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THE EFFECT OF STRATEGIC MANAGEMENT PRACTICES ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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DECLARATION

I, declare that this research project is my original work and has not been presented for award of any certificate in any institution of Higher Learning for Examination purposes.

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DEDICATION

This research study is dedicated to my family for awakening in me an awareness of the importance of continuous intellectual improvement to improve my productivity.

ACKNOWLEDGEMENT

I am deeply grateful to God for giving me good health and resources to write this proposal. I also express my gratitude to my supervisors Dr Solomon Muriiki and Dr Kaberia Evans Limukii for their time, effort, continuous support, patience and guidance for the completion of this work. Your invaluable insight and encouragement have been instrumental in the successful completion of this work. I would also like to thank the administration of The Presbyterian University of East Africa for providing me with the requisite background information and my family for their support and patience.

TABLE OF CONTENT

Contents

DECLARATION	60
DEDICATION	61
ACKNOWLEDGEMENT	61
TABLE OF CONTENT	62_
LIST OF FIGURES	66
ABBREVIATIONS AND ACRONYMS	66
ABSTRACT	67
CHAPTER ONE: INTRODUCTION	68
1.1 Background of the study	68
1.1.1 Strategic Management Practices in Education	68
1.1.2 Performance of Private Secondary in Kenya	71
1.1.3 Private Secondary Schools in Kiambu County	73
1.2 Statement of the Problem	73
1.3 Objectives	74
1.3.1 General Objective	74
1.3.2 Specific Objectives	74
1.4 Research Questions	75
1.5 Justification of the Study	75
1.6 Significance of the Study	76
1.7 The Scope of the Study	77
1.8. Operational Definition of Key Terms	77
CHAPTER TWO: LITERATURE REVIEW	80
2.1 Introduction	80
2.2 Theoretical Framework	80
2.2.1 Competence-Based Strategic Management Theory	Error! Bookmark not defined.
2.2.2 System Theory of Management	Error! Bookmark not defined.
2.2.3 Resource- Based Theory (RBT)	Error! Bookmark not defined.
2.3 Empirical Review	81
2.3.1 Strategic Planning	86
2.3.2 Strategic Leadership	87

2.3.3 Strategic Organization Structure	Error! Bookmark not defined.
2.3.4 Strategic Resources Allocation	89
2.4 Conceptual Framework	95
2.4.1 Strategic Planning.....	96
2.4.2 Strategic Leadership	96
2.4.3 Strategic Organizational Structure.....	96
2.4.4 Strategic Resource Allocation	96
2.4.5 Strategic Management Practices.....	97
2.4.6 Academic performance	97
2.5 Critical Review.....	97
2.6 Research Gap	99
2.7 Summary of the Literature Review	100
CHAPTER THREE: RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.0 Introduction	Error! Bookmark not defined.
3.2 Target Population	101
3.3 Sampling.....	102
3.3.1 Sampling Methods.....	102
3.3.2 Sample Size	Error! Bookmark not defined.
3.4 Data Collection Instruments.....	105
3.5 Validity Test.....	105
3.6 Reliability Test	Error! Bookmark not defined.
3.7 Data Collection Procedure	Error! Bookmark not defined.
3.8 Data Analysis and Presentation Methods.....	106
3.9 Ethical Consideration.....	107
CHAPTER FOUR: FINDINGS, ANALYSIS AND INTERPRETATION	108
4.1 Introduction	108
4.2 Response Rates.....	108
4.3 Demographic Information	109
4.3.4 Level of Education.....	111
4.3.5 Work Experience	111
4.4: Effect Of Strategic Planning on Academic Performance of PS S in Kiambu County ...	112
4.4.1: Institution Strategic Plan	112
4.4.2 Participation in the Preparation of the Strategic Plan.....	113
4.4.3 Level of Participation in Strategic Planning.....	113

4.4.4 Impact of Strategic planning on performance of private Secondary schools	115
4.5 Effect Of Strategic Leadership On Academic Performance.....	116
4.6 Effect of Strategic Organization Structure on Academic Performance of PSS	119
4.7 Effect of Strategic Resource Allocation on Academic Performance of PSS.....	123
4.8 Strategic Management Practices on Academic Performance of PSS	124
4.9 INFERENTIAL STATISTICS.....	127
4.9.1 Pearson's Correlation Coefficient	127
4.9.2 Statistical Analysis.....	128
4.9.3 Multiple Regression Analysis.....	129
4.9.4 Summary of The Model.....	132
4.9.5 Analysis Of Variance (ANOVA).....	132
4.10 Summary of the Chapter	132
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	134
5.1 Introduction	134
5.2 Summary of The Findings	134
5.2.1 Demographic Information	134
5.2.2 Effect of Strategic Planning on the Academic Performance of Private.....	134
5.2.3 Effect of Strategic Leadership on Academic Performance of PSS.....	135
5.2.4 Effect of Strategic Organization structure on Academic Performance of PSS.....	136
5.2.5 Effect of Strategic Resource Allocation on Academic Performance of PSS.....	Error! Bookmark not defined.
5.2.6 Performance of Strategic Management Practices on Academic Performance of PSS.....	Error! Bookmark not defined.
5.3 Conclusion of the Study	Error! Bookmark not defined.
5.3.1 Demographic Information	Error! Bookmark not defined.
5.3.2 Effect of Strategic Planning on the Academic Performance of PSS.....	Error! Bookmark not defined.
5.3.3 Effect of Strategic Leadership on Academic Performance of PSS.....	Error! Bookmark not defined.
5.3.4 Effect of Strategic Organization structure on Academic Performance of PSS.....	Error! Bookmark not defined.
5.3.5 Effect of Strategic Resource Allocation on Academic Performance of PSS.....	Error! Bookmark not defined.
5.3.6 Strategic Management Performance Practices on Academic Performance of PSS.....	Error! Bookmark not defined.
5.4 Recommendations of the Study	138
5.4.1 Demographic Information	Error! Bookmark not defined.
5.4.2 Effect of Strategic Planning on the Academic Performance of PSS.....	Error! Bookmark not defined.

5.4.3 Effect of Strategic Leadership on Academic Performance of PSS **Error! Bookmark not defined.**

5.4.4 Effect of Strategic Organization structure on Academic Performance of PSS **Error! Bookmark not defined.**

5.4.5 Effect of Strategic Resource Allocation on Academic Performance of PSS **Error! Bookmark not defined.**

5.4.6 Strategic Management Practices on Academic Performance Of PSS **Error! Bookmark not defined.**

5.5 Limitations and Delimitations of The Study **Error! Bookmark not defined.**

5.6 Recommendation for Further Studies **Error! Bookmark not defined.**

REFERENCE	i
APPENDICES	viii
APPENDIX I: LETTER OF INTRODUCTION	viii
APPENDIX II: QUESTIONNAIRE	ix
APPENDIX III: SCHOOL PERFORMANCE	xiv
APPENDIX IV: RESEARCH PROPOSAL WORK PLAN 2024	xvi
APPENDIX V: RESEARCH BUDGET	xvi

LIST OF TABLES

3.1 Target Population.....	Error! Bookmark not defined.
3.2 Sample Size.....	Error! Bookmark not defined.
4.1 Response Rates.....	49
4.2 Gender Distribution	50
4.3 Age Distribution	51
4.4 Designation Distribution	51
4.5 Level of Education Distribution	52
4.6 Work Experience in Institution Distribution	53
4.7 Institution Strategic Plan	54
4.8 Participation in the Preparation of Strategic plan.....	55
4.9.1 Management Level	56
4.9.2 Teaching Staff	56
4.9.3 Support Staff	57
4.10 Effect of Strategic planning on Performance of PSS.....	58
4.11 Effect of Strategic Leadership on Performance of PSS.....	61
4.12 The Effects of Strategic Organizational Structure on Performance of PSS.....	63
4.13 The Effects of Strategic Allocation on Performance of PSS.....	66
4.14 Academic Performance	69

4.15 Pearson's Correlation Coefficient.....	71
4.16 Statistical analysis	72
4.17 Regression Analysis	74

LIST OF FIGURES

2.1 CONCEPTUAL FRAMEWORK	33
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ABBREVIATIONS AND ACRONYMS



ANT -	Actor Network Theory
BCG-	Boston Consulting Group
EYE -	Early Year Education
JSS -	Junior Secondary Schools
KICD –	Kenya Institute of Curriculum Development
OT -	Organization Theory
PESTEL -	Political, Economic, Socio-cultural, Technological, Ecological/Environment and Legal
RBT-	Resource-Based Theory
RBV-	Resource Based View
SCA-	Sustainable Competitive Advantage
SD-	Standard Deviation
SMART -	Specific, Measurable, Achievable, Relevant and Timely
SPSS-	Statistical package for social sciences

SWOT- Strength, Weaknesses, Opportunities and Threats

PSS- Private Secondary Schools

ABSTRACT

The study sought to evaluate the effect of strategic management practices on the academic performance of private schools in Kiambu County, Kenya. The study examined the effects of strategic planning, strategic leadership, strategic organization structure, and strategic resource allocation on academic performance of private secondary schools in Kiambu county. The study was guided by competence-based management theory, system theory of management, and resource-based theories. Descriptive research design was used in the study. The target population consisted of 78 private secondary schools in Kiambu County. A sample of 39 private secondary schools was derived using Cochran's sample size formula. The schools were selected using stratified and simple random sampling methods. 195 respondents were selected from the sampled schools. This included 39 respondents in the management level, 78 teachers, and 78 support staff. The data was collected using the questionnaire with both open and closed-ended questions. The questionnaire was tested for validity and reliability through a pilot study, strategic management experts, and Cronbach Alpha coefficient. The quantitative data was analyzed using Statistical Package for Social Science (SPSS) version 26, descriptive statistical methods, inferential statistics such as Pearson correlation coefficient, ANOVA and multiple regression analysis. The qualitative data was analyzed using content analysis method. Quantitative data was presented using tables, while qualitative data using narrations. The researcher observed integrity and transparency when collecting the data, interpreting and reporting the findings by upholding privacy, safety, moral and ethical practices. The study found that strategic management practices played a vital role in boosting the academic performance of private secondary schools in Kiambu County. There are significant correlations among strategic planning, leadership, organizational structure, and resource allocation. In conclusion, the study advocates for a comprehensive strategy that integrates these elements to optimize educational outcomes. It is recommended that private secondary schools in Kiambu County adopt this holistic approach to improve academic performance and ensure long-term educational success. Further studies are recommended to be conducted to identify the long-term impact of strategic management on educational institutions

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

This chapter discuss the background information, the statement of the problem, major and specific objectives of the study, the scope of the study, justifications, significance and limitation of the study.

1.1.1 Strategic Management Practices in Education

Strategic management encompasses a thorough approach to developing, executing, and assessing decisions that help an organization reach its long-term goals and objectives (Armstrong, 2020). This process focuses on establishing the goals, procedures, and objectives and enhances the competitiveness organization in the marketplace and addressing the needs stakeholders. As noted by Gareth (2019), strategic management requires a comprehensive analysis of both the competitive landscape and the internal and external environments of the organization. This involves evaluating strategies and ensuring their effective implementation across all levels of the organization. Furthermore, Pfeffer (2019) asserts that a company is considered to possess a competitive advantage when its profitability exceeds the average profits of its industry peers.

Lim, Griffiths and Sambrook. (2020) observed Strategic management in organizations involves a systematic process through which an organization defines its strategy or direction and makes decisions on allocating resources to pursue this strategy or directions on allocating its resources to pursue this strategy. The process can be broken down into several key components like defining vision and mission, setting objectives, environmental scanning, strategy formulation, strategy implementation evaluation and control (Pankaj, 2022). By systematically applying strategic management practices, organizations can effectively align their resources and efforts with their long-term goals, adapt to changes in the environment and achieve sustainable competitive advantage.

Knight, (2017), define strategic management practices in education as the frameworks, processes and actions that educational institutions adopt to position themselves competitively on a global scale, ensuring long-term success and relevance in an increasingly interconnected world. These practices typically include strategic planning, strategic leadership, strategic organization structure and strategic resource allocation. According to

Dewey (2021), for a learning institution to achieve its goals and objective effectively and efficiently, it needs to employ appropriate management practices by developing and implementing appropriate strategic plans, formulating strategy, restructuring the organization, and effectively allocating resources to propagate change initiatives, control processes and resources.

Finland is widely recognized for its strategic management educational practices. The Finish system emphasizes teacher education and trust, with highly qualified teachers who are given the freedom to innovate in the classroom (Lubienski, 2019). Strategic management practices in Finland also includes focus on equity, ensuring that all students regardless of background have access to high quality education. Daft, (2018) noted country like Singapore has exemplary educational management practices that are tightly aligned with the country's economic goals. Ministry of education employs a rigorous strategic planning process that include regular reviews and updates to the curriculum to meet the evolving needs of the economy. Marvin, (2020) supported Singapore emphasizes on continuous professional development for teachers, which is integral to maintaining high standards of teaching and learning.

South Africa's education system benefits from robust data collection and analysis mechanisms. Mawanika, (2021) noted Department of Basic Education (DBE) utilizes data from national assessments, such us the Annual National Assessment (ANA), to inform policy decisions and target interventions in under-performing schools. South Africa places a strong emphasis on continuous professional development for teachers. Programs like the integrated Quality Management System (IQMS) are designed to monitor and chance teacher performance. Mauritius has consistently invested in education maintaining one of the highest literacy rates in Africa. The government's strategic focus includes ensuring high-quality education through well-trained teachers and a curriculum that emphasizes science, technology and innovation.

In East Africa, several countries have recognized for implementing strong strategic management practices in education, which have contributed to significant improvements in education outcomes. Rwanda has made remarkable strides in its education system, guided by the Vision 2020 and the subsequent vision 2050 plans. These initiatives emphasize human capital development as key to the nations' economic transformation.

Rwanda's strategic approach involves a focus on STEM education, the introduction of ICT in schools and a comprehensive teacher training program. Ndebesa, (2019) has contributed to strategic management practices in education through his research on the decentralization of education and its impact on management practices in Ugandan schools. His work emphasizes the importance of local governance and community involvement in educational planning and management

Namusonge and Amani (2020) argued strategic management helps secondary schools' leadership to plan for their future goals. The researcher argued that goal setting, industry and institutional SWOT analyses, strategy formulation, implementation, measurement, monitoring and controlling are key to success of any private school. They further added that beyond strategic management providing employees and leaders with guidance on how to achieve their goals in the most efficient and cost-effective manner, it also enables institutions to increase market share and profitability, prevent legal risks and improve revenue and cash flow. Nyagemi (2017), identified various nonfinancial benefits of strategic management such as the activities of the board of directors' review and assessment of the objectives that help the institution to measure its progress and provides a picture for its future. Strategic management practices in secondary schools involves setting goals, analyzing the competitive environment, evaluating strategies and ensuring that management rolls out the strategies across the school (Mawanika, 2021).

Empirical studies have explored the relationship between strategic management practices and the performance of private secondary schools in Kenya. For instance, Nyagemi (2017) found that the absence of a strategic plan and inadequate resource allocation contribute significantly to poor academic performance. Ochieng and Pamela (2021) identified factors such as lack of management commitment, poor coordination, and insufficient resources as barriers to academic performance. Despite evidence suggesting a positive correlation between strategic management and academic performance, Mawanika (2021) indicated that misallocation of resources to nonstrategic activities, poor management practices, and the absence of clearly defined key performance indicators continue to undermine academic success.

1.1.2 Performance of Private Secondary in Kenya

In Kenya, secondary schools are viewed as those learning institutions the learner transits after completion of Early Year Education (EYE), Pre-Primary (1 year), Lower Primary 3 and Upper Primary for 3 years before joining Tertiary institutions (TVET or University). Kenya Secondary education is divided into two levels; Junior Secondary schools (JSS) comprising of Grade 7, Grade 8 and Grade 9 and Senior School where the learners specialize in their chosen career paths as they transit to tertiary institutions (KICD, 2020).

The performance of secondary schools in Kenya is generally pegged on academic performance (Korir, 2022). The performance of private schools is measured through multi-faceted matrix which include student performance, return on investments, availability of adequate teaching and learning resources, co-curriculum and practical activities, agility and diversity in curriculum, teaching methods and the general standards of the school (Ndugo, 2018). They further differentiated public from private schools by their ability to strategically manage their resources with the aim of earning more profits, operating above break-even point as well as being competitive in the market to win students. To achieve these, the management of private schools need to determine the basic longterm goals of the institution and adopt causes of action as well as allocate resources necessary to realize these goals (Pankaj, 2022). Hence private schools should set direction, focus their efforts to define or clarify their goals and provide consistent guidance in response to their operating and remote environment.

According Bigambo (2020) a professor at Moi University, has contributed to academic strategic management practices through his research in governance, leadership and organizational behavior in secondary schools and higher institutions. He emphasizes on the importance of ethical leadership and strategic decision-making in the management of academic institutions. His research has influenced the development leadership programs and the adoption of management frameworks aimed at improving the efficiency and effectiveness of schools' management practices in Kenya.

In Kenya, the educational system includes various types of schools, catering to different levels of education and often varying in terms of ownership, management and curriculum. The main types of secondary schools in

Kenya are public and private schools. Public schools are government-funded schools, managed by the Ministry of Education, which provide education at primary, secondary and tertiary levels. Public schools are generally accessible to all students and aim to offer standardized education across the country. They follow the national curriculum set by the Kenya Institute of Curriculum Development (KICD). Private schools in Kenya are owned and managed by private individuals, organizations or religious institutions. They range from elite, high-cost international schools to more affordable local private schools.

Private schools have the flexibility to offer alternative curricula, including international curricula like British, American or International Baccalaureate (IB) programs. They often boast smaller class sizes and may provide additional resources and facilities compared to public schools. These are schools affiliated with religious organizations, such as Christian, Islamic or Hindu schools. Faith based schools integrate religious education into the curriculum alongside secular subjects.

They may receive funding from religious bodies or donations in addition to government support. These schools cater specifically to students with disabilities or special educational needs. They provide specialized support, facilities and teaching methods tailored to the requirements of students with physical, sensory, intellectual or developmental disabilities.

