

**STRATEGY IMPLEMENTATION AND PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS IN NAIROBI CITY, KENYA**

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### DECLARATION

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

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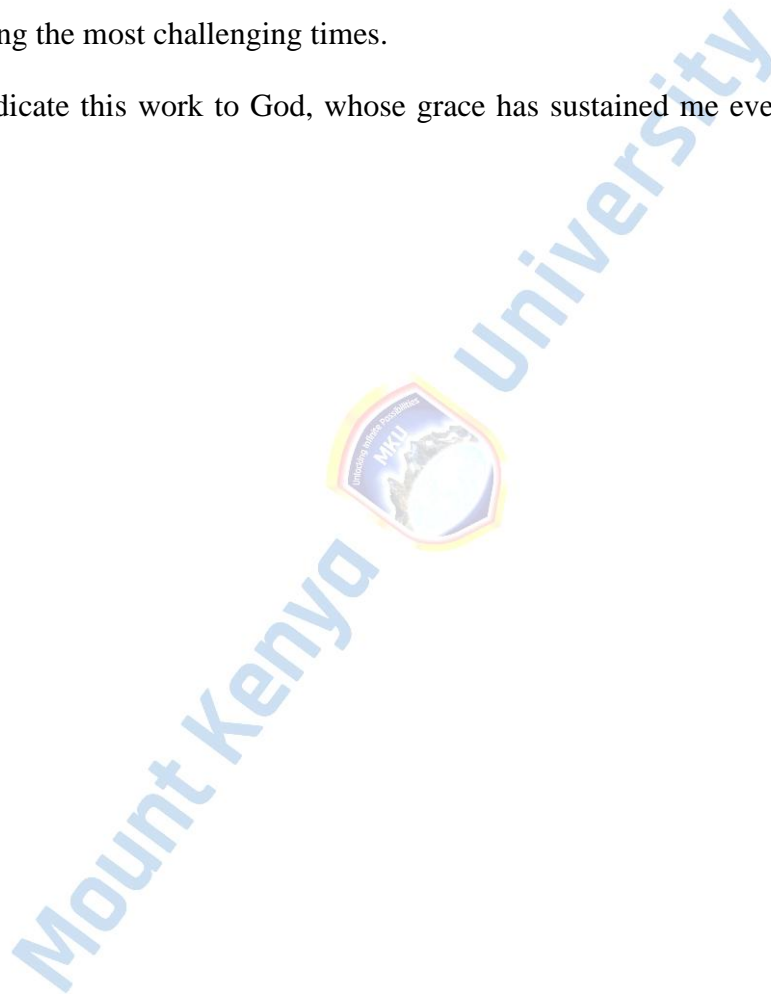
## DEDICATION

This research project is dedicated to my beloved family, whose unwavering love, support, and encouragement have been my greatest source of strength throughout my academic journey.

To my parents, thank you for instilling in me the values of hard work, perseverance, and integrity. Your sacrifices have laid the foundation for all my achievements.

To my friends and loved ones, your constant motivation and belief in me have kept me going even during the most challenging times.

Above all, I dedicate this work to God, whose grace has sustained me every step of the way.



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## ABSTRACT

This study sought to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya. Specifically, the study sought to assess the influence of top management support, resource allocation, training and development and coordination of activities on performance of public Secondary Schools in Nairobi City County, Kenya. This study was guided by Resource Based View Theory, Knowledge-Based View Theory and Systems Theory. This study used descriptive research design. The total target population was therefore 1071 respondents comprising of 57 education representatives, 338 principals and 676 teachers. The Yamane formula was adopted to calculate the study sample size. Therefore, the study sample size was 291 respondents. The study used simple random sampling in selecting the sample from study population. Data was collected by use of semi-structured questionnaires. The pilot group was 16 individuals which represented 6% of the total study sample size. The pilot group was excluded from the final study. Qualitative data collected was analyzed using content analysis and presented in prose form. Quantitative data collected was analyzed using descriptive statistics techniques such as frequency, percentages, and means and summary graphs, pie charts, and frequency distribution tables. Pearson R correlation was used to measure the strength and direction of linear relationship between variables. Multiple regression models were fitted to the data in order to determine how the independent variables influence the dependent variable. The findings were presented in tables and figures. The study concludes that top management support has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya ( $\beta_1=0.386$ ,  $p$  value= 0.000). In addition, the study concludes that resource allocation has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya ( $\beta_1=0.376$ ,  $p$  value=0.001). Further, the study concludes that training and development has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya ( $\beta_1=0.328$ ,  $p$  value=0.002). The study concludes that coordination of activities has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya ( $\beta_1=0.307$ ,  $p$  value=0.003). Based on the findings, the study recommends that the management of public Secondary Schools in Kenya should consider top management support, resource allocation, training and development and coordination of activities.

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## LIST OF ABBREVIATIONS AND ACRONYMS

- EIA:** Environmental Impact Assessment
- HRM:** Human Resource Management
- KBV:** Knowledge-Based View Theory
- KCSE:** Kenya Certificate of Secondary Education
- KNEC:** Kenya National Examination Council
- KPIs:** Key Performance Indicators
- MOE:** Ministry of Education
- NHIF:** National Health Insurance Fund
- OCPDs:** Officer Commanding Police Division
- OCSs:** Officer Commanding Police Station
- RBV:** Resource-Based View Theory
- SACCO:** Savings and Credit Cooperative
- SMEs:** Small and Medium-sized Enterprises
- SPSS:** Statistical Package for the Social Sciences
- UAE:** United Arab Emirates
- WASAC:** Water and Sanitation Corporation

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The education sector plays a crucial role in shaping individuals and societies by providing knowledge, developing skills, and fostering critical thinking. It encompasses a wide range of institutions, from early childhood education to higher education and vocational training, as well as informal and lifelong learning (Mohamed, *et al*, 2020). The sector is continually evolving, influenced by technological advancements, globalization, and shifting labor market demands. Secondary schools are educational institutions that serve students typically between the ages of 11 or 12 and 18, following primary or elementary education and preceding tertiary or higher education (Xiao *et al*, 2022). They are designed to provide more specialized and advanced instruction across a range of subjects, including mathematics, science, languages, and social studies, preparing students either for higher academic pursuits or for vocational and technical careers. Secondary education is often divided into lower and upper levels, such as middle school or junior high and high school or senior secondary, depending on the country (Iqbal, *et al*, 2022).

Public secondary schools are government-funded educational institutions that provide secondary education to students, typically free of charge or at minimal cost. These schools are open to all children within a certain geographic area or district, aiming to offer equal access to education regardless of socioeconomic background (Ibrahim, *et al* (2021). Public secondary schools follow national or regional curricula and standards, ensuring a consistent level of education across communities (Rosenqvist & Westerling, 2020). They often serve diverse student populations and are funded and managed by local or national education authorities, playing a critical role in promoting widespread literacy, skill development, and social equity. Public secondary schools play a vital role in the educational and social development of communities (Enow & Sopuru, 2024). They provide accessible education to a broad range of students, ensuring that children from various socioeconomic backgrounds have the opportunity to continue their learning beyond primary school (Ntakirutimana & Gitahi, 2023). By offering a standardized curriculum set by government authorities, public secondary schools help maintain educational consistency and quality across different regions, fostering equal learning opportunities and reducing disparities (Guruwo, Chiguvi & Guruwo, 2022).

Public secondary schools serve as important social environments where students develop critical life skills such as teamwork, communication, and problem-solving. They create spaces for social interaction and cultural exchange, helping young people build relationships and understand diverse perspectives (Nwani & Odiri, 2023). Additionally, these schools often offer extracurricular activities, sports, and clubs that promote personal growth and physical well-being, contributing to well-rounded development. Public secondary schools also play a strategic role in preparing students for the workforce and higher education (Agaba, Turyasingura & Kabagambe, 2023). Through various academic tracks, vocational training programs, and career guidance, they equip students with the knowledge and skills needed to succeed in a competitive job market or pursue advanced studies (Okwemba & Njuguna, 2021). Moreover, by promoting citizenship education and social responsibility, public secondary schools help nurture informed and engaged members of society who can contribute positively to national development (Muthuka, *et al*, 2024).

Strategy implementation is the process of putting a chosen plan or strategy into action within an organization. It involves translating strategic goals and objectives into specific tasks, allocating resources, assigning responsibilities, and managing activities to ensure the strategy is effectively executed (Munala & Mwasiagi, 2023). This phase requires coordination across different departments, overcoming obstacles, and monitoring progress to align daily operations with the overall strategic vision. Successful strategy implementation bridges the gap between planning and results, turning ideas and plans into tangible outcomes that drive organizational growth and competitive advantage (Simiyu & Kilikam, 2020).

Top management support refers to the active involvement, commitment, and guidance provided by school leadership—typically principals, deputy principals, and senior administrators—in driving institutional performance and achieving educational objectives ((Sirma, Misoi & Omillo, 2020). The effectiveness of any school largely depends on the capacity and willingness of its top management to lead by example, inspire staff, allocate resources wisely, and make strategic decisions. Strong leadership influences the school culture, facilitates policy implementation, and ensures that all operational activities are aligned with the school’s vision and mission. Key dimensions of top management support include strategic alignment, problem solving, and decision making (Amoako, Zakuan & Dwomoh, 2022).

Resource allocation refers to the strategic distribution and management of available resources—human, financial, and physical—to support the effective functioning and performance of an organization. In public secondary schools, efficient resource allocation is essential for achieving educational goals, ensuring equitable access to learning, and enhancing teaching and learning conditions (Ouma & Kilonzo, 2020). When resources are properly allocated, schools can meet the diverse needs of students, improve teacher effectiveness, and provide a conducive environment for academic excellence. The three core components of resource allocation are human, financial, and physical resources (Lemarleni *et al*, 2020).

Training and development refer to structured efforts aimed at enhancing the knowledge, skills, and competencies of employees—in this case, teachers and school administrators—to improve performance and meet organizational goals (Shafiq & Hamza, 2021). In public secondary schools, training and development initiatives are critical for promoting professional growth, improving instructional quality, and aligning teaching practices with evolving educational standards. Effective training empowers educators to adopt innovative methodologies, integrate technology, and manage diverse classroom needs. The key components of training and development include benchmarking, seminars, and workshops (Kiriimi & Maende, 2022).

Benchmarking involves identifying, understanding, and adopting best practices from top-performing schools or educational systems. This process enables institutions to compare their performance, systems, or teaching strategies against those of successful peers and to apply the insights gained to improve their own operations (Shafiq & Hamza, 2021). In public secondary schools, benchmarking may include school visits, case studies, and structured exchanges with model institutions. It fosters a culture of continuous improvement, innovation, and accountability. Through benchmarking, teachers and administrators can learn how to enhance student engagement, manage school resources effectively, or implement effective classroom assessment strategies. According to Camp (2022), benchmarking serves as a powerful tool for organizational learning and performance enhancement by encouraging reflection and adaptation of superior practices

Coordination of activities refers to the systematic arrangement and alignment of tasks, processes, and stakeholders within an organization to achieve set goals efficiently and effectively (Mohammed, 2023). In the context of public secondary schools, coordination plays a pivotal role in ensuring that educational objectives are met through streamlined

operations, enhanced teamwork, and strategic communication among staff and administrators (Ali *et al.*, 2021). Effective coordination contributes to minimizing duplication of efforts, resolving conflicts, and ensuring consistency in policy implementation and instructional delivery. Effective communication is a fundamental component of coordination in schools. It involves the timely and accurate exchange of information between school management, teachers, non-teaching staff, students, and other stakeholders. Open lines of communication facilitate the dissemination of policies, expectations, timetables, and changes in procedures, thereby reducing misunderstandings and enhancing institutional coherence. Schools that maintain strong internal communication structures are better positioned to implement programs, monitor progress, and make informed decisions. Moreover, studies such as by Bush and Glover (2019) emphasize that transparent communication fosters trust, motivates staff, and ensures that everyone is working toward common institutional goals. This study sought to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya.

### **1.1.1 Global Perspective of Strategy Implementation**

Strategy implementation is a critical phase in the strategic management process that involves translating formulated plans into actionable steps to achieve organizational goals. While the strategy formulation stage receives substantial attention, global research and practice have increasingly underscored that successful implementation is what ultimately determines organizational effectiveness and competitive advantage. Across various contexts—private, public, and non-profit—strategy implementation has emerged as a dynamic and complex process influenced by organizational structures, cultures, leadership, resources, and external environments.

In developed countries such as the United States, Germany, Japan, and the United Kingdom, strategy implementation is typically supported by well-established organizational frameworks, strong institutional capacity, and advanced technology. Research by Kaplan and Norton (2020) introduced the Balanced Scorecard as a tool to bridge strategy formulation and execution. In many multinational corporations (MNCs), implementation is facilitated through performance management systems, data-driven decision-making, and cross-functional alignment. In the U.S., for instance, the use of enterprise resource planning (ERP) systems and strategic dashboards is common in enhancing visibility and accountability during implementation. Moreover, leadership

development, employee engagement, and continuous feedback mechanisms are key enablers. Hrebiniak (2021) observed that in many Fortune 500 companies, failure in implementation is more often due to poor communication and misaligned incentives than poor strategic ideas.

In emerging economies such as China, Brazil, India, and South Africa, strategy implementation often encounters challenges stemming from bureaucratic red tape, political interference, resource limitations, and dynamic market conditions. However, these economies have increasingly adopted adaptive strategies and agile implementation models to remain competitive. For instance, in China, government-linked institutions employ a top-down implementation approach driven by five-year plans and policy-driven targets. According to Liu and Yu (2022), successful strategy execution in Chinese state-owned enterprises (SOEs) often relies on centralized control, state financing, and political alignment, although this model is increasingly being complemented with performance-based management. India, on the other hand, has seen a rise in strategy implementation within both the public and private sectors, with emphasis on digital transformation and decentralization. Singh and Ghosh (2023) reported that Indian firms increasingly rely on project-based implementation models, leveraging talent pools and local innovation to bridge strategic intent and action.

### **1.1.2 Regional Perspective of Strategy Implementation**

Strategy implementation across African countries exhibits significant variation, influenced by governance models, institutional capacity, economic conditions, and political stability. In Nigeria, despite having several well-articulated national plans such as the Economic Recovery and Growth Plan (ERGP), implementation often falters due to systemic inefficiencies, corruption, and bureaucratic delays (Ibrahim & Yusuf, 2022). Poor alignment between policy and practice, especially in sectors like education and health, has resulted in uneven outcomes across states. While initiatives like the Universal Basic Education (UBE) program have aimed to expand access to education, inadequate funding, lack of monitoring, and poor coordination among federal and state entities have undermined success (Okeke & Nwankwo, 2022). Nonetheless, states such as Lagos have made notable progress by adopting performance-based governance and digital reform

strategies to improve educational outcomes and service delivery (Oladipo & Akinola, 2021).

In contrast, Ghana demonstrates a more stable and coherent approach to strategy execution, aided by relatively strong institutions and participatory governance structures. Strategic plans such as the Education Strategic Plan (ESP) 2018–2030 have benefited from stakeholder engagement, district-level planning, and alignment with national budgeting frameworks (Asare & Mensah, 2021). The Ministry of Education in Ghana employs data-driven models to monitor implementation progress and evaluate learning outcomes, helping to ensure accountability. While rural and underserved areas still experience challenges related to teacher distribution and infrastructure gaps, Ghana's commitment to institutional planning and stakeholder inclusion distinguishes it from many regional peers (Boateng & Osei, 2023).

