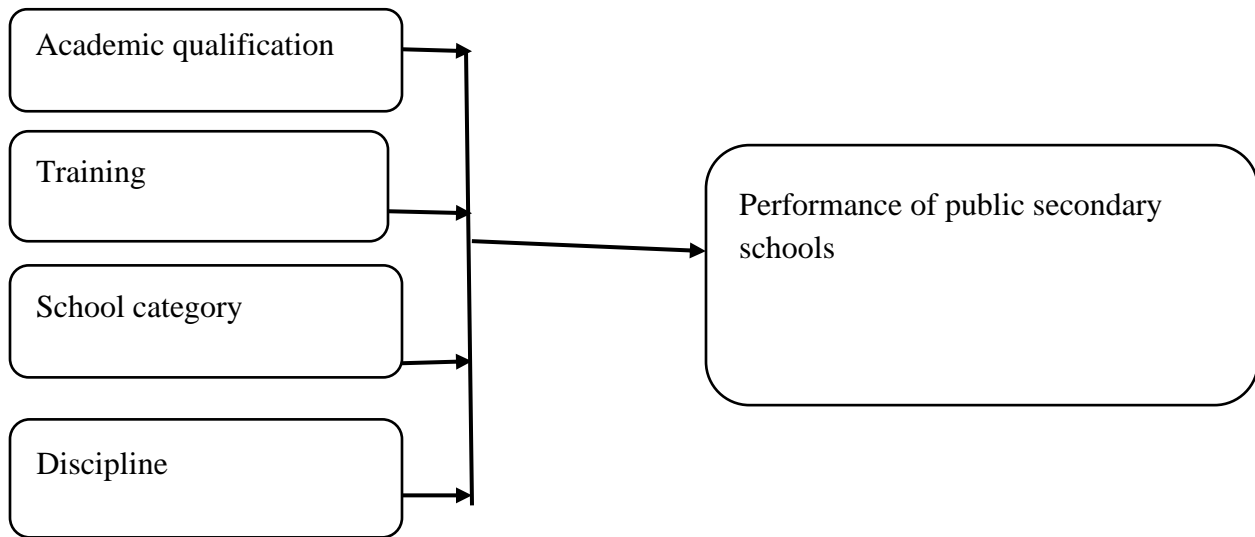


Figure 2.2

Conceptual framework

Source: Researcher (2022)

2.4.1 Academic qualification

These are the recommendations that a person receives after finishing a course or degree of education. The levels are awarded by institutes of higher learning and include certificates, diplomas, and degrees, (Elangkumaran, 2020). The academic background of the teachers has a significant impact on schools' performance, particularly public secondary schools. Compared to recent graduates who have just finished their studies, teachers with greater experience, say ten years or more, have a better understanding of the teaching industry.

2.4.2 Training

This is about designing a systemized that with the purpose or imparting information, instructions that improves the learners output or advance their skills thus improving performance in their line of work, (Sattar & Awan, 2019). Training is important in any organization that is developing plans and executing them. The aspect of training enables the implementers to understand the need for the plan and how to ensure it is successfully implemented.

2.4.3 School category

This is a mode in which schools are grouped based on their performance in comparison with other schools in the region, (Aman, et al, 2019). School categories tend to have an impact on the schools' performance. Schools are categorized into national schools, county schools, and sub-county schools. Performance in national schools is better than the most county and sub-county schools because they have better resources, more experienced teachers and also they admit the best performing primary school pupils.

2.4.4 Discipline

Discipline is about developing mechanism that ensure the students or follow the rules as stipulated or it is a way of administering corrective measure if disobeys the laws. Discipline of the students is key to enhancing good performance. Students who tend to get involved in in disciplinary cases such as drug abuse, bullying, misbehaving in schools end up performing poorly. This is because they end up wasting so much time when they are in punishment or suspension or worse when they are expelled and their parents have to look for other schools for them. This time is lost while their counterparts are in schools studying.

2.4.5 Performance

Performance also includes the metrics used to gauge the effectiveness of an action or the result of a task carried out in accordance with institutional goals. A company's performance can be used to determine whether or not its goals have been met (Ng'ang'a et al., 2019). To determine if the performance is achieved, a variety of measures can be used, such as performance management systems, and benchmarking performance measurement, total quality management, process engineering and balance scorecard.

2.5 Operationalization

Operationalization shows the association between the independent variable and dependent variables and the dimensions that were used to find the variables in the study.

Academic qualifications was measured using, level of education, years of experience, formal education rating of teaching quality and exposure to external inspection. And Training was measured using attributes, education leadership strategies and teacher training

The other variables school category were measured using the attributes, school categories and school managerial strategies and members of the board. School category checked the type of strategies used, teaching staff members and the available resources. Managerial strategies were measured the strategies the school's heads use in management of the school. Members of the board will check the structure of the members and their qualification.

Disciplines was measured using the attributes, punishment method used and time and duration of the punishment. The study will find out the type of punishment the students get if they are break the school laws. Discipline referrals will check how many cases were witnessed in the schools. Other type of punishment will check the modes that are used instead of expelling the students.

The dependent variable performance attributes are academic excellence, student achievement, attendance rates, discipline, school completion rates and teacher satisfaction. Academic excellence checked the students who pass the examinations and move to higher levels of education colleges and universities. Attendance is identifying the number of students who stays in schools until the finish with dropping out or being expelled. Discipline is about identifying the indiscipline cases and how they are handled.

Independent variables

Dependent variable

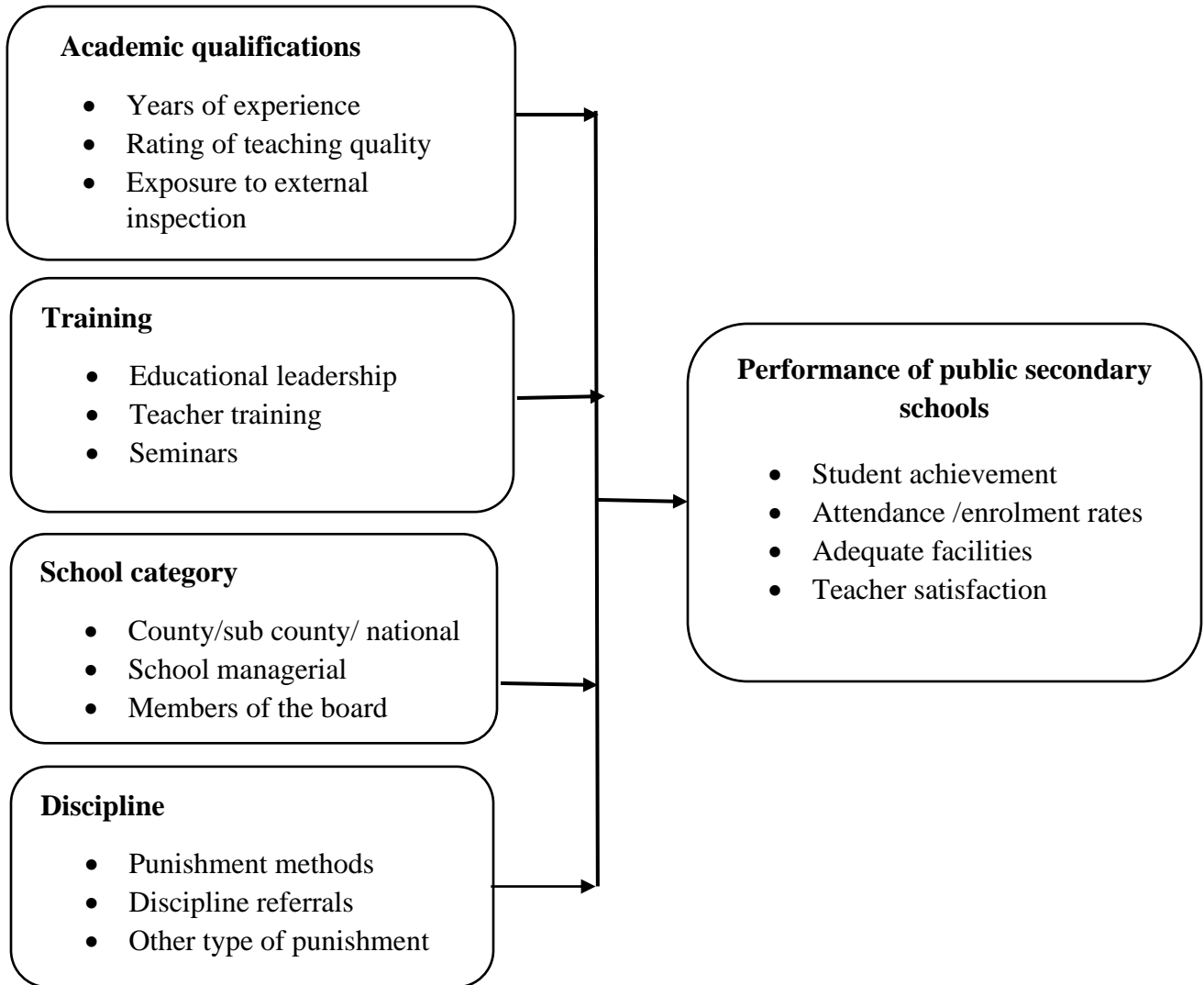


Figure 2.3

Operationalization

Source: Researcher (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces the study's methodological approach which consists of sample size, population, research design, procedures of data collection and analysis. This aided in data collection, analysis and presentation in a clear and simplified way that can be easily understood.

3.2 Research Design

A research design is a strategy for gathering, measuring, and analyzing data, (Orodho, 2002). Creswell, (2014) regards a blue print to be a compliment of processes and strategy that helps in expounding a conclusion from the point of view of a hypothesis to stages taken in collection of data and its final analysis. The study used descriptive research methodology to collect information from the respondents.

As per Mugenda and Mugenda, (2003) descriptive research design is appropriate for the research since it aims to provide answers to concerns about the study gap, including who, where, what, and how. In addition, it presents information that reports on or responds to the research topic. According to the policy standards, this design is crucial for producing all the necessary education data (Saunders, et al., 2015).

Additionally, the technique aided the researcher in gathering data using questionnaires. The reason for adopting descriptive methodology is because, it collects information directly from the respondents through the use of a questionnaire. This enhances a quick information collection from the respondents. Also it gives the respondents equal opportunities to participate in the study.

3.3 Target Population

These are items or persons with the same characteristics that the researcher's wishes to understand, (Kumar, 2011). The study's target population was 135 public secondary schools in Embu County. The presentation of the public secondary schools as per sub-counties Mbeere north 50, Mbeere South 38, Runyejes 27 and Manyatta 20. The researcher targets the school heads and deputies to gather the data required for the study. The entire accessible population was 200 participants, from the 100 sample size public secondary schools in Embu County. The researcher targets these

schools because they are mixed secondary schools and the student's population is big so they provide different dynamics of the entire strategy implementation for this study. The target population is presented in Appendix IV.