According to ministry of Education (MoE) (2023), there are 10,502 secondary educational institutions, including private and public schools. There are 8592 public secondary schools while one thousand nine hundred and ten (1,910) are privately owned secondary schools in Kenya. 57 are international privately owned schools whereas 1,853 are locally owned. The private schools in Kenya have to adhere to government-set standards and Kenya Private School Association (KPSA) play an oversight and representative role for these schools. Most of these private schools offer quality education and develop the requisite skills to the learners. Majority of locally owned private secondary schools offers 8-4-4 system of education while international schools offer British and American based Curriculum.

1.1.3 Private Secondary Schools in Kiambu County

Kiambu County is located in the central part of Kenya, neighboring Nairobi County to the south. It lies within the former Central Province and is part of the Nairobi Metropolitan region. The county is known for its diverse landscape, which ranges from urban centers to agricultural areas and rural villages. Its proximity to Nairobi, the capital city of Kenya, makes it a strategic location for residential, commercial, and educational purposes.

Data from MoE (2024), shows there are 76 private secondary schools' private secondary schools in Kiambu County. Private schools in Kiambu County cater to a wide range of students, offering alternative curricula, modern facilities and often smaller class sizes compared to public schools. The presence of private secondary schools in Kiambu County reflects the demand for quality education and the preference for alternative educational philosophies among residents. These schools contribute significantly to the educational options available to students in the county, complementing the offerings of public schools and providing diversity in educational approaches and environments.

1.2 Statement of the Problem

Recent statistics from the Ministry of Education in Kenya (2024) reveal that private secondary schools in Kiambu County performed poorly compared to public schools in the Kenya Certificate of Secondary Education (KCSE) examinations for the years 2022 and 2023 (see Appendix iii). While numerous studies have addressed various aspects of strategic management across different contexts, there is a notable lack of research specifically examining the strategic management practices that influence academic performance in private secondary schools within Kiambu County. Notably, no existing studies have integrated the four critical strategic management practices— strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation— in relation to academic performance in this specific context.

In today's competitive educational landscape, effective strategic management is crucial for private secondary schools aiming for academic excellence. Kerzner (2021) emphasizes the need for a holistic approach that includes strategic planning, continuous innovation, appropriate organizational structures, resource allocation, and strong leadership focused on customer and employee satisfaction. According to Dewey (2017), increased

competition has created unpredictable and dynamic environment in education. Darling-Hammond (2019) pointed that strategic management significantly influences effectiveness of the teachers as well as student outcomes and the overall school atmosphere. Leithwood (2020) asserts that for the private schools to maintain competitiveness, they need to align their strategies with both internal and external environments to maintain competitiveness.

Therefore, this study aims to investigate how strategic management practices influences the academic performance in private secondary schools in Kiambu County, Kenya, filling the existing research gap and providing valuable insights for educational stakeholders.

1.3 Objectives

The study was guided by the following general and specific objectives:

1.3.1 General Objective

To examine the effect of strategic management practices on academic performance of private secondary schools in Kiambu county, in Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were;

- i. To examine the effects of strategic planning on academic performance of private secondary schools in Kiambu County.
- ii. To analyze the effects of strategic leadership on academic performance of private secondary schools in Kiambu County.

- iii. To investigate how strategic organization structure affects academic performance of private secondary schools in Kiambu County.
- iv. To determine the effect of strategic resources allocation on academic performance of private secondary schools in Kiambu County.

1.4 Research Questions

- i. What is the relationship between strategic planning practices on the academic performance of private secondary schools in Kiambu County?
- ii. To what extent does strategic leadership influence the academic performance of private secondary schools in Kiambu County?
- iii. How does the strategic organizational structure impact the academic performance of private secondary schools in Kiambu County?
- iv. What is the effect of strategic resource allocation on the academic performance of private secondary schools in Kiambu County?

1.5 Justification of the Study

Strategic management is crucial for aligning educational programs, employees, technology and resources with the goals of the institution to achieve good academic performance (Bryson, 2018).

Strategic planning in schools provide a structured approach to achieving educational goals (Darling Hammond, 2019). Strategic leadership in particular involves setting a vision, inspiring staff and students and leading change initiatives that improve academic outcomes. Leithwood & Sun (2021), argued strategic leadership has a significant positive impact on students' academic performance.

The organizational structure can determine how efficiently and effectively a learning institution can implement strategic plans. Well, aligned organizational structure facilitates better implementation of educational policies and strategies leading to improved academic outcomes (Mintzberg, 2018). The allocation of resources – financial, human and material – is fundamental to the functioning of any educational institution. According to

Odden and Picus, (2021), effective resource allocation is directly linked to students' achievements making it a crucial objective in this study.

Kiambu County hosts a variety of private secondary schools with diverse management practices, ownership, leadership, educational approaches and a very competitive educational environment.

There are various international, faith based and individually owned private secondary schools. Schools in this region are known to strive for high academic standards by developing exemplary strategies to win students and develop all round learners. These provide a platform for a comprehensive analysis of different strategic management practices. Researchers can also assess the impact of management competences on school performance. Private schools in Kiambu county often adopt various strategic practices to enhance quality of education, address the needs of the learner and the community with aim of achieving sustainable growth.

1.6 Significance of the Study

This study will be useful to government officials overseeing the education sector in Kiambu County and the entire country, particularly in setting policies and ensuring that schools operate effectively. As a result, policymakers will be able to make informed decisions about resource allocation, curriculum development, educational reform initiatives, monitoring compliance with educational standards, and ensuring accountability in private schools. School directors will utilize the study to oversee daily operations, set educational goals, and create a conducive learning environment. They will also recognize the importance of applying strategic management practices such as strategic planning, strategic leadership, organizational structure, and appropriate resource allocation.

Researchers and scholars will contribute to advancing knowledge in educational management and policy through empirical studies and theoretical frameworks. The study will provide insights into effective practices and inform evidence-based recommendations for educational improvement. It will enhance their understanding of how management factors impact educational outcomes in schools, enabling them to identify innovative management strategies, leadership styles, and strategic planning approaches that could enhance educational

quality and student achievement. Findings from the research will inform policy debates, shape educational reforms, and contribute to the professional development of educational leaders and managers.

Curriculum developers and evaluators will use the conclusions and recommendations of this study to assess school performance, monitor compliance with educational standards, and provide feedback to improve educational quality and accountability. Knowledge of strategic planning, organizational structures, and leadership practices will enable inspectors to assess school effectiveness, identify areas for improvement, and support continuous quality enhancement in private secondary schools. Collaborating with school leaders will enhance curriculum support, improve the ability to provide targeted assistance, and promote best practices in educational management.

1.7 The Scope of the Study

The study is limited to private secondary schools in Kiambu County, Kenya. The study aimed to identify how strategic planning, strategic leadership, organization structure and resource allocation affects the academic performance of private secondary schools in Kenya. The respondents included; The Directors, Principals, teachers and other supportive employees of private secondary schools in Kiambu County, Kenya. The researcher examined the performance of private secondary schools in the year 2022 and 2023. The thesis was expected to be completed within a period of four months.

1.8. Operational Definition of Key Terms

Strategic Management Practices: Strategic management practices are systematic processes adopted by the organization to shape, execute, and evaluate strategies with aim of achieving their long-term goals. Alkhafaji, (2020) noted these are practices involve a range of actions designed to align resources, guide decision-making, and adapt to changing circumstances. In this study, these practices are defined as the structured approaches through which organizations create, implement, and assess strategies aimed at realizing their enduring objectives.

Strategic Planning: Strategic planning is the process by which an organization set its long-term objectives and goals, formulates strategies to attain them, and develops a clear actionable plan (Johnson & Scholes, 2018).

This process includes determining the organization's overall direction, setting priorities, and allocating resources in ways that support the mission and vision. In this study, strategic planning is the procedure an organization uses to define its goals, design strategies to meet those goals.

Strategic Leadership: Strategic leadership is ability of individuals to guide an organization toward achieving its long-term vision and goals (Northouse, 2021). This leadership requires ability to make decisions, inspire and align others, particularly in complex and fast-changing business environments. In this study, strategic leadership encompasses the capacity to influence and steer an organization toward its strategic aspirations, and responsive to the ever-changing business landscape.

Strategic Organizational Structure: Zineldin, (2020) defined strategic organizational structure as arrangement of roles, responsibilities, and reporting lines within an organization, aimed at facilitating the smooth execution of strategic objectives. In this study, strategic organizational structure is defined as the configuration of activities, relationships, and communication processes designed to maximize efficiency and help the organization achieve its strategic objectives.

Strategic Resource Allocation: Strategic resource allocation is the process of distributing and managing the organization's resources—financial, human, and physical—in a way that best supports its strategic priorities to meet key objectives (Griffin, 2020). In this study, strategic resource allocation includes the distribution of essential resources required for effective service delivery in private secondary schools, such as financial capital, teaching staff, educational materials, extracurricular activities, infrastructure, and transportation.

Communication: Communication is the mechanism through which information, ideas, and feedback are exchanged to achieve specific outcomes. Goodman, (2020) further added effective communication is central to achieving strategic alignment and fostering collaboration. In this study, communication is understood as the process by which information is transmitted across an organization, facilitating the alignment of efforts and ensuring that strategic goals are well understood and acted upon

Implementation: Implementation is the phase where strategies are converted into tangible actions. That is transforming strategic plans into specific tasks and decisions to achieve organization objectives (Repenning, 2020). In this study, implementation is the operationalization of strategies, where decisions are made, plans are

executed, and adjustments are made to ensure that the goals are met. Effective implementation is based on strategic planning, strategic leadership, organizational structure, and strategic resource allocation.

Management: Management involves the activities of planning, organizing, staffing, directing, and controlling an organization's resources to ensure the effective and efficient achievement of its goals (Saxena, 2019). Management includes running day-to-day operations, optimizing resource use, and making decisions that support long-term objectives. In this study, management is defined as the process of coordinating and aligning resources—such as people, finances, and information—toward achieving organizational goals.

Organizational Culture: Organizational culture refers to the shared norms, values, traditions, beliefs, and behavioral that define how individuals interact within the organization (Baligh, 2019) and it influences how strategies are developed and executed. In this study, organizational culture is the set of common values, principles, and behaviors that shape the organization's environment and guide how individuals collaborate, communicate, and work toward achieving the organization's strategic goals

Strategic Plan: A strategic plan is a formal or informal document that outlines an organization's long-term goals, the strategies needed to achieve them, and the specific actions that must be taken (Gareth, 2019) and it serves as a guiding document that directs the organization's efforts, ensuring that resources are allocated efficiently and priorities are maintained. In this study, a strategic plan is viewed as a blueprint that details the organization's vision, mission, and goals, along with the strategies and actions necessary to realize those goals over time.

Academic Performance: Academic performance refers to the extent to which students meet the learning objectives set by educational institutions and demonstrate their academic capabilities (Gonzalez & Sanchez, 2023). They further added it can be measured through test scores, grade progression, school rankings, and student retention and enrollment. In this study, academic performance is assessed through a combination of factors such as examination results, transitions to higher educational levels, and the retention of students.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covered the theoretical framework, empirical review of the study, conceptual framework, literature research gap, and the summary of the literature review. The theoretical framework examined competence-based theory, systems-based theory, and resource-based theory. Empirical studies examined strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation. The relationship between the dependent and independent variables was graphically presented in the conceptual framework, along with the gap in the literature review and the summary.

2.2 Theoretical Framework

Babbie, (2019) viewed theoretical framework as a foundation on which all literally and metaphorical knowledge for a research study is constructed on. According to Maxwell (2022), theoretical framework act as a structure that support the statement of the problem, research problems, significance and rationale of the study in relation to the variables. To examine strategic practices and performance of private secondary schools in Kiambu County, the researcher will examine competence based strategic management theory, transformational leadership theory, system management theory and resource-based theory. These theories will enable the researcher answer research questions and also support the problem statement.

2.2.1 Competence-Based Strategic Management Theory

Competence-Based Strategic Management Theory focuses on the strategic practice of utilizing and enhancing an organization's strengths to secure and maintain a competitive advantage in the marketplace (Hill & Jones, 2020). According to Hitt, (2021) the central to this approach is the idea that organizations should aim to maximize long-term profitability by developing and leveraging unique competencies that cannot easily be replicated by competitors. The theory originated in the 1990s, offering a structured framework for organizations to build and sustain competitive advantages over time by integrating economic, organizational, and behavioral elements in a comprehensive manner (Sanchez, 2020). It emphasizes that an organization's success lies in its ability to effectively coordinate its resources, align them with its mission, and create value for stakeholders and customers alike.

According to Kerzner (2021), competence is the capacity of an organization to adapt both to external shifts, such as changes in market conditions or regulatory landscapes and to internal dynamics that might influence operations or performance. Sustainability, in this context, refers to the ability to manage internal disruptions, such as operational inefficiencies or organizational rigidity, that may prevent the organization from continuing its growth trajectory. Bolisani and Bratianu (2019) argue that before an organization can successfully engage with external entities like suppliers or customers, it must first ensure that its internal processes and resources are well-managed. This includes optimizing cognitive processes, effectively allocating resources, and ensuring that organizational activities deliver value to the target market. Managers, therefore, must ensure that operational efficiencies are met to ensure the successful execution of strategies aimed at creating market value.

Sanchez (2020) adds that organizations should be viewed as open systems, continuously interacting with their environments and addressing the needs of various stakeholders. This open-system approach to strategic planning helps to integrate both internal and external considerations in achieving long-term goals.

In the educational sector, applying this competence-based approach can lead to substantial improvements in academic performance. For academic institutions, critical competencies may include the development of tailored academic programs, fostering a strong institutional reputation, supporting continuous staff development, and adopting flexible planning mechanisms that place students at the center of learning. Institutions that harness and strategically develop these competencies can significantly improve educational outcomes. Competence-Based Theory underscores the importance of nurturing internal competencies—particularly among educators and administrators—to gain a competitive edge. Schools that prioritize specialized training for their staff, such as advanced pedagogical techniques or innovative curriculum development, are more likely to see better academic performance. Practices consistent with this approach might include ongoing professional development, targeted recruitment of faculty, and cultivating a culture of excellence in teaching and learning.



2.2.2 Systems Theory of Management

The Systems Theory of Management views organizations as complex, interconnected systems composed of various subsystems—such as people, processes, technologies, and resources—that must work in concert to achieve shared objectives (Galpin, 2020). Jarillo (2021) emphasized this theory emphasizes the idea that an organization is a dynamic entity, where each subsystem is interdependent and contributes to the overall performance. The origins of Systems Theory can be traced back to 1950s by Ludwig von Bertalanffy. Further contributions were made by Kenneth Boulding in the 1970s and James E. Rosenzweig in the 1980s. It is based on the premise that the whole system is more than the sum of its individual parts, with the interdependencies between components being crucial to organizational success.

The Systems Approach provides a framework for understanding how organizations adapt to and respond to their external and internal environments (Baligh, 2019). The key components of this approach include the environment, inputs, transformation processes, outputs, and feedback mechanisms. Daft (2018) asserts that the environment encompasses everything external to the organization, such as market conditions, regulatory changes, and technological advancements. Inputs are the resources—such as raw materials, human capital, and financial assets—that an organization receives from its environment. The transformation process involves the activities that convert these inputs into valuable outputs, such as products or services, which are then returned to the environment. Feedback, which can come from both internal and external sources, is crucial for assessing performance and informing necessary adjustments.

Organizations within this framework are categorized as either open or closed systems. Open systems actively engage with and are influenced by their environment, adapting to changing conditions and exchanging inputs and outputs with external factors. In contrast, closed systems operate more independently, with limited interaction with their environment, making them less responsive to external changes (Goodman, 2020).

Gareth (2019) argues that the Systems Approach allows managers to view the organization holistically, understanding how different elements interact and affect one another. This comprehensive view helps decision-makers avoid short-term fixes that may cause long-term problems in other areas. Goodman (2020) also notes that this theory encourages managers to identify the root causes of problems rather than merely addressing their symptoms, fostering a more flexible and adaptive organizational structure. Despite its advantages, Systems Theory has been criticized for being overly abstract and lacking clear, actionable guidance for managers (Pfeffer, 2009). Some scholars, such as Saffold (2019), argue that while the theory emphasizes collective goals, it may not fully account for individual motivations, potentially leading to challenges in employee engagement and motivation. Additionally, the theory's general nature can make it difficult to apply in specific organizational contexts, limiting its practical value.

In the context of educational institutions, Systems Theory offers valuable insights into how various components—teachers, students, administration, resources, and curriculum—interact and collectively contribute to academic success (Galpin, 2020). Strategic management practices that are rooted in Systems Theory would aim to ensure that all aspects of the school's operations are aligned and working towards the same academic goals. A systems-based approach to school management would focus on optimizing the use of resources, improving communication, and ensuring that every part of the institution is working cohesively to achieve its mission.

2.2.3 Resource-Based Theory (RBT)

The Resource-Based Theory (RBT) highlights the importance of internal resources and capabilities as the primary drivers of a firm's competitive advantage (Omalaja & Eruola, 2021). The theory stipulate RBT, organizations that can effectively leverage and manage their unique resources—such as skilled personnel, proprietary technologies, and intellectual capital—are more likely to sustain a competitive edge over time (Bass, 2016; Griffin, 2020). This theory asserts that firms that possess valuable, rare, and inimitable resources have the potential to achieve sustained competitive advantages.

Key resources that contribute to competitive advantage include value, rarity, and inimitability—traits that make these resources difficult for competitors to replicate. Barney (1996) defines firm resources as the combination of assets, capabilities, knowledge, and processes that enable an organization to implement its strategies effectively. When firms implement strategies based on these resources, they can create value that is not easily duplicated by competitors, leading to a sustainable advantage.

Fahy (2020) expands on this by asserting that achieving a sustainable competitive advantage (SCA) is the ultimate goal for any organization. This involves identifying, developing, and deploying resources that are crucial to the organization's success. By doing so, firms can generate superior returns over time. RBT emphasizes that the creation and management of valuable, rare, and difficult-to-imitate resources are central to achieving SCA (Fahy, 2020).

While RBT is a powerful framework for understanding competitive advantage, it has been criticized for its focus on resource attributes without fully exploring how these resources are developed or leveraged over time (Barney, 1996). Critics such as Dierickx and Cool (1989) argue that the accumulation of resources is influenced by factors such as time compression and causal ambiguity, making it challenging to systematically analyze how resources lead to sustained advantage.