Egypt presents a model of centralized strategy implementation, characterized by strong government control and continuity in national priorities. National development initiatives such as Egypt Vision 2030 and the Education Reform Strategy 2.0 have been executed with considerable coordination between the state and development partners (El-Sayed & Hassan, 2023). This centralized structure has facilitated policy consistency, particularly in urban areas where digital infrastructure and skilled personnel support the rollout of reforms. However, this top-down model can limit grassroots adaptability and sometimes faces resistance from educators and local stakeholders due to limited consultation during the planning phase (Mansour & Hegazy, 2022). Despite these challenges, Egypt's political commitment to long-term strategic goals has enabled progress in sectors such as education, health, and infrastructure.

South Africa presents a unique case, marked by well-established democratic institutions and a comprehensive policy environment, yet fraught with challenges of implementation. While the National Development Plan (NDP) 2030 sets out inclusive and ambitious targets, execution is often hampered by fragmented inter-departmental coordination, lack of capacity at the local government level, and policy fatigue among implementers (Van der Westhuizen & Maseko, 2021). In the education sector, repeated reforms—such as the

Outcomes-Based Education model and Curriculum Assessment Policy Statements—have seen inconsistent implementation and uneven impact due to disparities in teacher training, provincial resources, and infrastructural development (Mahlangu & Makalela, 2020). Nevertheless, provinces like the Western Cape have demonstrated stronger performance through the integration of digital tools and data systems that support evidence-based school management and accountability (Smith & Cloete, 2022).

Collectively, these country experiences show that effective strategy implementation depends not only on the existence of strategic plans, but also on the governance environment, institutional coordination, stakeholder participation, and resource availability. Ghana and Egypt exemplify how structured leadership and stakeholder engagement can enhance strategic outcomes. Conversely, Nigeria and South Africa highlight the consequences of fragmented coordination and institutional weaknesses, despite having clear policy frameworks. Tailoring implementation strategies to fit national and sub-national contexts, while ensuring adequate support structures and accountability mechanisms, is essential for translating strategy into measurable development outcomes (Chege & Ouma, 2020; Konyango & Weke, 2023).

### **1.1.3 Local Perspective of Strategy Implementation**

In Kenya, strategy implementation in public institutions is guided by a devolved system of governance, which assigns strategic responsibilities across national and county governments. Despite the existence of comprehensive strategic documents such as Kenya Vision 2030 and various sectoral strategic plans, implementation at the institutional level often faces numerous challenges. These include limited financial resources, capacity constraints, bureaucratic delays, political interference, and weak monitoring and evaluation systems (Nzuki & Kimemia, 2021). Although strategic planning has become a routine practice across government ministries, departments, and agencies, the actual execution frequently suffers from gaps between planning and practice.

In the education sector, the Ministry of Education, Teachers Service Commission (TSC), and the Kenya Institute of Curriculum Development (KICD) have all developed strategic plans aimed at improving access, quality, and equity. However, implementation has encountered various roadblocks such as underfunding, poor infrastructure, and inadequate

teacher training. For instance, the rollout of the Competency-Based Curriculum (CBC) faced initial setbacks due to resistance from teachers, lack of learning materials, and unclear implementation guidelines (Mwangi & Wanjohi, 2020). While the government committed resources and initiated teacher training programs, systemic readiness across many counties lagged behind, illustrating the challenge of aligning national policy directives with local-level execution capacity.

A major development in Kenya's strategic governance has been the use of Performance Contracting, introduced in 2004 to improve accountability and service delivery in the public sector. According to Chege and Ouma (2020), the adoption of performance contracts in ministries and public schools led to improved clarity in roles, target-setting, and outcome measurement. Public secondary schools, in particular, have increasingly adopted School Improvement Plans (SIPs), guided by county education officers, to align their priorities with national education objectives. However, the success of these initiatives often depends on the leadership quality at the school level, availability of financial and human resources, and effective stakeholder participation.

County governments also play a crucial role in strategy implementation, particularly in devolved functions such as health, agriculture, and early childhood education. Research by Kinyanjui and Muriuki (2021) shows that counties that engage in participatory budgeting and integrate community needs into strategic planning tend to experience more successful implementation outcomes. Nevertheless, disparities in technical expertise, political alignment with the national government, and revenue generation capacity have led to uneven performance across counties.

Institutional culture also plays a significant role in either facilitating or hindering strategy implementation in Kenya. Studies have shown that organizations with a strong culture of leadership, communication, and employee involvement are more likely to successfully execute their strategies (Kiriti & Maende, 2022). In many Kenyan schools and government departments, however, hierarchical leadership structures and limited staff involvement in planning often reduce ownership of the strategy, leading to poor implementation.

Corruption and mismanagement of funds are recurring barriers to strategy implementation in Kenya. Auditor General reports have frequently highlighted the diversion or misappropriation of funds meant for strategic projects, especially at county and school

levels (Office of the Auditor-General, 2022). This undermines confidence among stakeholders and weakens the impact of strategic interventions. As a result, development partners and civil society organizations have increasingly demanded more transparent and accountable implementation processes.

Despite these challenges, Kenya has made some significant progress in embedding strategic management practices within public institutions. Institutions such as the Kenya Revenue Authority (KRA), Kenya Power, and various universities have established internal strategy units and adopted modern management tools to track implementation progress. Furthermore, the integration of e-Government platforms and performance dashboards is gradually transforming how institutions monitor, report, and adjust their strategic activities (Nyariki & Wekesa, 2023). These innovations point to a growing recognition of the importance of evidence-based decision-making and continuous improvement in strategy execution.

#### **1.1.4 Secondary School Education**

Secondary education, spanning the ages of 12 to 18, serves as a pivotal stage in an individual's academic journey. Building upon the foundational knowledge acquired in primary education, this phase is designed to provide a more specialized and comprehensive curriculum (Okwemba & Njuguna, 2021). It aims to prepare students for higher education or entry into the workforce by fostering academic, vocational, and life skills. One of the primary objectives of secondary education is academic preparation. Subjects like mathematics, sciences, languages, and humanities are explored in greater depth, cultivating critical thinking and analytical abilities. Additionally, secondary education is geared towards preparing students for higher education, offering the qualifications necessary for entrance into universities or specialized fields of study. Vocational and practical skills training is also integrated, recognizing the diverse career paths students may pursue (Munala & Mwasiagi, 2023). This inclusive approach encompasses technical and trade skills, as well as computer literacy and other workforce-relevant competencies. Furthermore, secondary education plays a crucial role in personal and social development by nurturing communication skills, teamwork, problem-solving, and a sense of social responsibility. Despite its importance, secondary education faces challenges on various fronts. Issues of access and equity persist in certain regions, with marginalized groups, girls, and rural populations encountering barriers. Quality disparities between urban and rural schools, coupled with variations in teacher competency, can

affect the overall educational experience. Ensuring that the curriculum remains relevant and adaptable to the evolving demands of the job market is an ongoing challenge. Additionally, the integration of technology into secondary education is a pressing concern, as access to digital resources and the development of digital literacy skills are deemed essential for students to navigate a technology-driven world (Simiyu & Kilikam, 2020).

### **1.1.5 Trends in Secondary School Performance in Kenya**

In Kenya, secondary school students undergo a nationwide examination conducted by the Kenya National Examination Council (KNEC) in their fourth year, culminating in the attainment of the Kenya Certificate of Secondary Education (KCSE). The results of this examination are assessed on a scale ranging from one to twelve points, with the lowest grade, E, corresponding to 1 point and the highest grade, A, equating to 12 points (Kenya National Examinations Council, 2018). The primary purposes of this examination include certification and the selection of students for various university courses and postsecondary training programs (Republic of Kenya, 2019). Consequently, the examination plays a crucial role in guiding students toward higher education or direct entry into the workforce.

Over the years, student performance in the national-level Kenya Certificate of Secondary Education (KCSE) has been consistently subpar. For instance, in 2015, a total of 262,669 candidates took the KCSE examinations. However, only a modest percentage (29%) achieved grades of C+ and above, meeting the minimum requirements for admission to public universities (Ministry of Education, 2015). The majority of candidates (71%) performed inadequately, attaining grades of C and below, falling short of the necessary criteria for university entry (MOE, 2015). There was a marginal improvement in 2016, with 97,134 out of 307,171 candidates (32%) securing grades of C+ and above. Conversely, 201,037 candidates (68%) received grades of C and below, indicating that a substantial portion still did not meet the minimum requirements for university admission (Mailu, Ntale & Ngui, 2021).

In 2020, a total of 743,299 candidates participated in the KCSE examinations, with 380,327 being males and 366,834 females. Notably, the number of candidates meeting the minimum university entry qualification of Grade C+ and above increased to 143,140 (19.03%) in comparison to 125,746 (18.02%) in 2019. The trend continued in 2021, with

145,145 candidates (17.5%) achieving a C+ and above, qualifying them for university admission. In the subsequent year, 2022, the number of candidates meeting the university entry qualification of Grade C+ and above rose to 173,345 (19.03%) in the KCSE examination. This was a notable increase from 145,776 (17.55%) in 2021(MOE, 2022).

### **1.1.6 Strategy Implementation**

Strategy implementation is the critical process through which an organization translates its formulated strategies into tangible actions and outcomes. It involves the execution of strategic plans to achieve organizational objectives and goals (Mohamed, *et al*, 2020). Central to successful implementation is the alignment of the organization's structure, processes, and resources with the chosen strategic direction. A key aspect is leadership, as effective leaders play a pivotal role in guiding the organization through change, inspiring commitment, and fostering a culture that supports the strategic vision. Clear and transparent communication is essential at all levels of the organization to ensure that every member understands the strategy, their role in its execution, and the expected outcomes (Xiao *et al*, 2022).

Resource allocation is a fundamental element of strategy implementation. Organizations must allocate financial, human, and technological resources strategically to support the implementation process. This involves not only the provision of adequate resources but also continuous monitoring and adjustment to ensure optimal utilization. Performance measurement and monitoring mechanisms, such as key performance indicators (KPIs), must be established to track progress and assess whether the organization is on course to meet its strategic goals. A robust feedback loop is crucial for identifying issues early on, enabling timely adjustments to the implementation plan (Iqbal, *et al*, 2022).

Effective training and development programs are vital to ensure that employees possess the necessary skills and knowledge to execute the strategy. This includes both technical skills specific to the strategy and broader skills such as adaptability and innovation. Incentive systems aligned with strategic objectives motivate employees to actively contribute to the implementation process. Recognition and rewards for individuals or teams that significantly contribute to strategic goals reinforce a culture of achievement. Successful strategy implementation requires a proactive approach to change management, acknowledging that strategies often entail organizational changes. Involving employees in

the change process and communicating the benefits of the changes help mitigate resistance and facilitate a smoother transition (Rosenqvist & Westerling, 2020).

Risk management is integral to strategy implementation. Organizations need to identify potential risks and challenges associated with the strategy and develop contingency plans to address them. Regular assessments of the external environment allow organizations to adapt their strategies if necessary. Continuous improvement is a foundational principle in successful strategy implementation. Regular reviews and assessments of the implementation process, soliciting feedback from employees and stakeholders, help identify areas for improvement and innovation. In essence, successful strategy implementation is a holistic and dynamic process that involves the collective efforts of the entire organization, from leadership to front-line employees, to ensure that the formulated strategies translate into tangible outcomes and organizational success (Enow & Sopuru, 2024).

## **1.2 Statement of the Problem**

Secondary education represents a critical phase in a student's academic journey, where foundational knowledge is deepened, and specialized skills are honed (Mailu, Ntale & Ngui, 2021). Beyond academic prowess, secondary education instills critical thinking, problem-solving abilities, and social skills, preparing students for the multifaceted challenges of the adult world. Government investment in Nairobi County government-owned schools has seen substantial growth due to improved infrastructure, the provision of free textbooks, and well-trained teachers (MOE, 2020). Despite these efforts, secondary schools under the Nairobi County government have consistently performed below the expected standards, often attaining a mean score of C-. This performance disparity, particularly when compared to private secondary schools like Sunshine Secondary School, Strathmore School, Loreto Convent, and Kianda School, suggests a deficiency in strategy implementation (Munala & Mwasiagi, 2023). Over the years, these private schools have consistently demonstrated excellent performance, with mean grades averaging from B to B+. In contrast, schools such as Kamkunji and Dandora Secondary schools have struggled, recording lower average mean grades. In the 2020 national examinations, they reported mean grades of C-, highlighting the need for a re-evaluation of strategies to improve the overall academic performance in Nairobi County government-owned secondary schools (MOE, 2020).

Research has shown that strategy implementation influence organization performance. For instance; Njag and Kombo (2019) researched on the effect of strategy implementation on performance of commercial Banks in Kenya, Mbithi (2016) conducted a study on the influence of strategy implementation on performance of Kenya bureau of standards. Mathore (2018) conducted a study on the effect of strategy implementation on organisation performance: a case study of diamond trust bank. However, none of these studies focused on performance of public secondary schools in Nairobi County, Kenya. In Nairobi City County, the performance of public secondary schools is a matter of critical concern, and understanding the impact of strategy implementation on this performance is imperative. Despite various strategies being formulated at both national and county levels to enhance the quality of education, there remains a gap in comprehensively assessing the effectiveness of their implementation in public secondary schools within Nairobi. This study therefore sought to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya

### **1.3 General Objective**

This study sought to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya

#### **1.3.1 Specific Objectives**

- i. To assess the influence of top management support on performance of public Secondary Schools in Nairobi City County, Kenya
- ii. To determine the influence of resource allocation on performance of public Secondary Schools in Nairobi City County, Kenya
- iii. To determine the influence of training and development on performance of public Secondary Schools in Nairobi City County, Kenya
- iv. To establish the influence of coordination of activities on performance of public Secondary Schools in Nairobi City County, Kenya

### **1.4 Research Questions**

- i. What is the influence of top management support on performance of public Secondary Schools in Nairobi City County, Kenya?
- ii. How does resource allocation influence performance of public Secondary Schools in Nairobi City County, Kenya?

- iii. What is the influence of training and development on performance of public Secondary Schools in Nairobi City County, Kenya?
- iv. How does Coordination of Activities influence performance of public Secondary Schools in Nairobi City County, Kenya?

### **1.5 Significance of the study**

#### **Ministry of Education:**

The Ministry of Education is a key stakeholder that stands to benefit significantly from the findings of this study. Understanding the influence of strategy implementation on the performance of public secondary schools in Nairobi City County allows the ministry to make data-driven decisions in policy formulation and resource allocation. The insights gained from the study can inform the development of targeted strategies and interventions to improve the overall quality of education in the county. This, in turn, aligns with the ministry's broader goals of enhancing the education system and ensuring that students receive a high-quality education that prepares them for the challenges of the 21st century.

#### **Public Secondary Schools:**

For public secondary schools in Nairobi City County, the study provides an opportunity for self-assessment and improvement. By identifying the factors that influence strategy implementation and, consequently, academic performance, schools can tailor their approaches to address specific challenges. The findings can guide school administrators in optimizing resource allocation, refining teaching methodologies, and enhancing professional development for teachers. Ultimately, the study empowers schools to enhance their strategic planning and execution, contributing to improved student outcomes and the overall reputation of the institutions.