3.4 Sampling Design and Procedure

Sampling design is the process of selecting a small sample of all individuals, objects, or events for analysis, (Prabhat & Meenu, 2015). The researcher intends to sample a group of respondents from the target population. Since the sampling frame consists of 135 public secondary schools in Embu County, multistage sampling technique and simple random sampling technique was utilized in selecting a sample size that represents the entire population. The reason for using multistage stage cluster and random sampling techniques is because other sub counties have more public secondary schools than others. Mbeere North for instance has 50 public secondary schools, Mbeere South 38, Embu East 27 and Embu west 20. Through using the two techniques the entire target population was represented. A sample size of at least 30% of the target population should be considered suitable for the study, (Mugenda & Mugenda, 2003). The researcher therefore intends to use Cochran's formula to select a sample size of secondary schools in all the four sub counties in Embu County.

The Cochran's formula for the sample size

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

Where

n = Sample size

N = the population size

e = Error term or precision level of confidence level 95%

$$\begin{aligned} n &= \frac{135}{1 + 135(0.05)^2} \\ &= 100.934 \end{aligned}$$

The sample schools for the study will be 100 schools in Embu County. This represents 74% sample size therefore suitable for the study. This implies that, the total number of participants in the study will be 200 from public secondary schools in Embu County. The sample size for the study is presented in Appendix V. Table 3.1 shows population of the study and the sample size

Table 3.1

Population size and Target size

Population size	Target size
135	100

3.5 Data Collection instruments

The researcher used primary data in this research. Primary data are the unprocessed responses from the respondents. This data was collected or observed directly from first-hand experience. The researcher collected primary data through semi structured questionnaires. A semi structured questionnaire is where some questions and their sequence are determined in advance. The questionnaires were filled by the school principals and their deputies. The principal and the deputy are important for this study because they are the one who have the required information, and they are the implementers of strategy within the schools selected.

3.6 Data Quality

A pilot study was undertaken to assess the validity and reliability of the study instruments. The purpose is to find out if the study instruments are capable to collect the data needed in the study. According to Connelly (2008) a sample for pilot study should be between 10 to 30 participants in a research. The study used Viechtbauer (2015) formula to select a sample size that was used in the pilot study.

$$n = \frac{\ln(1 - Y)}{\ln(1 - P)}$$

n = Pilot sample size

Π = Probability (0.15)

Y = Level of confidence (0.95)

$$n = \frac{\ln(1 - 0.95)}{\ln(1 - 0.15)} = 18.435$$

18.435 Or 19

A sample of 19(10%) of the sample size of the respondents will be used to determine the reliability and consistency of the study instruments to measure the study phenomena (Mugenda & Mugenda 2003). To assess the feasibility of interventions, pilot studies can help researchers assess the feasibility of interventions or treatments, such as their acceptability to participants and the practicality of delivering them in a real-world setting (Shaw, et al, 2017).

The participants were selected from the following public secondary schools; ACK Emmanuel Cianthia Secondary School, All Saints Karambari Secondary School, Gatumbi Baptist day secondary school, St Benedict's Kithimu day secondary School, Gitibure Secondary School, Joseph Allamano -Wachoro Secondary Boys, Karaba Boys Secondary School, St. Clare Girls Kangeta, Thigingi Girls Secondary School, and Mutuobare Secondary School. This represented 20 participants. The chosen subjects from the pilot research were excluded from the main study. In addition, the study used Cronbach Alpha coefficient to compare and correspondent the validity and reliability of the instruments is achieved in examining the relationship between Strategy implementation and performance.

Validity

This is checking the degree of accuracy of the content the test is planned to measure (Cooper & Schindler 2006). This includes all the items involved in the survey and it eliminates all unwanted items. The instruments were checked for content validity by the researcher. This is important because it showed the extent or the degree the study instruments measure what they are intended to measure (Kothari & Gang, 2014). To evaluate the reliability of the research tools, a pilot study was carried out. The goal is to determine whether the study devices can gather the data required for the investigation. The study used content validity to test if the instruments are able to test what they are intended to test. All the instruments guided by the variables; academic qualifications,

training, school category, discipline and performance was scrutinized by the students or peers and the supervisor whose comments or suggestions were added to the instrument to boost validity. This includes restating and revising the questionnaires to avoid obscurity before embarking on the information collection process.

Reliability of Research Instrument

Reliability is the degree to which the measure of a test remains in tune over repeating the test of the same subject under similar circumstances (Kubai, 2019). Reliability is concerned with replication, of the same result using the same measuring instruments. (Taherdoost, 2016). Internal consistency reliability was utilized in the study's questionnaires to make sure all the items were accurately and clearly recorded so that the test could be administered as intended. The Cronbach Alpha coefficient was used to measure the coefficient of reliability for each item in the questionnaire test, ensuring internal consistency. This enabled the researcher to ascertain how firm, a measure or test repeated on the subjects at a future date is reliable. The data collected from the pilot study was analyzed and the results was compared and correspondent to the reliability matrix through the use of Cronbach Alpha coefficient, that’s a reliability of at least 0.70 at a = 0.05 significance level of confidence was acceptable, Gable & Wolf (2013).

Table 3.2
Cronbach’s Alpha

Cronbach’s Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Researcher (2022)

3.7 Data Analysis

The researcher used multiple linear regression method to analyze the data obtained from the target population. The information obtained from the primary data helped identify what strategies ought to be put in place to boost performance in public secondary schools in Embu County. The study used Correlation analysis to shows the degree of association relationship between the independent and dependent variables. The linear regression equation that shows the relationship between Strategy implementation and performance was estimated as:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where Y is the dependent variable, a is the intercept, b is the slope is the independent variable and e is an error,

Y = Performance of public secondary schools

X_1 = Academic qualifications

X_2 = Training

X_3 = School category

X_4 = Discipline

e = Error term

3.7.1 Assumptions of Linear Regression Model

The study assumes that the association between the Y {performance of public secondary schools} and the X {Academic qualifications, training, school category and discipline} variables were linear. The study used Durbin Watson to test for linearity.

Variance of the residual being the same for all variables

Also the variance of the residual is the same for all X variables.

Independence of each other

Using the linear assumption of the observations being independent of each other. The study tested the independence of the variables through the use of correlation test and value inflation factor.

3.8. Research Ethics

Throughout the investigation, the researcher followed all moral guidelines. Further the respondents were informed that the exercise is for education purposes only and no any information collected was disclosed to any third persons. The researcher made certain no one was coerced into participating in the research, this was through voluntary participation, in case of any inconveniences the respondent were at liberty to withdraw from the exercise if they so wished. The researcher ensured the work of other academicians used in the study were referenced as per the APA referencing. The researcher guaranteed privacy and anonymity of the respondents. Finally, the researcher was responsible, respectful to the respondents.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This section the study's findings are presented. It presents the outcomes and conducts a study of the information received from the many respondents who answered the given questionnaires. Descriptive and inferential analysis were performed to achieve the aim of the study; to evaluate the relationship between strategy implementation and performance of public secondary schools in Embu County.

4.2. Research Findings

This part presents the responses that were obtained by the researcher using the questionnaires issued to the school heads and deputies to collect the data required for the study. Guided by the study objectives academic qualification, training, school category, discipline and performance in public schools in Embu County.

4.2.1 Response Rate

The study issued 181 questionnaires to the respondents, out of the expected 181 questionnaires 173 representing (96%) were completely filled, 5 questionnaires representing (3%) were uncomplete and 3 questionnaires representing (2%) were not returned for editing and analysis. According to Mugenda and Mugenda, (2003), a sample response rate of (60%) is good and 71% over and above is excellent for generalizing the findings of the study .In this case, the study's response rate was (96%), thus fulfilling the requirement of the study.

4.2.2 Profile of the Respondents

Data was collected form the respondents on number of years worked and level of qualification. The findings are presented in the subsections; number of years worked and level of education for the participants.

Number of years worked

Table 4.1

Number of years worked

Item	Frequency	Valid Percent
Valid		
Less than 1 Year	16	9
2-4 years	97	56
5-7 years	40	23
8-10 years	10	6
Over 10 years	10	6
Total	173	100

Source: Researcher (2022)

The respondents were required by the study to indicate the number of years they have worked in the institution. The findings shows a mixed reaction from the respondents with (56%) indicating 2-4 years, (23%) 5 -7 years, (9%) less than 1 year and the rest indicating (6%) for 8-10 years and over 10 years respectively.

Level of Qualification

The study required the respondents to indicate their level of education. The findings are presented in Table 4.2;

Table 4.2

Level of Qualification

Item	Frequency	Valid Percent
Valid		
Applied Teacher Status	2	1
University graduate	4	2
BA, BSC with PGDE	93	54
B.A or BSC	4	2
.Masters	70	41
Total	173	100

Source: Researcher (2022)

As shown in Table 4.2; the respondent indicates that (54%) have a BA, BSC with PGDE, (41%) have master's degree, (2%) B.A OR BSC ,(2%) University graduate and (1%) applied teacher status. It suggests that the respondents were able to fill in the questionnaires effectively and efficiently therefore enabling the success of the study.

4.2.3 Reliability and Validity of Research Instruments

Reliability is the extent to which the measure of a test remains in tune over repeating the test of the same subject under similar circumstances. Reliability is concerned with replication, of the same result using the same measuring instruments. Validity is checking the degree of accuracy of the content the test is planned to measure. This includes all the items involved in the survey and it eliminates all unwanted items. The researcher conducted a pilot study to check if the study instruments are reliable in collecting data from the respondents. A select of 19(10%) respondents took part in the study. The findings are presented in Table 4.3;

Table 4.3
Reliability and Validity

Variables	N	Items	Cronbach's Alpha	Comments
Academic Qualification	19	5	0.842	Acceptable
Training	19	5	0.840	Acceptable
Strategy Implementation	19	10	0.869	Acceptable
Discipline	19	5	0.859	Acceptable
Performance	19	6	0.850	Acceptable

Source: Researcher (2022)

The analysis shows that academic qualification has 0.842, training 0.840, strategy implementation 0.869, discipline 0.859 and performance 0.850. Through comparing the results and correspondent to the reliability matrix through the use of Cronbach Alpha coefficient, that's a reliability of at least 0.70 at a = 0.05 significance level of confidence was acceptable. The analysis shows that all the study instruments were acceptable and suitable for data collection from the respondents in the study. (Souza et al, 2017) confirmed that Cronbach's alpha (α) should be at least 0.70 or higher to retain variables inadequate scale. In this case all the variables adequate and suitable for the study they were retained.

4.3 Descriptive Statistics

The descriptive analysis of the relationship between strategy execution and performance of public secondary schools in Embu County is presented in this part. Descriptive analysis is done as per the study objective academic qualification, training, school category and discipline. The analysis and presentation is presented as follows;

4.3.1 Academic Qualification

Academic credentials are the certifications someone receives after finishing a course or degree at a particular level of education. Certificates, diplomas, and degrees are among the levels that are awarded by higher education institutions. The goal of the study was to determine how academic achievement affects public secondary school performance in Embu County. The findings are presented in Table 4.4;

Table 4.4
Academic Qualification

Item	N	Mean	Std. Deviation
The schools has experienced teachers who understands Strategy implementation	173	4.1329	.88246
The school rating of teaching quality ensures strategies are executed effectively	173	3.9884	.68190
The school allows exposure to external inspection from the government and other stakeholders	173	4.4277	.75616
The school has the best qualified personnel who evaluates strategies	173	3.9711	.98493
The schools has qualified members of the board who are involved in Strategy implementation	173	4.4393	.72582
Grand Mean	173	4.19188	.806254

Source: Researcher (2022)

As shown in Table 4.4, the respondents indicated they agree with the statement the schools have experienced teachers who understands strategy implementation, with (M=4.13, SD=0.88). Further the finding shows the respondents were in agreement with the statement school rating of teaching quality ensures strategies are executed effectively, with (M=3.98,SD=0.68).