In educational settings, RBT suggests that schools can enhance academic performance by managing critical resources such as qualified teachers, innovative teaching technologies, and a robust curriculum. Schools that strategically allocate these resources and invest in continuous staff development are more likely to see improved academic outcomes. Practices consistent with RBT would include efficient resource management, investing in high-quality teaching tools, and recruiting and retaining skilled educators. By focusing on the development and strategic use of unique and valuable resources, schools can not only improve academic performance but also maintain a competitive edge in the education sector (Feldman, 2023; Santos, 2022).

2.3 Empirical Review

Schmidt (2019) described an empirical review as the process of acquiring knowledge through observation, experience, and a critical analysis of existing literature to support research theories and address research

questions. Building on this, Bourdieu (2021) emphasized that empirical reviews contribute evidential support in research by selecting studies for replication or assessing their replicability, which aids in refining theories and planning new investigations. In assessing strategic management practices influencing the performance of private secondary schools in Kiambu County, the researcher will thoroughly analyze the relevant literature concerning strategic planning, leadership, organizational structure, and resource allocation.

2.3.1 Strategic Planning

Strategic planning is an essential process that enables organizations to establish their long-term objectives and efficiently allocate resources to fulfill stakeholder expectations while responding to changing environments (Johnson & Scholes, 2023). It involves articulating the organization's strategy and making decisions that align resources with these strategic goals (Kerzner, 2022). As noted by Goleman, (2021) strategic planning entails defining an organization's vision, mission, goals, and objectives, providing a systematic roadmap for achieving these targets.

Mintzberg (1994) introduced a strategic planning model that includes several approaches: financial planning, which emphasizes annual budgeting; forecast-based planning, which looks at multi-year financial projections; and externally oriented planning, which considers the broader business environment. Daft (2018) highlighted crucial elements of strategic plan development, stressing the significance of a well-defined mission statement and the alignment of long-term goals with short term tactical objectives. This process requires regular evaluation and updates to maintain its relevance and effectiveness.

Various analytical tools aid in strategic planning, such as PESTEL analysis, scenario planning, and SWOT analysis, which help organizations evaluate both internal and external factors influencing their strategies (George, 2019). Additional tools mentioned by Alkhafaji (2020) include Porter's Five Forces, the Growth-Share Matrix, Balanced Scorecards, and the VRIO Framework, each serving specific functions in assessing competitive advantages and directing strategic initiatives.

Goodman (2020) classified strategic plans into three categories: business, corporate, and functional. Business strategic plans focus on achieving competitive advantages and identifying growth opportunities, while corporate plans detail overall operational strategies. Functional plans target specific departmental needs, such as those in marketing or finance. The strategic planning process is ongoing and includes several critical steps, such as evaluating the organization's mission, analyzing the competitive landscape, and addressing strategic challenges (Michael & Jude, 2017). Porter (1996) identified key factors that influence this process, including organizational strengths and weaknesses, management values, and external opportunities and threats. Inputs for strategic planning come from various stakeholders, providing a thorough understanding of the competitive environment.

Despite some criticisms that strategic planning attempts to impose structure on inherently creative processes (Mintzberg, 1996), research supports its effectiveness. A meta-analysis by Hambrick (2019) found that strategic planning positively affects organizational performance, especially in improving the capacity to achieve defined goals. Thus, while strategic planning may encounter challenges, it remains a vital tool for effective management and organizational success.

2.3.2 Strategic Leadership

According to Goleman (2021), strategic leadership refers to top-level executives who shape the long-term direction of an organization. Mid-level leaders are responsible for implementing short- and medium-term goals and developing plans for lower-level execution. Strategic leadership involves the critical thinking and decision-making necessary to formulate and execute these plans. Marvin, (2020) describes leaders as individuals who inspire and motivate others to achieve new and improved outcomes, guiding their teams toward a shared vision. Saxena (2019) defines leadership as the capacity of an individual or group to influence and direct others, whether at an individual, team, or organizational level. Tagger, (2019) highlight that leaders set the direction, foster collaboration, drive constructive change, and empower team members. Effective leadership encompasses skills such as communication, problem-solving, adaptability, and decision-making.

Kickul and Neuman (2020) noted key distinctions between leadership and management. They argue that leaders inspire and guide others toward a common vision, prioritizing innovation and a positive organizational culture,

while managers focus on planning, organizing, directing, and controlling resources to efficiently meet specific objectives. They emphasize the importance of balancing both leadership and management qualities for organizational success. Dannhauser and Zani (2021) further clarify that leaders are visionaries who establish goals for their teams, whereas managers ensure that these goals are achieved through implementation. Leaders motivate by focusing on the personal development of their team members, while managers delegate tasks and organize resources to meet their objectives. They argue that leadership involves analyzing situations to achieve better outcomes, while management focuses on the operational aspects of reaching goals.

Bass and Riggio (2021) identified four types of strategic leadership: transactional, transformational, visionary, and collaborative. Transformational leaders motivate and empower their teams to exceed expectations and drive innovation through a shared vision. In contrast, transactional leaders emphasize structured goals and reward performance within a clear framework. Griffin and Ricky (2020) and Vroom (2012) discussed various leadership styles, such as autocratic leaders, who exert complete control, and laissez-faire leaders, who grant team members autonomy. Democratic leaders encourage collaboration, while bureaucratic leaders expect adherence to established rules. Visionary leaders inspire their teams with creativity and passion (Saxena, 2019). Servant leaders prioritize the well-being of their teams and society, fostering personal growth and shared authority. Agile leaders are adaptable and create a collaborative environment, while situational leaders modify their styles based on team needs and contexts. Free-rein leaders offer minimal supervision, promoting autonomy and innovation (Bass & Riggio, 2021). Empathetic leaders prioritize understanding their teams' perspectives, fostering an inclusive and supportive atmosphere that enhances morale and productivity. Griffin and Ricky (2020) described adaptive leadership as the ability to navigate changing environments and balance immediate needs with long-term goals, while ethical leaders emphasize integrity and transparency in their decision-making.

According to Vroom (2018), transformational leaders foster innovation and shared motivation, while transactional leaders focus on structured goals and performance rewards. Judge et al. (2022) identified essential leadership qualities such as integrity, transparency, and strong communication skills, along with the ability to

inspire and motivate team members. They emphasized the need for leaders to have a clear vision and resilience, as well as problem-solving skills.

Marvin et al. (2020) found that effective leaders tend to be extroverted, conscientious, emotionally stable, and open to new experiences. They noted that introversion and extroversion are significant traits in leadership effectiveness. Chimers (2017) suggested that birth order might influence leadership tendencies, with firstborns often seeking leadership roles while later-born siblings may adopt follower positions. George (2018) indicated that individuals with dominant personalities often aspire to lead, leveraging their emotional intelligence to connect with others.

Saffold (2019) emphasized the role of leadership in providing direction and motivation, uniting employees in pursuit of organizational goals. Griffin et al. (2020) noted that effective leadership simplifies decision-making and helps teams navigate obstacles, promoting innovative solutions. Strong leadership is crucial for managing change and reducing resistance, especially in a dynamic environment.

Effective leadership also encourages autonomy among employees through clear communication and a results-oriented approach (Bass & Riggio, 2021). It facilitates collaboration and interaction, especially in virtual spaces. Goleman (2021) argued that effective leadership fosters a positive organizational culture by encouraging informal interactions and recognizing achievements. Furthermore, it promotes employee well-being by establishing healthy boundaries and work-life balance, ultimately aiding in the development of strong organizational networks and relationships.

2.3.3 Strategic Organizational Structure

Organizational structure refers to the framework that defines the formal relationships, authority distribution, procedures, and decision-making processes within an entity (Zineldin, 2020). It provides clarity on who holds the decision-making power and the specific tasks required across the organization. Tagger (2019) further defines strategic organizational structure as a system that aligns with key organizational activities, including task distribution, coordination, communication, and supervision, all designed to drive the execution of strategies that support long-term goals. In essence, the structure directs organizational efforts towards achieving these objectives.

A well-structured organization is vital for executing strategies effectively and maintaining a competitive advantage (Pfeffer, 2009). After formulating strategies, leadership must prioritize designing a structure that best supports these plans. Olsen (2021) stresses the importance of aligning organizational structure with strategy and external factors. Any misalignment between these elements can lead to operational inefficiencies and hinder success.



Signs of a poorly structured organization might include too many management layers, ineffective meetings, heightened inter-departmental conflicts, an unmanageable span of control, and an accumulation of unresolved tasks (Marvin et al., 2020). Moreover, organizational inertia, or resistance to change, often complicates efforts to restructure. As organizations grow, they typically shift from simpler to more intricate structures that integrate diverse strategies to manage increasing complexity.

There is no universally ideal organizational structure, yet Kerzner (2021) highlights two critical reasons why a change in strategy necessitates a corresponding structural shift. First, the structure determines how goals and policies are set, and second, it dictates how resources are distributed across the organization. Griffin et al. (2020) argue that strategy and organizational structure are interdependent, meaning that structural changes are necessary to accommodate new strategic directions. Without a clear and coherent strategy, organizations may struggle to design an effective structure, thus making the alignment of strategy and structure pivotal in creating a competitive edge.

Hambrick (2018) emphasizes that a flexible structure allows an organization to leverage existing strengths while cultivating new competitive advantages. In contrast, a rigid structure can frustrate employees, inhibit innovation, and contribute to the loss of talent and knowledge within the organization. Marvin (2020) defines organizational design as the process of selecting an appropriate structure and control mechanisms that best support a company's strategy, thus fostering a sustainable competitive advantage. The synergy between organizational structure and control systems is essential for the successful implementation of strategies, whether in for-profit or non-profit organizations.

Different strategies call for distinct organizational designs. Levenburg and Magal (2020) argue that well-crafted organizational designs can enhance a company's ability to create value and maintain its competitive advantage by streamlining operations, improving efficiency, fostering innovation, and responding swiftly to customer needs. Pre-bureaucratic structures, often found in smaller organizations, tend to be less formalized, with decision-making concentrated at the top. These structures are effective in managing straightforward tasks and keeping control in the hands of founders during the early stages of growth. In contrast, bureaucratic structures, marked by multiple management layers and defined roles, are more suited for larger organizations (Weber, 1948). These hierarchical structures often complicate decision-making and can slow down responsiveness. Kunda (2021) notes that bureaucratic organizations may become resistant to change, adhering rigidly to established policies and procedures.

The post-bureaucratic model, which emerged after the 1980s, challenges many of the assumptions underlying traditional bureaucratic approaches (Kunda, 2021). This model promotes decentralized decision-making and emphasizes dialogue, collaboration, and consensus over top-down hierarchy (Heckscher, 2019). It advocates for a more networked, flexible approach rather than a strictly hierarchical one. A functional structure is one in which activities are grouped based on specialized functions, such as marketing, production, finance, or human resources (Lorenzen, 2019). While this specialization improves operational efficiency, it may also lead to siloed communication, making it essential to encourage horizontal communication to ensure seamless information flow across different functions. Hambrick (2018) highlights that while functional structures are efficient, they can foster territoriality and internal conflicts, which may lead to delays and decreased commitment to organizational goals.

The divisional or product-based structure consists of semi-autonomous divisions, each focusing on specific products, services, or markets, offering greater flexibility (Kerzner, 2021). The matrix structure, which combines functional and divisional elements, encourages collaboration across different domains but can introduce complexity in authority relationships, causing confusion and potential conflict over decision-making roles (Kerzner, 2021).

With the advent of the internet, organizational structures have become more fluid, prioritizing authority rooted in information and trust rather than fixed hierarchies. As businesses face globalization and increasing competition, many organizations are opting for flatter, less rigid structures that allow for more agile decision-making and faster adaptation.

Flat structures are often seen in startups and smaller organizations, where decision-making is more direct, and roles are less formalized. However, as organizations grow, they tend to adopt more complex hierarchical systems to manage their expanded operations. Pankaj (2022) notes that modern organizations often rely on team-based structures that tap into individual competencies to achieve collective success. Additionally, network structures, where distinct organizations form long-term partnerships to sustain competitive advantages, have become more common. While such networks offer many benefits, they can also face challenges related to coordination and communication, which can undermine their effectiveness (Heene & Sanchez, 2015). Armstrong and Kesten (2017) describe virtual organizations as boundaryless entities that operate primarily through digital networks, enabling small core teams to collaborate on a global scale. According to Anderson (2020), the internet has enabled the rise of niche markets, where a diverse array of niche products collectively generates significant profits, despite each individual product having a relatively small market share.

2.3.4 Strategic Resources Allocation

The effective mobilization and allocation of resources is essential for any organization, particularly within the educational sector. Financial issues are a significant concern across all levels of education (Ngutu, 2019). For schools to provide high-quality education and achieve positive outcomes, they must allocate resources effectively and efficiently. As Kickul and Neuman (2020) point out, without proper financial resources, private schools, struggle to meet their fundamental obligations. Insufficient resources can severely impact educational quality, as inadequate investment hampers the implementation and formulation of educational policies.

According to Korir (2022), many private schools in Kenya face a range of financial difficulties exacerbated by rising living costs, currency depreciation, and increasing expenses for supplies and labor. These factors have

significantly raised operational costs, forcing many private institutions to adopt stringent cost-saving measures.

For private schools, tuition fees represent the primary revenue source, which is expected to fund teaching materials, equipment like textbooks and computers, and salaries for teachers and administrative staff (Ndugo, 2018).

The rising tuition fees, driven by escalating living costs, create tension between parents' ability to pay and the overall economic climate. Over the past decade, fee increases have outpaced inflation, making it increasingly challenging for some parents to afford their children's education. Levenburg and Magal (2020) emphasize the need for schools to explore creative income-generating activities to help alleviate rising costs. If not addressed, this financial strain could result in a division within the market, making private education a luxury accessible only to affluent families. Thus, sound financial management is crucial for the viability of private secondary schools.

Many institutions lack financial reserves for property upgrades and often find themselves merely "firefighting" to maintain older buildings and facilities (Mawanika, 2021). Maintenance poses a significant challenge, as highlighted by Ndugo (2018), who notes that numerous private secondary schools in Kenya are struggling to generate additional income. Some have attempted to diversify by renting out facilities for events during school breaks, but this strategy has often proven ineffective due to limited opportunities and narrow profit margins. These activities can further strain facilities staff and escalate maintenance costs.

2.4 Conceptual Framework

Brains, *et al* (2021), defined conceptual framework as analytical tool that shows the relationship between the independent variables and dependent variable. It is used to illustrate the variables and the relationship between them.

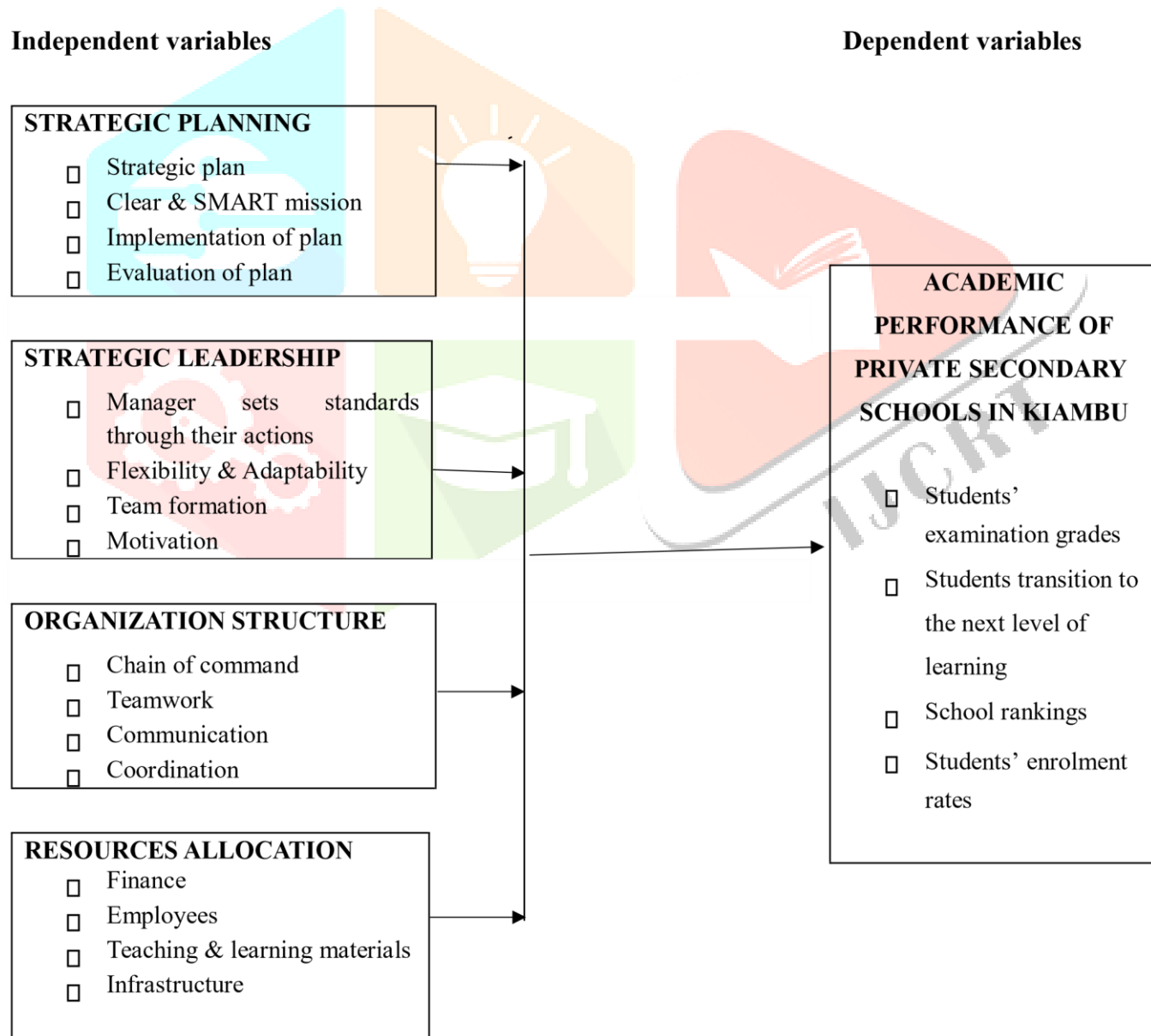


Figure 2.1: Conceptual Framework

Source: Researcher, (2024)

2.4.1 Strategic Planning

Strategic planning involves defining an organization's long-term direction and scope, aligning its resources with the evolving market landscape, particularly in relation to its customers and clients, in order to fulfill stakeholder expectations (Johnson & Scholes, 2018). This process is crucial for private secondary schools and other institutions aiming to enhance academic performance and maximize returns on investment.