#### **Academicians:**

The academic community stands to gain valuable insights from this study as it contributes to the existing body of knowledge in educational research. Researchers and academicians can use the findings as a foundation for further exploration into the nuances of strategy implementation in educational settings. The study provides an empirical basis for theoretical frameworks related to educational strategy, thereby enriching academic discourse. Furthermore, the research can inspire further investigations into the broader socio-economic and cultural factors influencing strategy implementation in different educational contexts.

### **Other Researchers:**

Researchers outside the field of education may find value in the study as it offers a model for examining the impact of strategy implementation in a specific institutional context. Cross-disciplinary researchers can draw parallels between the challenges and successes identified in this study and those in their respective fields, fostering a more comprehensive understanding of strategy execution dynamics. The findings may also serve as a reference point for comparative studies in other regions, allowing researchers to assess the generalizability of the identified influences on strategy implementation in diverse educational environments.

### **1.6 Scope of the Study**

The scope of this study was focused on evaluating the impact of strategy implementation on the performance of public secondary schools in Nairobi City County, Kenya. The study aimed to delve into specific aspects, including the influence of top management support, resource allocation, training and development, and coordination of activities on the overall performance of these schools. By examining these key factors, the research sought to provide a comprehensive understanding of the dynamics shaping the educational landscape in Nairobi City County. The scope encompasses an in-depth analysis of how these elements interplay and contribute to or hinder the academic outcomes of public secondary schools in the specified region. Through this exploration, the study aimed to offer insights that can inform strategic interventions and improvements in the educational system within Nairobi City County. The study was conducted between January and December 2024.

### **1.7 Limitations of the Study**

In anticipation of potential challenges with Head teachers and administrative staff who may harbor suspicions regarding the sensitivity of the information requested, several proactive measures were implemented to ensure the smooth execution of the research.

An introductory letter from the University was attached to each questionnaire, explicitly confirming that the data collected is exclusively intended for academic purposes. This letter underscored the commitment to treating all information with the utmost confidentiality, addressing concerns about potential victimization. This approach aimed to build trust and assure respondents that their participation is secure and valued.

To further allay concerns, Head teachers were requested to communicate the research purpose to their administrative staff. This communication emphasized that the questionnaire is solely for research purposes, highlighting the significance of their participation in contributing to academic insights and improvements in the educational sector.

Acknowledging the busy schedules within a school environment, efforts were made to streamline the questionnaire to minimize the time required for completion. Additionally, recognizing that staff at the same level may share similar experiences and perspectives, the questionnaire were administered to multiple staff members at the same level simultaneously. This approach aimed to maximize efficiency without compromising the accuracy and diversity of responses.

Recognizing the potential for respondents to provide answers that align with perceived expectations rather than reflecting their true experiences, a rigorous analysis approach was adopted. By scrutinizing the responses, identifying patterns, and cross-referencing with multiple data sources, the research team worked to mitigate the impact of potentially biased or conforming answers. This approach is crucial for ensuring the reliability and validity of the data collected.

The researcher maintained a keen awareness of potential errors in responses, including those arising from concerns about controversy. A thorough analysis process involved scrutinizing responses for consistency, conducting follow-up interviews where necessary, and triangulating data with other sources to ensure a comprehensive and accurate understanding of the issues under investigation.

### **1.8 Delimitations and Assumptions of the Study**

The study specifically focused on public secondary schools within Nairobi City County, Kenya. Schools outside this geographic area are not included in the study. In addition, the study is limited to public secondary schools. Private secondary schools or other types of educational institutions are not within the scope.

The assumption is that top management support positively influences the performance of secondary schools. This assumes that supportive leadership facilitates effective strategy implementation. In addition, It is assumed that adequate and effective resource allocation positively impacts school performance. This assumes that schools with better resource management tend to perform better. The assumption is that continuous training and

development of staff contribute positively to school performance. This assumes that skilled and motivated staff enhance educational outcomes.

### **1.8 Operational Definition of Terms**

**Strategy Implementation:** Refers to the process through which an organization translates its formulated strategic plans and objectives into actions, initiatives, and operational activities. It involves putting strategies into practice and executing the planned activities to achieve the desired goals and outcomes.

**Top Management Support:** Refers to the active endorsement, commitment, and involvement of senior executives and leaders within an organization in favor of specific initiatives, projects, or strategic endeavors.

**Resource Allocation:** Is the strategic management process of distributing and assigning available resources such as financial, human, technological, and physical resources among different projects, activities, or departments within an organization

**Training and Development:** Refer to systematic processes within an organization designed to enhance the knowledge, skills, and abilities of employees. These initiatives aim to improve individual and collective performance, boost employee engagement, and contribute to the overall success and competitiveness of the organization.

**Coordination of Activities:** Refers to the management process of harmonizing and integrating the efforts of individuals, teams, or departments within an organization to achieve common goals and objectives. It involves the effective synchronization of tasks, resources, and processes to ensure that the various components of an organization work together efficiently and cohesively.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter presents literature review on strategy implementation and performance of public secondary schools. The education sector plays a crucial role in shaping individuals and societies by providing knowledge, developing skills, and fostering critical thinking. It encompasses a wide range of institutions, from early childhood education to higher education and vocational training, as well as informal and lifelong learning (Mohamed, et al, 2020). The chapter entails; theoretical review, empirical review and conceptual framework.

#### 2.2 Theoretical Literature Review

This section presents theories guiding the study on strategy implementation and organization performance. A theory is a well-substantiated explanation or framework that organizes and interprets a set of related phenomena or observations. It is a systematic and structured set of principles or concepts that aims to explain and predict how certain aspects of the world function. The development of a theory involves a process of observation, analysis, and the formulation of general principles that can be applied to understand a particular phenomenon or set of phenomena. This study was guided by Resource Based View Theory, Knowledge-Based View Theory and Systems Theory.

##### 2.2.1 Resource Based View Theory

The Resource-Based View (RBV) theory was founded by Barney (1991). The theory posits that organizations possess valuable, rare, inimitable, and non-substitutable (VRIN) resources which, when effectively managed, can lead to superior performance. Unlike external or market-based theories that focus on industry conditions, the RBV shifts attention to internal capabilities, arguing that sustainable success arises from leveraging strategic assets within the organization (Lemarleni *et al*, 2020). In the context of public secondary schools in Nairobi City County, RBV theory was applied in this study to assess how internal factors—specifically top management support and resource allocation— influence school performance. These two constructs represent critical organizational resources that, according to RBV, can contribute significantly to institutional effectiveness when properly utilized (Ouma & Kilonzo, 2020).

Top management support is viewed under RBV as a strategic intangible resource. This includes the leadership capacity, commitment, vision, and decision-making ability of school administrators such as principals and deputy principals. When school leadership is proactive, visionary, and committed to educational excellence, it creates a conducive environment for teaching and learning (Bush & Glover, 2019). Effective top management enables the alignment of school goals with available resources, motivates staff, fosters accountability, and ensures that the school adapts to policy changes and challenges. These leadership capabilities are often rare and difficult to replicate, giving schools a distinct performance edge when present (Mintzberg, 2018).

Resource allocation, on the other hand, is treated as both a tangible and intangible asset under the RBV framework. Financial, physical, and human resources—when adequately distributed and strategically utilized—serve as the foundation upon which performance outcomes are built (Ali *et al.*, 2021). Schools with access to well-trained teachers, adequate instructional materials, well-maintained infrastructure, and sufficient funding are more likely to perform better than those without. According to RBV, what matters most is not just the presence of resources, but how strategically they are managed. Schools that allocate resources efficiently—prioritizing academic needs, investing in teacher development, and improving learning facilities—gain a performance advantage over less organized institutions (Mohammed, 2023).

By using the RBV framework, the study acknowledges that public secondary schools are not uniform in how they utilize their internal capacities. Even with similar funding levels or policy mandates, performance outcomes may differ based on how effectively top management leads and how resources are distributed (Omollo, 2020). This perspective explains performance variations not just between schools, but also within schools over time. It suggests that sustainable improvement in educational outcomes requires building and protecting strategic internal resources (Enow & Sopuru, 2024). This theory was used to assess the influence of top management support and resource allocation on performance of public Secondary Schools in Nairobi City County, Kenya.

### **2.2.2 Knowledge-Based View Theory**

The Knowledge-Based View (KBV) theory founded by Kogut and Zander (1992) is a strategic management perspective that emphasizes knowledge as the most strategically significant resource of a firm (Gallego, Gool & Kelleher, 2020). Unlike traditional views

that prioritize physical assets or financial capital, KBV posits that sustainable competitive advantage arises primarily from the ability to create, transfer, and apply knowledge effectively within the organization. According to this theory, firms exist not just as bundles of resources or competencies, but as repositories and processors of knowledge. This knowledge can be both explicit—formal and codified—and tacit—experiential, intuitive, and difficult to articulate (Mubangizi & Kabanda, 2024).

Central to the KBV is the idea that knowledge is unique, difficult to imitate, and often socially complex, making it a critical asset in differentiating firms from their competitors (Ouma & Kilonzo, 2020). The theory suggests that organizations must develop and nurture their internal knowledge capabilities through continuous learning, innovation, and collaboration. Organizational routines, systems, and cultures that support knowledge sharing and retention are thus considered essential for long-term success. Additionally, strategic management in the context of KBV focuses on aligning knowledge-based capabilities with the firm's goals and external environment to achieve superior performance (Lemarleni *et al*, 2020). Another important aspect of KBV is its integration with the Resource-Based View (RBV) of the firm. While RBV considers resources in general as sources of competitive advantage, KBV extends this idea by highlighting that knowledge is the most critical and foundational resource. This focus shifts managerial attention toward fostering environments that enhance knowledge acquisition, integration, and protection. It also underlines the importance of knowledge management systems, organizational learning mechanisms, and human capital development as tools for leveraging this valuable resource (Ali, Ogolla & Nzioki, 2022). This theory was used to assess the influence of training and development on performance of public Secondary Schools in Nairobi City County, Kenya.

### **2.2.3 Systems Theory**

Systems Theory was developed by Ludwig von Bertalanffy (1937). The theory emphasizes that an organization is composed of subsystems that interact dynamically within a broader environment. In the context of public secondary schools, this theory views the institution as a system made up of various interconnected components, such as the administration, teaching staff, students, and support services. Each part contributes to the school's performance, and the success of the entire system depends on how well these components are coordinated (Mohammed, 2023).

Coordination of activities is one of the critical elements that systems theory highlights as essential for the optimal functioning of any system. In public secondary schools in Nairobi City County, coordination ensures that all departments and stakeholders operate in alignment with the school's goals (Ali *et al.*, 2021). Without proper coordination, schools risk experiencing duplication of efforts, role confusion, inefficient use of resources, and breakdowns in communication. Systems theory suggests that smooth coordination enhances adaptability and responsiveness, particularly in environments characterized by limited resources and high student populations—conditions typical in many public schools within Nairobi (Bush & Glover, 2019).

One of the key aspects of coordination in systems theory is communication. Effective internal communication ensures that information flows freely across the various levels and departments of the school. This includes upward communication from staff to administration, lateral communication among peers, and downward communication from management to staff (Mintzberg, 2018). Clear communication channels allow for timely feedback, decision-making, and implementation of strategies, all of which contribute to better performance outcomes. Systems theory emphasizes feedback loops, which enable the school to continuously assess and adjust its practices in real time (Fullan, 2021).

Another essential dimension of coordination is collaboration. Systems theory underscores the importance of collaboration among subsystems to maintain overall balance and coherence. In the school setting, collaboration might involve team teaching, departmental planning, or parent-teacher engagement (Ali *et al.*, 2021). Through collaborative efforts, resources and expertise can be pooled, challenges can be jointly addressed, and innovation can be fostered. Schools that promote a culture of collaboration are more likely to experience improved staff morale, student engagement, and effective implementation of educational programs (Mohammed, 2023).

Lastly, clearly defined roles and responsibilities are vital for coordinated functioning. Systems theory maintains that each component of the system should have a clear understanding of its role, authority, and accountability to prevent overlaps and confusion (Enow & Sopuru, 2024). In schools, this means that teachers, administrators, and support staff must know their duties and how their work contributes to the overall mission of the school. When roles are well defined and respected, it becomes easier to monitor performance, allocate tasks efficiently, and promote accountability—key drivers of institutional success (Omollo, 2020). This theory was used to establish the influence of

coordination of activities on performance of public Secondary Schools in Nairobi City County, Kenya.

## **2.3 Empirical Review**

This section presents empirical review on strategy implementation and organization performance. The review is done in line with the specific objectives which include; top management support, resource allocation, training and development and coordination of activities

### **2.3.1 Top management support and Organization performance**

Top management support refers to the active involvement, commitment, and guidance provided by school leadership—typically principals, deputy principals, and senior administrators—in driving institutional performance and achieving educational objectives ((Sirma, Misoi & Omillo, 2020). The effectiveness of any school largely depends on the capacity and willingness of its top management to lead by example, inspire staff, allocate resources wisely, and make strategic decisions. Strong leadership influences the school culture, facilitates policy implementation, and ensures that all operational activities are aligned with the school’s vision and mission. Key dimensions of top management support include strategic alignment, problem solving, and decision making (Amoako, Zakuan & Dwomoh, 2022).

Strategic alignment involves ensuring that all activities within the school—whether academic, administrative, or co-curricular—are consistent with the institution’s overall goals and educational policies. It means that the leadership sets a clear direction and ensures that the efforts of teachers, support staff, and departments are coordinated to achieve common objectives (Gallego, Gool & Kelleher, 2020). In the context of public secondary schools, this may involve aligning teaching strategies with curriculum reforms, integrating performance targets into staff appraisals, or promoting inclusive education initiatives. According to Kaplan and Norton (2018), strategic alignment is crucial for organizational success as it fosters coherence, clarity of purpose, and efficient use of resources. Schools with well-aligned strategies are more likely to achieve higher academic performance and stakeholder satisfaction (Ouma & Kilonzo, 2020).

Effective problem solving is a critical aspect of top management support. Public secondary schools often face challenges such as teacher shortages, student discipline issues, financial constraints, and infrastructure deficits. The ability of school leaders to

proactively identify problems, analyze their root causes, and implement practical solutions has a significant impact on school performance. Competent school managers do not only react to crises but also anticipate potential issues and implement preventive measures (Lemarleni *et al.*, 2020). They encourage staff participation in solving institutional challenges and foster a collaborative environment. As noted by Leithwood and Jantzi (2019), successful school leaders are problem solvers who use data, dialogue, and distributed leadership to address school-level issues efficiently.

Decision making refers to the process through which school leaders choose among alternatives to guide school operations and long-term planning. In public secondary schools, decisions may involve curriculum implementation, staff deployment, budget allocations, and disciplinary actions. Effective decision making by top management is characterized by inclusivity, data-driven processes, transparency, and alignment with educational policies (Ali, Ogolla & Nzioki, 2022). When decision making is participatory and grounded in evidence, it builds trust among staff and students, encourages innovation, and improves accountability. According to Hoy and Miskel (2019), decision making in schools should not be arbitrary but based on ethical considerations, policy frameworks, and empirical data to ensure sustainable improvements in performance.