The participants were asked to state whether or not the school permits exposure to external inspection by the government and other stakeholders the findings show (M=4.42, SD=0.75), It suggests that the statement was supported by the respondents. Also the findings shows the respondents agree with the statement the school has the best qualified personnel who evaluates strategies, with (M=3.97, SD=0.98). Lastly the findings shows the respondents agree with the statement, The schools' board is made up of qualified individuals who participate in plan implementation with (M=4.44,SD=0.73). The conclusion is that the schools have qualified personnel who are tasked with strategy implementation.

The findings concurs with Waweru, (2016) who discovered that teachers with greater qualifications performed better while creating plans and putting them into action, providing

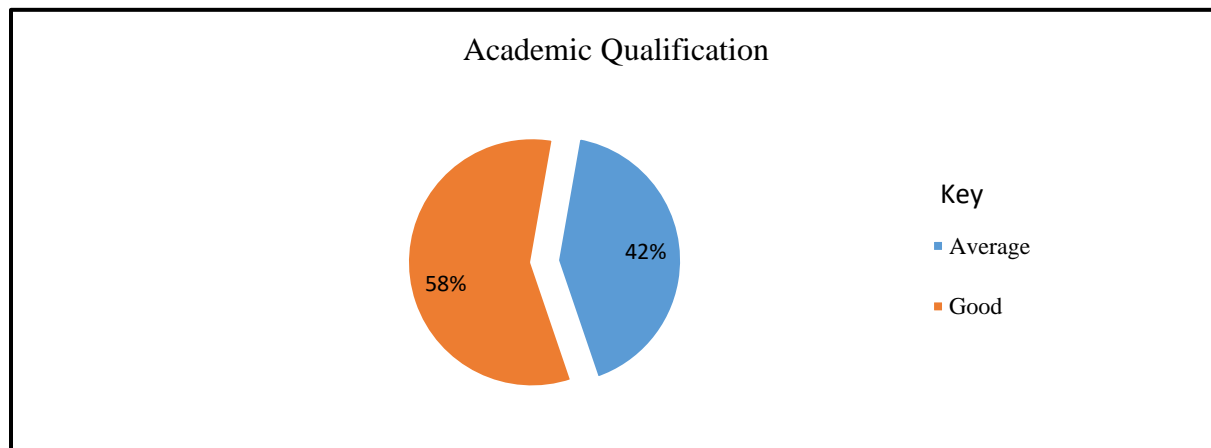
directions, assessing the tactics, and maintaining discipline. It is also important in hiring teachers who are professionalism because it is easy to train them through, conducting seminars and participating in professional courses.

Further the findings agreed with Wandera et al, (2019) who in comparison to teachers with lower academic credentials, observed that teachers with better academic qualifications archived a higher mean score. The survey also discovered that undergraduate instructors said students' performance in subject matter was improved by having high levels of self-control and confidence which are effective in implementing and evaluating strategies hence enhancing performance.

The respondents were required to discuss if levels of qualification affect Strategy implementation in their schools. The findings is presented in Figure 4.1;

Figure 4.1

Academic Qualification



Source: Researcher (2022)

The findings shows that, (58%) of the respondents were of the opinion that academic qualifications are good in their institutions and (42%) indicated academic qualifications to be average. It implies that the respondents have people who are knowledgeable on what strategy implementation is all about. The study's conclusion is that the respondents indicated academic qualification to be good and average .It implies that the staff tasked with strategy implementation are competent enough to oversee the successfulness complementation of the implementation.

4.3.2 Training

Training is concerned with designing a systemized rules with the purpose or imparting information, instructions that improves the learners output or advance their skills thus improving performance in their line of work. Respondents to the study were requested to identify the degree they agreed with the statements. The findings are presented in Table 4.5;

Table 4.5

Training

Item	N	Mean	Std. Deviation
The schools trains its human resource in strategy implementation leadership skills	173	3.3931	.98616
The school ensures it teachers participate in other professional opportunities courses	173	4.0578	.88732
The school conducts seminars in the whole process of Strategy implementation	173	3.4393	1.18766
The school has the best training policy in strategic implementation	173	3.1503	1.13633
Training all the stakeholders in Strategy implementation and guarantees success	173	3.7630	1.08178
Grand Mean	173	3.5607	1.05585

Source: Researcher (2022)

The respondents were required to indicate if the schools train its human resource in strategy implementation leadership skills, the finding show (M=3.39 SD=0.98), it means they agree with the statement. Also the respondents agreed that the schools ensures its teachers participate in other professional opportunities courses, with (M=4.05, SD= 0.88). According to the responders, they agree with the statement the school conducts seminars in the whole process of strategy implementation with (M=3.43, SD= 1.18).

Further the study inquired if the school has the best training policy in strategy implementation, the respondents were reserved with the statement with (M=3.15, SD= 1.13). Lastly the respondents indicated they agree with the statement all the stakeholders in strategy implementation guarantee success, with (3.76, SD=1.08). The conclusion is that the schools offer training to their members on strategy implementation.

The findings concur with Sattar and Awan, (2019) who found that training of the group tasked in plan implementation is important because it enables the teams to understand and own the process. It ensures successfulness of the plans and the projects, because they are done as per the plans and no issues of deviating from the intended purposes. Also it increases the confidence of the team in meeting the agreed timeline, at the same time creating room for evaluation and adjustments. Having teachers who are competent and experienced with skills in leadership teams help in identifying achievement gaps and works to solve them (Owino & Oloko 2015).

The findings also concur with Koluo (2019) who found that there is difference between the staff that is trained and the untrained in service delivery. A trained staff is in a position to understand the need for planning and execution while the untrained staff may not understand what planning is all about. The purpose of training the staffs is to increase their growth in terms of career wise, get new skills and their commitment to the organization. The effectiveness of acquiring new skills and harnessing skills is paramount in strategy implementation.

In addition, the study required the respondents to discuss the influence of training on Strategy implementation. The findings are presented in Figure 4.2;

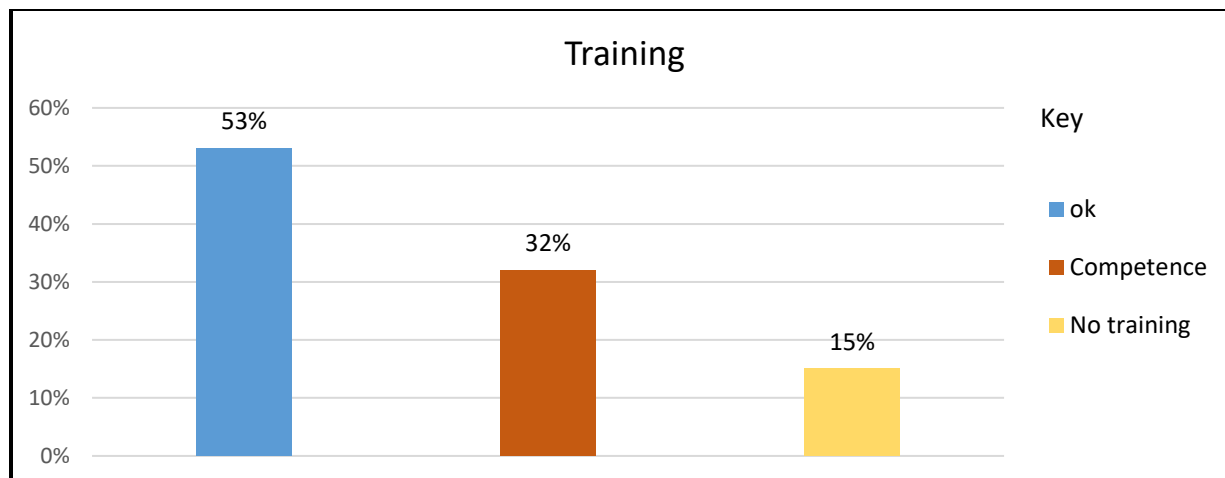


Figure 4.2

Training

Source: Researcher (2022)

The findings shows that the respondents were ok with training in their institutions with (53%), while (32%) of the respondents indicated that training has improved competence and (15%) indicated there was no training in their institutions .The study’s conclusion is that training is ok and it enhances competence among the staff members. The findings concur with Mukua (2020) who found training affect strategy implementation. Institutions that undertake training of their staff on strategy implementation enhances competence and organization performance.

4.3.3 School Category

This is a mode in which schools are grouped based on their performance in comparison with other schools in the region. School categories tend to have an impact on the schools’ performance. Schools are categorized into national schools, county schools, and sub-county schools. The embarked on determining how school category affects performance of public secondary schools in Embu County. The findings are presented in Table 4.5;Table 4.6,Table 4.7,Table 4.8,Table 4.9,Table 4.10;

Table 4.6
School Category

Item		Frequency	Percent
Valid	County	40	23
	Sub-county	132	76
	National	3	2
	Total	173	100

Source: Researcher (2022)

The respondents were required to indicate how their institutions are categorized. The findings shows the majority of the schools were in Sub County (76%), County level (23%) and National (2%).The conclusion is that majority of the schools are in Sub county category .It means that the resources allocated to the schools is not enough for strategy implementation. The finding agree with Nyangweso (2018) who found school categorizing has influence on performance of students. In addition, the categorizing indicates that schools that are categorized in higher category received more resources as compared to those categorized low. School categories tend to have an impact on the schools' performance. Schools are categorized into national schools, county schools, and sub-county schools. Performance in national schools is better than the most county and sub-county schools because they have better resources and more experienced teachers. (Aman et al, 2019).

Table 4.7
Student Population

Item		Frequency	Percent
Valid	101-300	46	27
	301-500	86	50
	Over 500	41	23
	Total	173	100

Source: Researcher (2022)

The respondents were to specify in the questionnaire the student population in their schools .The response shows a mixed reaction with 301-500 indicating (50%), 101 -300 (27%) and over 500

(23%). The conclusion is that most of the schools have a population between 300 to 500. It implies that the student population has increased.

Table 4. 8
Members tasked with strategy implementation

Item	Frequency	Percent
Principal selected	54	31
Strategic implementation team	81	47
Consultant and selected leaders	38	22
Total	173	100

Source: Researcher (2022)

It was necessary for respondents to state the members tasked with strategy implementation in their institutions. The findings shows a mixed reaction with (47 %) indicating strategic implementation team, (31%) indicated principal selected and (22%) indicating consultant and selected leaders. The study’s conclusion is that the school have qualified and competent personnel to implement the strategy must; portray effectively and efficiently. The results support (Kariuki et al, 2017) who noted that identifying the right team to for strategy implementation enhances performance. The team their responsibilities, commitment, required skills and coordination of activities, to the successfulness of the strategy implementation.