2.4.2 Strategic Leadership

Goleman (2021) describes strategic leadership as the role of senior executives who shape the long-term strategic direction of an organization. Leadership is fundamentally a process through which individuals inspire, guide, and influence groups to achieve shared goals (Northouse, 2021). Strategic leaders empower employees to work autonomously while effectively managing progress toward the organization's strategic objectives (Bass & Riggio, 2021).

2.4.3 Strategic Organizational Structure

According to Zineldin (2020), strategic organizational structure involves the formal division and coordination of tasks, alongside the establishment of reporting relationships, procedures, authority, and decision-making processes tailored to organizational activities. This structure is essential for academic institutions to successfully implement their strategies. Kerzner (2021) emphasizes that a strategic organizational structure should be adaptable, as it influences how objectives are set and resources are allocated, enabling the organization to leverage its competitive advantages.

2.4.4 Strategic Resource Allocation

Strategic resource allocation refers to the distribution and management of assets to support an organization's core business and strategic goals (Griffin et al., 2020). Management should prioritize areas that enhance the

organization's strategic alignment. Ochieng (2021) defines this as encompassing all resources necessary for delivering quality education in private secondary schools, which include finances, personnel, teaching materials, co-curricular equipment, transportation, and other infrastructural facilities.

2.4.5 Strategic Management Practices

Strategic management practices encompass the decisions, actions, and processes that contribute to the formulation, implementation, execution, and control of strategies aimed at achieving long-term organizational objectives (Alkhafaji, 2020). To realize the strategic vision of any organization, management must adopt effective practices, such as strategic planning, strategic leadership, and an organizational structure that facilitates the implementation and evaluation of strategies, alongside resource allocation that supports the attainment of strategic goals (Hitt & Hoskisson, 2021).

2.4.6 Academic performance

According to Heckscher, (2019), academic performance refers to how well a student achieves their educational goals. It is often measured through grades, test scores, class participation, the number of students qualifying to the next level of learning (universities and colleges), school ranking and students' enrolment rates (Tuckman, 2019). According to Kenya National Examination Council (KNEC) examination results in the year 2022 and 2023, public secondary schools in Kiambu county had mean 6.36 and 6.8 respectively; while private secondary schools had a mean of 4.2 and 4.1 within the same period.

2.5 Critical Review

Private secondary schools must formulate effective and actionable strategic plans to maintain competitiveness and profitability in the educational landscape. According to Johnson and Scholes (2020), a strategic plan is essential for defining an organization's long-term direction and scope by aligning its resources with an evolving environment, particularly its markets and stakeholders. Gareth (2019) highlights that all organizations strive to maximize long-term profits and establish a sustainable competitive edge.

The competition-based theory posits that a primary strategic objective for business organizations is to enhance long-term profitability while developing a sustainable competitive advantage. This is achieved through a responsive approach to the dynamic internal and external processes that influence strategic goals (Sanchez, 2020). Sanchez also emphasizes the necessity for organizations to manage their holistic nature as open systems, addressing the diverse needs of multiple stakeholders. Heene and Sanchez (2022) argue that organizations must effectively manage their relationships with various entities, such as suppliers, distributors, financiers, consultants, and customers, a principle that applies to private secondary schools as well.

Goleman (2021) describes strategic leadership as providing a comprehensive, long-term direction for organizations by developing and implementing both short-term and mid-term initiatives to meet strategic goals. Marvin et al. (2020) emphasize that strategic leaders should inspire and motivate others toward achieving innovative and improved outcomes, guiding them towards a shared vision.

Transformational leaders, as noted by Northouse (2021), align their employees' objectives with the organization's goals by understanding their motives, meeting their needs, and valuing their contributions. According to Zineldin (2020), these visionary managers enhance the firm's strategic vision by fostering motivation, morale, and job performance through encouragement and support. They employ empathy, teamwork, flexibility, and creativity to drive productivity and help achieve the organization's strategic objectives (Judge et al., 2022). Effective leadership in private secondary schools can significantly enhance employee performance, both individually and collectively.

Organizational structure outlines the formal reporting relationships, procedures, authority, and decision-making processes within an organization (Zineldin, 2020). Tagger (2019) indicates that a strategic organizational structure facilitates essential activities such as task allocation, coordination, communication, and supervision, thereby enabling effective strategy implementation aimed at achieving long-term goals. Such structures are vital for organizations to successfully execute their strategies and outperform competitors (Olsen, 2021). Kerzner (2021) adds that organizational structure influences how objectives and policies are formulated and resources

are allocated. Thus, the alignment of strategy, structure, and the environment is crucial, as this synergy can create a competitive advantage (Griffin et al., 2020).

Gareth (2019) notes that the System Theory of Management views organizations as complex systems of interconnected subsystems working toward common objectives, suggesting that managers should adopt a holistic perspective to comprehend interactions within the organization. Hill (2020) stresses that the strategic allocation of resources to core functions is a significant factor driving organizational success. Galpin (2020) asserts that a firm's competitive advantage and superior performance stem from the attributes of its resources, including their value, capability, and uniqueness. George et al. (2019) further observe that strategic resources are unevenly distributed across firms, which can distinguish high-performing organizations from their less successful counterparts. Omalaja (2021) emphasizes that optimal resource allocation in educational institutions, particularly prioritizing activities that enhance academic performance, can lead to a sustained competitive advantage.

2.6 Research Gap

In educational institutions, effective strategic management practices are essential to meet the needs of the learners, sponsors, stakeholders and society in general (Lorenzen, 2019). To remain competitive and meet ever-changing societal needs, educational institutions must re-organize and identify ways and means of achieving their strategic goals while improving effectiveness. Managers need to develop, assess and evaluate their strategic plans, leadership styles, organization structure and resources allocation address business environmental and societal needs which are often ignored and assumed. Strategic planners should define the vision, mission and goals on how to deliver value to their clients (students) with aim of improving their performance both in academics and cocurricular activities. for how students should live as they direct their attention to courses, content, and resources.

Strategic management is vital for manager's effectiveness since it determines the ultimate success of the organization. According to Hesselbein and Cohen, (1999) organizations that take the time to adopt strategic management best practices are far behind of the competition. By becoming familiar with the strategic

management best practices, managers can engage as effective leaders in the business world. By developing actionable and SMART strategic plan, adopting transformational leadership approach, having organization structure that fits the strategy, business environment and organization operations coupled with effective and efficient allocation of resources organization can be more productive and successful. Due to increased competition in education sector, private schools need to re-engineer themselves to be more consumer/customer oriented (Lubienski, 2019).

Meta-analysis carried by Hambrick, (2019) on almost 9,000 public and private organizations in United Kingdom found strategic management has a positive impact on organizational performance especially in enhancing an organization's capacity to achieve its goals. Ndugo, (2018) also found that majority of the private schools applying competitive strategies in their operations have improved their academic performance tremendously. This study sought to investigate the impact of strategic management practice on academic performance in private secondary schools in Kenya.

2.7 Summary of the Literature Review

This chapter deals with literature review. The researcher has examined various relevant theories of strategic management practices that can be adopted in private secondary schools in Kenya. The theories include competence-based strategic management theory, transformational leadership theory, system management theory and resource-based theory. Each of these theories provides valuable insights into how strategic management can be used to enhance academic performance in schools. By applying this theories, educational leaders can develop more effective strategies to improve teaching and learning outcomes, ultimately leading to better educational achievements. Empirical studies were reviewed examining the work of various authors especially in areas of strategic planning, strategic leadership, strategic organizational structure and strategic resources allocation. Critical examination of empirical studies has enabled the researcher to draw conceptual framework and identify the research gap.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlined the research methodologies that were used investigate the strategic management practices impacting academic performance in private secondary schools in Kiambu County, Kenya. The focus was on the research design, target population, sampling techniques, sample size, data collection instruments, assessment of the validity and reliability of these instruments, data analysis and presentation methods, as well as ethical considerations.

3.1 Research Design

The study adopted a descriptive research design to analyze the strategic management practices influencing academic performance in private secondary schools within Kiambu County. This design was suitable for in-depth exploration and obtaining detailed insights into the current state of the phenomenon (Mugenda & Mugenda, 2008). Frankfort-Nachmias & Nachmias (2015) pointed that descriptive research design effectively provide valuable information focusing insights on the subject matter. Kothari (2015) emphasized descriptive research design allowed researchers to systematically describe, document, analyze, and report the precise conditions related to the identified variables. Furthermore, descriptive research design facilitated the investigation of the what, why, how, and where of the phenomenon under study, while using both quantitative and qualitative data (Cooper & Schindler, 2018). Consequently, this approach was instrumental in elucidating the relationships between the independent variables—strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation—and the dependent variable of academic performance in private secondary schools.

3.2 Target Population

The target population refers to all individuals or groups that will be included in a research study (Singh *et al.*, 2021). In this research, the target population consists of the 78 private secondary schools located in Kiambu County, Kenya. For the purpose of this study, these schools were be categorized based on their ownership status

that is; International Schools, Faith-Based Schools owned and operated by various religious organizations, and schools owned by individual entrepreneurs, as outlined in Table 3.1 below.

Table 3.1: Target Population

OWNERSHIP	NUMBER OF PRIVATE SCHOOLS	PERCENTAGE
International Schools	6	8
Faith-Based school	22	29
Individual owned schools	50	63
TOTAL	78	100

Source: Ministry of Education Kiambu County, (2024)

3.3 Sampling

Sampling involves selecting a subset of individuals or elements from a larger target population, enabling researchers to draw conclusions and make generalizations about that population (Creswell & Creswell, 2018). It becomes necessary when examining the entire population is impractical due to factors like size, geographical spread, or shared characteristics among individuals.

3.3.1 Sampling Methods

Sampling methods refer to the techniques employed to select a representative subset of individuals from whom data will be collected, in order to make inferences about the entire population (Singh & Pandey, 2021). Neuman (2020) stresses that the sample must accurately mirror the characteristics of the broader population to ensure valid conclusions. Effective sampling methods not only enable researchers to gather comprehensive data within their resource limits but also guarantee that the sample remains manageable and accessible (Lance & Hattori, 2020).

For this study, a combination of stratified and simple random sampling techniques was applied to select private secondary schools. Stratified sampling was used to ensure that different subgroups within the population, particularly those based on ownership types, were adequately represented (Singh & Pandey, 2021). In line with this, Creswell & Creswell (2021) highlighted that simple random sampling contributes to obtaining a sample that is both unbiased and representative, promoting balanced representation and reducing variability in statistical analysis. Initially, the private secondary schools in Kiambu County were grouped into strata according to their ownership types. From each group, schools were randomly selected using random number generation. Furthermore, convenience sampling was employed to identify participants for the study. Convenience sampling allows researchers to select participants based on their availability and willingness to participate, particularly in cases where it is difficult to access a comprehensive sampling frame or engage the entire target population (Etikan et al., 2019).

3.3.2 Sample Size

Sample size refers to the number of individuals or participants included in a study, which should adequately reflect the larger population (Githii, 2019). To determine the appropriate sample size for this study, the researcher used Cochran's sample size formula. Cochran's formula is a widely recognized tool in research for accurately estimating the proportion of a population within a specified margin of error and desired confidence level, thereby improving the reliability and precision of the results (Cochran, 2022).

Formula for Cochran's sample size is:

$$n_0 = Z^2 p(1-p)/E^2$$

where:

- n_0 = required sample size
- Z = Z-value (the number of standard deviations from the mean)

• p = estimated proportion of an attribute (if unknown, 0.5 is often used)

• E = margin of error (the precision level)

$$n = 1 + 0.05278 - 178 = 1 + 0.00257576 = 1 + 3000078 = 3000176$$

$$n \approx 0.002313$$

$$n \approx 23 \text{ private secondary schools}$$

Using the formulae a sample size of 23 private secondary schools, constituting 30% of the target population was derived. According to Cooper and Schindler (2016), a sample size of approximately 30%- 50% is typically ideal for descriptive research designs when dealing with a target population that shares numerous characteristics. Due to the size of the total population, the researcher collected the data from 39 schools which represent 50%. Private secondary schools were categorized according to ownership. From each school, five respondents were selected based on their job designations: one individual from management (such as a director, principal, or deputy principal), two teachers, and two support staff members (one senior and one junior). This approach yielded a total of 195 respondents, as shown in Table 3.2 below.

TABLE 3.2: Sample Size

OWNERSHIP	NUMBER OF SCHOOLS	SCHOOLS SELECTED	NUMBER OF RESPONDENTS	PERCENTAGE
International Schools	6	3	15	8
Faith-Based school	22	11	55	29
Individual owned schools	50	25	125	63
TOTAL	78	39	195	100

Source: Researcher, (2024)

This sampling approach ensured proportional representation of each category of private secondary schools, with respondents selected from various job levels. Specifically, the sample included 39 management personnel, 78 teachers, and 78 support staff members. This strategy aimed to minimize bias and enhance the generalization of the results. By utilizing random sampling within each category, the accuracy of the sample estimates was

further improved. Due to the challenge of obtaining a comprehensive list (sample frame) of teachers and support staff in Kiambu County's private secondary schools, convenience sampling was employed to select respondents.

3.4 Data Collection Instruments

A structured questionnaire was utilized to gather primary data. According to Glass and Hopkins (2018), this method allowed for standardized responses through closed-ended questions while also capturing diverse perspectives with open-ended questions. Questionnaires were particularly suitable for this study since all targeted participants were literate and capable of comprehending and responding to the questions effectively. Farag (2019) highlighted that questionnaires were cost-effective, accurate, and efficient for collecting specific information from a large population, facilitating statistical analysis and comparisons among different sample subgroups.

The questionnaire was divided into five sections, as detailed in Appendix 2. The first section collected demographic information, while sections two through five included both open and closed-ended questions regarding strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation practices in Kiambu County's private secondary schools.

3.5 Validity Test

Validity referred to the extent to which data accurately represented the phenomenon being studied (Kothari, 2014). Content validity was assessed to ensure that the data collected via the questionnaire reflected the relevant independent and dependent variables. To enhance this content validity, the researcher reviewed existing literature to identify pertinent items for examination and ensured comprehensive coverage of the study's variables. Additionally, two experts in strategic management practices evaluated the validity and relevance of each item in the data collection instruments relative to the study variables.

3.6 Reliability Test

Reliability refers to the extent to which a research instrument consistently yields stable and repeatable results (Lance & Hattori, 2016). It serves as a measure of the instrument's dependability and its ability to produce consistent findings over time (Bryman & Bell, 2018). To assess the reliability of the instruments, a pilot test was conducted with a group of 10 individuals drawn from the target population, ensuring that these participants were not part of the main study sample. Creswell & Creswell (2021) emphasized that a pilot group of this size is typically sufficient for evaluating the reliability of data collection tools. The internal consistency of the questionnaire items was evaluated using Cronbach's Alpha coefficient, which yielded a value of 0.79. As noted by Mugenda and Mugenda (2003), a Cronbach's Alpha value approaching 1 suggests high internal consistency, whereas a lower value indicates greater variability among the items in the instrument.

3.7 Data Collection Process

Before beginning the data collection, the researcher sought and obtained official permission from both the National Commission for Science, Technology and Innovation (NACOSTI) and the Presbyterian University of East Africa (PUEA), confirming that the research was being conducted for academic purposes. Once the necessary approvals were secured, two research assistants were trained on the proper methods for distributing and collecting the questionnaires to ensure the process was carried out smoothly and in accordance with the study's objectives. Printed questionnaires were then distributed to selected private secondary schools through email or physical deliveries, following a well-organized sampling framework.

3.8 Data Analysis and Presentation Methods

The researcher collected both qualitative and quantitative data. Quantitative data, gathered from closed-ended questions, was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistical methods, including frequencies, means, percentages, and standard deviations, were employed. Inferential statistics, such as Pearson Correlation Coefficient analysis, were used to assess the relationship between independent (explanatory) and dependent variables, with findings presented in table format.

Qualitative data were obtained from open-ended questions and analyzed using content analysis, presented in narrative form. One-way ANOVA was utilized to measure the variance among the means of independent variables in relation to the dependent variable, determining if significant differences existed at a 95% confidence level. Additionally, multiple regression analysis was conducted to explore the effect of each independent variable on the dependent variable, controlling for other factors. The multiple regression equation was outlined as follows:

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

Where Y is the dependent/ explained variable (Academic Performance of Private secondary schools in Kiambu county), β_0 is the regression constant, β_1 , β_2 , β_3 , and β_4 are coefficients of the explanatory/ independent variables, X_1 is strategic Planning, X_2 is Strategic Leadership, X_3 strategic organization Structure and X_4 is strategic resources allocation and ε is error term.

3.9 Ethical Consideration

The researcher-maintained integrity and transparency throughout the processes of data collection, analysis, and reporting of results. They prioritized the rights and welfare of all participants by safeguarding their privacy, ensuring safety, and adhering to ethical standards during the thesis writing process. The information collected was used solely for academic purposes and was not disclosed to any external parties.

Participants were informed about the purpose of the study. They were assured that their participation was voluntary and that they had the right to withdraw at any time if they chose not to continue. The researcher collected only data that was pertinent to the study, ensuring that participants' personal information was not included and their anonymity was preserved. There was no discrimination based on ethnicity, race, gender, or any other factors that could affect respondents' ability to complete the questionnaire competitively.

CHAPTER FOUR: FINDINGS, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains analysis, presentations, interpretation and discussion of the findings as derived from the responses from the questionnaire. The quantitative data was analyzed using Statistic package of Social Sciences (SPSS) version 26 software. Frequencies, percentages, averages, standard deviation, Pearson correlation coefficient, regression analysis, Analysis of Variance (ANOVA), F- statistics and R squared were used to describe the data. Content analysis was used to analyze qualitative data. Quantitative data was presented using tables while qualitative data inform of narration. Discussion of the findings were done after presentations.

4.2 Response rates

The researcher wanted to identify the percentage of questionnaires distributed compared to the number that were returned, cleaned and coded for analysis, presentation, and interpretation. The results are shown in Table 4.1 below.