A study by Saputra, Winarningsih, and Puspitasari (2020) investigated the relationship between top management support and organizational performance in public sector institutions in Indonesia. Their findings revealed a strong positive relationship ( $\beta = 0.69$ ,  $p < 0.01$ ), indicating that consistent engagement and leadership from senior managers significantly enhanced operational efficiency, employee morale, and service delivery outcomes. The study emphasized that when top leadership is visible, participatory, and supportive, organizational objectives are more likely to be achieved.

In Kenya, Mutunga and Mwangi (2021) examined the effect of top management support on the performance of public secondary schools in Nairobi County. Their mixed-methods study revealed that school principals who demonstrated strong leadership—through strategic planning, staff involvement, and policy enforcement—recorded higher student performance and better school reputation. The study further noted that schools where principals actively supported staff development and delegated decision-making appropriately had stronger institutional performance in KCSE results and student discipline.

Similarly, Kandie and Ngugi (2022) focused on strategic alignment as a component of top management support in education. The study found that aligning school vision, mission, and strategic goals with curriculum implementation significantly influenced school performance. Using a sample of 40 secondary schools, they reported that institutions with strong leadership support recorded up to 18% higher mean scores compared to those with weak strategic oversight. This finding underscores the importance of leadership in setting priorities, monitoring execution, and mobilizing resources.

In a broader organizational context, Adusei and Boateng (2021) assessed the role of executive support in performance outcomes among non-profit organizations in Ghana. Their study concluded that executive sponsorship, availability of clear communication from leadership, and commitment to staff welfare were strong predictors of organizational sustainability and performance. Their regression model indicated that top management support accounted for 43% of the variance in performance outcomes ( $p < 0.05$ ).

A study by Chege and Ouma (2020) in Kenyan public institutions explored how leadership involvement influenced project success and organizational effectiveness. They found that when top managers took an active role in problem-solving, policy development, and team motivation, the likelihood of achieving project goals increased significantly. This study highlighted that management support enhances organizational agility and the capacity to respond to emerging challenges.

Okwako and Wekesa (2023) investigated the effect of leadership support on teacher motivation and school performance in Bungoma County, Kenya. They found that schools with proactive leadership—where principals supported innovation, encouraged collaborative planning, and ensured access to resources—performed better in both academic and non-academic areas. The study emphasized that the psychological presence of top management creates a sense of direction and commitment among subordinates.

In Nigeria, Ibrahim and Yusuf (2022) examined the impact of top-level administrative support on secondary school performance. Their study concluded that administrative backing—especially in decision-making and conflict resolution—reduced bureaucratic delays and enhanced teacher retention. Effective leadership support was also linked to better communication structures and transparency in school operations.

### 2.3.2 Resource Allocation and Performance of Public Schools

Resource allocation refers to the strategic distribution and management of available resources—human, financial, and physical—to support the effective functioning and performance of an organization. In public secondary schools, efficient resource allocation is essential for achieving educational goals, ensuring equitable access to learning, and enhancing teaching and learning conditions (Ouma & Kilonzo, 2020). When resources are properly allocated, schools can meet the diverse needs of students, improve teacher effectiveness, and provide a conducive environment for academic excellence. The three core components of resource allocation are human, financial, and physical resources (Lemarleni *et al*, 2020).

Human resources are the backbone of any educational institution. In public secondary schools, this includes teachers, school administrators, support staff, and education officers. The quantity, quality, and deployment of human resources have a direct impact on school performance (Ali, Ogolla & Nzioki, 2022). Adequate staffing ensures manageable teacher-student ratios, enabling personalized attention and better learning outcomes. Equally important is the competence of the teaching staff. Teachers who are professionally trained, motivated, and well-supported are more likely to deliver high-quality instruction and foster positive learning environments. According to UNESCO (2019), teacher quality is the most significant school-related factor affecting student achievement, emphasizing the need for deliberate and strategic investment in human capital.

Financial resources are critical for the day-to-day running and long-term sustainability of public secondary schools. These include government capitation grants, donor funding, school fees, and other income-generating activities (Kirimi & Maende, 2022). Proper financial resource allocation enables schools to procure teaching and learning materials, pay salaries, support infrastructure development, and fund co-curricular activities. Transparent and needs-based budgeting ensures that funds are directed to priority areas that directly impact student outcomes. Mismanagement or inadequate funding, on the other hand, can lead to resource shortages, low staff morale, and diminished school performance. As World Bank (2018) notes, effective financial planning and accountability mechanisms are essential for maximizing the impact of education funding, especially in resource-constrained public school systems.

Physical resources refer to the tangible infrastructure and materials that support teaching and learning processes. These include classrooms, laboratories, libraries, furniture, water and sanitation facilities, and ICT infrastructure. Well-maintained physical facilities create a safe, supportive, and engaging learning environment for students (Omolo, 2024). For example, access to well-equipped science laboratories enhances practical learning, while modern ICT tools enable digital literacy and blended learning. Conversely, inadequate or dilapidated infrastructure hinders the delivery of quality education and can discourage both students and teachers. According to OECD (2019), there is a strong correlation between the quality of physical learning environments and student achievement, especially in under-resourced public schools.

A study by Mubangizi and Kabanda (2024) examined how resource allocation influenced student performance in public secondary schools in Uganda. The researchers found that schools that prioritized equitable distribution of financial and human resources reported better academic results, lower dropout rates, and improved school climate. Specifically, targeted investment in teaching staff and learning materials had the highest impact on Kenya Certificate of Secondary Education (KCSE)-equivalent outcomes. Their regression analysis indicated that resource allocation accounted for 41% of the variance in school performance indicators ( $p < 0.01$ ).

In Kenya, Charo and Kiptoo (2024) investigated the impact of resource allocation on the performance of public secondary schools in Nairobi City County. The study employed a descriptive correlational design and analyzed budget records, infrastructure data, and KCSE results across 30 schools. Findings showed a strong positive correlation ( $r = 0.78$ ,  $p < 0.01$ ) between adequate allocation of physical resources—such as classrooms, laboratories, and ICT facilities—and student achievement. Schools with better infrastructure also exhibited higher enrollment and teacher retention rates, underscoring the role of physical resource availability in performance outcomes.

Gitonga and Wanjohi (2023) focused on the role of financial resources in school improvement programs. Their study found that schools with efficient budgeting and transparency mechanisms demonstrated more consistent performance improvements.

Moreover, decentralized financial decision-making—where schools had autonomy to prioritize spending—was linked to higher student satisfaction and teacher motivation. The researchers noted that financial mismanagement or delays in government disbursements often disrupted learning and caused negative perceptions among stakeholders.

In a broader regional analysis, Barros and Santos (2020) examined public school performance across five Sub-Saharan African countries. Their findings highlighted that disparities in resource allocation—especially in urban versus rural contexts—contributed to unequal academic outcomes. Schools that received timely and adequate allocations performed better in standardized assessments and were more likely to implement educational reforms successfully. The study emphasized that resource sufficiency alone is not enough—its strategic deployment and accountability mechanisms are equally important.

Mwangi and Wanjohi (2020) studied the influence of human resource allocation on teacher workload and student outcomes in Kiambu County, Kenya. The study revealed that schools with optimal teacher-student ratios achieved higher performance due to improved classroom interactions, better lesson coverage, and individualized attention. Overburdened teachers, by contrast, struggled to meet curriculum demands, resulting in poor academic performance and low student engagement. Their findings suggested that equitable distribution of teaching personnel is a critical factor in performance management.

Ngigi and Maina (2023) explored how financial audits influenced resource utilization in public schools. The study found that schools that conducted regular financial audits and used participatory budgeting practices were more likely to allocate resources efficiently. These schools also showed better performance metrics in both academics and co-curricular activities, affirming the value of accountability in resource allocation processes.

Konyango and Weke (2023) emphasized the importance of aligning resource allocation with school improvement plans. Their research in Nairobi found that schools that linked

budgetary priorities to strategic academic goals—such as science lab enhancement or teacher professional development—achieved significantly better results compared to those with ad hoc or reactive budgeting approaches. The study recommended that schools adopt performance-based resource planning frameworks to maximize educational returns.

### **2.3.3 Training and development and Performance of Public Schools**

Training and development refer to structured efforts aimed at enhancing the knowledge, skills, and competencies of employees—in this case, teachers and school administrators—to improve performance and meet organizational goals (Shafiq & Hamza, 2021). In public secondary schools, training and development initiatives are critical for promoting professional growth, improving instructional quality, and aligning teaching practices with evolving educational standards. Effective training empowers educators to adopt innovative methodologies, integrate technology, and manage diverse classroom needs. The key components of training and development include benchmarking, seminars, and workshops (Kirimi & Maende, 2022).

Benchmarking involves identifying, understanding, and adopting best practices from top-performing schools or educational systems. This process enables institutions to compare their performance, systems, or teaching strategies against those of successful peers and to apply the insights gained to improve their own operations (Shafiq & Hamza, 2021). In public secondary schools, benchmarking may include school visits, case studies, and structured exchanges with model institutions. It fosters a culture of continuous improvement, innovation, and accountability. Through benchmarking, teachers and administrators can learn how to enhance student engagement, manage school resources effectively, or implement effective classroom assessment strategies. According to Camp (2022), benchmarking serves as a powerful tool for organizational learning and performance enhancement by encouraging reflection and adaptation of superior practices.

Seminars are formal meetings or conferences that bring together educators, policymakers, and experts to discuss specific themes or issues in education. They provide opportunities for professional development by exposing participants to new research findings, educational policies, pedagogical strategies, and emerging challenges (Omolo, 2024). For public school teachers, attending seminars enables them to stay updated with curriculum reforms, technological tools, and inclusive education practices. Seminars also promote

networking, allowing teachers to share experiences and learn from others in similar contexts. As Guskey (2022) notes, professional learning opportunities such as seminars are essential for enhancing teacher effectiveness and ultimately improving student learning outcomes.

Workshops are interactive training sessions designed to build practical skills through hands-on activities, group discussions, and collaborative problem-solving. In public secondary schools, workshops are commonly used to train teachers on areas such as lesson planning, classroom management, learner-centered approaches, and integration of ICT in teaching. Unlike seminars, which are often more theoretical, workshops emphasize active participation and experiential learning (Twesige, 2023). They are particularly effective in developing practical competencies and encouraging peer learning. Research by Desimone (2023) highlights that high-quality workshops—especially those that are sustained, content-focused, and aligned with teachers’ needs—significantly enhance teacher performance and instructional practices (Shafiq & Hamza, 2021).

A study by Kirimi and Maende (2022) on public secondary schools in Nairobi County, Kenya, examined how staff training influenced academic performance. The study found a significant positive correlation between teacher participation in seminars and workshops and student performance in the Kenya Certificate of Secondary Education (KCSE). Schools that invested in structured in-service training programs demonstrated higher mean scores and improved student discipline, attributing gains to the enhanced pedagogical skills of teachers.

In a related study, Gogo and Otieno (2021) investigated the effects of teacher development programs on student achievement in Kisumu County. The researchers applied a quasi-experimental design comparing performance between schools with active teacher development schedules and those without. Results showed that schools with regular training in modern teaching methods, curriculum interpretation, and ICT integration reported higher student engagement and exam pass rates. The study concluded that professional development initiatives contributed to improved lesson delivery and teacher self-efficacy.

Hassan and Onyango (2022) conducted a longitudinal study focusing on the impact of seminar-based CPD on curriculum implementation. Their findings revealed that seminars helped teachers align classroom practices with competency-based curriculum (CBC) demands, leading to improved curriculum coverage and reduced knowledge gaps among learners. The study found that after one year of targeted seminar participation, participating schools recorded up to a 15% improvement in student performance indicators.

Benchmarking, another important form of teacher development, has also been empirically associated with school performance. Musa and Owino (2022) examined how exposure to high-performing institutions impacted public school teachers' instructional strategies. Teachers who visited peer institutions through benchmarking programs returned with enhanced methodologies, classroom management techniques, and innovative assessment tools. This exposure not only improved teaching quality but also fostered a competitive spirit among schools, with notable increases in student enrollment and academic scores in subsequent academic years.

A cross-sectional study by Gobena and Kibirige (2023) in Uganda emphasized the role of workshops in capacity building. Their findings indicated that workshops focusing on emerging issues such as inclusive education, digital literacy, and psychosocial support significantly improved school climate and learner outcomes. Schools where staff actively participated in development workshops exhibited improved student retention and teacher job satisfaction, both crucial elements of school performance.

In Nigeria, Mohammed (2023) assessed the effect of teacher training frequency on student academic performance. The study, involving 85 public secondary schools, found that institutions that held at least three formal training sessions per academic year scored, on average, 12% higher in national exams than those with fewer or no training activities. The results pointed to the importance of both training frequency and relevance of content to classroom realities.

Kasirye and Ndirangu (2020) highlighted that training focused on collaboration, inclusive education, and feedback systems helped teachers improve class management and curriculum delivery. Their study concluded that performance gains in public schools can

largely be attributed to targeted, need-based development programs that are contextually relevant and supported by school leadership.

#### **2.3.4 Coordination of Activities and Performance of Public Schools**

Coordination of activities refers to the systematic arrangement and alignment of tasks, processes, and stakeholders within an organization to achieve set goals efficiently and effectively (Mohammed, 2023). In the context of public secondary schools, coordination plays a pivotal role in ensuring that educational objectives are met through streamlined operations, enhanced teamwork, and strategic communication among staff and administrators (Ali *et al.*, 2021). Effective coordination contributes to minimizing duplication of efforts, resolving conflicts, and ensuring consistency in policy implementation and instructional delivery. Effective communication is a fundamental component of coordination in schools. It involves the timely and accurate exchange of information between school management, teachers, non-teaching staff, students, and other stakeholders. Open lines of communication facilitate the dissemination of policies, expectations, timetables, and changes in procedures, thereby reducing misunderstandings and enhancing institutional coherence. Schools that maintain strong internal communication structures are better positioned to implement programs, monitor progress, and make informed decisions. Moreover, studies such as by Bush and Glover (2019) emphasize that transparent communication fosters trust, motivates staff, and ensures that everyone is working toward common institutional goals.

Collaboration refers to the joint effort of various departments, individuals, and stakeholders to accomplish shared objectives. In public secondary schools, this might involve joint curriculum planning by teachers, shared responsibilities among administrative staff, or coordinated parent-teacher engagements. Effective collaboration allows for the pooling of expertise, sharing of resources, and generation of innovative solutions to educational challenges. When teachers collaborate, for example, they are more likely to implement consistent teaching strategies, assess student progress uniformly, and support one another professionally. According to Fullan (2021), collaborative cultures in schools are directly linked to improved academic outcomes and teacher satisfaction, as they promote a sense of ownership and shared responsibility. Clearly defined roles and responsibilities are critical for effective coordination. When each staff member understands their specific duties, overlaps and conflicts are minimized, and accountability is strengthened. In schools, this clarity ensures that administrative,

instructional, and support functions are carried out efficiently. For instance, school heads provide strategic leadership, heads of departments manage academic standards, while class teachers focus on day-to-day instruction and student welfare. When roles are ambiguous or overlapping, efforts may be duplicated or essential tasks may be neglected, leading to organizational inefficiencies. Mintzberg (2018) emphasized that role clarity enhances organizational structure and performance by reducing uncertainty and streamlining workflows.