Table 4.9
Mode of Communication

Item	Frequency	Percent
School meeting	102	59
Internet	10	6
news letter	61	35
Total	173	100

Source: Researcher (2022)

The respondents were asked to indicate the mode of communication they use in the strategy implementation. The findings show a mixed reaction with (59%) indicating meetings, (35%) through the newsletter and (6%) through the internet. The findings concur with (Wangu, 2020)

who found communication as an important factor in strategy implementation because it aids in flow of information and solving conflicts that may arise. Further the study notes that all the modes of communication are a good if all the stake holders are comfortable using them to pass information. It enhances a positive attitude that enhances strategy implementation in all stages.

Table 4.10
Start of Strategy Implementation

Item	Frequency	Percent
I year ago	10	6
2 years ago	28	16
Valid 3-5 years ago	63	36
More than 5 years ago	72	42
Total	173	100

Source: Researcher (2022)

The responders had to specify in the questionnaire the duration the schools have been implementing their strategies. The findings shows a mixed reaction among the respondent the response is more than 5 years (42%), 3-5 years (36%), 2 years (16%) and 1 year (6%).The findings clearly indicate that the numbers of years the schools started to implement the strategy. The first and second years shows the schools are in their first and second stages in strategy implementation. Schools that indicates three to five and five years are in process of completing or reviewing the entire strategy implementation. The findings concur with Wangui, (2020) who notes that number of years of strategy implementation are essential in determining the completion successfulness rate.

Table 4.11*Strategy Implementation*

Item	N	Mean	Std. Deviation
School categorization influences strategy implementation	173	4.1156	.83418
The school involves all stakeholders in Strategy implementation	173	3.8786	.82282
The communication mechanism used in strategy implementation is effective	173	4.3064	.65929
The school has the best strategy implementation team	173	4.3642	.77781
Strategy implementation is on the right track	173	4.0809	.98497
Grand Mean	173	4.14914	.815814

Source: Researcher (2022)

The respondents were required to indicate if school categorization influences strategy implementation the findings shows (M=4.12, SD=0.83), it implies the respondents concurred with the statement. Further the study inquired if the school involves all the stakeholders in strategy implementation. The findings shows, (M=3.87, SD=0.82), it means the respondents agreed.

In addition the respondents were required to indicate if communication mechanism used in strategy implementation is effective, the findings shows (M=4.31, SD= 0.66), meaning the respondents concurred. The respondents agreed the schools have the best strategy implementation team with (M=4.36, SD=0.78). Finally, the respondents had to say if they agreed that the strategy implementation is on the correct path, the findings shows (M= 4.01, SD= 0.98), it means they agreed with the statement .The conclusion is that the schools have been implementing strategies.

The findings concur with Nyangweso, (2018) who found school categorizing has influence on performance of students. In addition the categorizing indicated that schools that were categorized in higher category received more resources as compared to those categorized low. It implies that the resources enabled them to implement their strategies effectively as compared to lowly ranked or categorized. Further schools categorized higher showed higher performance percentage as compared to those categorized low level.

Also the findings concur with Sachdeva et al, (2018) who found school categorization was good because it improves the students' competition so as to achieve grades that take them to higher ranked schools. In addition schools located in a good environment perform better than those located in areas that are not good. The categorizing of schools in terms of counties, sub counties and nationals schools is healthy if all the school gets all the resources they require to in order to offer the education required.

Further the study asked the respondents to discuss factors hindering strategy implementation. The findings are presented in Figure 4.3;

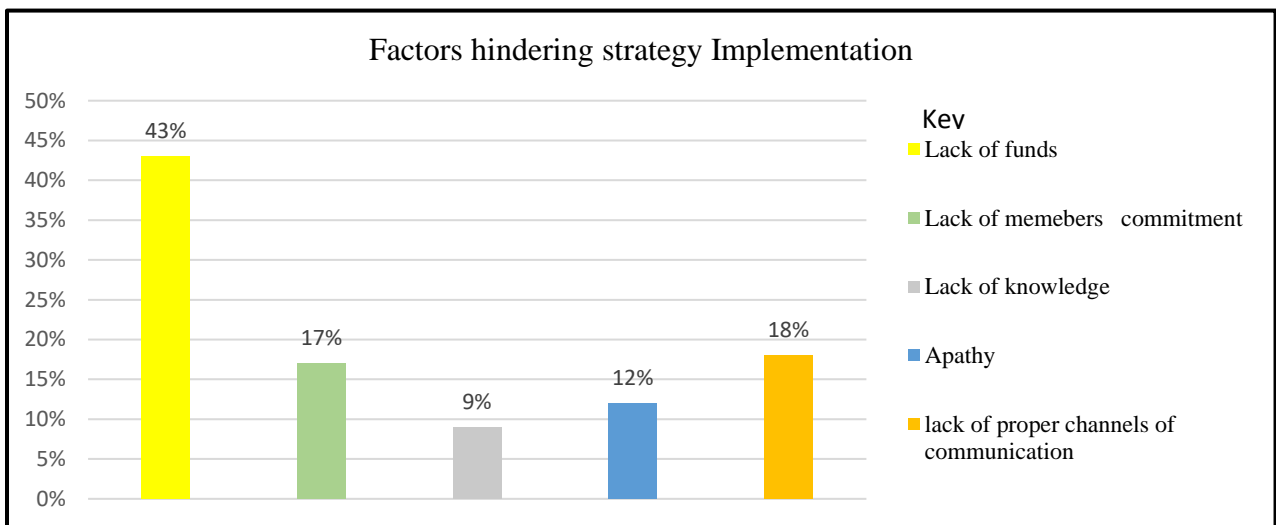


Figure 4.3
Factors hindering Strategy Implementation

Source: Researcher (2022)

The findings shows that (43%) of the respondents indicated lack of funds as the major problem in strategy implementation, (18%) lack of proper communication channels, (17%) indicated lack of members' commitment, (12%) apathy and (9%) lack of knowledge. The conclusion is that lack of funding, member's commitment, apathy and lack of proper communication channels hinders strategy implementation. The findings agree with Ngui and Maina, (2019) who found financial resources and communication mechanisms influence strategy implementation. Availability of financial resources guarantees successful completion of strategy implementation enhancing performance. In addition the study agrees with Mugure, (2021) who noted that communication is

important in strategy implementation. It enhances conflict resolution and passing information from all the members tasked with strategy implementation and evaluation.

Further the findings agree with Ndegwah (2014) found that a problem may occur in a strategy implementation where the executives have no idea or lack knowledge of what strategic management is. It becomes detrimental to the strategy execution in the organization causing delays or setbacks.

4.3.4 Discipline

Discipline is about developing mechanism that ensure the students or follow the rules as stipulated or it is a way of administering corrective measure if disobeys the laws. Discipline of the students is key to enhancing good performance. Students who tend to get involved in in disciplinary cases such as drug abuse, bullying, misbehaving in schools end up performing poorly. The study sought to access how discipline influences performance of public secondary schools in Embu County. The findings are presented in Table 4.12;

Table 4.12:

Discipline

Item	N	Mean	Std. Deviation
The school has punishment mechanisms	173	4.5029	.50144
The institution is very careful in handling discipline referrals	173	4.3873	.69488
The school has different type of punishment other than corporal	173	4.3526	.70501
The school involves parents and other stakeholders in designing discipline policies	173	4.2254	.82901
Indiscipline does not affect performance of the school	173	1.3699	.90324
Grand Mean	173	3.76762	.726716

Source: Researcher (2022)

The study required the respondents to indicate if the school has punishment mechanisms, the findings show (M=4.50, SD= 0.501), it means that the respondents were in agreement with the statement. Also the study inquired if the institution is very careful in handling discipline referrals.

The findings shows (M=4.38, SD=0.69) implying they agreed with the statement. The respondent were required to indicate if the school has a different type of punishment other than corporal, the findings shows (M=4.35, SD=0.70) it means the respondents agreed with the statement.

The findings also indicates the respondents agreed that the school involves the parents and other stakeholders in designing discipline policies with (M=4.22, SD=0.829). Lastly the respondents disagreed that indiscipline does not affect the performance of the school with (M=1.36, SD=0.903). The grand mean indicates the respondents agrees the discipline influences performance of schools.

The findings agrees with Mbaluka (2017) who noted that self-discipline and involving the students and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in performance. In addition, developing a good communication mechanism that encourages free expression of ideas among the parents, teachers and the student creates a cohesive atmosphere that promotes students' performance.

In addition the findings concur with Agak and Kabuka, (2016) who found that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates. School that has a clearly outlined discipline mechanism that includes the type of punishment administered in case of any indiscipline cases. It is an essential aspect in strategy implementation stages because it eliminates time wastage.

The study required the respondents to discuss discipline strategies employed in the schools. The findings are presented in Figure 4.4;

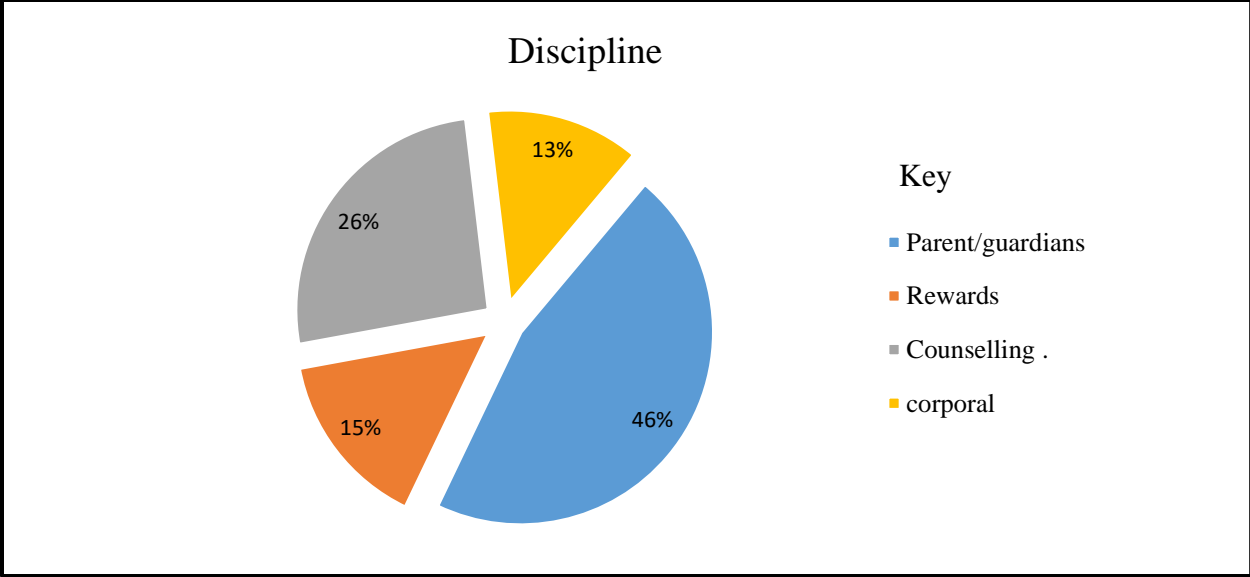


Figure 4.4

Discipline

Source: Researcher (2022)

The findings shows that the respondents (46%) involve the parents /guardians in discipline matters, (26%) use counselling mechanism, (15%) give rewards for well behavior and (13%) use corporal punishment. The findings concur with Bodo,(2020) who noted that the best way to deal with indiscipline cases is to design mechanism for punishment or correcting the misbehavior. This includes guidance and counselling and rewarding best behavior, this should be done in schools and extended to the family.