Table 4.1: Response Rates

No. of Questionnaires Distributed	No. of Questionnaires Returned	Percentage
195	172	88.20%

Source: Researcher (2024)

Table 4.1 presents the response rates for the questionnaire distributed by the researcher, showing that out of 195 questionnaires sent out, 172 were returned, resulting in a response rate of 88.20%. This high rate indicates strong participant engagement, suggesting that the data collected is likely representative of the broader population, enhancing the reliability of the findings and allowing for more confident analysis and interpretation.

4.3 DEMOGRAPHIC INFORMATION

4.3.1: Gender Distribution

The researcher asked respondents to indicate their gender to determine whether there is fair demographic representation in the study and to analyze the gender distribution in private secondary schools in Kiambu County. The results are shown in the table 4.2 below:

Table 4.2: Gender Distribution

Gender	Frequency	Percentage
Male	93	54
Female	79	46
Total	172	100

Source: Researcher (2024)

The table 4.2 presents the gender distribution of a sample. Males make up 93 out of 172 participants, which is 54% of the total while females account for 79 out of 172 participants, representing 46% of the total. There are slightly more males than females in this sample, with males being the majority.

4.3.2 Age Distribution

The researcher analyzes the age distribution of participants. Table 4.3 below highlights the varied demographics among the 172 respondents. The most prominent group consists of individuals aged 31-35 years, representing 24% of the total, followed by 19% in the 25-30 age range and 18% in the 46-50 group. Additional age brackets include 14% (36-40 years), 13% (41-45 years), 7% (24 years and younger), and 5% (51 years and older). This

distribution highlights a concentration of participants in the younger to middle-aged categories, with a notable decrease in representation for the youngest and oldest age groups.

Table 4.3: Age Distribution

Age Range	Frequency	Percentage
24 years and below	12	7
25-30 years	33	19
31-35 years	41	24
36-40 years	24	14
41-45 years	22	13
46-50 years	31	18
51 years and above	9	5
Total	172	100

Source: Researcher (2024)

4.3.3 Designation Distribution

The researcher aimed at establishing the distribution of the respondent based on job position of the respondents.

Table 4.4: Designation Distribution

Designation	Frequency	Percentage
Management	35	23
Teacher	74	42
Support Staff	63	35
Total	172	100

Source: Researcher (2024)

Table 4.4 presents the distribution of designations among 172 respondents, broken down into Management, Teacher, and Support Staff. The majority of individuals were the teachers, with 74 people (42% of the total), followed by Support Staff, which were 63 people (35%). The smallest group is Management, with 35 individuals, representing 23% of the total. The table offers a clear representation of the composition of the organization in terms of employee roles.

4.3.4 Level of Education

The researcher aimed at identifying the level of literacy of the respondents.

Table 4.5: Level of Education Distribution

Level of Education	Frequency	Percentage
Primary School	0	0
Secondary School	7	5
College Certificate	18	10
Diploma	22	13
Bachelor Degree	110	64
Master's Degree	13	7
PhD Degree	2	1
Total	172	100

Source: Researcher (2024)

The level of education distribution table illustrates the educational backgrounds of the participants within the sample. Out of 172 individuals, a substantial majority, 110 participants (64%), hold a bachelor's degree, indicating a highly educated group. The next largest category is those with a diploma, totaling 22 individuals (13%), followed by 18 participants (10%) who possess a college certificate. A small number of participants have completed secondary school (7 participants, or 5%) and a master's degree (13 participants, or 7%). Only 2 participant (1%) holds a post-master's degree or higher. Notably, there are no participants with a primary school education, emphasizing the overall higher educational attainment among the group. This distribution highlights a strong emphasis on higher education, particularly bachelor's degrees, within the sample.

4.3.5 Work Experience

The researcher wanted to establish the number of years the respondents have worked in the private school.

Table 4.6: Work Experience in Institution Distribution

Work Experience	Frequency	Percentage
Below 1 year	7	4
1 to 4 years	29	17
5 years- 9 years	46	27
10 years to 14 years	41	24

Work Experience	Frequency	Percentage
15 years to 19 years	33	19
Above 20 years	16	9
Total	172	100

Source: Researcher (2024)

The work experience distribution table 4.6 above provides a comprehensive overview of the tenure of participants within the institution. Among the 172 individuals surveyed, the largest group falls within the 5 to 9 years category, comprising 46 participants (27%), indicating a solid middle range of experience. This is closely followed by those with 10 to 14 years of experience, totaling 41 participants (24%). The 15 to 19 years category includes 33 individuals (19%), showcasing a substantial presence of seasoned staff. Meanwhile, 1 to 4 years of experience is represented by 29 participants (17%), and those with less than a year of experience account for 7 participants (3%). Finally, 16 individuals (9%) have more than 20 years of experience. This distribution suggests a well-experienced workforce, with a significant proportion having substantial tenure within the institution, highlighting both stability and depth of knowledge among the staff.

4.4: Effect Of Strategic Planning on Academic Performance of Private Secondary Schools in Kiambu County

4.4.1: Institution Strategic Plan

The aim is to establish whether the school had a strategic plan.

Table 4.7: Institution Strategic Plan

Response	Frequency	Percentage
Yes	124	72.1
No	25	14.6
I don't know	23	13.3
Total	172	100

Source: Researcher (2024)

The table 4.7 regarding the existence of a strategic plan within the school reveals important insights into organizational practices. Out of 172 participants, a significant majority, 124 individuals (72.1%), confirmed that their organization has a strategic plan. In contrast, 25 participants (14.6%) indicated that their organization does

not have a strategic plan, while 23 individuals (13.3%) responded that they do not know if one exists. This data suggests that a large portion of the organization is oriented towards strategic planning, which is often crucial for effective management and future growth, although there remains a notable minority who are either uninformed or lack such planning.

4.4.2 Participation in the Preparation of the Strategic Plan

Researcher aimed to identify whether the respondents or the employees were involved in the preparation of strategic plan. The table 4.8 below on participation in the preparation of the strategic plan indicates a clear division among the respondents regarding their involvement. Out of 172 participants, only 64 individuals (37.4%) reported having participated in the preparation of the strategic plan, while a larger majority, 108 participants (62.6%), indicated that they did not take part in this process.

Table 4.8: Participation in the Preparation of the Strategic Plan

Response	Frequency	Percentage
Yes	64	37.4%
No	108	62.6%
Total	172	100%

Source: Researcher (2024)

This suggests that while some members of the organization are engaged in strategic planning, the majority are not involved, which may point to a need for increased inclusivity in the planning process to foster broader input and ownership of the strategic goals.

4.4.3 Level of Participation in Strategic Planning

4.4.3.1 Management involvement in strategic Planning

The aim is to establish the level at which management staff (the directors, managers, principals and deputy principals) are involved in strategic planning.

Table 4.9.1: Management Level

Response	Frequency	Percentage
Yes	29	82.9%
No	6	17.1%
Total	35	100%

Source: Researcher (2024)

The data on table 4.9.1 above on participation in strategic planning at the corporate level reveals that a majority of employees at corporate level are involved in strategic planning process. Out of 35 participants who reported participation, 29 individuals, representing 82.9%, indicated that they were actively involved in contrast, 6 participants (17.1%) reported that they were not engaged in the strategic planning process.

4.4.3.2 Teaching Staff involvement in strategic Planning

The aim is to establish the extent to which teachers' staff are involved in strategic planning.

Table 4.9.2: Teaching Staff

Response	Frequency	Percentage
Yes	25	33.78%
No	49	66.62%
Total	74	100%

Source: Researcher (2024)

Table 4.9.2 above shows participation of teaching staff in strategic planning. There is a marked different trend compared to the corporate level. Among the 74-teaching staff, only 25 individuals, or 33.78%, reported that they actively participated in strategic planning. Conversely, a significant majority of 49 teaching staff comprising of 66.62% indicated that they did not engage in strategic planning. This substantial gap suggests that engagement of teaching staff is considerably lower, indicating potential areas for improvement in involving more teaching staff in the planning processes.

4.4.3.3 Support Staff involvement in strategic Planning

The aim is to establish the extent to which subordinate staff are involved in strategic planning. Participation in strategic planning at subordinate level is quite limited, as indicated by the data on table 4.9.2 below. Out of the 63 Support staff, only 10 individuals, representing 15.9%, indicated that they participated in strategic planning. In stark contrast, a significant majority of 53 participants (84.1%) stated that they did not engage in strategic planning. This low level of involvement highlights a considerable gap in engagement, suggesting that subordinate staff may be underrepresented in the overall strategic planning efforts.

Table 4.9.3: Support Staff

Response	Frequency	Percentage
Yes	10	15.9%
No	53	84.1%
Total	63	100%

Source: Researcher (2024)

4.4.4 Effect of Strategic planning on performance of private Secondary schools

The researcher examined the effect of strategic planning on the performance of private secondary schools in Kiambu county. A Likert scale of 1-5: 5 representing greatest impact while 1 no impact. Using the scale, the mean and the standard deviation were derived as shown in the table 4.10 below.

Table 4.10: Effect of Strategic planning on performance of private Secondary schools in Kiambu

Strategic planning	Mean	Standard Deviation
An awareness of the content of the strategic plan	3.13	1.48
Strategic plan communicates the mission and goals of the school	3.56	1.67
Strategic plan is understood throughout the school	3.20	1.48
Corporate plan is compatible to other departmental plans	3.16	1.50
Strategic plan is being implemented within documented timelines	2.71	1.32
Strategic plan is used as a tool of evaluating the performance in the school	3.21	1.51
Strategic plan is used as a tool of coordinating activities within the institution	3.19	1.50
Strategic plan is reviewed annually	2.69	1.29

Source: Researcher (2024)

The researcher examined the level of awareness of the content of the strategic plan among employees. Understanding the strategic plan is crucial for aligning staff efforts with the organization's goals, as familiarity with the plan allows employees to see how their individual roles contribute to the institution's success. The survey results indicate a moderate level of awareness (Mean = 3.13, SD = 1.48), suggesting that while some staff members are well-informed, others may lack a full understanding of the plan's details, which could lead to gaps in alignment.

The researcher also investigated the extent to which the strategic plan effectively communicates the mission and goals of the school. Effective communication of an organization's strategic direction is crucial to ensuring that all stakeholders share a common understanding. The findings indicate that the strategic plan conveys the organization's mission and objectives reasonably well (Mean = 3.56, SD = 1.67). However, the broad range of responses suggests that there is a notable variation in how clearly and effectively the plan is communicated, pointing to some discrepancies in how it is perceived by different individuals.

The study also delved into whether all staff members fully understand the strategic plan, as such comprehension is essential for aligning personal goals with the institution's broader objectives. The results reveal a moderate level of understanding across the organization (Mean = 3.20, SD = 1.48). The variation in responses indicates that a portion of the workforce may not have a clear grasp of the plan's specifics, which could undermine the plan's successful implementation.

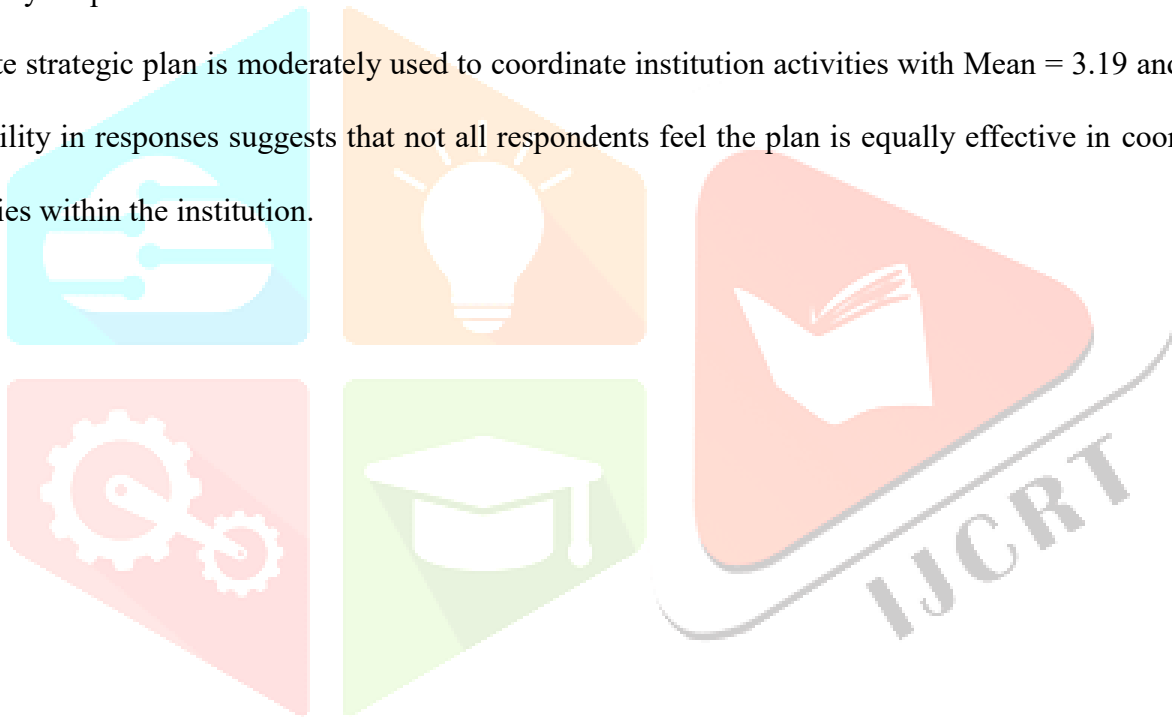
The researcher further examined the alignment between the overarching corporate plan and the individual departmental plans. This alignment is vital to maintaining organizational coherence and minimizing inefficiencies. According to the survey results (Mean = 3.16, SD = 1.50), there is general agreement that the corporate plan is in alignment with departmental plans. However, the relatively high standard deviation suggests that there are differing opinions on how well the alignment is actually achieved across departments.

The researcher also examined the timeliness of the strategic plan's execution. Prompt implementation and execution of strategic plan is a critical aspect of effective planning. The data reveals mean of 2.71 and SD of 1.32 indicating that execution of the plan is does not always follow the proposed timelines. The variation

indicated by standard deviation suggests some departments may be adhering to deadlines, while others are facing significant challenges in meeting the expected timeframes.

The researcher investigated the extent to which strategic plan is used as a tool of measuring performance. Strategic plan helps the institution to evaluate their progress toward goals. The results indicate the plan is moderately used for performance evaluation (Mean = 3.21, SD = 1.51), with variability suggesting use of strategic plan as an evaluation tool is not consistently across the organization.

The researcher examined whether the strategic plan effectively coordinates the activities within the institution. This may help the institution to enhance efficient use of resources and eliminate redundancies. The results indicate strategic plan is moderately used to coordinate institution activities with Mean = 3.19 and SD = 1.50. Variability in responses suggests that not all respondents feel the plan is equally effective in coordinating the activities within the institution.



The researcher also sought to identify whether the strategic plan is reviewed regularly to ensure its continued relevance. The results suggest that the review process is inconsistent, with a mean score of 2.69 (SD = 1.29), indicating that the strategic plan is not being updated as frequently or thoroughly as needed to adapt to changing circumstances.

The researcher found that the item with the highest mean score is the clarity of the strategic plan in communicating the school's mission and goals, with a mean of 3.56 and a standard deviation of 1.67. This indicates that respondents generally agree on the clarity of the plan's objectives. The understanding of the strategic plan throughout the school had a mean of 3.20 (SD = 1.48), suggesting a moderate level of comprehension among staff.

The researcher noted that while the compatibility of the corporate plan with departmental plans received a mean of 3.16 (SD = 1.50), there were concerns regarding the implementation and review processes. The mean score for the implementation of the strategic plan within documented timelines was 2.71 (SD = 1.32), indicating that many participants feel the implementation is lacking. Similarly, the annual review of the strategic plan scored low, with a mean of 2.69 (SD = 1.29), suggesting that regular assessments may not be occurring as needed.

4.5 EFFECT OF STRATEGIC LEADERSHIP ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

The researcher examined the impact of strategic leadership on the performance of private secondary schools in Kiambu county. A Likert scale of 1-5: 5 representing greatest impact while 1 no impact. Using the scale, the mean and the standard deviation shown in the table 4.11 below were derived. The analysis of the impact of strategic leadership on the performance of private secondary schools in Kiambu reveals several key insights.

4.11 Effects of Strategic Leadership on performance of private Secondary schools in Kiambu

Strategic Leadership	Mean	Standard Deviation
Strategic leadership affects academic performance	3.88	1.19
Strategic leadership has led to formation of strong teams	3.37	1.26
Managers (Leaders) set standards through actions	3.76	1.23
Managers are flexible and adaptable	3.32	1.14
Our managers motivate and inspire the employees	3.86	1.03
Managers (Leaders) motivate and inspire students' engagement into school's activities	3.52	1.25
Managers help us to achieve our personal and work-related objectives	3.77	0.85

Strategic Leadership	Mean	Standard Deviation
Managers value the employees and lead with high integrity	3.57	1.00

Source: Researcher (2024)

The researcher examined the extent to which strategic leadership contributes to academic outcomes. Strategic leadership is a critical factor in driving academic success, influencing both student performance and the quality of educational programs. The survey results indicate a generally positive perception of leadership's impact, with a mean score of 3.88 (SD = 1.19), suggesting that most respondents acknowledge the importance of leadership in enhancing academic outcomes.

The researcher sought to determine whether strategic leadership fosters strong, cohesive teams. The data shows moderate support for the idea that leadership encourages teamwork, with a mean score of 3.37 (SD = 1.26). While many respondents agree that leadership facilitates collaboration, the relatively high standard deviation indicates a wide range of opinions, with some individuals perceiving less cohesion or collaboration within teams.

The researcher examined whether leaders or managers in private secondary schools lead by example. The survey results show strong agreement that managers demonstrate the behaviors they expect from their teams, with a mean score of 3.76 (SD = 1.23). However, the moderate variability in responses suggests that while most respondents believe leaders set a good example, some feel that this practice is not always consistently applied.

The researcher explored the flexibility and adaptability of leaders in dynamic school environments. The mean score of 3.32 (SD = 1.14) indicates moderate agreement that managers exhibit these traits. While some respondents view leaders as adaptable, others feel that there is room for improvement in their ability to handle change, reflecting a lower level of consensus on this quality.