A study by Mohammed (2023) in Nigeria explored the influence of internal coordination mechanisms—specifically communication flow, role clarity, and team collaboration—on the performance of public secondary schools. The findings revealed a strong positive relationship ( $r = 0.81$ ,  $p < 0.01$ ) between coordination of activities and school performance. Schools that had regular staff meetings, structured planning systems, and clear division of labor recorded higher student achievement levels and better use of resources. This study concluded that poor coordination often leads to duplication of efforts, role conflicts, and missed targets.

In a Kenyan study, Baranda and Njuguna (2022) examined coordination structures in 20 public secondary schools in Nairobi County. Their research employed a mixed-methods design and found that schools that had implemented formal coordination frameworks, such as subject panels, departmental leadership teams, and teacher collaboration schedules, performed significantly better in KCSE results compared to schools lacking such systems. Moreover, coordinated schools exhibited greater staff morale and discipline among students. The study emphasized that coordination is not just administrative but deeply affects the pedagogical culture of a school.

Similarly, Jacobs and Mwangi (2021) assessed the relationship between communication systems and school efficiency in public secondary schools in Kiambu County. Using survey data from 300 teachers and administrators, they found that open and structured communication—facilitated through digital platforms, bulletin boards, and planning sessions—led to improved responsiveness, reduced conflict, and better academic planning. Their regression analysis indicated that communication coordination accounted

for 27% of the variation in school performance ( $\beta = 0.52$ ,  $p < 0.05$ ), reinforcing the importance of information flow in school systems.

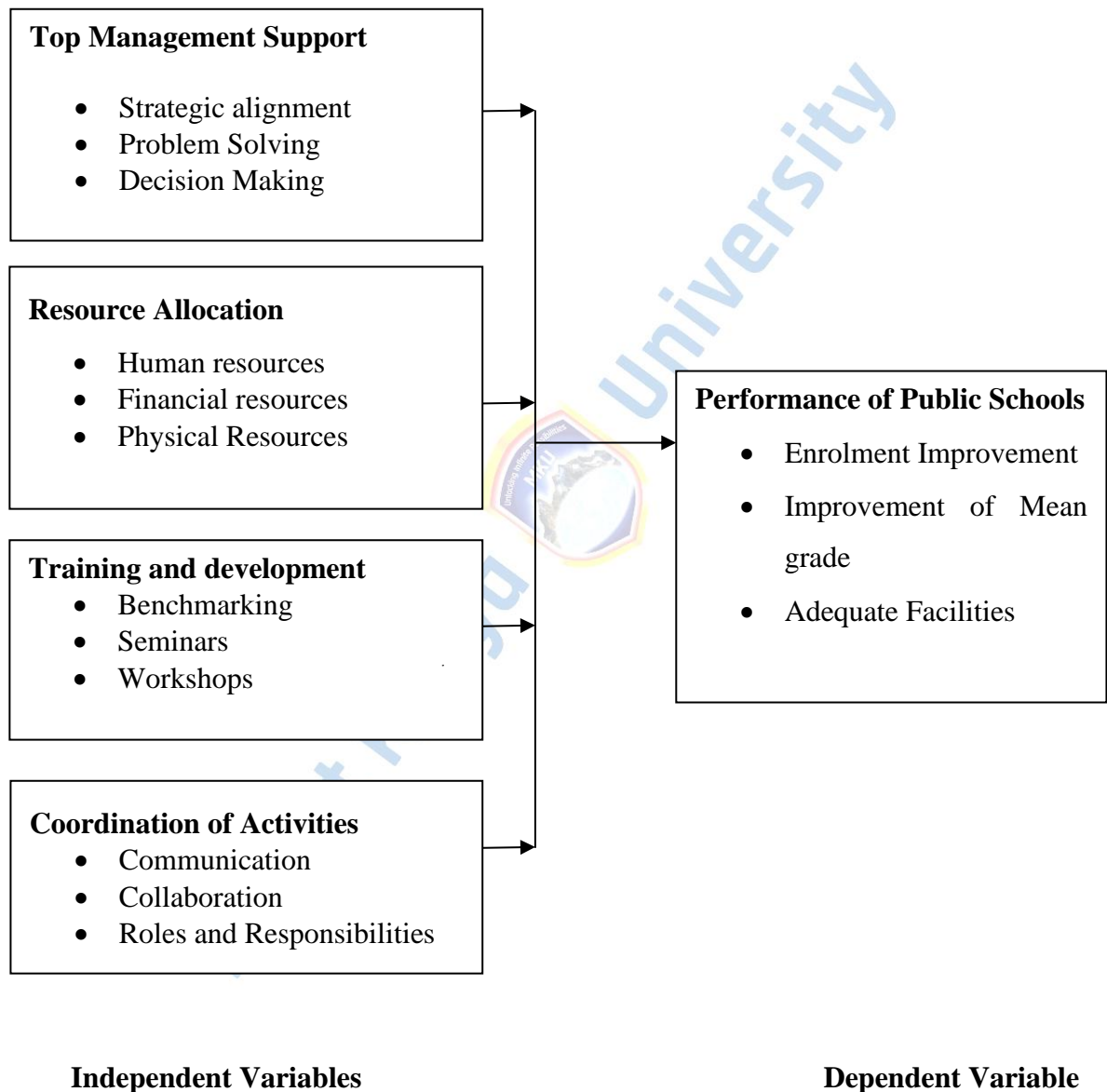
Njoroge and Kimathi (2022) focused on role clarity and delegation within school teams. Their findings showed that clearly defined roles and responsibilities contributed to higher teacher satisfaction, reduced administrative bottlenecks, and enhanced focus on academic targets. Schools where roles were ambiguously assigned experienced delays in decision-making and frequent inter-departmental conflicts, negatively impacting student performance.

A broader perspective was offered by Mburu and Kamau (2021), who applied systems theory to analyze coordination practices in 15 public schools. Their study concluded that coordination is a systemic issue—schools operate as interdependent subsystems (departments, administrative units, and teaching staff), and any breakdown in coordination disrupts the entire school ecosystem. The study found that schools which invested in coordination tools such as performance dashboards, activity trackers, and shared schedules were more likely to meet performance targets and attract higher enrolment rates.

In Uganda, Kasirye and Ndirangu (2020) investigated the influence of teacher collaboration—an important aspect of coordination—on student outcomes. Their study, which involved 45 public schools, indicated that schools with collaborative lesson planning, team-teaching approaches, and regular departmental meetings outperformed those where teachers worked in isolation. The study concluded that collaborative coordination fosters a culture of peer learning, innovation, and accountability.

## 2.4 Conceptual Framework

A conceptual framework is an organized structure of concepts or ideas that provides a systematic and coherent foundation for understanding and analyzing a specific phenomenon or problem. In This study, the independent variables are; top management support, resource allocation, training and development and Coordination of Activities while the dependent variable will be performance of Public Schools



Source: Researcher, (2024)

Figure 2. 1: Conceptual Framework

### **2.4.1 Top Management Support**

Top management support refers to the commitment, involvement, and active participation of senior executives and leaders in the implementation and success of organizational initiatives or projects (Saputra, Winarningsih & Puspitasari, 2020). It is a critical success factor because when top management shows strong support, it signals the importance of the initiative to the rest of the organization, helps to secure necessary resources, and encourages employee engagement. Their leadership and strategic vision play a key role in overcoming resistance to change and ensuring alignment between organizational goals and project objectives (Amoako, Zakuan & Dwomoh, 2022).

Strategic alignment refers to the process of ensuring that an organization's goals, resources, and activities are all directed toward achieving its long-term vision and objectives (Sirma, Misoi & Omillo, 2020). This alignment is crucial for maintaining consistency across various departments and functions, as it helps ensure that every part of the organization is working towards the same overarching goals. When strategic alignment is strong, it enhances efficiency, improves communication, and fosters a unified direction across all levels of the organization. Without it, there is a risk of fragmented efforts, wasted resources, and miscommunication that can hinder progress and performance (Rureri, Namusonge & Mwirigi, 2020).

Problem solving, on the other hand, is the systematic approach to identifying, analyzing, and resolving challenges that arise within an organization (Njenga, Kariuki & Wanjohi, 2023). It involves not only recognizing that a problem exists but also understanding its root causes and developing effective solutions. Strong problem-solving skills are essential at all levels of an organization, as they help maintain smooth operations, minimize disruptions, and encourage innovation. A proactive approach to problem solving can lead to continuous improvement and increased resilience in the face of unforeseen challenges (Saputra, Winarningsih & Puspitasari, 2020).

Decision making is closely related to both strategic alignment and problem solving, as it involves selecting the best course of action from available alternatives based on analysis, judgment, and organizational priorities (Amoako, Zakuan & Dwomoh, 2022). Effective decision making requires access to accurate information, clarity of objectives, and a consideration of potential risks and benefits. When decisions are aligned with strategic goals and informed by solid problem-solving efforts, they tend to be more effective and

sustainable. Strong decision-making capabilities empower leaders and teams to act confidently and efficiently, ensuring that the organization remains agile and competitive in a dynamic environment (Sirma, Misoi & Omillo, 2020).

#### **2.4.2 Resource Allocation**

Resource allocation involves the distribution and assignment of an organization's available resources—such as financial assets, human talent, time, and technology—to various functions, projects, or departments (Gallego, Gool & Kelleher, 2020). Effective resource allocation ensures that the right resources are available at the right time to meet project or operational needs. It contributes to efficiency, enhances productivity, and maximizes the return on investment. Poor resource allocation, on the other hand, can lead to project delays, cost overruns, and underperformance (Mubangizi & Kabanda, 2024).

Human resources refer to the people who make up the workforce of an organization, including their skills, knowledge, experience, and potential (Ouma & Kilonzo, 2020). Managing human resources effectively involves recruiting the right talent, developing employees through training and career growth opportunities, and maintaining high levels of motivation and engagement. A strong human resource base is essential for achieving organizational objectives, as employees are the ones who carry out tasks, innovate, and drive productivity. When well-managed, human resources become a significant competitive advantage, fostering a positive organizational culture and improved performance (Lemarleni *et al*, 2020).

Financial resources represent the funds available to an organization for its operations, projects, and growth initiatives (Ali, Ogolla & Nzioki, 2022). These may include revenue, investments, loans, and other sources of capital. Proper management of financial resources is critical for budgeting, forecasting, and ensuring long-term sustainability. Adequate financial backing allows an organization to invest in necessary tools, technologies, and personnel, while poor financial management can lead to constraints, missed opportunities, or even organizational failure. Effective financial planning and control are key to supporting decision-making and achieving strategic goals (Gallego, Gool & Kelleher, 2020).

Physical resources include the tangible assets that an organization uses to function, such as buildings, machinery, equipment, and technology (Mubangizi & Kabanda, 2024). These resources form the foundation upon which operational activities are carried out.

Efficient use and maintenance of physical resources contribute to productivity, safety, and service quality. Organizations must ensure that these assets are reliable, up-to-date, and suitable for their intended purposes. Proper planning and investment in physical infrastructure are necessary to support both daily operations and long-term development (Ouma & Kilonzo, 2020).

### **2.4.3 Training and Development**

Training and development encompass the continuous efforts by an organization to enhance the skills, knowledge, and capabilities of its workforce (Shafiq & Hamza, 2021). This process involves both formal and informal learning initiatives, including workshops, seminars, on-the-job training, and professional development courses. The goal is to equip employees with the tools they need to perform effectively in their current roles while preparing them for future responsibilities. A strong training and development program fosters employee growth, increases job satisfaction, and helps an organization adapt to changing environments and technologies (Twesige, 2023).

Benchmarking is the process of comparing an organization's practices, performance metrics, or products with those of leading organizations or industry standards (Kirimi & Maende, 2022). The goal is to identify gaps, uncover best practices, and drive improvement by learning from others who are recognized as high performers. Benchmarking can be internal, comparing different departments within the same organization, or external, looking at competitors or industry leaders. By understanding where they stand in relation to others, organizations can set realistic goals, adopt proven strategies, and continuously enhance their operations and outcomes (Omolo, 2024).

Seminars are structured events, often lasting from a few hours to several days, designed to provide participants with in-depth knowledge on a specific topic or issue (Sitienei, Egessa & Owano, 2024). They typically involve expert speakers, presentations, and interactive discussions. Seminars offer valuable opportunities for professional development, knowledge sharing, and staying updated on current trends or emerging issues within a particular field. They also serve as networking platforms where individuals can exchange ideas and experiences with peers and experts (Shafiq & Hamza, 2021).

Workshops, unlike seminars, are more hands-on and participatory in nature (Twesige, 2023). They involve smaller groups and focus on practical skill development or problem-solving activities. Participants in workshops actively engage through exercises, group

discussions, and simulations, making them ideal for learning by doing. Workshops are particularly effective for training, team-building, and applying theoretical knowledge to real-world scenarios. They foster collaboration and creativity, helping individuals and teams build competencies that can be directly applied in their roles or projects (Kirimi & Maende, 2022).

#### **2.4.4 Coordination of Activities**

Coordination of activities refers to the process of organizing and aligning tasks, roles, and responsibilities across various departments or teams within an organization to achieve common goals (Ali *et al*, 2021). It involves effective communication, synchronization of efforts, and the integration of different functions to avoid redundancy and ensure smooth workflow. Proper coordination enhances collaboration, reduces conflicts, and improves overall organizational efficiency. It is especially important in complex projects where multiple stakeholders are involved and interdependent actions must be managed seamlessly (Mohammed, 2023).

Communication is the process of exchanging information, ideas, and feedback within and across different levels of an organization (Waruiru, Namusonge & Wanjira, 2024). It plays a vital role in ensuring clarity, reducing misunderstandings, and building trust among team members. Effective communication supports decision-making, enhances coordination, and enables organizations to respond quickly to challenges. Whether it is verbal, written, or digital, good communication fosters transparency and alignment with organizational goals. Poor communication, on the other hand, can lead to confusion, errors, and reduced morale (Waruiru, Namusonge & Wanjira, 2020).

Collaboration refers to the act of working together toward a common objective, often involving individuals or teams from different departments or areas of expertise (Omollo, 2020). It emphasizes shared goals, mutual respect, and the integration of diverse perspectives. Successful collaboration enhances problem-solving, sparks innovation, and leads to better outcomes than what individuals could achieve alone. It requires open communication, trust, and a supportive environment where all members feel valued and empowered to contribute. In today's complex and fast-paced environments, collaboration is essential for agility and sustained success (Ali *et al*, 2021).

Roles and responsibilities define the specific duties, expectations, and authority assigned to individuals within an organization (Mohammed, 2023). Clearly defined roles help

prevent overlap, ensure accountability, and streamline operations. They allow team members to understand their tasks and how their work contributes to broader goals, which promotes efficiency and focus. When roles and responsibilities are ambiguous, it can lead to confusion, duplicated efforts, and gaps in performance. Establishing clarity in this area is critical for effective teamwork, coordination, and overall organizational performance (Waruiru, Namusonge & Wanjira, 2024).

#### **2.4.5 Performance of Public Schools**

The performance of public secondary schools is a multifaceted concept that goes beyond academic grades to encompass the overall effectiveness of school operations, quality of student outcomes, equity in access, and efficient utilization of available resources (Amadi, & Kagume, 2021). In the Kenyan context—particularly in Nairobi City County—public schools are under increasing scrutiny to meet both government benchmarks and community expectations. With the growing emphasis on education as a pillar for socio-economic development under Kenya’s Vision 2030, understanding school performance from multiple dimensions is crucial. This study evaluates the performance of public secondary schools using three practical indicators: enrolment improvement, improvement of mean grade, and availability of adequate facilities.