4.3.5 Performance

Performance also includes the metrics used to gauge the effectiveness of an action or the result of a task carried out in accordance with institutional goals. Performance is a way to gauge whether an organization has succeeded in achieving its goals. The performance reaction is provided in Table 4.13;

Table 4.13:
Performance

Item	N	Mean	Std. Deviation
Adopting new strategy has improved the school's performance	173	4.3064	.65042
Students attendance and enrollment has increased	173	4.2346	.70839
The facilities are adequate	173	3.1040	.98278
Teachers are satisfied ,motivated and ready to teach	173	3.5145	.95605
The students are motivated and satisfied	173	3.4046	.75358
The performance is on the right track	173	3.1272	1.15940
Grand Mean	173	3.61755	.868437

Source: Researcher (2022)

The respondents were required to indicate if adopting new strategy has improved the school's performance. The findings shows (M=4.30, SD=0.65), this means the respondents agreed the schools realized objectives. Further the respondents agreed the student's attendance and enrollment increased with (M=4.23, SD=0.708).

Also the findings shows the respondents were reserved on the matters dealing with adequate facility, with (M=3.10, SD= 0.98). The respondents were required to indicate if the teachers are ready to teach, the findings shows (M=3.51, SD=0.96), implying they agreed with the statement. In addition, the findings indicated the respondents agreed the students are motivated and satisfied with (M=3.40, SD= 0.75). Lastly the respondents were required to indicate if the school performance is on the right track, the findings shows (M=3.12, SD=1.15) implying they were reserved on the issue of performance. The conclusion is that the respondents agreed the performance is on the right track with (GM=3.61, SD= 0.87).

The findings agree with Ng'ang'a et al (2019) pointed out that an organization's performance is realized if it has the appropriate strategy and makes use of its resources to achieve its intended goals. The objective is to raise pupils' overall performance. When workers are given the chance to develop their abilities through training, performance improves. When taking on responsibilities that have been assigned to them, this increases the employee's knowledge and confidence. This is

accomplished through well-structured organization learning that is incorporated into the organizational culture (Sande et al, 2016).

The respondents were required to discuss performance of their schools in the past five years. The findings are presented in Figure 4.5;

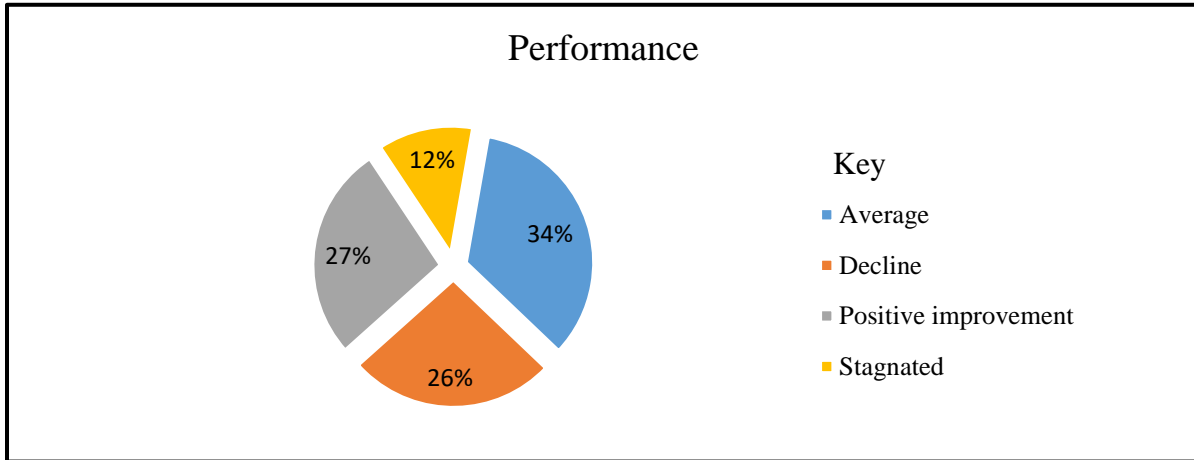


Figure 4.5
Performance

Source: Researcher (2022)

The findings shows that (34%) of the respondents have witnessed average performance, (27%) positive improvement in performance, (26%) performance decline and (12%) indicated stagnation on performance. It means there was a mixed reaction in terms of performance of various schools. The findings concurs with (Ngetich et., 2019) . Nyagemi (2017) found that for organization to realize effective performance clear strategies that guide the institutions operations should be formulated to guide all the departments in order to eradicate issues of failure.

4.4 Correlation Test

An analysis of correlation is presented here. To determine how strongly the study's variables were related to one another, a correlation test was performed. The performance of public secondary schools in Embu County is the dependent variable. The independent variables include academic qualification, training, school category, and discipline. Table 4.14 presents the findings;

Table 4.14
Correlation Test

		Performance	Academic qualification	Training	School category	Discipline
Performance	Pearson Correlation	1				
	Sig. (2-tailed)					
Academic Qualification	Pearson Correlation	.576**	1			
	Sig. (2-tailed)	.000				
Training	Pearson Correlation	-.116	.186*	1		
	Sig. (2-tailed)	.129	.014			
School category	Pearson Correlation	.126	-.021	.240**	1	
	Sig. (2-tailed)	.100	.787	.001		
Discipline	Pearson Correlation	.306**	.066	.092	-.074	1
	Sig. (2-tailed)	.000	.385	.229	.330	

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

* . Correlation is significant at the 0.05 level (2-tailed).

Correlation coefficient yields a statistic that ranges -1 to 1. As shown in Table 4.14; academic qualification is positively correlated with (0.58) at 0.01 significant level 2-tailed. In addition discipline was weakly correlated with (0.31) respectively. It implies that only academic

qualification was correlated to performance of public secondary schools in Embu County. Discipline was least correlated, and school category and training indicated absence of correlation.

4.5 Regression Analysis

To determine if the independent variable predicts the dependent variable, linear regression was used. The study's independent factors (academic qualification, training, school category, and discipline) and dependent variable performance were subjected to multiple linear regression. In Table 4.15, the summary model is displayed;

4.5.1 Model Summary

Table 4.15

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.720 ^a	.518	.507	.51309	2.209

a. Predictors: (Constant), Academic qualification, Training, School category, Discipline

b. Dependent Variable: Performance

Source: Researcher (2022)

As presented in Table 4.15; the model indicates that R (72%) and the adjusted R (51.8%).It means that the model can explain (51.8%) disparity of the relationship between strategy implementation and performance of public secondary schools in Embu County. However the model cannot explain (48.2%) what else influences performance of public secondary schools in Embu County. The findings also indicates that ($d = 2.20$), utilizing the Durbin Watson’s rule of the thumb $1.5 < d < 2.5$. The conclusion is that there is no autocorrelation in the data.

4.5.2 Analysis of Variance

Table 4.16

Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.553	4	11.888	45.158	.000 ^b
	Residual	44.228	168	.263		
	Total	91.780	172			

a. Dependent Variable: Performance

b. Predictors: (Constant), Academic qualification, Training, School category ,Discipline

Source: Research (2022)

Analysis of variance shows the regression of strategy implementation linked to be highly significant in foretelling how; academic qualification, training, school category and discipline influence performance of public secondary schools in Embu County. As presented in Table 4.16; F has significant level calculated ($P < 0.05$) with the ($DF = 4$, $F = 45.158$, $P < 0.000$), it suggest that the entire model was efficient and significant. Therefore it meets the assumptions that the variance is the same.

4.5.3 Coefficient of Determination

Table 4.17

Coefficient of Determination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.420	.262		5.418	.000		
1 Academic qualification	.506	.045	.619	11.315	.000	.959	1.043
Training	-.170	.030	-.316	-5.593	.000	.897	1.115
School category	.126	.029	.237	4.274	.000	.929	1.076
Discipline	.200	.035	.312	5.759	.000	.980	1.021

a. Dependent Variable: Performance

Source: Researcher (2022)

The model used in the study is presented as follows;

$$Y = 1.420 + 0.506 - 0.170 + 0.126 + 0.200$$

According to the results, which are presented in Table 4.17, assuming all other factors remained the same, an adjustment to academic qualification would result in a unit increase (0.506) in the performance of public secondary schools in Embu County. The performance of public secondary schools in Embu County also shows a unit decline (-0.170) due to a modification or adjustment in training. Public secondary school performance in Embu County increases by 0.126 units when a school's category is changed or adjusted. Additionally, a modification or adjustment to the discipline means an improvement of 0.200 units in the performance of the public secondary schools in Embu County. Academic achievement, training, school type, and discipline all have a (P 0.000) value, indicating that they are statistically significant and have an impact on public secondary students' performance.

The results also suggest that there might not be any multicollinearity in the data based on the tolerance and VIF (T= 0.959, VIF = 1.04, T=0.897, VIF = 1.11, T= 0.929, VIF = 1.07, T= 0.980, VIF = 1.02). The study also evaluated the alternative and null hypotheses. The alternative

hypothesis is accepted, and the null hypothesis is found to be incorrect. The findings coincide with Sameer (2021), inference that a good model enables the researcher to choose the study variables with knowledge. It suggests that all of the study's variables are statistically significant and that they all contribute to how well public secondary schools in Embu County perform.

4.6 Hypothesis Testing

The study's primary objective was to evaluate the connection between public secondary school performance in Embu County and the use of strategy. The objective of the investigation was to support or refute the theory. The findings are presented as follows;

Academic qualification

The research sought to ascertain its main results on how academic achievement affects public secondary school performance in Embu County. We reject the null hypothesis and accept the alternative hypothesis as follows: The results showed that there was a statistically significant association between academic qualification and performance of public secondary schools in Embu County with (P 0.000);

H₀₁: In Embu County, academic achievement has little bearing on how well public secondary schools perform.

The findings agrees with Casian et al. (2021) who claims that a teacher's qualifications affect a student's performance. Academic qualifications are crucial because they give teachers the ability to create lesson plans and know how to carry them out. By knowing the material, they also enhance the teacher's ability to impart it to the students, while also boosting their confidence. The three main elements boosting teacher performance are training, subject-matter expertise, and experience, (Elangkumaran, 2020).

Training

The study further sought to find out how training affects performance of public secondary schools in Embu County. The findings indicate that there is a statistical significance between training and performance of public secondary schools in Embu County with (P < 0.000); it implies we reject the null hypothesis and accept the alternative hypothesis.