The researcher aimed to assess the extent to which leaders inspire and motivate staff as a key responsibility of strategic leadership. The results show strong agreement that leaders are effective in this area, with a mean score of 3.86 (SD = 1.03). The low standard deviation indicates that most respondents share a similar view, recognizing that leadership positively influences employee engagement and morale.

The researcher explored the influence of leadership on student engagement as well. Respondents expressed moderate agreement that managers inspire students to participate in both academic and extracurricular activities, with a mean score of 3.52 (SD = 1.25). This suggests that while leadership is somewhat effective in motivating students, there is noticeable variability in how respondents perceive this influence, with some feeling that leaders could do more to engage students.

The researcher investigated the support provided by leadership in helping employees achieve personal and professional goals. The findings indicate that managers are generally seen as supportive in aligning staff goals with organizational objectives, as reflected in the mean score of 3.77 (SD = 0.85). The low standard deviation suggests strong consensus among respondents about the positive impact of leadership in this area.

The researcher also examined the role of ethical conduct and integrity in maintaining trust within the organization. The survey results show moderate agreement (Mean = 3.57, SD = 1.00) that managers demonstrate integrity and value their employees. The variation in responses indicates some differing perceptions of how consistently and sincerely leaders uphold ethical standards.

4.6 Effect of Strategic Organization Structure on Academic Performance of Private Secondary Schools in Kiambu County

The researcher examined the impact of strategic Organization structure on the performance of private secondary schools in Kiambu county. A Likert scale of 1-5 whereas 5 representing greatest impact while 1- no impact. Using the Likert scale, the mean and the standard deviation shown in the table 4.12 below were derived.

4.12 The effect of Strategic organization structure on performance of private Secondary schools in Kiambu

Organization Structure	Mean	Standard Deviation
Few management levels	4.15	0.87
Involved in decision making	2.94	1.23
Employees understand roles	3.65	1.27
Role is challenging and motivating	3.83	1.03
Downward communication is excellent	3.41	1.22
Seamless upward communication	2.87	1.25
Formal/informal relationship among employees	3.37	1.32
Good interdepartmental coordination	3.49	1.24
Complete assignments on time	3.24	1.17

Organization Structure	Mean	Standard Deviation
Motivated and rewarded	2.69	1.52

Source: Researcher (2024)

The researcher analyzed the impact of organizational structure on the performance of private secondary schools in Kiambu, revealing significant findings. The exploration of fewer management levels examined how a leaner organizational structure influences communication, decision-making, and employee empowerment. The results show strong support for the positive impact of reduced hierarchical layers, with a mean score of 4.15 and a low standard deviation of 0.87. This suggests that most employees perceive fewer management levels as improving decision-making and communication.

The researcher also explored employee involvement in decision-making, recognizing that participation fosters ownership and engagement. The results, with a mean score of 2.94 and a high standard deviation of 1.23, indicate that many employees feel excluded from the decision-making process. The significant variability in responses highlights differing perceptions of how involved employees feel in organizational decisions.

The researcher examined the importance of understanding one's role for effective performance. The mean score of 3.65 suggests that most employees understand their roles, but the moderate standard deviation of 1.27 indicates that some staff members may be unclear about their responsibilities. This could impact their performance and overall alignment with organizational goals.

The researcher looked into employee perceptions of their roles being both challenging and motivating, which is important for engagement. With a mean score of 3.83, respondents strongly agreed that their roles were motivating and offered opportunities for growth. This suggests that the organizational structure helps create an environment where employees are empowered to perform well.

The researcher assessed downward communication, which involves the flow of information from management to employees. The moderate score of 3.41, with a higher standard deviation of 1.22, suggests that

communication from management is inconsistent. While some employees feel well-informed, others experience unclear directives, indicating room for improvement in communication processes.

The researcher investigated upward communication, where employees provide feedback and raise concerns. The results showed a mean score of 2.87 and a high standard deviation of 1.25, suggesting that many employees feel their voices are not heard. This highlights potential weaknesses in communication channels between employees and management.

The researcher examined the balance between formal and informal relationships among employees and their role in fostering collaboration. The mean score of 3.37 indicates that relationships are generally positive, but the high standard deviation of 1.32 reveals significant variation in perceptions of these relationships. Some employees feel more connected than others, impacting the overall collaborative environment.

The researcher also explored effective interdepartmental coordination as a key factor in achieving organizational goals. With a mean score of 3.49, the results show moderate agreement that coordination is effective. However, the standard deviation of 1.24 suggests that some respondents feel that interdepartmental collaboration could be improved, particularly in aligning resources and tasks.

The researcher assessed the timely completion of tasks as an indicator of organizational efficiency. The mean score of 3.24 indicates moderate agreement that tasks are generally completed on time. However, the standard deviation of 1.17 reveals variability, with some employees reporting consistent punctuality while others feel that deadlines are not always met.

The researcher examined the effectiveness of the rewards and recognition system, which plays a crucial role in employee motivation. The low mean score of 2.69, with a high standard deviation of 1.52, suggests that many employees feel inadequately recognized or rewarded for their efforts. The significant differences in responses reflect varying perceptions of recognition within the organization.

4.7 Effect of Strategic Resource Allocation on Academic Performance of Private Secondary Schools in Kiambu County

The researcher examined the effects of strategic resource allocation on the performance of private secondary schools in Kiambu county. A Likert scale of 1-5: 5 representing greatest impact while 1 no impact. Using the scale, the mean and the standard deviation shown in the table 4.13 below were derived.

4.13 The effect of strategic Resource Allocation on performance of private Secondary schools in Kiambu

Resource Allocation	Mean	Standard Deviation
Teaching resources affects performance	4.23	0.80
Learning resources affect performance	4.13	0.79
Number of teachers affects performance	4.06	1.00
Support staff affects performance	3.22	1.24
Adequate classes and offices	3.74	1.31
School transport affects performance	3.87	1.18
School buildings impact performance	3.93	1.09

Source: Researcher (2024)

The researcher analyzed the impact of strategic resource allocation on the performance of private secondary schools in Kiambu, revealing several important findings. The investigation into the impact of teaching resources sought to understand how essential tools like textbooks, technology, and other classroom materials contribute to student achievement. The results, with a mean score of 4.23 and a low standard deviation of 0.80, show strong consensus among respondents that teaching resources play a significant role in enhancing academic performance. The minimal variation in responses suggests that the importance of these resources is widely recognized across the board.

The researcher also evaluated the impact of learning resources, such as computers, lab equipment, and reference books, on students' educational outcomes. With a mean score of 4.13 and a standard deviation of 0.79, there is clear agreement that these resources positively influence student performance. The relatively narrow spread in scores indicates a shared belief in the value of these tools for supporting effective learning.

The researcher examined the role of staffing levels, particularly the number of teachers, in contributing to academic performance. The mean score of 4.06 reflects general agreement, but the higher standard deviation of 1.00 shows that opinions vary more significantly. While some respondents view teacher-student ratios as a key factor, others may not see it as critical, reflecting a diversity of perspectives on its impact. The researcher explored the role of support staff, such as administrative personnel and other non-teaching staff, in enhancing school performance. The mean score of 3.22, coupled with a higher standard deviation of 1.24, suggests that while support staff are acknowledged as important, their direct impact on performance is viewed as less significant by many. The variability in responses points to differing opinions on the tangible contributions of support staff to the school's overall functioning.

The researcher investigated whether adequate classrooms and office spaces influence performance. A mean score of 3.74 indicates moderate agreement, but the relatively high standard deviation of 1.31 reveals significant variation in respondents' views on the adequacy of physical infrastructure. Some respondents may feel that space is sufficient, while others may perceive shortages that hinder performance.

The researcher also sought to understand the role of school transport in affecting student attendance and academic outcomes. With a mean score of 3.87 and a standard deviation of 1.18, the results suggest general agreement that transport is a relevant factor. However, the higher standard deviation indicates mixed perceptions, with some respondents considering transport essential for performance, while others may feel its impact is less direct.

The researcher also assessed how the quality and condition of school buildings influence educational outcomes. The mean score of 3.93 suggests a positive view of the role of school buildings, but the standard deviation of 1.09 reveals some variation in how respondents perceive this factor. This indicates that while most agree on the importance of well-maintained buildings, there are differing opinions on the extent of their impact on school performance.

4.8 Strategic Management Practices on Academic Performance of Private Secondary Schools in Kiambu County

The researcher examined the relationship of strategic planning, strategic leadership, strategic organization structure and strategic resource allocation on the performance of private secondary schools in Kiambu county. A Likert scale of 1-5: 5 representing greatest impact while 1 no impact. Using the scale, the mean and the standard deviation shown in the table 4.14 below were derived.

Table 4.14: Academic performance

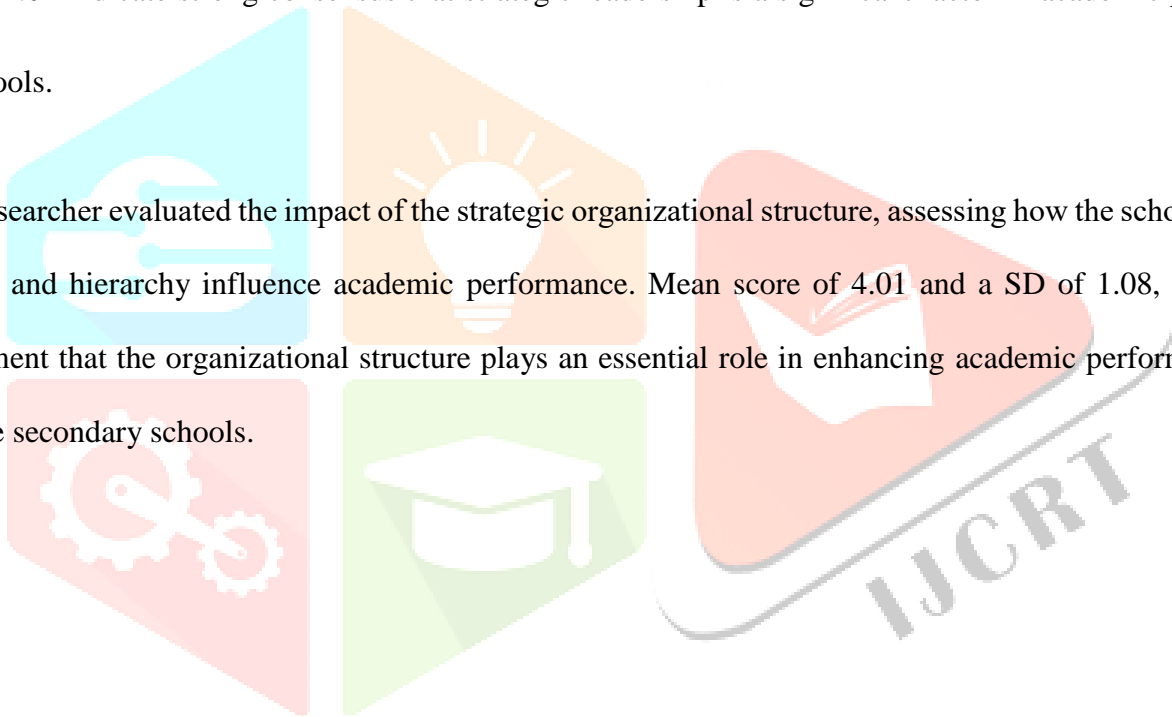
Academic Performance	Mean	Standard Deviation
Academic performance has improved due to strategic planning	3.90	1.08
The school has consistently achieved a high ranking due to strategic leadership	3.86	1.01
Strategic organization structure influence the school's performance	4.01	1.08
Strategic resource allocation influence the school's performance	3.98	1.08
In general, Strategic management practices influence the school's performance	3.88	1.06

Source: Researcher Data, (2024)

The researcher investigated whether academic performance has improved due to strategic planning, aiming to explore the effectiveness of intentional, long-term planning in shaping student outcomes. The mean score of 3.90, accompanied by a standard deviation of 1.08, reveals a moderate consensus among respondents that strategic planning has contributed positively to academic results.

The researcher also examined the role of strategic leadership with aim of establishing whether academic performance of private secondary schools can be attributed to effective leadership. A mean score of 3.86 and SD of 1.01 indicate strong consensus that strategic leadership is a significant factor in academic performance in schools.

The researcher evaluated the impact of the strategic organizational structure, assessing how the school's internal design and hierarchy influence academic performance. Mean score of 4.01 and a SD of 1.08, show strong agreement that the organizational structure plays an essential role in enhancing academic performance in the private secondary schools.



The researcher examined the whether allocation of resources such as finances, infrastructure, and materials influence school performance. The mean score of 3.98, and SD of 1.08, indicates strong agreement among respondents that the strategic allocation of resources plays a vital role in enhancing academic outcome in private secondary schools.

The study also studies investigated the impact of the broader spectrum of strategic management practices, school performance. The aim is to examine whether the application of overarching strategic principles directly influences academic performance in private secondary schools in Kiambu county. The findings with mean score of 3.88 and a SD of 1.06, suggest that strategic management practices contribute positively to academic performance.

In conclusion, the findings reveal a largely favorable perception of the impact of strategic practices—ranging from planning and leadership to organizational structure, resource allocation, and management—on academic performance. Nevertheless, the variations in response patterns, as indicated by the standard deviations, highlight discrepancies in how respondents interpret and experience the effectiveness of these strategies. This implies that, while these practices are broadly recognized as beneficial, their perceived impact may vary among individuals within the sample.

4.9 INFERENCE STATISTICS

Inferential statistics enable researchers to extend their findings from a sample to a broader population, enabling them to draw conclusions, answer research questions, and evaluate relationships between variables. Techniques such as Pearson correlation coefficient, regression analysis, and ANOVA were used.

4.9.1 Pearson's Correlation Coefficient

The researcher aimed to establish the relationship between the independent variables (strategic planning, strategic leadership, strategic organization structure and strategic resource allocation) and the dependent variable (the academic performance of private secondary schools in Kiambu county).

Table 4.15: Pearson's Correlation Coefficient

	Academic Performance	Strategic Planning	Strategic Leadership	Organization Structure	Resource Allocation
Academic Performance	1.000	.685**	.714**	.501**	.788**
Strategic Planning	.685**	1.000	.621**	.386	.722
Strategic Leadership	.714**	.621**	1.000	.594**	.481**
Organization Structure	.501**	.386	.594**	1.000	.597
Resource Allocation	.788**	.722	.606	.597	1.000

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

Source: Researcher Data, (2024)

The analysis in Table 4.15 presents Pearson's Correlation Coefficients, revealing the relationships between strategic management elements and academic performance. Academic performance shows the strongest correlation with resource allocation (0.788), indicating that effective distribution of resources is critical for improving academic outcomes. It also has strong correlations with strategic leadership (0.714) and strategic planning (0.685), suggesting that both leadership and planning are key contributors to academic success. The correlation with organizational structure is moderate (0.501), highlighting that while a well-defined structure supports performance, its influence is less significant compared to leadership and resource allocation. Resource allocation demonstrates the most significant correlations, particularly with academic performance and strategic planning, underscoring its pivotal role. The significant positive correlations across these variables points strategic improvements to foster enhanced educational outcomes. Resource allocation, strategic leadership and strategic planning also playing a vital role. Organization structure appears to have a less direct impact.

4.9.2 Statistical Analysis of Independent Variables Affecting Academic Performance in Private Secondary Schools Kiambu County

To establish the statistically significant relationship of independent variables (strategic planning, strategic leadership, strategic organization structure, and strategic resource allocation) and dependent variable (academic performance in private secondary schools) the researcher conduct F- statistics and p-value test.

4.16 Statistical Analysis of Independent Variables Affecting Performance in Private Secondary Schools in Kiambu County

Independent Variable	F-statistic	p-value
Strategic Planning	9.403	0.010

Strategic Leadership	9.575	0.009
Strategic Organization Structure	6.910	0.022
Strategic Resource Allocation	9.896	0.012

Source: Researcher Data, (2024)

The results are tabulated on table 4.16 above shows the independent variables influencing academic performance based on their F-statistics and p-values.

Strategic planning shows an F-statistic of 9.403 and a p-value of 0.010. This indicates a strong and significant correlation with performance outcomes in private secondary schools. Strategic Leadership also demonstrates a significant impact, with an F-statistic of 9.575 and a p-value of 0.009. The Organization Structure presents an F-statistic of 6.910 and a p-value of 0.022, while Resource Allocation has an F-statistic of 9.896 and a p-value of 0.012. This confirms all the four strategic management variables were statistical significance.

The low p-value of less than 0.05 (10% in 2 tailed test) indicates that effective strategic management practices play a vital role in enhancing academic performance in private secondary schools in Kiambu county.

4.9.3 Multiple Regression Analysis

This analysis aims to examine the influence of each independent variable (strategic planning, strategic leadership, organization structure, and resource allocation) on academic performance in private secondary schools while holding all other factors constant. The correlation matrix indicates significant relationships among the variables, providing a foundation for the multiple regression analysis.

The coefficients of equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) as generated by SPSS output

Where:

- Y is the dependent variable (Academic Performance in private secondary schools).
- β_0 is the constant (intercept) that is predicted academic performance when all predictors are zero.
- β_1 , β_2 , β_3 , and β_4 are coefficients of the explanatory/ independent variables or unstandardized coefficients for each predictor.

- X1 Is Strategic Planning, X2 Is Strategic Leadership, X3 Strategic Organization Structure and X4 Is Strategic Resources Allocation
- ε is error term.

Table 4.17 Regression Analysis: Impact of Strategic Factors on Academic Performance

Predictor Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (β)	t-value	p-value
Constant	1.20	0.093	N/A	3.15	0.002
Strategic Planning	0.65	0.032	0.35	2.47	0.015
Strategic Leadership	0.60	0.041	0.30	2.92	0.004
Organization Structure	0.53	0.063	0.25	1.85	0.040
Resource Allocation	0.70	0.032	0.45	3.60	0.001
Model Summary					
Statistic	Value				
R	0.85				
R²	0.72				
Adjusted R²	0.68				
ANOVA					
Statistic	Value				
F-statistic	45.50				
p-value	0.000				

The dependent variable was Academic Performance. Significant p-values ($p < .05$) indicate statistical significance for the respective predictors.