Enrolment improvement is a key indicator of school performance as it reflects accessibility, community confidence, and the perceived quality of education offered (Baranda, & Njuguna, 2022). In public secondary schools, especially within urban areas such as Nairobi, enrolment trends are influenced by multiple factors including school reputation, student performance history, availability of facilities, and the socio-economic profile of the surrounding community. A steady increase in enrolment numbers suggests that the school is effectively serving its purpose and attracting students from various backgrounds.

According to the Ministry of Education (2023), the introduction of Free Day Secondary Education (FDSE) in Kenya led to a significant rise in enrolment across public schools. However, it also exposed disparities in resource allocation and management capacity. Schools with strong leadership, proper coordination of activities, and adequate resource allocation were better positioned to absorb the rising number of learners while maintaining quality standards. Enrolment is also linked to policy effectiveness; thus, its growth indicates both systemic performance and the school’s ability to adapt to evolving

educational demands. Moreover, increased enrolment can enhance financial stability through capitation grants, which are disbursed based on the number of students, further reinforcing the school's capacity to improve other performance indicators (Bett, & Mwangi, 2023).

Academic achievement remains one of the most visible and quantifiable aspects of school performance. In Kenya, the mean grade in the Kenya Certificate of Secondary Education (KCSE) is widely used as a standard measure of academic success. An upward trend in a school's mean grade over the years is indicative of effective teaching, student commitment, curriculum coverage, teacher competency, and a supportive learning environment. It also reflects the success of interventions such as remedial programs, teacher mentorship, and learner-centered pedagogical approaches (Charo, & Kiptoo, 2024).

The performance of public secondary schools in Nairobi City County varies significantly due to differences in resource endowment, teacher-student ratios, and institutional management. Schools that emphasize continuous professional development for teachers, uphold discipline, and monitor academic progress consistently outperform those lacking in strategic leadership and resource coordination. Research by Kirimi and Maende (2022) confirms that school-based instructional leadership and investment in staff training significantly impact student academic outcomes. Furthermore, improved mean grades enhance the school's reputation, influencing future enrolment, attracting high-quality teachers, and securing partnerships with stakeholders such as NGOs and local government bodies (Desalegn, & Desta, 2021).

The physical infrastructure and learning facilities available in a school significantly influence its overall performance. These facilities include well-equipped classrooms, libraries, laboratories, ICT labs, staffrooms, and sanitation amenities. Adequate infrastructure ensures a conducive learning environment, supports effective teaching, and enhances student motivation and well-being. In contrast, schools that are overcrowded or poorly maintained often struggle with low morale, high absenteeism, and compromised academic standards (Eshiwani, 2022).

In Nairobi City County, the rapid urbanization and population growth have outpaced infrastructure development in many public secondary schools. Consequently, some schools operate with insufficient classrooms, lack of laboratories, or poor sanitation,

which negatively impacts learning outcomes. According to the Kenya National Bureau of Statistics (2022), nearly 40% of urban public secondary schools operate beyond their capacity, leading to double-shift systems and overburdened facilities. Schools that have successfully mobilized resources through effective management, community support, and partnerships have been able to upgrade their facilities, which correlates with better academic and co-curricular performance. As argued by Wanjala and Simatwa (2021), the availability and strategic use of physical resources are directly linked to improved learning outcomes and the holistic development of students.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

A research methodology refers to the systematic and structured process by which researchers plan, design, conduct, and analyze their investigations. It outlines the strategies and techniques employed to collect, interpret, and draw conclusions from data in order to answer research questions or test hypotheses. The methodology serves as a roadmap for the research, providing a framework for researchers to follow and ensuring that the study is conducted with rigor, transparency, and reliability.

#### **3.2 Research Design**

Research design refers to the overall plan or structure that guides the process of collecting, analyzing, and interpreting data in a research study. It is a blueprint that outlines the framework and strategy for conducting research, allowing researchers to systematically address their research questions or hypotheses. The research design serves as the roadmap for how the study will be conducted, specifying the methods, procedures, and techniques that will be employed to gather and analyze data (Borg & Gall, 2019).

Descriptive research design is a type of research methodology that focuses on observing and describing the characteristics, behaviors, or phenomena of a particular subject or group. The primary goal of descriptive research is to provide an accurate and detailed account of the existing conditions, relationships, patterns, or trends within a specific context (Kurendi, 2018). This study used descriptive research design to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya.

#### **3.3 Target Population**

The target population refers to the specific group of individuals or elements that researchers intend to study or gather information from in a particular research project. It is the well-defined set of units from which data is collected, and the findings are meant to be generalized or applied. The target population is the broader group to which the study's conclusions are intended to be relevant (Mugenda & Mugenda, 2019).

According to the ministry of education, Nairobi County has a total of 338 secondary schools (MOE, 2022). The study targeted County education representatives, principals,

and teachers. These groups were targeted since they are directly involved in formulation and implementation of strategies. The total target population was therefore 1071 respondents comprising of 57 education representatives, 338 principals and 676 teachers.

**Table 3. 1: Target Population**

<b>Strata</b>	<b>Target Population</b>	<b>Percentage</b>
Education Representatives	57	5.3
Principals	338	31.6
Teachers	676	63.1
<b>Total</b>	<b>1071</b>	<b>100</b>

**Source: Researcher (2024)**

### 3.4 Sample Size and Sampling Design

Sample size refers to the number of individual subjects or observations included in a research study. It is a critical aspect of research design, influencing the reliability and precision of study findings. The determination of an appropriate sample size is based on statistical considerations and the goals of the research (Grant, 2016).

According to Kothari (2018) a sampling design refers to the systematic plan or strategy used to select a subset of elements, individuals, or observations from a larger population for the purpose of a research study. Sampling is a critical aspect of research design, and the choice of a specific sampling design influences the representativeness and generalizability of study findings. Different sampling designs are employed based on the research objectives, characteristics of the population, available resources, and the desired level of precision. The Yamane formula was adopted to calculate the study sample size as follows;

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

Where n is the sample size, and N is the population size, e- acceptable sampling error (0.05)

$$= \frac{1071}{1+1071(0.05^2)}$$

$$= \frac{1071}{3.678} = 291.191$$

n≈ 291

Therefore, the study sample size was 291 respondents.

**Table 3. 2: Sample Size**

<b>Strata</b>	<b>Target Population</b>	<b>Sample Size</b>
Education Representatives	57	15
Principals	338	92
Teachers	676	184
<b>Total</b>	<b>1071</b>	<b>291</b>

**Source: Researcher (2024)**

### **3.5 Data Collection Instruments**

A data collection instrument is a tool or device used by researchers to gather data from participants or sources in a systematic and structured manner (Sekaran, & Bougie, 2018). These instruments are specifically designed to elicit information that aligns with the objectives of a research study. The choice of a data collection instrument depends on the nature of the research, the type of data needed, and the characteristics of the participants. A questionnaire is a structured research instrument consisting of a set of written or printed questions designed to collect information from individuals or respondents. Questionnaires are a widely used method of data collection in both quantitative and qualitative research. They are typically used to gather standardized data from a large number of participants in a systematic and efficient manner (Kothari, 2014).

This study used primary data which was collected through use of open ended questionnaire. An open-ended questionnaire is a research instrument that consists of questions inviting respondents to provide free-form, qualitative responses rather than choosing from predefined options. Unlike closed-ended questions, which offer a set of response choices, open-ended questions allow participants to express their thoughts, opinions, or experiences in their own words. One significant advantage is the depth of information that open-ended questions can elicit. Additionally, open-ended questions provide flexibility and adaptability.

### **3.6 Data Collection Procedure**

The data collection employed the drop-and-pick-up-later method, where questionnaires were distributed, and respondents had one week to complete them. Research assistants collected the questionnaires after the period, providing respondents with ample time to answer the questions. This method is chosen to accommodate variations in respondents' availability and the widespread locations of public secondary schools. If, after one week, some respondents have not completed the questionnaires, additional days were granted for their completion.

Before initiating the data collection process, the researcher secured necessary approvals. An introductory letter from MKU was obtained, introducing the researcher to relevant authorities for field data collection. This letter facilitated the acquisition of a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The data collection was estimated to span approximately two weeks, ensuring a comprehensive and thorough gathering of information from the public secondary schools.

### **3.7 Pilot Testing**

Saunders, Lewis and Thornhill (2017) defines pilot testing as a trial run done in preparation for a major study. Pilot study is conducted to determine if there will be flaws, limitations, or other weaknesses within the data collection instrument to make the necessary revisions prior to the implementation of the study. According to Cauvery, Nayak, Girija and Meenakshi (2017), pilot study should be between 1% and 10% of the actual sample size. Therefore, in this study, the pilot group was 29 individuals which represented 10% of the total study sample size. The pilot group was excluded from the final study.

#### **3.7.1 Reliability of Research Instrument**

Reliability in the context of research instruments refers to the consistency, stability, and dependability of the measurements or data obtained through the instrument. It assesses the degree to which the instrument produces consistent and reproducible results under similar conditions or across multiple instances of measurement. In other words, a reliable research instrument should yield similar results when applied to the same subjects or phenomena, assuming that the underlying characteristics being measured remain constant

(Mugenda & Mugenda, 2018). The research instrument will undergo a pilot study to pre-test its reliability, aiming to identify and correct any inconsistencies that may arise. This step is crucial to ensure that the instrument accurately measures what it is designed to measure. Additionally, clarity of the items presented to respondents is vital in enhancing reliability. To further bolster reliability, identical items were included within a single measure, diverse samples were tested, and uniform test procedures were applied.

Reliability, defined as the ability of a measure to produce consistent results under similar conditions, will be assessed using Cronbach's alpha coefficient. This statistical measure, ranging from 0 to 1, evaluates the internal consistency and the relationship among items in a group. Cronbach's alpha quantifies scale reliability, with a higher coefficient indicating greater reliability among the items under study. An acceptable value for Cronbach's alpha is considered to be 0.7 or higher, while a value lower than 0.7 raises questions about reliability. This approach aligns with established standards and methodologies in research, ensuring that the data collected is dependable and can be confidently used for analysis and interpretation (Orodho, & Kombo, 2019).

### **3.7.2 Validity of Research Instruments**

Validity in the context of research instruments refers to the extent to which the instrument accurately measures what it is intended to measure. It is a fundamental aspect of instrument validation, ensuring that the data collected is a true and meaningful representation of the construct or concept under investigation. In other words, a research instrument is considered valid if it effectively captures the intended characteristics or behaviors and provides a reliable basis for drawing conclusions and making inferences (Walliman, 2017). In the absence of a specific measure for content validity, the determination of content validity often relies on experts in the field of study. These experts assess the extent to which the research instrument adequately covers the concept it is intended to measure. Additionally, face or logical validity, representing the degree to which a test aligns with the concept it is expected to measure, will be evaluated for the current research by both experts in the field and the researcher's supervisors, as recommended by Bhattacharjee (2012).

To enhance the validity of the research tool, the researcher carefully formulated research questions that align closely with the study objectives. This alignment ensures that the instrument effectively captures the intended constructs and provides a valid basis for data collection. Construct validity, another crucial aspect of validity, can be established by examining the relationship between the measure under evaluation and other variables that are theoretically related to the construct being quantified by the research tool. By considering these relationships, the researcher can assess the construct validity of the instrument, ensuring that it indeed measures the intended theoretical construct accurately (Kothari, 2016).

### **3.8 Data Analysis and Presentations**

The data collection tool generated both qualitative and quantitative data. The analysis of the quantitative data gathered in this study employed descriptive statistics, encompassing percentages, means, standard deviations, and frequencies. The presentation of information utilized tables, bar charts, graphs, and pie charts to effectively communicate key findings. Additionally, content analysis was applied to examine data derived from open-ended questions, with results presented through tables and figures (Frankfort-Nachmias, & Nachmias, 2016).

In addition to descriptive statistics, inferential statistics was conducted, involving correlation analysis and regression analysis. Pearson correlation analysis was specifically employed to assess the strength and direction of the relationship between the independent and dependent variables. This statistical approach allows for a deeper understanding of the interdependencies within the dataset, contributing valuable insights to the research findings. The comprehensive use of both descriptive and inferential statistical methods aims to provide a robust and nuanced analysis of the collected quantitative data, enhancing the overall interpretability and applicability of the study's outcomes (Field, 2019). Multiple regressions were done to establish the effect of strategy implementation on performance of public secondary schools in Nairobi County. The research model that guided this study was:

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

Where:

Y= Performance of public Secondary Schools

$\beta_0$  = Constant

$\beta_{1-4}$  = Beta coefficients

$X_1$  = Top management support

$X_2$  = Resource allocation

$X_3$  = Training and development

$X_4$  = Coordination of activities

$\varepsilon$  = Error term

### **3.9 Ethical Considerations**

Ethical considerations in research are crucial to ensure that the study is conducted responsibly, respects the rights of participants, and upholds ethical standards. In this study, the ethical considerations which will be put into account include; Informed Consent, Anonymity and Confidentiality, Voluntary Participation and Respect for Privacy.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter presents the analysis, interpretation, and discussion of the study findings in alignment with both the general and specific objectives. It provides a comprehensive overview of the data collected, beginning with the response rate and results from the pilot study. The chapter further outlines the demographic profile of respondents and offers detailed descriptive statistics. In addition, inferential statistical methods—specifically correlation and regression analyses—are employed to explore relationships among key study variables and to test the formulated hypotheses.

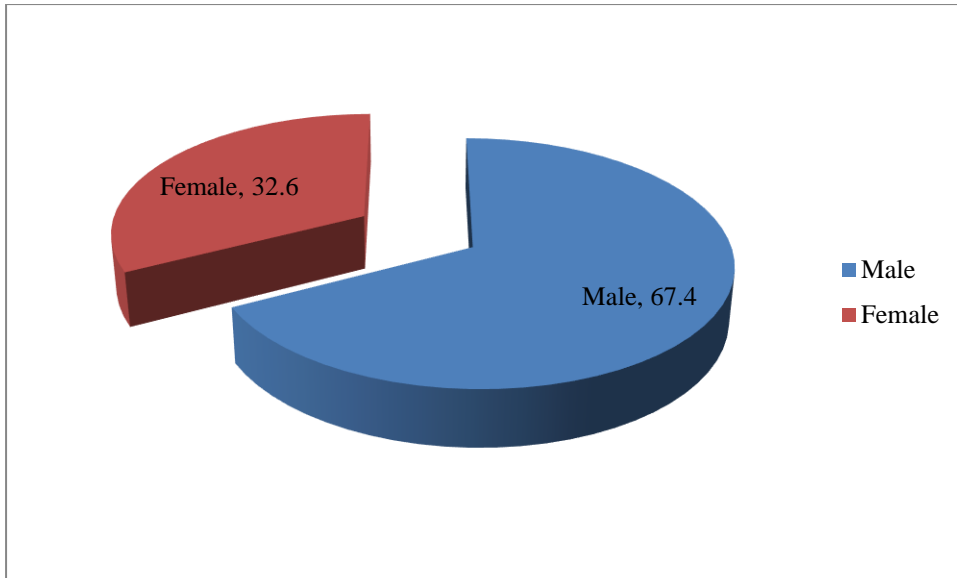
#### 4.2 Response Rate

The study targeted a total of 291 respondents through structured questionnaires. Out of these, 271 questionnaires were fully completed and returned, resulting in a response rate of 93.1%. According to Mugenda and Mugenda (2019), a response rate of 50% is adequate, 60% is good, and a rate above 70% is considered excellent for analysis and reporting. Therefore, the achieved response rate of 93.1% is considered highly satisfactory, enhancing the reliability and generalizability of the study findings.