H₀₂: Training has no significant influence on performance of public secondary schools in Embu County

The findings agree with Sattar and Awan (2019) who affirms that training of the groups tasked in plan implementation is important because it enables the teams to understand and own the process. This ensures successfulness of the plans and the projects, because they are done as per the plans and no issues of deviating from the intended purposes. Also training is important because it enhances, the organization's culture, top management's dedication, the coordination of tasks, employee capabilities, and top management, (Nyagemi, 2017).

School Category

The research also aimed to establish how school category affects performance of public secondary schools in Embu County. The findings indicate that there is a statistical significance between school category and performance of public secondary schools in Embu County with ($P < 0.000$); it implies we reject the null hypothesis and accept the alternative hypothesis.

H₀₃: School category does not significantly influence performance of public secondary schools in Embu County

The findings concur with Nyangweso, (2018) who affirms that school categorizing influences performance. In addition the categorizing indicates that schools that are categorized in higher category receives more resources as compared to those categorized low. School categorization is good because it improves the school and the students' competition so as to achieve higher ranking status. (Sachdeva, et al, 2018).

Discipline

The study accessed how discipline influences performance of public secondary schools in Embu County. The findings indicate that there is a statistical significance between discipline and performance of public secondary schools in Embu County with ($P < 0.000$); it implies we reject the null hypothesis and accept the alternative hypothesis

H₀₄: Discipline has no significant influence on performance of public secondary schools in Embu County

The results agree with Simba et al, (2016) who asserts that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

In this section a summary of the results of research is presented as per the goals of the study. Also the part incorporates the conclusion arrived at, after answering the study hypothesis. In addition it involves recommendations and parts that broadens inquiry regarding the research phenomena.

5.2 Summary of Research Findings

Major goal of the research was to evaluate the relationship between strategy implementation and performance of public secondary schools in Embu County. The appraisal used for the outcome was, academic qualification, training, school category and discipline on the performance of public secondary schools in Embu County; the analysis of summary is presented as;

5.2.1 Academic Qualifications

The objective of the study was to examine how academic qualification influences performance of public secondary schools in Embu County. The results revealed that in the schools, there are knowledgeable teachers with experience in applying strategies. Furthermore, the results showed that a school's appraisal of its teachers' effectiveness ensures that strategies are put into practice. As well, the findings revealed that the schools allow government and other stakeholders to conduct external inspections for teacher evaluation scale. It enables the schools have the best qualified personnel who evaluates strategies. The findings also showed, the schools have qualified members of the board who are involved in strategy implementation. The conclusion is that the schools have qualified personnel who are tasked with strategy implementation.

The findings agree with Waweru (2016) who discovered that teachers with greater qualifications performed better while creating plans and putting them into action, providing directions, assessing the tactics, and maintaining discipline.

Further the findings agreed with Wandera et al, (2019) who pointed out that teachers with better academic qualifications had an average score that was greater than those with lower qualifications. The research also discovered that undergraduate instructors demonstrated high levels of self-

discipline and confidence, which enhanced students' performance in subject matter and were efficient in implementing and evaluating strategies hence enhancing performance.

The findings also revealed that academic qualifications are good and average in the schools. It implied that the respondents have people who are knowledgeable of what strategy implementation is all about. The staff tasked with strategy implementation are competent enough to oversee the successfulness complementation of the implementation. The findings concur with Nyagemi (2017), who noted that skilled human power enhances organization performance.

The results showed that there was a statistically significant association between academic qualification and performance of public secondary schools in Embu County with (P 0.000) when Casian et al, (2021) who claims that a teacher's credentials affect a student's performance. Academic qualification is crucial because it gives the teachers the ability to create lesson plans and know how to carry them out. By knowing the material, they also enhance the teacher's ability to impart it to the students, while also boosting their confidence. The three main elements boosting school effectiveness are teacher training, subject-matter expertise, and experience, (Elangkumaran, 2020).

5.2.2. Training

The study focused on finding out how training affects performance of public secondary schools in Embu County. The findings revealed that the schools train its human resource in strategy implementation leadership skills. Also the findings revealed that the schools ensures their teachers participate in other professional opportunities courses. The mode of training the schools employed was conducting seminars in all stages of strategy implementation.

Further the results showed that the schools have the best training policy in strategy implementation. Also the findings indicated the schools involves all the stakeholders in strategy implementation in guaranteeing success. The conclusion is that the schools offer training to their members on strategy implementation. The findings are comparable with Sattar and Awan, (2019) who found that training of the groups tasked in plan implementation is important because it enables the teams to understand and own the process. It ensures successfulness of the plans and the projects, because they are done as per the plans and no issues of deviating from the intended purposes. Also it

increases the confidence of the team in meeting the agreed timeline, at the same time creating room for evaluation and adjustments. Having teachers who are competent and experienced with skills in leadership teams help in identifying achievement gaps and works to solve them.

Further the findings concur with Alkuş and Olgan (2014) who found that there is difference between the staff that is trained and the untrained in service delivery. A trained staff is in a position to understand the need for planning and execution while the untrained staff may not understand what planning is all about. The purpose of training the staffs is to increase their growth in terms of career wise, get new skills and their commitment to the organization. The effectiveness of acquiring new skills and harnessing skills is paramount in strategy implementation.

The results also showed that training was okay in schools and the training has improved competence among the staff members. The findings concur with Mukua, (2020) who found training affect strategy implementation. Institutions that undertake training of their staff on strategy implementation enhances competence and organization performance

In testing the null hypothesis and alternative hypothesis the findings revealed a positive a statistical significance between training and performance of public secondary schools in Embu County with ($P < 0.000$). It infers that we reject the null hypothesis and accept the alternative hypothesis. The findings agree with Sattar and Awan (2019) who affirms that training of the groups tasked in plan implementation is important because it enables the teams to understand and own the process. This ensures successfulness of the plans and the projects, because they are done as per the plans and no issues of deviating from the intended purposes.

5.2.3 School Category

The study focused on determining how school category affects performance of public secondary school in Embu County. The respondents were required to indicate their school category, student's population, members tasked with strategy implementation, mode of communication, duration of strategy implementation. The results showed that most of the schools were categorized in Sub County, followed by county and national. It meant that the resources allocated to the schools was not enough for strategy implementation. The finding agree with Nyangweso (2018) who found school categorizing influences performance. In addition the categorizing indicated that schools

that are categorized in higher category received more resources as compared to those categorized low. It tends to have an impact on the schools' performance. When comparing schools categorized into national schools, county schools, and sub-county schools. Performance in national schools is better than the most county and sub-county schools because they have better resources and more experienced teachers (Klein et al., 2022).

Further the result revealed the student population in their schools was from one hundred to five hundred. It implied that the student population increased. The result also revealed that members tasked with strategy implementation were; strategy implementation team, principals selected and consultant and selected leaders. The conclusion was that the schools have qualified and competent personnel to implement the strategy effectively and efficiently. The results concur with Co, et al., (2021) who noted that identifying the right team for strategy implementation enhances performance. The team must, portray their commitment, coordination of activities, required skills and responsibilities to the successfulness of the strategy implementation.

In addition the result revealed that the mode of communication used in the strategy implementation were staff meetings, newsletter and internet. The findings concur with Wangui (2020) who found communication as an important factor in strategy implementation because it aids in flow of information and solving conflicts that may arise. Further the study notes that all the modes of communication are good if all the stake holders are comfortable using them to pass information. It enhances a positive attitude that enhances strategy implementation in all stages

The findings also revealed mixed reaction on the duration the schools have been implementing their strategies. The conclusion was that the first and second years shows the schools are in their first and second stages in strategy implementation. Schools that indicated three to five and five years are in process of completing or reviewing the entire strategy implementation. The findings agree with Wangui, (2020) who notes that number of years of strategy implementation are essential in determining the completion successfulness rate.

In addition the result revealed that school categorization involving all the stakeholders influences strategy implementation. Also the findings indicated communication mechanism used in strategy implementation was effective. The results further revealed that the schools have the best strategy implementation team and the strategy implementation is on the right track. The conclusion is that

the schools have been implementing strategies. The findings concur with Nyangweso (2018) who found school categorizing has influence on performance of students. In addition the categorizing indicated that schools that were categorized in higher category received more resources as compared to those categorized low. It implies that the resources enabled them to implement their strategies effectively as compared to lowly ranked or categorized. Further schools categorized higher showed higher performance percentage as compared to those categorized low level.

Further the findings concur with Sachdeva et al. (2018) who found school categorization was good because it improves the students' competition so as to achieve grades that take them to higher ranked schools hence enhances performance. In addition categorizing of schools in terms of counties, sub counties and national schools is healthy if all the school gets all the resources they require to in order to offer the education required.

The findings also revealed that lack of funding, member's commitment, apathy and lack of proper communication channels hinders strategy implementation. The findings agree with Ngu and Maina (2019) who found financial resources and communication mechanisms influence strategy implementation. Availability of financial resources guarantees successful completion of strategy implementation enhancing performance. In addition the study agrees with Mugure (2021) who noted that communication is important in strategy implementation. It enhances conflict resolution and passing information to and from all the members tasked with strategy implementation and evaluation. Further the findings agree with Martin (2012) who found that a problem may occur in a strategy implementation where the executives have no idea or lack knowledge of what strategic management is. It becomes detrimental to the strategy execution in the organization causing delays or setbacks.

In testing the null hypothesis and alternative hypothesis the findings revealed a presence of statistical significance between school category and performance of public secondary schools in Embu County with ($P < 0.000$). It implies we reject the null hypothesis and accept the alternative hypothesis. The findings concur with Nyangweso, (2018) who affirms that school categorizing influences performance. In addition the categorizing indicates that schools that are categorized in higher category receives more resources as compared to those categorized low.

5.2.4 Discipline

The objective of the research was to determine how discipline influences performance of public secondary schools in Embu County. The respondents were required to indicate the level they agreed or disagreed with the statements regarding discipline in the schools. The findings revealed that schools have punishment mechanisms in place. Also the result revealed institutions are very careful in handling discipline referrals. Further, the result revealed that the schools have different types of punishment other than corporal. In addition in designing discipline policies it was revealed that the parents and other stakeholders are involved. The conclusion is that indiscipline does affect the performance of the school.

The results agree with Mbaluka (2017) who noted that self-discipline involving the students 'and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in the performance. In addition developing a good communication mechanism that encourages free expression of ideas among the parents, teachers and the student creates a cohesive atmosphere that promotes students' performance. Further the findings agree with Simba et al, (2016) who found that discipline is the facilitator of improved school performance.

Further the findings revealed that the schools involve the parents /guardians in discipline matters, use counselling mechanism, give rewards for well behavior and use corporal punishment. The findings concur with Kanja (2018) who noted that the best way to deal with indiscipline cases is to design mechanism for punishment or correcting the misbehavior. This includes guidance and counselling and rewarding best behavior, this should be done in schools and extended to the family.

The study also tested the hypothesis, the result revealed that there was a statistical significance between discipline and performance of public secondary schools in Embu County with ($P < 0.000$). It implied that we reject the null hypothesis and accept the alternative hypothesis. The findings agree with Simba et al, (2016) who asserts that discipline is the facilitator of improved school performance. This is linked to having a disciplined workforce that the student emulates.