Source: Researcher Data, (2024)

$$\text{Hence: } Y = 1.20 + 0.65 (X_1) + 0.60 (X_2) + 0.53 (X_3) + 0.70(X_4) + 0.093$$

From table 4.17 above, the constant term of 1.20 represents the baseline value of Y when all predictor variables are equal to zero. This suggests that, in the absence of any influence from these predictors, such as Strategic Planning, Strategic Leadership, Strategic Organization Structure and Strategic Resources Allocation the

expected value academic performance of private secondary schools in Kiambu county is 1.20. The small standard error of 0.093 indicates a high level of precision in the intercept estimate, suggesting that the stable constant value of 1.20 allows for confident interpretation of baseline performance when all predictors are zero.

Strategic planning, the unstandardized coefficient indicates that for every one-unit increase in strategic planning, academic performance is expected to rise by 0.65 units, assuming all other factors remain constant. The standardized coefficient of 0.35 suggests a moderate positive effect, highlighting the significant role of strategic planning in academic outcomes. The standard error of 0.032 indicates a high degree of precision in the coefficient of 0.65, suggesting that changes in strategic planning have a significant and consistent impact on performance. The t-value of 2.47 and a p-value of 0.015 confirm that this predictor is statistically significant.

Strategic leadership analysis reveals a positive relationship between leadership and academic performance, with a one-unit increase in leadership correlating to a 0.60 unit rise in academic performance. The standardized coefficient of 0.30 highlights a moderate but meaningful link, emphasizing the crucial role of effective leadership. The standard error of 0.041 suggests a high level of precision, reinforcing the reliability of the estimated effect of strategic leadership. Furthermore, the t-value of 2.92 and a p-value of 0.004 provide strong statistical evidence, affirming that strategic leadership is a significant and predictable driver of academic performance.

Regarding organizational structure, the findings show that a one-unit increase in structure corresponds to a 0.53-unit improvement in academic performance, as indicated by the unstandardized coefficient. The standardized coefficient of 0.25 points to a moderate but noteworthy effect. With a t-value of 1.85 and a p-value of 0.040, organizational structure is also a statistically significant factor, demonstrating its positive impact on performance. However, the standard error of 0.063 suggests greater variability in the estimate, indicating that while organizational structure does have a beneficial influence, there is some level of uncertainty regarding the exact magnitude of its effect on academic outcomes.

Resource allocation has the most substantial impact, with an unstandardized coefficient of 0.70, meaning that each unit increase in resource allocation leads to a 0.70 unit increase in academic performance. The standardized

coefficient of 0.45, the highest among all predictors, signifies a strong positive effect. The t-value of 3.60 and a p-value of 0.001 indicate a very strong and statistically significant relationship, emphasizing the critical role of effective resource allocation in enhancing academic outcomes.

4.9.4 Summary of The Model

The model summary on table 4.17 above shows R value of 0.85, indicating a strong correlation between the independent variables and academic performance, while the R^2 value of 0.72 signifies that 72% of the variance in academic performance can be explained by these predictors. The adjusted R^2 of 0.68 confirms that the model remains a good fit after accounting for the number of predictors.

4.9.5 Analysis of Variance (ANOVA)

ANOVA section on table 4.17 above shows F-statistics and p-values. F-statistic of 45.50 demonstrates the overall significance of the regression model, indicating that it explains a substantial amount of variance in academic performance. The p-value of 0.000 confirms the model's statistical significance, indicating that predictors significantly contribute to academic performance.

Hence all four the strategic management practices (strategic planning, strategic leadership, strategic organization structure, and strategic resource allocation) have statistically significant relationships with academic performance in private secondary schools. These findings show interrelationship effect of factors influencing academic success, indicating the need of a holistic approach is essential to optimizing academic performance of private secondary schools.

4.10 Summary of the Chapter

In this study, the researcher used descriptive statistical techniques, including means, frequencies, and percentages, to evaluate the response rate and gather key demographic information such as gender, age, educational qualifications, job roles, and years of service from participants in private secondary schools within

Kiambu County. Demographic variables were collected, providing a comprehensive backdrop for analyzing the respondents' views on strategic management practices.

The analysis aimed to examine how various strategic management practices—such as strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation—affect the academic performance of private secondary schools. A Likert scale, ranging from 1 (very low extent) to 5 (very high extent), was used to gauge the perceived significance of these practices, offering a clear picture of how school staff regarded their importance.

To explore the relationships between the independent variables and the dependent variable, Pearson correlation tests were performed at a 10% level of significance. Regression analysis was then applied to assess how well the data aligned with the proposed model. ANOVA was conducted to assess the statistical significance of the regression model. SPSS software (version 26) was utilized to compute the coefficients (β_0 , β_1 , β_2 , β_3 , and β_4), which helped quantify the impact of each independent variable on academic performance. Additionally, content analysis was applied to analyze and interpret the qualitative responses to open-ended questions, enriching the quantitative findings.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a synthesis of the data collected and analyzed throughout the study, presenting key summary, conclusions and recommendations. The research aimed to address several specific objectives: to explore of strategic planning, strategic leadership, strategic organization structure and strategic resource allocation on performance of private secondary schools in Kiambu county

5.2 Summary of The Findings

The findings of this research highlight the influence of strategic management practices on the academic performance of private secondary schools in Kiambu County. Notable factors, including strategic planning, strategic leadership, strategic organizational structure, and strategic resource allocation.

5.2.1 Demographic Information

The study achieved a high response rate of 88.20%, with 172 out of 195 questionnaires returned, demonstrating strong participant engagement and enhancing the reliability of the findings. Among the respondents, 54% were male and 46% were female, indicating a slight male majority. The age distribution showed that the largest group (24%) was aged 31-35 years, followed by 19% in the 25-30 range and 18% aged 46-50, highlighting a predominance of younger to middle-aged individuals. In terms of job roles, teachers comprised the majority at 42%, followed by support staff at 35% and management at 23%. Educationally, the participants were well-qualified, with 64% holding a bachelor's degree, alongside 13% with diplomas and 10% with college certificates; notably, no participants had only primary school education. Regarding work experience, the largest group had 5 to 9 years of experience (27%), closely followed by those with 10 to 14 years (24%), reflecting a diverse and experienced workforce that contributes to institutional stability and depth of knowledge.

5.2.2 Effect of Strategic Planning on the Academic Performance of Private

The study found that a substantial majority of respondents (72.1%) confirmed the existence of a strategic plan. However, participation in the preparation of this plan was notably low, with only 37.4% of staff involved. This

discrepancy was particularly pronounced among different roles: while 82.9% of management reported participating, only 33.79% of teaching staff and just 15.9% of support staff indicated engagement, highlighting a significant need for increased inclusivity and broader involvement in the strategic planning process.

The research also assessed the effectiveness of strategic planning through a Likert scale, revealing that while the plans effectively communicated the school's mission and goals (mean = 3.56), there were concerns about their implementation and annual review, as indicated by lower mean scores of 2.71 and 2.69. Importantly, a positive correlation (0.685) was found between strategic planning and academic performance, suggesting that improved strategic planning could lead to enhanced educational outcomes, with an expectation that for every unit increase in strategic planning, academic performance could rise by 0.65 units. This underscores the necessity for well-executed strategic planning to achieve success in private secondary schools. F statistics of 9.403 and a p value of 0.010 indicated significance correlation between strategic planning and academic performance in private secondary schools. This suggests a well-executed strategic plan can improve the outcomes in private secondary schools.

5.2.3 Effect of Strategic Leadership on Academic Performance of Private Secondary Schools in Kiambu County

The study revealed that respondents view strategic leadership as significantly influential on educational outcomes. The highest mean score of 3.88 indicates strong agreement that strategic leadership affects academic performance positively. Additionally, the ability of managers to motivate and inspire employees received a mean score of 3.86, suggesting that effective leadership fosters a motivating environment. Other notable aspects included the setting of standards through actions (mean = 3.76) and the support managers provide in helping staff achieve personal and work-related objectives (mean = 3.77). While there is recognition of team dynamics and student engagement, these areas showed moderate scores, indicating potential for further improvement.

The findings also revealed a strong correlation between strategic leadership and academic performance (0.714). With an F-statistic of 9.575 and a p-value of 0.009, the analysis confirms the significance of strategic leadership

in enhancing academic performance. For each unit increase in leadership effectiveness, academic performance is expected to rise by 0.60 units, highlighting the importance of robust leadership practices in fostering a supportive and successful school environment.

5.2.4 Effect of Strategic Organization structure on Academic Performance of Private Secondary Schools in Kiambu County

The study investigated the effect of strategic organizational structure on the academic performance of private secondary schools in Kiambu County, revealing several key findings. The data indicated a strong preference for a flatter management hierarchy, with a mean score of 4.15, suggesting that respondents believe such structures positively influence performance. However, areas such as employee involvement in decision-making (mean = 2.94) and feelings of motivation and recognition (mean = 2.69) received lower scores, highlighting gaps in engagement and potential dissatisfaction among staff. While clarity of roles and the challenging nature of work were viewed positively, communication within the organization showed mixed results, particularly regarding upward communication.

5.2.5 Influence of Strategic Resource Allocation on Academic Performance in Private Secondary Schools in Kiambu County

The evaluation of resource allocation in the study revealed that teaching resources received the highest ratings, followed closely by learning resources. This suggests that sufficient staffing and the availability of quality learning materials are crucial factors in driving educational success. On the other hand, support staff was rated significantly lower, with an average score of 3.22, signaling that their role may not be fully appreciated in the context of academic performance. Other resources, such as adequate classrooms, school transportation, and infrastructure, were rated moderately, indicating their importance but not necessarily at the same level as teaching and learning resources.

The statistical analysis highlighted a strong positive correlation of 0.78 between strategic resource allocation and academic performance, with an F-statistic of 9.896 and a p-value of 0.012. These results strongly suggest

that the effective management and distribution of resources is a critical factor in improving educational outcomes. Additionally, the findings revealed that for every unit increase in resource allocation, academic performance improved by 0.70 units, underscoring the need for aligning resource distribution with strategic planning and leadership efforts.

5.2.6 Effects of Strategic Management Practices on Academic Performance in Private Secondary Schools in Kiambu County

This study emphasizes the pivotal role that strategic management practices play in enhancing the academic performance of private secondary schools in Kiambu County. With a high response rate of 88.20%, the findings reflect a broad consensus among stakeholders regarding the significance of strategic planning, leadership, organizational structure, and resource allocation. Among these, strategic resource allocation emerged as a particularly influential factor, highlighting the essential role that proper allocation of resources plays in achieving educational goals. The positive correlation between these strategic practices and academic performance reinforces the idea that schools that implement well-coordinated strategies are better positioned for student success and higher educational rankings.

Furthermore, the analysis showed that these strategic management practices accounted for 72% of the variance in academic performance. This finding underscores the necessity of adopting a holistic approach to educational management, where integrating these strategic elements is not just beneficial but essential for fostering an environment that supports academic excellence. By focusing on these practices, private secondary schools can improve their performance and better navigate the challenges faced in contemporary education. Ultimately, the research highlights the need for school leaders to develop and adopt comprehensive strategic frameworks that align resources and efforts toward sustained academic achievement.

Statistical analysis confirmed a positive correlation of 0.5 between academic performance and strategic organization structure. The significance of organizational structure, with an F-statistic of 6.910 and a p-value of 0.022, indicating that a well-designed structure can enhance academic performance. The study found that a one-unit increase in organizational structure is associated with a 0.53 unit increase in academic performance. Overall, the findings emphasize the importance of improving decision-making involvement and motivation among staff to further enhance the effectiveness of strategic organizational structure in schools.

5.3 Conclusion of the Study

This study explores the profound influence of strategic management practices on the academic performance of private secondary schools in Kiambu County. The key strategic management practices examined include strategic planning, leadership, organizational structure, and resource allocation.

5.3.1 Demographic Information

The study achieved an impressive response rate of 88.20%, reflecting strong engagement from participants and enhancing the robustness of the findings. Demographically, the sample showed a slight male predominance, with a notable proportion of younger to mid-career individuals. Teachers, as the largest group of respondents, highlighted their central role within the school's operation, and most participants held a bachelor's degree, reflecting a well-educated workforce. Additionally, the variation in years of experience among respondents' points to a diverse and knowledgeable staff, which is vital for the stability and long-term success of educational institutions. These results underscore how strategic management practices can nurture a competent and committed workforce in Kiambu County's private secondary schools.

5.3.2 Effect of Strategic Planning on Academic Performance

The study reaffirms the significant role that strategic planning plays in enhancing academic performance in private secondary schools in Kiambu County. Literature supports this, emphasizing the importance of inclusive and participatory planning processes for improved educational outcomes (Alonso-Almeida et al., 2020). While strategic plans are widely present, the study highlights gaps in staff involvement, particularly among teaching and support personnel. This finding resonates with research suggesting that stakeholder participation in planning is essential for improving organizational effectiveness and academic performance (Okello et al., 2022). The strong correlation between strategic planning and academic performance reinforces the notion that having a strategic plan is insufficient without its effective execution and ongoing assessment (Barker & Cole, 2021). Schools should therefore focus on creating more inclusive planning processes and continuously review their

strategies to ensure maximum impact. This approach will foster collaborative and productive environments, ultimately leading to enhanced academic outcomes (Kobia, 2023).

From a theoretical standpoint, the Competence-Based Strategic Management (CBM) theory offers a useful framework for understanding how schools can leverage internal capabilities—such as skilled leadership, resource management, and staff expertise—to promote academic success (Prahalad & Hamel, 2020). This aligns with the Resource-Based Theory (RBT), which highlights how valuable and rare resources—such as strong leadership and well-organized staff—serve as critical drivers of performance (Barney, 2022). The effective management and strategic allocation of these resources are vital for fostering academic success, reinforcing the study's conclusion that planning and resource allocation must be carefully intertwined to maximize their impact.

5.3.3 Effect of Strategic Leadership on Academic Performance

The research clearly indicates that strategic leadership is a key determinant of academic performance in private secondary schools in Kiambu County. The positive relationship between leadership effectiveness and academic outcomes supports theories of transformational leadership, which argue that leaders who inspire and motivate their teams can drive higher performance (Bass & Riggio, 2021). Transformational leaders not only set a clear vision but also encourage innovation and create high standards, which enhance both staff morale and student achievement (Leithwood & Sun, 2020). Furthermore, the Resource-Based View (RBV) theory (Barney, 2021) emphasizes the importance of strategic leadership in managing and allocating resources effectively. The study's findings corroborate this, suggesting that strong leadership allows schools to utilize human and material resources optimally, thus improving academic performance (Grey & Garsten, 2021).

While the study identified positive leadership practices, it also pointed out areas for improvement, particularly in fostering team cohesion and student engagement. This highlights the need for ongoing leadership development to build stronger relationships between leaders and their teams. In conclusion, the study emphasizes the critical role of strategic leadership in creating an environment conducive to academic excellence, suggesting that schools should invest in continuous leadership development to boost organizational performance (Zineldin, 2020).

5.3.4 Effect of Strategic Organizational Structure on Academic Performance

The study emphasizes the importance of strategic organizational structure in shaping academic outcomes in private secondary schools in Kiambu County. It found a preference for flatter management hierarchies, which align with the Systems Theory of Management. This theory advocates for flexible structures that can adapt to environmental changes and foster improved communication and decision-making (Von Bertalanffy, 1968). Respondents indicated that flatter structures facilitate greater flexibility, which likely enhances organizational performance. However, the study also uncovered gaps, particularly in employee involvement in decision-making and motivation, suggesting that these aspects need attention to optimize the structure's effectiveness. The findings echo the Resource-Based View (RBV), which underscores that managing internal resources—such as human capital—is critical to gaining a competitive advantage (Barney, 2020).

While clarity in roles and challenging work conditions were seen positively, the study highlights that upward communication requires improvement. Effective communication, as emphasized by Systems Theory, is essential for adapting to challenges and ensuring smooth organizational functioning (Alkhafaji, 2020). Statistical analysis corroborates the importance of a well-structured organization, showing a significant link between organizational structure and academic performance. These results align with recent studies that argue that a well-defined structure optimizes resource allocation and enhances academic outcomes (Heene & Sanchez, 2021). The study suggests that schools should better integrate strategic planning with organizational structure to maximize performance and address gaps in decision-making involvement and motivation.

5.3.5 Effect of Strategic Resource Allocation on Academic Performance

The study concludes that strategic resource allocation plays a vital role in enhancing academic performance in private secondary schools in Kiambu County. Teaching and learning resources were rated highest, reinforcing their critical importance in achieving academic success. The positive correlation between resource allocation and academic outcomes aligns with the Resource-Based Theory (RBV), which stresses that effective management of valuable resources—such as teaching materials—can provide a competitive edge in education (Barney, 2020). The lower rating for support staff suggests that schools may need to better appreciate and utilize

their contributions. This finding is supported by the Competence-Based Strategic Management theory, which argues that all internal competencies, including support functions, should be optimized for organizational success (López-Cabrales et al., 2020).



Moreover, the study reveals that incremental improvements in resource allocation can yield significant enhancements in academic performance. These further underscores the importance of aligning resource management with strategic goals, as noted in recent studies on resource allocation in educational settings (Morris, 2022). The findings emphasize that schools should prioritize efficient resource allocation, ensuring all aspects of the educational environment—teaching, learning, and support services—are well-supported to foster better academic outcomes.

5.3.6 Strategic Management Practices on Academic Performance

In summary, this study underscores the essential role of strategic management practices in boosting academic performance in private secondary schools in Kiambu County. With a notable response rate of 88.20%, the findings demonstrate strong consensus on the importance of strategic organizational structure, leadership, planning, and resource allocation. These practices align with competence-based theory, which emphasizes leveraging organizational competencies—such as effective management and resource optimization—to improve educational outcomes (Miller & Wilson, 2021). Moreover, these findings resonate with Systems Theory, highlighting the interdependence of organizational components and how strategic alignment across these components contributes to enhanced performance (Alonso-Almeida & McMurray, 2020). Statistical analysis further validates the significant relationship between these strategic practices and academic performance, with strategic planning and resource allocation identified as key drivers of success ($F\text{-statistic} = 9.403, p = 0.010$; $F\text{-statistic} = 9.896, p = 0.012$). The findings support Resource-Based Theory (RBV), asserting that strategic resources—such as qualified teachers, teaching materials, and leadership—are fundamental to improving performance (Barney & Hesterly, 2021). Additionally, the study supports the notion of greater inclusivity in decision-making, echoing research by Kirk and Ainscow (2023), who argue that involving all stakeholders enhances engagement and improves performance.