#### 4.3 Demographic Information

##### 4.3.1 Gender of Respondents

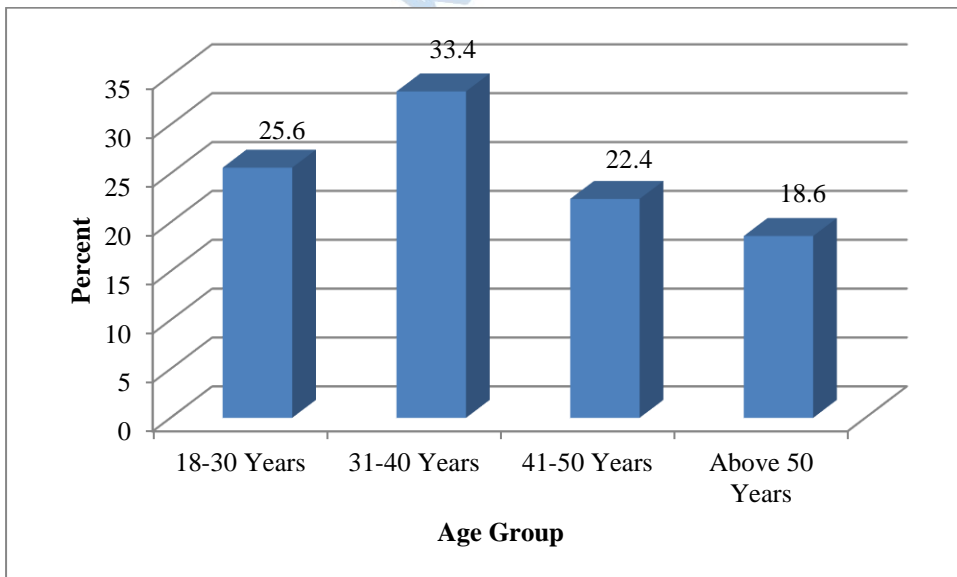
The study sought to establish the gender distribution of the respondents. The results were as shown in figure 4.1. The findings revealed that 67.4% of the respondents were male, while 32.6% were female. This indicates that the majority of the participants were male. The gender composition reflects the demographic characteristics of the target population and was considered adequate for the purposes of this study..



**Figure 4. 1: Gender of Respondents**

#### 4.3.2 Respondents' Age Group

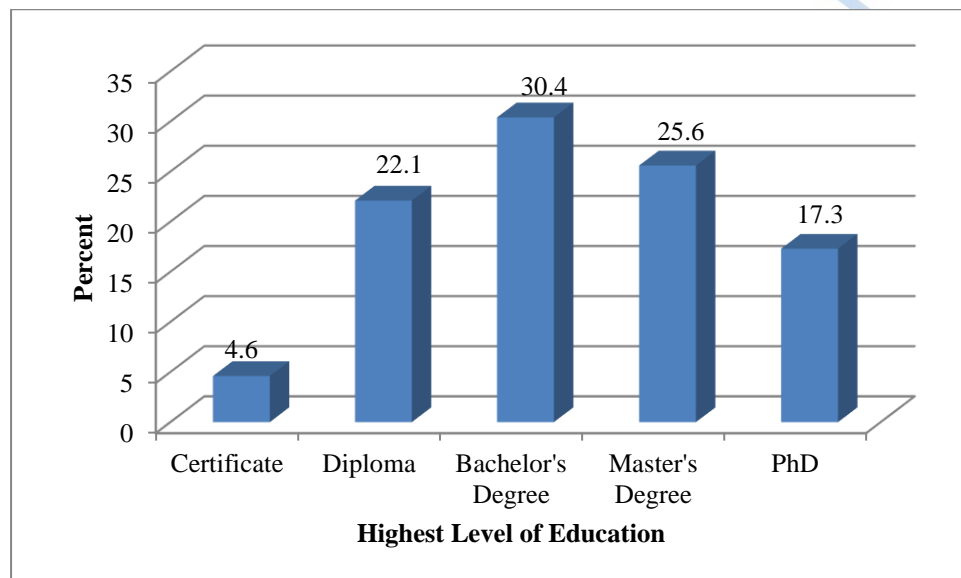
The study sought to determine the age distribution of the respondents. Participants were asked to indicate their respective age brackets. The results, as illustrated in Figure 4.2, show that the majority of respondents (33.4%) fell within the 31–40 years age group. This was followed by 25.6% in the 18–30 years category, 22.4% in the 41–50 years group, and 18.6% who were above 50 years of age. These findings suggest that the study was largely informed by participants in the early to mid-career age bracket, which may reflect a segment of the workforce actively engaged in the context under study.



**Figure 4. 2: Respondents' Age Group**

### 4.3.3 Respondents' Highest Level of Education

The study sought to assess the educational qualifications of the respondents by asking them to indicate their highest level of education attained. The findings, as illustrated in Figure 4.3, reveal that the largest proportion of respondents (30.4%) held a Bachelor's degree, followed by 25.6% who had obtained a Master's degree. Additionally, 22.1% possessed a Diploma, 17.3% had earned a PhD, while 4.6% indicated having a Certificate as their highest qualification. These results suggest that the majority of respondents had attained post-secondary education, indicating a high level of literacy and the capacity to provide informed and credible responses relevant to the objectives of the study.



**Figure 4. 3: Respondents' Highest Level of Education**

## 4.4 Descriptive statistics

### 4.4.1 Top Management Support and Performance of Public Schools

The first specific objective of the study was to assess the influence of top management support on performance of public Secondary Schools in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to top management support and performance of public Secondary Schools in Nairobi City County, Kenya. The results were as shown Table 4.1.

From the results, the respondents agreed that the top management of their school effectively communicates a clear vision for academic excellence ( $M=3.995$ ,  $SD= 0.896$ ).

In addition, the respondents agreed that top management consistently demonstrates a commitment to the professional development of teachers (M=3.900, SD= 0.876). Further, the respondents agreed that the school's leadership actively involves teachers in decision-making processes (M=3.887, SD= 0.782).

The respondents agreed that top management supports and encourages the implementation of innovative teaching methods and approaches (M=3.855, SD= 0.685). The respondents also agreed that there is open and effective communication between top management and the teaching staff (M=3.797, SD= 0.698). In addition, the respondents agreed that top management provides timely and constructive feedback to teachers (M=3.771, SD= 0.727).

**Table 4. 1: Top Management Support and Performance of Public Schools**

	<b>Mean</b>	<b>Std. Deviation</b>
The top management of our school effectively communicates a clear vision for academic excellence	3.995	0.896
Top management consistently demonstrates a commitment to the professional development of teachers.	3.900	0.876
The school's leadership actively involves teachers in decision-making processes.	3.887	0.782
Top management supports and encourages the implementation of innovative teaching methods and approaches.	3.855	0.685
There is open and effective communication between top management and the teaching staff.	3.797	0.698
Top management provides timely and constructive feedback to teachers	3.771	0.727
<b>Aggregate</b>	<b>3.868</b>	<b>0.777</b>

#### 4.4.2 Resource Allocation and Performance of Public Schools

The second specific objective of the study was to determine the influence of resource allocation on performance of public Secondary Schools in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to resource allocation and performance of public Secondary Schools in Nairobi City County, Kenya. The results were as shown Table 4.2.

From the results, the respondents agreed that the school consistently allocates sufficient financial resources to support educational programs and activities (M=3.940, SD=0.772). In addition, the respondents agreed that adequate funds are allocated to professional development opportunities for teachers and staff (M=3.840, SD=0.889). Further, the respondents agreed that the school effectively allocates resources to support the implementation of innovative teaching methods (M=3.827, SD=0.768). The respondents also agreed that there is a clear and transparent process for allocating funds for academic and extracurricular needs (M=3.800, SD=0.562).

As shown in the results, the respondents agreed that the school allocates resources to maintain and improve the physical infrastructure and facilities (M=3.743, SD=0.879). In addition, the respondents agreed that resources are allocated to address the specific learning needs of students, including those with diverse abilities (M=3.708, SD=0.692).

**Table 4. 2: Resource Allocation and Performance of Public Schools**

	Mean	Std. Deviation
The school consistently allocates sufficient financial resources to support educational programs and activities.	3.940	0.772
Adequate funds are allocated to professional development opportunities for teachers and staff.	3.840	0.889
The school effectively allocates resources to support the implementation of innovative teaching methods.	3.827	0.768
There is a clear and transparent process for allocating funds for academic and extracurricular needs.	3.800	0.562

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The school allocates resources to maintain and improve the physical infrastructure and facilities. 3.743 0.879

Resources are allocated to address the specific learning needs of students, including those with diverse abilities. 3.708 0.692

**Aggregate 3.810 0.760**

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#### 4.4.3 Training and Development and Performance of Public Schools

The third specific objective of the study was to determine the influence of training and development on performance of public Secondary Schools in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to training and development and performance of public Secondary Schools in Nairobi City County, Kenya. The results were as shown Table 4.3.

From the results, the respondents agreed that the school provides effective training programs to enhance the professional development of teachers (M=3.955, SD=0.894). In addition, the respondents agreed that there are opportunities for teachers to participate in ongoing training sessions to stay updated on modern teaching methodologies (M=3.884, SD=0.879). The respondents also agreed that the school offers development programs that prepare teachers for leadership roles within the institution (M=3.812, SD=0.795).

In addition, the respondents agreed that training programs are in place to address the integration of technology in teaching and learning (M=3.728, SD=0.786). Further, the respondents agreed that the school provides training to address the specific needs of students with diverse learning abilities (M=3.713, SD= 0.651). The respondents also agreed that teachers receive training on effective classroom management strategies (M=3.697, SD= 0.667).

**Table 4. 3: Training and Development and Performance of Public Schools**

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	Mean	Std. Deviation
The school provides effective training programs to enhance the professional development of teachers.	3.955	0.894

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There are opportunities for teachers to participate in ongoing training sessions to stay updated on modern teaching methodologies.	3.884	0.879
The school offers development programs that prepare teachers for leadership roles within the institution.	3.812	0.795
Training programs are in place to address the integration of technology in teaching and learning.	3.728	0.786
The school provides training to address the specific needs of students with diverse learning abilities.	3.713	0.651
Teachers receive training on effective classroom management strategies.	3.697	0.667
<b>Aggregate</b>	<b>3.798</b>	<b>0.779</b>

#### 4.4.4 Coordination of Activities and Performance of Public Schools

The fourth specific objective of the study was to establish the influence of coordination of activities on performance of public Secondary Schools in Nairobi City County, Kenya. The respondents were requested to indicate their level of agreement on various statements related to coordination of activities on performance of public Secondary Schools in Nairobi City County, Kenya. The results were as shown Table 4.4.

From the results, the respondents agreed that the school has a well-established system for coordinating academic activities and programs ( $M=3.973$ ,  $SD= 0.874$ ). In addition, the respondents agreed that there is effective communication and collaboration among different departments within the school ( $M=3.964$ ,  $SD= 0.558$ ). Further, the respondents agreed that the coordination of extracurricular activities is well-managed and enhances the overall student experience ( $M=3.840$ ,  $SD= 0.772$ ). In addition, the respondents agreed that teachers and staff are actively involved in the planning and coordination of school events ( $M=3.833$ ,  $SD= 0.660$ ).

As shown in the results, the respondents agreed that the school has mechanisms in place to ensure the coordination of resources to support various activities ( $M=3.815$ ,  $SD=$

0.835). Further, the respondents agreed that coordination efforts involve input from teachers, administrators, and support staff (M=3.750, SD= 0.676).

**Table 4. 4: Coordination of Activities and Performance of Public Schools**

	<b>Mean</b>	<b>Std. Deviation</b>
The school has a well-established system for coordinating academic activities and programs.	3.973	0.874
There is effective communication and collaboration among different departments within the school.	3.964	0.558
The coordination of extracurricular activities is well-managed and enhances the overall student experience.	3.840	0.772
Teachers and staff are actively involved in the planning and coordination of school events.	3.833	0.660
The school has mechanisms in place to ensure the coordination of resources to support various activities.	3.815	0.835
Coordination efforts involve input from teachers, administrators, and support staff.	3.750	0.676
<b>Aggregate</b>	<b>3.863</b>	<b>0.729</b>

#### **4.4.5 Performance of Public Schools**

The respondents were requested to indicate their level of agreement on various statements related to performance of public Secondary Schools in Nairobi City County, Kenya. The results were as shown Table 4.5.

From the results, the respondents agreed that the overall academic performance of students in their school is commendable (M=3.902, SD= 0.766). In addition, the respondents agreed that the school consistently meets or exceeds educational standards set by relevant authorities (M=3.887, SD= 0.886). Further, the respondents agreed that students demonstrate a solid understanding of the subjects taught in their school

(M=3.849, SD= 0.785). Further, the respondents agreed that there is a positive and conducive learning environment in their school (M=3.827, SD= 0.678). The respondents also agreed that students feel safe and supported in their academic pursuits (M=3.696, SD= 0.554). In addition, the respondents agreed that the school promotes a culture of respect and inclusivity among students (M=3.662, SD=0.761).

**Table 4. 5: Performance of Public Schools**

	<b>Mean</b>	<b>Std. Deviation</b>
The overall academic performance of students in our school is commendable.	3.902	0.766
The school consistently meets or exceeds educational standards set by relevant authorities.	3.887	0.886
Students demonstrate a solid understanding of the subjects taught in our school	3.849	0.785
There is a positive and conducive learning environment in our school.	3.827	0.678
Students feel safe and supported in their academic pursuits.	3.696	0.554
The school promotes a culture of respect and inclusivity among students.	3.662	0.761
<b>Aggregate</b>	<b>3.804</b>	<b>0.738</b>

## **4.5 Inferential Statistics**

### **4.5.1 Correlation Analysis**

This research adopted Pearson correlation analysis determine how the dependent variable (performance of public Secondary Schools in Nairobi City County, Kenya) relates with the independent variables (top management support, resource allocation, training and development and coordination of activities).