5.3 Conclusions

The analysis of the objectives helped the study draw conclusions about the subject matter. The conclusion is supported by the hypothesis and is based on statistical analysis that is both descriptive and inferential. Following is how the conclusion is presented;

Academic qualification - It is found that experienced teachers who are familiar with strategy implementation work in the public secondary schools in Embu County. To ensure that tactics are implemented successfully, schools also regularly rate the quality of their instruction. Additionally, the government and other stakeholders inspect the schools from the outside, and the most trained staff assesses initiatives. The study also draws a conclusion that the boards of the schools have qualified members who are involved in plan implementation. The finding agree with Waweru (2016), who discovered that teachers with greater qualifications performed better while creating plans and putting them into action, providing directions, assessing the tactics, and maintaining discipline.

A statistically significant association between academic achievement and performance of public secondary schools in Embu County was also found, with a P value of 0.000. The overall finding was that the alternative hypothesis should be accepted in place of the null hypothesis. The conclusions agree with Casian et al, (2021), who claims that a teacher's credentials affect a student's performance. Academic credentials are crucial because they give teachers the ability to create lesson plans and know how to carry them out.

Training- Regarding the impacts of training on performance of public secondary schools in Embu County. The study concludes that the schools offer training to their members on strategy implementation. They ensure their teachers participate in other professional opportunity courses. They train their staff on strategy implementation leadership skills. They conduct seminars in all stages of strategy implementation. In addition they have the best training policy in strategy implementation. The finding concur with Sattar and Awan (2019) who found that there is difference between the staff that is trained and the untrained in service delivery. A trained staff is in a position to understand the need for planning and execution while the untrained staff may not understand what planning is all about. The purpose of training the staff is to increase their growth in terms of career wise, get new skills and their commitment to the organization.

Further the study concludes in existence of a positive and statistical significance relationship between training and performance of public secondary schools in Embu County with ($P < 0.000$). The general conclusion was to reject the null hypothesis and accept the alternative hypothesis. The finding agree with (Sattar and Awan, 2019) who affirms that training of the groups tasked in plan implementation is important because it enables the teams to understand and own the process.

School category - Upon determining how school category affects performance of public secondary schools in Embu County. The study concludes that student's population, members tasked with strategy implementation, mode of communication and duration of strategy implementation affect performance of public secondary schools in Embu County. The findings concur with Sachdeva et al, (2018) who found school categorization was good because it improves the students' competition so as to achieve grades that take them to higher ranked schools enhancing performance.

In addition the study concludes there was a presence of statistical significance relationship between school category and performance of public secondary schools in Embu County with ($P < 0.000$). The general conclusion was to reject the null hypothesis and accept the alternative hypothesis. The findings concur with Nyangweso, (2018) who affirms that school categorizing influences performance. In addition the categorizing indicates that schools that are categorized in higher category receives more resources as compared to those categorized low.

Discipline - Regarding assessing how discipline influences performance of public secondary schools in Embu County. The research concludes that punishment mechanisms, careful in handling discipline referrals, schools having different types of punishment other than corporal and involving the parents and all stakeholders in designing discipline policies influences performance of public secondary schools in Embu County. The results agrees with Mbaluka, (2017) who noted that self-discipline involving the students' and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in the performance.

Further the study concludes that there was a statistical significance relationship between discipline and performance of public secondary schools in Embu County with ($P < 0.000$). The general conclusion was we reject the null hypothesis and accept the alternative hypothesis. The finding

agrees with Simba et al, (2016) who asserts that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates.

5.4 Recommendations of the Study

According to the report, schools should be subjected to more government and other stakeholders' external inspections because they are best suited to assess policies. Additionally, they should regularly assess their tactics to account for any internal and external issues that can conflict with them. The report also suggests that schools should teach staff members more extensively on how to implement strategies, with a focus on leadership abilities. Additionally, to improve the effectiveness of their training policy, schools should review and update it. The culture of the schools should be redesigned to be one that is embraced by all.

The report also suggests that schools enhance their methods of communication to ensure the simplicity and effectiveness of message delivery, such as through utilizing information and communication technology. To avoid duplication or failure to achieve the goal, the schools should also follow the schedule or reassess the timeframe for plan execution. Additionally, instead of relying solely on government support, schools should explore for alternative sources of money for their plans. It might improve timely execution of strategy implementation, resulting in performance. The study's final recommendation is that schools continue to update their disciplinary procedures to take detention into account.

5.5 Suggestion for Further Studies

The study concentrated on evaluating the relationship between strategy implementation and performance of public secondary schools in Embu County. The study suggest that similar studies should be conducted on public primary schools and private primary schools in other regions using other variable such as culture and leadership styles. Further studies should be carried on the relationship between strategy implementation and performance of TVET institutions across the counties in Kenya.

Further studies should be carried on the relationship between strategy implementation and performance of other sectors of the economy such as retail sector and hospitality industry, using other variables such as operation environment, skilled manpower and financial resources.

The study also suggests conducting more research on the relationship between strategy implementation and performance of public secondary schools in Embu County. Using secondary

data to measure the performance, this may give an actual indication if the performance has improved during and after the strategy implementation. The study should be a cross-sectional longitudinal survey study compared with other counties in Kenya.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

Please respond to all the questions on the questionnaires on this sheet. The information given will be treated with strict confidence and will be used for research purposes only. For alternative type of questions please tick only the correct entry on the bracket for an answer. For open ended questions, please be brief and concise.

Section A: General Information

1. Job Title.....

2. Please indicate by ticking the number of years worked in the school

i). Less than 2years () ii). 2-4 years ()

iii). 5-7 years () iv). 8-10 years ()

v).Over 10years ()

3. Please indicate by ticking your level of qualification

i).Diploma () ii).Applied Teacher Status ()

iii).University graduate () iv).BA, BSC with PGDE ()

v).B.A or BSC () vi).Masters ()

vii). Any other ()

Please specify

Section B: Academic Qualifications

4. Using a rate of 1-5 rate indicate the extent you agree with the statements: 1-strongly disagree, 2-disagree, 3 neutral, 4 – agree and 5 strongly agree

ITEM **1 2 3 4 5**

- i. The schools has experienced teachers who understands Strategy implementation
- ii. The school rating of teaching quality ensures strategies are executed effectively
- iii. The school allows exposure to external inspection from the government and other stakeholders
- iv. The school has the best qualified personnel who evaluates strategies
- v. The schools has qualified members of the board who are involved in Strategy implementation

5. In your own words discuss the levels of qualification in Strategy implementation in your school

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Section B: Training

6. utilizing the scale of 1-5 indicate if indiscipline affects school performance: (1-strongly disagree 2-disagree 3-neutral 4-agree, 5-strongly agree).

ITEM **1 2 3 4 5**

- i. The schools trains its human resource in strategy implementation leadership skills
- ii. The school ensures it teachers participate in other professional opportunities courses
- iii. The school conducts seminars in the whole process of Strategy implementation
- iv. The school has the best training policy in strategic implementation
- v. Training all the stakeholders in Strategy implementation guarantees success

7. In your own words discuss the influence of training on Strategy implementation

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Section C: School Category

8. Please indicate by ticking the school category

- i).National () ii).County () iii).Sub-county ()

9. Please indicate by ticking the students' population in your institution.

- i).Below 100 () ii). 101-300 ()

- iii). 301-500 () iv). Over 500 ()

10. Please indicate by ticking members involved in strategy implementation

- i).By an expert () ii). By the principal selected ()

- ii).Strategic planning team () iv). Consultant and selected teachers ()

11. What mode of communication is employed to communicate to all strategy implementers?

- i). Notice board () ii). School members meeting ()

- iii) .internet () iv). Newsletter ()

12. Since when did your school start strategic implementation?

- i).I year ago () ii).2years ago ()

- iii).3-5years ago () iv).more than 5 years ago ()

13. Utilizing the scale of 1-5 indicate the mechanism of strategy implementation: (1-strongly disagree 2-disagree 3-neutral 4-agree, 5-strongly agree).

ITEM

1 2 3 4 5

- i. School categorization influences strategy implementation
- ii. The school involves all stakeholders in Strategy implementation
- iii. The communication mechanism used in strategy implementation is effective
- iv. The school has the best strategy implementation team
- v. Strategy implementation is on the right track

14. In your own words discuss factors hindering strategy implementation in your school

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Section D: Discipline

15. utilizing the scale of 1-5 indicate if indiscipline affects school performance: (1-strongly disagree 2-disagree 3-neutral 4-agree, 5-strongly agree).

ITEM

1 2 3 4 5

- i. The school has punishment mechanisms
- ii. The institution is very careful in handling discipline referrals
- iii. The school has different type of punishment other than corporal
- iv. The school involves parents and other stakeholders in designing discipline policies
- v. Indiscipline does not affect performance of the school

16. In your own words discuss discipline strategies employed in your schools

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Section E: Performance

17. using a rate of 1-5 indicate the degree you agree with the statements: 1-strongly disagree, 2-disagree, 3 neutral, 4 – agree and 5 strongly agree

Items	1	2	3	4	5
i. Adopting new strategy has improved the school’s performance					
ii. Students attendance and enrollment has increased					
iii. The facilities are adequate					
iv. Teachers are satisfied ,motivated and ready to teach					
v. The students and are motivated and satisfied					
vi. The performance is on the right track					

18. In your own words discuss the performance of your school in the past five years.

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APPENDIX II: TARGET POPULATION**A list of Public Secondary Schools in Embu County**

1	A C K Emmanuel Cianthia Secondary School – Mixed	46	Gitibure Secondary School – Mixed	91	Kitololoni Mixed Day Sec – Mixed
2	A C K Malikini Secondary School – Mixed	47	Gitii A.C.K. Secondary School – Mixed	92	Kivue Day Mixed Secondary school – Mixed
3	A.C.K Kathanjuri Mixed Secondary School – Mixed	48	Gituri Secondary School – Mixed	93	Kune Mixed Day Secondary School – Mixed
4	A.C.K Nyagari Mixed Day Secondary School – Mixed	49	Iria Itune Secondary School – Mixed	94	Machang’a Mixed Secondary School – Mixed
5	A.C.K St.Barnabas-Kavengero – Mixed	50	Itabua Secondary School – Mixed	95	Macumo Day Secondary School – Mixed
6	ACK Kambaru Day Mixed Sec Secondary – Mixed	51	Itiira Secondary School – Mixed	96	Makima Secondary School – Mixed
7	ACK Ndumari Day Secondary School – Mixed	52	Joseph Allamano - Wachoro Secondary – Boys	97	Mariari Girls Secondary School – Girls
8	ACK Riandu Secondary School – Mixed	53	Kabuguri Secondary School – Mixed	98	Mashamba Secondary School – Mixed
9	ACK Rianjeru Mixed Secondary School – Mixed	54	Kamama Secondary School – Boys	99	Maviani Secondary School – Mixed
10	ACK. Kagaari Mixed Day Secondary School – Mixed	55	Kamarandi Secondary School – Mixed	100	Mbita Secondary School – Mixed
11	All Saints Karambari Secondary School – Mixed	56	Kamiu Day Secondary School – Mixed	101	Mbondoni Secondary School – Mixed
12	Christ The Redeemer Kamutu Secondary School – Mixed	57	Kamunyange Secondary School – Mixed	102	Mbonzuki Secondary School – Mixed