**Table 4. 6: Correlation Coefficients**

		Performanc e of Public Schools	Top Managemen t Support	Resource Allocatio n	Training and Developme nt	Coordinatio n of Activities
Performanc e of Public Schools	Pearson	1				
	Correlatio n					
	Sig. (2- tailed)					
	N	271				
Top Managemen t Support	Pearson	.815**	1			
	Correlatio n					
	Sig. (2- tailed)	.003				
	N	271	271			
Resource Allocation	Pearson	.825**	.327	1		
	Correlatio n					
	Sig. (2- tailed)	.002	.032			
	N	271	271	271		
Training and Developme nt	Pearson	.841**	.262	.431	1	
	Correlatio n					
	Sig. (2- tailed)	.000	.065	.043		
	N	271	271	271	271	
Coordinatio n of Activities	Pearson	.838**	.319	.545	.330	1
	Correlatio n					
	Sig. (2- tailed)	.001	.031	.043	.088	
	N	271	271	271	271	271

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

The findings reveal that all the independent variables exhibit a strong and positive correlation with the performance of public schools. Notably, Training and Development recorded the highest correlation with Performance of Public Schools ( $r = .841$ ,  $p < 0.01$ ), followed closely by Coordination of Activities ( $r = .838$ ,  $p < 0.01$ ), Resource Allocation ( $r = .825$ ,  $p < 0.01$ ), and Top Management Support ( $r = .815$ ,  $p < 0.01$ ). These results, all statistically significant at the 0.01 level, suggest that enhancements in these key areas are strongly associated with improved performance outcomes in public schools. These

findings are consistent with the work of Saputra, Winarningsih and Puspitasari (2020) and Mubangizi and Kabanda (2024) who emphasized that effective human resource practices and structured management processes significantly influence institutional performance in the education sector.

Furthermore, the analysis revealed moderate interrelationships among the independent variables. Specifically, Resource Allocation was moderately correlated with both Coordination of Activities ( $r = .545, p < 0.05$ ) and Training and Development ( $r = .431, p < 0.05$ ). These associations indicate potential overlap and mutual influence among the management functions, underscoring the importance of a holistic and coordinated approach to school management for optimal performance outcomes. This aligns with the findings of Kirimi and Maende (2022) who observed that successful school performance requires not only resource availability but also effective integration of training, leadership, and organizational coordination. Similarly, Mohammed (2023) argue that sustained improvements in school outcomes depend on coherent leadership structures supported by adequate capacity development and resource planning.

#### 4.5.2 Regression Analysis

**Table 4. 7: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862	.743	.744	.10472

The model yielded a multiple correlation coefficient (R) of 0.862, indicating a strong positive relationship between the independent variables and the performance of public secondary schools. The R Square value of 0.743 implies that approximately 74.3% of the variation in school performance can be explained by the combined effect of top management support, resource allocation, training and development, and coordination of activities. The Adjusted R Square value of 0.744 accounts for the number of predictors in the model, suggesting the model is robust and generalizable to the broader population.

The standard error of the estimate is 0.10472, indicating a relatively small average deviation of the observed values from the regression line. These results demonstrate that the model fits the data well and the selected variables are strong predictors of school performance.

**Table 4. 8: Analysis of Variance**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	112.028	4	28.007	2000.5	.002 <sup>b</sup>
Residual	3.654	266	.014		
Total	115.682	270			

The ANOVA results reveal that the regression model is statistically significant ( $F = 2000.5$ ,  $p = 0.002$ ). This indicates that the independent variables—Top Management Support, Resource Allocation, Training and Development, and Coordination of Activities—collectively explain a significant proportion of the variance in the performance of public secondary schools. Given that the significance value is less than 0.05, the null hypothesis that the model has no explanatory power is rejected. This confirms that the model is a good fit for the data and that the independent variables contribute meaningfully to explaining school performance outcomes in Nairobi City County.

**Table 4. 9: Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.331	0.086		3.849	0.002
top management support	0.386	0.097	0.387	3.979	0.000
resource allocation	0.376	0.095	0.375	3.957	0.001
training and development	0.328	0.087	0.329	3.770	0.002
coordination of activities	0.307	0.084	0.306	3.655	0.003

The regression model was as follows:

$$Y = 0.331 + 0.386X_1 + 0.376X_2 + 0.328X_3 + 0.307X_4 + \varepsilon$$

The regression analysis results indicate that Top Management Support has a statistically significant effect on the performance of public secondary schools in Nairobi City County, Kenya ( $\beta = 0.386$ ,  $p = 0.000$ ). The relationship is deemed significant as the p-value is less than the conventional threshold of 0.05. These findings align with the study by Saputra, Winarningsih, and Puspitasari (2020), who reported a strong positive influence of top management support on the performance of educational institutions, emphasizing the critical role leadership plays in achieving school objectives.

Similarly, Resource Allocation was found to significantly influence school performance ( $\beta = 0.376$ ,  $p = 0.001$ ). Given that the p-value is also below 0.05, the effect is considered statistically significant. These results support the work of Mubangizi and Kabanda (2024), who concluded that adequate and well-managed resource allocation is a key determinant of improved performance in public schools, particularly in developing countries.

Moreover, the analysis revealed that Training and Development has a significant effect on performance ( $\beta = 0.328$ ,  $p = 0.002$ ). Since the p-value falls below the 0.05 threshold, the relationship is statistically significant. These findings are consistent with those of Kirimi and Maende (2022), who emphasized that continuous professional development and capacity-building initiatives for teachers and staff are vital for enhancing institutional performance and learner outcomes.

Finally, Coordination of Activities also demonstrated a statistically significant effect on school performance ( $\beta = 0.307$ ,  $p = 0.003$ ). This significance further supports the view that effective coordination across departments and functions within schools contributes meaningfully to institutional efficiency and effectiveness. These results corroborate the findings of Mohammed (2023), who noted that well-coordinated administrative and instructional activities are closely associated with improved school performance.

Overall, all four variables—top management support, resource allocation, training and development, and coordination of activities—were found to have a statistically significant and positive effect on the performance of public secondary schools in Nairobi City County, thereby underscoring their collective importance in school management and policy implementation



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings and makes conclusions together with recommendation for further studies. This discussion is done in line with the objective of the research which was to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya.

#### 5.2 Summary

This sub-section presents the summary of the findings on the influence of strategy implementation (top management support, resource allocation, training and development and coordination of activities) on performance of public Secondary Schools in Nairobi City County, Kenya.

##### 5.2.1 Top Management Support and Performance of Public Schools

The study found that top management support has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. From the results, the respondents agreed that the top management of their school effectively communicates a clear vision for academic excellence. In addition, the respondents agreed that top management consistently demonstrates a commitment to the professional development of teachers. Further, the respondents agreed that the school's leadership actively involves teachers in decision-making processes. The respondents agreed that top management supports and encourages the implementation of innovative teaching methods and approaches. The respondents also agreed that there is open and effective communication between top management and the teaching staff. In addition, the respondents agreed that top management provides timely and constructive feedback to teachers.

##### 5.2.2 Resource Allocation and Performance of Public Schools

The study found that resource allocation has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. From the results, the respondent agreed that the school consistently allocates sufficient financial resources to support education.

nal programs and activities. In addition, the respondents agreed that adequate funds are allocated to professional development opportunities for teachers and staff. Further, the respondents agreed that the school effectively allocates resources to support the implementation of innovative teaching methods. The respondents also agreed that there is a clear and transparent process for allocating funds for academic and extracurricular needs. As shown in the results, the respondents agreed that the school allocates resources to maintain and improve the physical infrastructure and facilities. In addition, the respondents agreed that resources are allocated to address the specific learning needs of students, including those with diverse abilities.

### **5.2.3 Training and Development and Performance of Public Schools**

The study found that training and development has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. From the results, the respondents agreed that the school provides effective training programs to enhance the professional development of teachers. In addition, the respondents agreed that there are opportunities for teachers to participate in ongoing training sessions to stay updated on modern teaching methodologies. The respondents also agreed that the school offers development programs that prepare teachers for leadership roles within the institution. In addition, the respondents agreed that training programs are in place to address the integration of technology in teaching and learning. Further, the respondents agreed that the school provides training to address the specific needs of students with diverse learning abilities. The respondents also agreed that teachers receive training on effective classroom management strategies

### **5.2.4 Coordination of Activities and Performance of Public Schools**

The study found that coordination of activities has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. From the results, the respondents agreed that the school has a well-established system for coordinating academic activities and programs. In addition, the respondents agreed that there is effective communication and collaboration among different departments within the school. Further, the respondents agreed that the coordination of extracurricular activities is well-managed and enhances the overall student experience. In addition, the respondents agreed that teachers and staff are actively involved in the planning and coordination of school events. As shown in the results, the respondents agreed that the school has mechanisms in place to ensure the

coordination of resources to support various activities. Further, the respondents agreed that coordination efforts involve input from teachers, administrators, and support staff.

### **5.3 Conclusions**

The study concludes that top management support has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. Findings revealed that strategic alignment, problem solving and decision making influence performance of public Secondary Schools in Nairobi City County, Kenya.

In addition, the study concludes that resource allocation has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. Findings revealed that human resources, financial resources and physical resources influence performance of public Secondary Schools in Nairobi City County, Kenya.

Further, the study concludes that training and development has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. Findings revealed that benchmarking, seminars and workshops influence performance of public Secondary Schools in Nairobi City County, Kenya.

The study concludes that coordination of activities has a positive and significant influence on performance of public Secondary Schools in Nairobi City County, Kenya. Findings revealed that communication, collaboration and roles and responsibilities influence performance of public Secondary Schools in Nairobi City County, Kenya.

### **5.4 Recommendations of the Study**

The study recommends that the management of public Secondary Schools in Kenya should implement a structured leadership development program for top management. This program should focus on equipping school heads and senior administrators with advanced skills in strategic planning, resource management, and effective communication.

In addition, the study recommends that the management of public Secondary Schools in Kenya should establish a centralized resource allocation system that prioritizes schools based on their specific needs and performance metrics. This system should involve regular assessments to ide

ntify schools facing the most significant challenges and allocate resources such as funding, educational materials, and infrastructure improvements accordingly.

Further, the study recommends that the management of public Secondary Schools in Kenya should implement a comprehensive and continuous professional development program for teachers and school staff. This program should focus on equipping educators with the latest teaching methodologies, technological tools, and leadership skills.

The study also recommends that the management of public Secondary Schools in Kenya should establish a coordinated framework for inter-school collaboration and activity planning. This framework should include regular inter-school meetings and joint initiatives that foster the sharing of best practices, resources, and expertise.

### **5.5 Suggestions for Further Studies**

This study was limited to the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya hence the study findings cannot be generalized to performance of private schools in Kenya. The study therefore suggests further studies on the influence of strategy implementation on performance of private schools in Kenya.

Further, the study found that the independent variables (top management support, resource allocation, training and development and coordination of activities) could only explain 74.3% of performance of public Secondary Schools in Nairobi City County, Kenya. This study therefore suggests further research on other factors affecting performance of public Secondary Schools in Nairobi City County, Kenya.

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## APPENDICES

### APPENDIX I: RESEARCH QUESTIONNAIRE

This questionnaire seeks to assess the influence of strategy implementation on performance of public Secondary Schools in Nairobi City County, Kenya. You are required to provide honest response to each of the questions by ticking the most applicable response for each question/statement. Information given will be treated with high degree of confidentiality.

**NB:** For all likert scale statements (SECTION B-F), use the scale 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1=Strongly Disagree

#### SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age group?

18 – 30 years  31– 40 years

41 – 50 years  Above 50 years

3. What is your highest level of education?

Certificate  Diploma

Bachelor Degree  Master Degree

PhD

## SECTION B: Top Management Support

	Statement	1	2	3	4	5
1.	The top management of our school effectively communicates a clear vision for academic excellence					
2.	Top management consistently demonstrates a commitment to the professional development of teachers.					
3.	The school's leadership actively involves teachers in decision-making processes.					
4.	Top management supports and encourages the implementation of innovative teaching methods and approaches.					
5.	There is open and effective communication between top management and the teaching staff.					
6.	Top management provides timely and constructive feedback to teachers					

## SECTION C: Resource Allocation

	Statement	1	2	3	4	5
1.	The school consistently allocates sufficient financial resources to support educational programs and activities.					
2.	Adequate funds are allocated to professional development opportunities for teachers and staff.					
3.	The school effectively allocates resources to support the implementation of innovative teaching methods.					
4.	There is a clear and transparent process for allocating funds for					

	academic and extracurricular needs.					
5.	The school allocates resources to maintain and improve the physical infrastructure and facilities.					
6.	Resources are allocated to address the specific learning needs of students, including those with diverse abilities.					

#### SECTION D: Training and Development

	Statement	1	2	3	4	5
1.	The school provides effective training programs to enhance the professional development of teachers.					
2.	There are opportunities for teachers to participate in ongoing training sessions to stay updated on modern teaching methodologies.					
3.	The school offers development programs that prepare teachers for leadership roles within the institution.					
4.	Training programs are in place to address the integration of technology in teaching and learning.					
5.	The school provides training to address the specific needs of students with diverse learning abilities.					
6.	Teachers receive training on effective classroom management strategies.					

### SECTION E: Coordination of Activities

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The school has a well-established system for coordinating academic activities and programs.					
2.	There is effective communication and collaboration among different departments within the school.					
3.	The coordination of extracurricular activities is well-managed and enhances the overall student experience.					
4.	Teachers and staff are actively involved in the planning and coordination of school events.					
5.	The school has mechanisms in place to ensure the coordination of resources to support various activities.					
6.	Coordination efforts involve input from teachers, administrators, and support staff.					

### SECTION F: Performance of Public Secondary Schools

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The overall academic performance of students in our school is commendable.					
2.	The school consistently meets or exceeds educational standards set by relevant authorities.					
3.	Students demonstrate a solid understanding of the subjects taught in our school					
4.	There is a positive and conducive learning environment in our school.					
5.	Students feel safe and supported in their academic pursuits.					

6.	The school promotes a culture of respect and inclusivity among students.					
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**END**  
**THANK YOU**



## **APPENDIX II: INTRODUCTION LETTER**

Dear Respondent,

My name is AGELINE LOPORNA, a Masters student at Mount Kenya University, specializing in Masters of Business Administration. I am conducting research titled “STRATEGY IMPLEMENTATION AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY, KENYA.” Kindly take few minutes to complete the questionnaire as guided. Your responses will be handled confidentially and ethically.

The questionnaire will take approximately 5 minutes to complete. Please indicate your level of agreement with each statement by selecting “strongly agree,” “agree,” “not agree,” “disagree,” or “strongly disagree.” I will collect the completed questionnaires promptly.

Thank you for your time and cooperation.

Best regards,

**AGELINE LOPORNA**



Mount Kenya University

# APPENDIX III: FIELD ENTRY AUTHORIZATION

MKU/ERC/001



MKU ERC PROTOCOL/PROPOSAL SUBMISSIONFORM (To be completed and submitted together with the proposal and other supporting documents including Similarity Index/PlagiarismReport in soft and hard copy)

## 1. TITLE OF RESEARCH PROJECT

STRATEGY IMPLEMENTATION AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY, KENYA

.....  
.....  
.....

## 2. INVESTIGATOR INFORMATION

### Principal Investigator:

Title: Student.....Name: ANGELINE LOPORNA

Institutional Affiliation ...Masters Student

School/Faculty ...School of Business and Economics

Department .....Business management.....

Mailing Address: ...lopornaangeline@gmail.com


Phone: +254729433730..... Institutionalemail: N/A.....

Signature:  Date: 17<sup>th</sup> June 2024



Mount Kenya University


# APPENDIX IV: NACOSTI LETTER

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **913583** Date of Issue: **07/May/2024**


**RESEARCH LICENSE**




**This is to Certify that Ms Ageline Loporna of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev:2014) in Nairobi on the topic: strategy implementation and performance of public secondary schools in Nairobi city, Kenya for the period ending : 07/May/2025.**

License No: **NACOSTI/P/22/20572**

**913583**  
Applicant Identification Number.

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

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