13	Ciamanda Mixed Day Secondary School – Mixed	58	Kangungi Mixed Day Sec – Mixed	103	Mufu Secondary School – Mixed
14	Cieria Mixed Sec – Mixed	59	Kanyonga Secondary School – Mixed	104	Mugui Secondary School – Mixed
15	D.E.B Kairuri Mixed Day Secondary School – Mixed	60	Karaba Boys Secondary School – Boys	105	Munyori Mixed Day Sec – Mixed
16	D.E.O Gakwegori Day Secondary – Mixed	61	Karangare Secondary School – Mixed	106	Muragari Secondary School – Mixed
17	DEB Kabururi Mixed Day Secondary School – Mixed	62	Kasafari Day Secondary School – Mixed	107	Mutuobare Secondary School – Mixed
18	DEB Kangaru Secondary School – Mixed	63	Kathigagaceru Secondary School – Mixed	108	Mutus Mixed Day Sec. – Mixed
19	DEB Karuari Secondary School – Mixed	64	Kerwa Mixed Secondary School – Mixed	109	Mwanyani Mixed Secondary School – Mixed
20	DEB Muchonoke Secondary School – Mixed	65	Kiambere Mixed Secondary School – Mixed	110	Ngenge Secondary School – Mixed
21	E.A.P.C Kariru Mixed Day Secondary School – Mixed	66	Kiamuringa Secondary School – Mixed	111	Ngiori Intergrated Sec – Mixed
22	Embu County Mixed Secondary School – Mixed	67	Kiangungi Secondary School – Mixed	112	Nthambo Day Secondary School – Mixed
23	Gacabari Secondary School – Mixed	68	Kigwambiti Secondary School – Mixed	113	Rugogwe Mixed Day Secondary School – Mixed
24	Gategi Girls Secondary School – Girls	69	Kikumini Mixed Secondary School – Mixed	114	Rukira Day Secondary School – Mixed

25	Gatondo Secondary School – Mixed	70	Kimangaru Secondary School – Mixed	115	S A Gikuuri Secondary School – Mixed
26	Gatumbi Baptist Mixed Day Secondary School – Mixed	71	Kirigo Secondary School – Mixed	116	S.A Gategi Secondary School – Mixed
27	Gatunduri Mixed Day Secondary – Mixed	72	Kirima Mixed Secondary School – Mixed	117	S.A Gikuyari Mixed Day Secondary School – Mixed
28	Gichiche Secondary School – Girls	73	Kirimari Secondary School – Boys	118	S.A Kyeni Girls Secondary School – Girls
29	Gikiiro Secondary School – Mixed	74	Kithegi Mixed Secondary School – Mixed	119	St. Luke’s Day Secondary School- Karurina – Mixed
30	Gitaraka Girls Secondary School – Girls	75	Kithunguriri Secondary School – Mixed	120	St. Lukes Secondary School -Kamwaa – Mixed
31	Gitare Mixed Secondary School – Mixed	76	Kithunguthia Mixed Day School – Mixed	121	St. Mary Goretti Girls’ Secondary School – Girls
32	Siakago Mixed Day Secondary School – Mixed	77	St. Thomas Aquinas Day Secondary School – Mixed	122	St. Mary’s Gataka Mixed Secondary School – Mixed
33	St Agnes Kiaganari Girls Secondary School – Girls	78	St. Timothy’s Kianjeru Secondary School – Mixed	123	St. Marys Kiangima Secondary School – Girls
34	St Anthony Kivuria Day Secondary School – Mixed	79	St. Clare Girls Kangeta – Girls	124	St. Marys Kigaa Mixed Day Secondary School – Mixed
35	St Barnabas Kathari Secondary School – Mixed	80	St. John Xxiii Gwakaithi Secondary School – Mixed	125	St. Mathew Kathangutari Mixed Day Sec – Mixed

36	St Benedict's Kithimu Day Secondary School – Mixed	81	St.Joseph's Mixed Day Secondary School Iriamurai – Mixed	126	St. Mathew's Kamweli Secondary School – Mixed
37	St Christopher Mixed Day Secondary School – Mixed	82	St.Joseph's Secondary School-Mtetu – Boys	127	St. Michael Municipality Mixed Day Sec. School – Mixed
38	St John Fishers Secondary School Mbui Njeru – Mixed	83	St.Martha Day Mixed Sec – Mixed	128	St. Paul Karura Secondary School – Mixed
39	St John Kathande – Mixed	84	St.michael Mixed Day Sch – Mixed	129	St. Paul Kiamboa Secondary School – Mixed
40	St John Kathunguri Secondary School – Mixed	85	St.Michael Secondary School Kyenire – Mixed	130	St. Peter's Gatituri Mixed Secondary School – Mixed
41	St John The Baptist -Kirie Secondary School – Mixed	86	St.Rita Secondary School -Ngunyumu – Mixed	131	St. Peter's Mbarwari Secondary School – Mixed
42	St Jude Karurumo Secondary School – Mixed	87	St'Francis Ngoire Secondary School – Mixed	132	St. Francis Kanja Secondary School – Mixed
43	St Mark's Ena Secondary School – Mixed	88	Stephen Kisilu Secondary School Riakanau – Mixed	133	St. Getrude Sec .School-Kinthithe – Mixed
44	St Thomas Igumori – Mixed	89	The Arch Angels' Kanyueri High School – Mixed	134	St. Andrews Ngoce Secondary School – Mixed
45	St. Andrew's Kogari Secondary School – Mixed	90	Thingingi Girls Secondary School – Girls	135	St. Barnabas Secondary School Gatirari – Mixed

APPENDIX III: SAMPLE SIZE

Sample Size Selected for the study


1	A C K Emmanuel Cianthia Secondary School – Mixed	35	St. Andrew’s Kogari Secondary School – Mixed	69	St. Timothy’s Kianjeru Secondary School – Mixed
2	A C K Malikini Secondary School – Mixed	36	Gitibure Secondary School – Mixed	70	St.Clare Girls Kangeta – Girls
3	A.C.K Kathanjuri Mixed Secondary School – Mixed	37	Gitii A.C.K. Secondary School – Mixed	71	Stephen Kisilu Secondary School Riakanau – Mixed
4	A.C.K Nyagari Mixed Day Secondary School – Mixed	38	Gituri Secondary School – Mixed	72	The Arch Angels’ Kanyueri High School – Mixed
5	A.C.K St.Barnabas- Kavengeru – Mixed	39	Iria Itune Secondary School – Mixed	73	Thigingi Girls Secondary School – Girls
6	ACK Kambaru Day Mixed Sec Secondary – Mixed	40	Itabua Secondary School – Mixed	74	Kitololoni Mixed Day Sec – Mixed
7	ACK Ndumari Day Secondary School– Mixed	41	Gitibure Secondary School – Mixed	75	Kivue Day Mixed Secondary school – Mixed
8	ACK Riandu Secondary School – Mixed	42	Gitii A.C.K. Secondary School – Mixed	76	Kune Mixed Day Secondary School – Mixed
9	ACK Rianjeru Mixed Secondary School – Mixed	43	Gituri Secondary School – Mixed	77	Machang’a Mixed Secondary School – Mixed
10	ACK. Kagaari Mixed Day Secondary School – Mixed	44	Iria Itune Secondary School – Mixed	78	Macumo Day Secondary School – Mixed


11	All Saints Karambari Secondary School – Mixed	45	Itabua Secondary School – Mixed	79	Makima Secondary School – Mixed
12	Christ The Redeemer Kamutu Secondary School – Mixed	46	Itiira Secondary School – Mixed	80	Mariari Girls Secondary School – Girls
13	Ciamanda Mixed Day Secondary School – Mixed	47	Joseph Allamano - Wachoro Secondary – Boys	81	Mashamba Secondary School – Mixed
14	Cieria Mixed Sec – Mixed	48	Kabuguri Secondary School – Mixed	82	Maviani Secondary School – Mixed
15	D.E.B Kairuri Mixed Day Secondary School – Mixed	49	Kamama Secondary School – Boys	83	Ngenge Secondary School – Mixed
16	D.E.O Gakwegori Day Secondary – Mixed	50	Kamarandi Secondary School – Mixed	84	Ngiori Intergrated Sec – Mixed
17	DEB Kabururi Mixed Day Secondary School – Mixed	51	Kamiu Day Secondary Schoolool – Mixed	85	Nthambo Day Secondary School – Mixed
18	DEB Kangaru Secondary School – Mixed	52	Kamunyange Secondary School – Mixed	86	Rugogwe Mixed Day Secondary School – Mixed
19	DEB Karuari Secondary School – Mixed	53	Kangungi Mixed Day Sec – Mixed	87	Rukira Day Secondary School – Mixed
20	DEB Muchonoke Secondary School – Mixed	54	Kanyonga Secondary School – Mixed	88	S A Gikuuri Secondary School – Mixed
21	Gatumbi Baptist Mixed Day Secondary School – Mixed	55	Karaba Boys Secondary School – Boys	89	S.A Gategi Secondary School – Mixed

22	Gatunduri Mixed Day Secondary – Mixed	56	Karangare Secondary School – Mixed	90	S.A Gikuyari Mixed Day Secondary School – Mixed
23	Gichiche Secondary School – Girls	57	Kasafari Day Secondary School – Mixed	91	Mbita Secondary School – Mixed
24	Gikiiro Secondary School – Mixed	58	Kathigagaceru Secondary School – Mixed	92	Mbondoni Secondary School – Mixed
25	Gitaraka Girls Secondary School – Girls	59	Kerwa Mixed Secondary School – Mixed	93	Mbonzuki Secondary School – Mixed
26	Gitare Mixed Secondary School – Mixed	60	Kiambere Mixed Secondary School – Mixed	94	Mufu Secondary School – Mixed
27	Siakago Mixed Day Secondary School – Mixed	61	Kiamuringa Secondary School – Mixed	95	Mugui Secondary School – Mixed
28	St Agnes Kiaganari Girls Secondary School – Girls	62	Kiangungi Secondary School – Mixed	96	Munyori Mixed Day Sec – Mixed
29	St Anthony Kivuria Day Secondary School – Mixed	63	Kigwambiti Secondary School – Mixed	97	Muragari Secondary School – Mixed
30	St Barnabas Kathari Secondary School – Mixed	64	Kirimari Secondary School – Boys	98	Mutuobare Secondary School – Mixed
31	St Benedict’s Kithimu Day Secondary School – Mixed	65	Kithegi Mixed Secondary School – Mixed	99	Mutus Mixed Day Sec. – Mixed
32	St Christopher Mixed Day Secondary School – Mixed	66	Kithunguriri Secondary School – Mixed	100	Mwanyani Mixed Secondary School – Mixed

33	St Mark's Ena Secondary School – Mixed	67	Kithunguthia Mixed Day School – Mixed
34	St Thomas Igumori – Mixed	68	St. Thomas Aquinas Day Secondary School – Mixed


APPENDIX V: NACOSTI RESEARCH PERMIT


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