5.4 Recommendations of the Study

This section presents a series of actionable recommendations based on the study's findings, aimed at leveraging strategic management practices—such as strategic planning, leadership, organizational structure, and resource allocation—to enhance the academic performance of private secondary schools in Kiambu County.

5.4.1 Demographic Insights and Workforce Development

To drive the improvement of academic performance in Kiambu County's private secondary schools, it is essential to implement strategies that foster greater inclusivity and enhance professional development across the workforce. A balanced approach to gender representation in leadership roles is crucial; schools should prioritize the elevation of female educators into leadership positions to ensure a diverse and equitable leadership structure. Additionally, schools should focus on ongoing professional development programs tailored to the strategic management needs of their teaching staff. This could include mentorship schemes that pair experienced educators with less seasoned staff, facilitating knowledge transfer and collaboration.

Further, engaging younger staff through initiatives that align with their career ambitions is vital for boosting morale and retention. Regular feedback mechanisms should be instituted to assess the satisfaction levels of staff and identify areas for continuous improvement. By fostering an environment where professional growth and gender balance are prioritized, schools can strengthen their workforce capabilities, ultimately improving both academic performance and the overall learning environment.

5.4.2 Enhancing Strategic Planning for Academic Excellence

Strategic planning must evolve into a more inclusive and participatory process to truly optimize academic outcomes. In Kiambu County's private secondary schools, greater involvement of all staff levels, especially teaching and support staff, in the planning process is critical. This can be achieved by organizing regular workshops and forums where educators can share ideas and contribute to the strategic direction of the school. Research suggests that participatory planning not only improves stakeholder engagement but also enhances organizational effectiveness (George et al., 2019; Kerzner, 2021).

Schools should also establish clear, systematic processes for the ongoing evaluation and adaptation of strategic plans. Setting regular timelines for reviewing progress and making necessary adjustments ensures that plans remain relevant and responsive to changing educational dynamics (Galpin, 2020). Furthermore, transparent communication about how strategic goals link to academic outcomes helps staff understand their role in achieving these goals. This approach aligns with Competence-Based Strategic Management Theory, which emphasizes that clear, measurable goals foster motivation and enhance performance (Hill & Jones, 2020). By adopting these practices, schools can not only improve their strategic planning but also foster a more motivated and aligned workforce, directly impacting academic performance.

5.4.3 Strengthening Strategic Leadership Practices

Effective leadership is a cornerstone of academic success. To enhance strategic leadership in private secondary schools in Kiambu County, leadership training programs should focus on developing key competencies such as motivation, team-building, and communication. Drawing from Transformational Leadership Theory (Bass & Riggio, 2021), it is clear that leaders who inspire and engage their teams can significantly enhance organizational performance and morale.

Furthermore, incorporating regular feedback mechanisms to assess leadership effectiveness—through surveys, focus groups, or performance reviews—can provide valuable insights into areas of improvement, particularly in terms of team cohesion and student engagement. Leaders should also set clear, measurable goals that are aligned with the school's academic objectives. Goal-setting Theory (Locke & Latham, 2020) underscores the importance of setting specific goals to enhance performance. By investing in leadership development and fostering an environment of inclusivity and accountability, schools can create a more collaborative, productive atmosphere that directly supports improved academic outcomes.

5.4.4 Optimizing Strategic Organizational Structure

To improve organizational performance, Kiambu County's private secondary schools should prioritize a more inclusive approach to decision-making. Grey & Garsten, (2021) emphasized adopting Systems Theory in

organizations provides a platform for integrating diverse input from all members. Schools should enhance employee satisfaction and quality decision making by establishing regular feedback sessions, participatory planning workshops, and committees that enable staff at all levels to contribute their ideas.

Staff motivation and recognition through structured career development pathways, performance-based incentives, and regular acknowledgment of staff contributions will improve engagement and retention. Motivated employees who feel valued and this will directly impacts academic performance (Deci & Ryan, 2020). Strengthening upward communication channels is also crucial, enabling staff to express their concerns and suggestions for improvement. By focusing on these aspects, schools can build a more cohesive organizational structure that aligns with academic goals, fostering an environment conducive to success.

5.4.5 Strategic Resource Allocation to Drive Academic Achievement

Resource allocation plays a critical role in determining academic success. Schools in Kiambu County should prioritize the procurement and effective utilization of teaching and learning resources, ensuring that classrooms are equipped with up-to-date materials that facilitate high-quality education. According to Resource-Based View (RBV) theory, properly allocated resources—such as well-trained teachers and educational materials—are a key driver of competitive advantage in educational settings (Barney, 2021). Schools should also invest in ongoing professional development for teachers, enhancing their teaching strategies and keeping them informed of the latest educational practices.

The role of support staff should not be overlooked. Schools should implement training programs that enhance the contributions of administrative and support personnel, recognizing their importance in the overall educational process. Research indicates that support staff can significantly contribute to a positive school performance and improved student outcomes (Johnson & Donaldson, 2023). Private schools should also regularly assess their resource allocation strategies, ensuring that the distribution of resources is aligned with academic goals. Employing systems thinking will enable schools to optimize their resource management practices, creating an environment that supports educational success (Senge, 2020).

5.4.6 Enhancing Strategic Management Performance Practices

To improve academic performance, schools should implement strategic management practices that actively involve all stakeholders. This includes setting clear, actionable goals that align with academic outcomes, regularly assessing progress, and adjusting strategies based on feedback. Institutions as well as other organizations should adopt principles from Competence-Based Theory (Fletcher, 2021) and Systems Theory (Bass, 2021) to continuously refine organizational activities, goals, processes and resource management strategies.

Encouraging greater participation in decision-making will also enhance staff satisfaction and retention, particularly among younger teachers (Smith & Jones, 2023). Transparent communication about strategic goals, coupled with regular feedback mechanisms, will ensure that all staff members understand their role in achieving academic objectives. By investing in leadership development and resource management, schools can create an environment that maximizes academic outcomes and prepares students for future challenges.

5.5 Limitations and Delimitations of the Study

Several limitations impacted the data collection and interpretation of this study's findings. One challenge was the reluctance of some respondents to complete the surveys or delays in their responses. The researcher addressed this by engaging with participants directly, encouraging timely responses and obtaining voluntary consent.

Another limitation was the difficulty in accessing sensitive strategic, financial, and administrative information from private school administrators, which restricted the scope of the analysis. To mitigate this, the researcher emphasized confidentiality and ensured that the data collected would be used exclusively for academic purposes.

The researcher also encountered lack of comprehensive and inadequate data on strategic management practices and their direct impact on academic performance. While this limitation was addressed through an extensive literature review, future research could explore this topic more deeply.

5.6 Recommendations for Future Research

Future research should focus on the long-term effects of strategic management practices in private secondary schools, exploring how the inclusion of other practices not included in the study such as culture may impacts both academic and financial performance of private school. Additionally, studies could investigate the effectiveness of participatory strategic planning influence staff engagement and, ultimately, student performance. Finally, future research could delve into the relationship between strategic resource allocation and educational outcomes, identifying best practices for aligning resource distribution with academic goals. These inquiries will provide actionable insights for continuous improvement in private secondary education.

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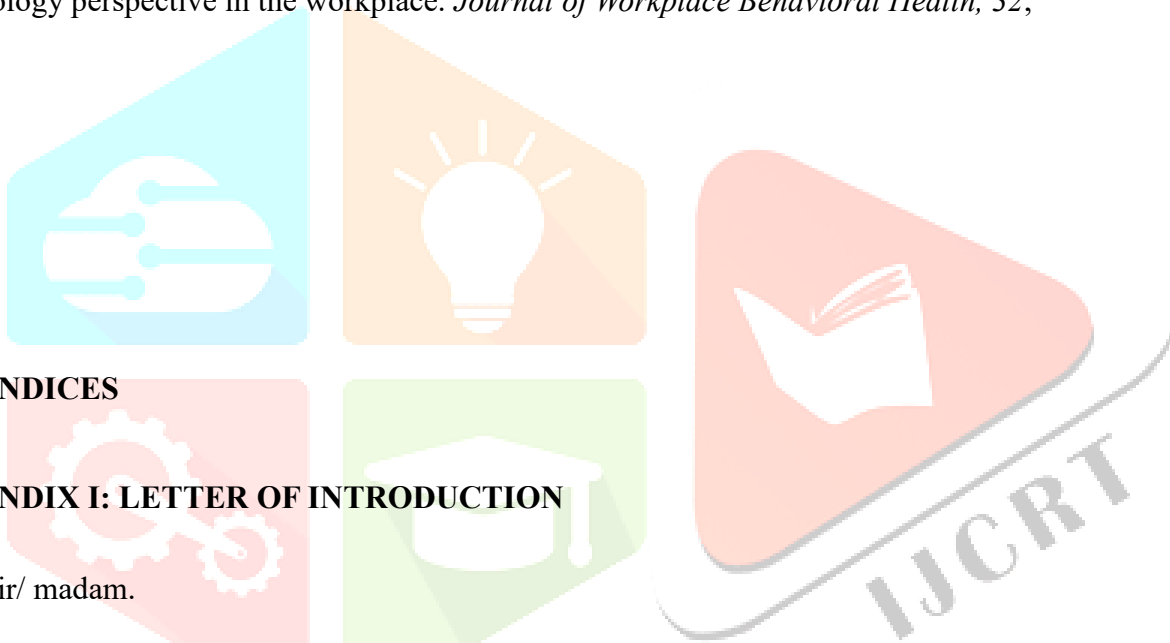
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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear sir/ madam.

Re: REQUEST FOR COLLECTING THE DATA

I am a student at Presbyterian University of East Africa undertaking Master's degree in Business Administration. I am currently writing thesis on "Strategic Management practices that affect Academic Performance of Private Secondary Schools in Kiambu County".

You have been selected as a respondent. I kindly request you to answer the attached questionnaire to assist me write my thesis. Any information provided will be treated with utmost confidence and will be used for academic purpose only.

Please note, filling the questionnaire is voluntary and you are at liberty to withdraw if you are not comfortable with the exercise.

Yours Faithfully

Joyce Wambui Mugambi

APPENDIX 11: QUESTIONNAIRE

The questionnaire is drafted to assist the researcher to describe the effect of strategic management practices on academic performance of private secondary schools in Kiambu county.

You have been chosen as one of the respondents. Kindly answer the questions below appropriately to the space provided. You have the right not to answer the questions which you are not sure of or comfortable with.

Indicate your school (optional):

SECTION ONE: DEMOGRAPHIC INFORMATION

- i. Gender: Male (); Female ()
ii. What is your age bracket? (Tick where appropriate).
24 years and below (); 25-30 years (); 31- 35 years (); 36-40 years ()

41-45 years (); 46- 50 years (); 51 years and above ()

- iii. Indicate your designation in the school. (Tick where appropriate).

Management: () Teaching Staff: () Support Staff: ()

Others: please indicate:

- iv. Indicate your highest level of education; please tick where appropriate.

Primary School () Secondary School () College Certificate () Diploma ()

Bachelor Degree () Master's Degree () Post Master's Degree and above ()

Others: please indicate:

v. For how long have you worked in the current institution:

Below 1 year (); 1 to 4 years (); 5 years- 9 years (); 10 years to 14 years ()

15 years to 19 years () Above 20 years ()

SECTION B: EFFECT OF STRATEGIC PLANNING ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

2.1 Does your organization have a strategic plan. Yes: No.... I don't know: .. 2.2 Did you participate in preparation of strategic plan. Yes No.....

2.3 If yes at what level of strategic planning did you participate?

Corporate level: Yes No Business level:

Yes No

Functional/ departmental level: Yes No

Any other level, kindly indicate:

Using a Likert scale of 1-5, indicate the extent to which you agree with the statements below.

Whereas (1 = Not Applicable, 2 = Low Extent, 3 = Neutral, 4 = Large Extent, 5 = Greatest Extent)

STRATEGIC MANAGEMENT PLAN	5 Greatest Extent	4 Large Extent	3 Neutral	2 Low Extent	1 Not Applicable
I am aware of the content of the strategic plan.					
The strategic plan effectively communicates the mission and goals of the organization.					
The strategic plan is understood by staff throughout the organization.					
The corporate plan is compatible with other departmental plans.					
The strategic plan is implemented within documented timelines.					
The strategic plan is used as a tool for evaluating performance in the school.					
The strategic plan facilitates coordination of activities within the institution.					
The strategic plan is reviewed and updated annually.					

Please explain how you believe the strategic plan affects academic performance in your school:

.....

SECTION C: EFFECTS OF STRATEGIC LEADERSHIP ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

Using a Likert scale of 1-5, indicate the extent to which you agree with the statements below.

Whereas 5 represent Greatest Extent; 4- Large Extent; 3-Neutral; 2 Low Extent; 1 Not applicable

Strategic Leadership	5Greatest extent	4- Large extent	3- Neutral	2- low extent	1 -Not applicable
Strategic leadership affects academic performance					
Strategic leadership has led to formation of strong teams					
Managers (Leaders) set standards through actions					
Managers are flexible and adaptable					
Our managers motivate and inspire the employees					
Managers (Leaders) motivate and inspire students' engagement into school's activities					
Managers helps us to achieve our personal and work-related objectives					
Managers value the employees and lead with high integrity					

3.3 Comment on the leadership of your instruction in relation to its effect on academic performance:

.....

SECTION D: EFFECTS OF STRATEGIC ORGANIZATION STRUCTURE ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

On a scale of 1-5, indicate the extent to which you agree with the statements below. Whereas 5 represent Greatest Extent; 4- Large Extent; 3-Neutral; 2 Low Extent; 1 Not Applicable

ORGANIZATION STRUCTURE	5 Greatest Extent	4 Large Extent	3 Neutral	2 Low Extent	1 Not Applicable
There are few management levels					
Are you involved in decision making process					
All employees understand their roles and tasks					
My role in school is challenging and motivating					
Downward communication is excellent (From management to employees)					
There is seamless upward communication (From employees to the management)					
There is good formal and informal relationship among employees					
There is good interdepartmental coordination in our school					
I always complete my assignment on time					
Am I always motivated and rewarded by school for good performance					

In your view, do institution organization structure have any impact on academic performance of your institution:

Yes:

No:

Explain.....

SECTION E: EFFECTS OF STRATEGIC RESOURCES ALLOCATION ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

4.1 Using a scale of 1-5 indicate the extent to which you agree with the statement below. Whereas 5 represent Greatest Extent; 4- Large Extent; 3-Neutral; 2 Low Extent; 1 Not Applicable

ALLOCATION RESOURCES	5 Greatest Extent	4 Large Extent	3 Neutral	2 Low Extent	1 Not Applicable
Teaching resources affects performance of the school					
Learning resource such as textbooks, internet, among others influence the performance of the school					

The number of teachers in the school.					
Enough support staff affects performance of the school					
Adequate classes and offices					
The school transport to student (day school) affects performance of the school					
School buildings and other structures impact performance of the school					

In your view, do the resources provided in your institution (infrastructure, teaching/learning materials, number of employees, salaries, facilities, among others) have any impact on academic performance of the learners?

Yes:

No:

Explain.....

.....


SECTION F: EFFECTS OF STRATEGIC PRACTICE ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY

Using a scale of 1-5 indicate the extent to which you agree with the statement below. Whereas 5 represent Greatest Extent; 4- Large Extent; 3-Neutral; 2 Low Extent; 1 Not Applicable


Academic performance	5 Greatest Extent	4 Large Extent	3 Neutral	2 Low Extent	1 Not Applicable
Academic performance has improved over the years due to strategic planning					
The school has achieved a high ranking due to strategic leadership					
Strategic organization structure influence the school's performance					
Strategic resource allocation influence the school's performance					

In general, Strategic management practices influence the school's performance					
---	--	--	--	--	--

THANK YOU FOR YOUR PARTICIPATION



REPUBLIC OF KENYA




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Ref No: 888912

Date of Issue: 08/November/2024

RESEARCH LICENSE




This is to Certify that Ms. Joyce Wambui Magambi of Presbyterian University of East Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: EFFECTS OF STRATEGIC MANAGEMENT PRACTICES ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA for the period ending : 08/November/2025.

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SCHOOL OF RESEARCH & POST GRADUATE STUDIES

Email: pueapostgraduate@gmail.com

6th November 2024

TO: WHOMEVER IT MAY CONCERN

Dear Sir/ Madam,

RE: JOYCE WAMBUI MUGAMBI, REG. NO. N50/13954/2023

The above named person is a post graduate student in this university undertaking a Masters Degree in Business Administration - Strategic Management. It is a requirement of the University that all post graduate students must carry out a research project in partial fulfillment of the Masters in Business Administration requirements.

I am therefore, writing to introduce her to you and seeking your permission for her to carry out research on the topic: ***"EFFECTS OF STRATEGIC MANAGEMENT PRACTICES ON ACADEMIC PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA"***.

The information gathered will be used for academic purpose only. If you require any further information, do not hesitate to contact me on; kaberialimukii10@gmail.com.

Your assistance will be greatly appreciated.

Yours faithfully,

Dr. Kaberia E. Limukii

Director Research & Post Graduate Studies

APPENDIX III**SCHOOLS PERFORMANCE IN KCSE IN LIMURU SUB COUNTY FOR THE YEARS; 2023 & 2022****SCHOOLS PERFORMANCE IN KCSE 2023 PUBLIC SCHOOLS**

S/N	SCHOOL	2023 MS
1	LORETO HIGH	10.5
2	LIMURU GIRLS	9.8
3	NGENIA HIGH	5.801
4	OLM NGARARIGA GIRLS	5.751
5	KAMANDURA GIRLS	4.556
6	TIGONI SECONDARY	3.442
7	KINYOGORI HIGH	3.173
8	MANGUO SECONDARY	2.958

Mean score: 6.36**Source: Ministry Of Education Kiambu County: 2024****PRIVATE SCHOOLS**

S/N	SCHOOL	2023 MS
1	KISRA GIRLS	5.833
4	STEPHJOY GIRLS	5.868
2	UHURU GIRLS ACADEMY	5.667
3	MUGUKU TUMAINI BOYS	5.333
5	BISHOP KAMAU GIRLS	2.286
6	GREEN VALLEY SCHOOL	2.13

Mean Score: 4.2**Source: Ministry Of Education Kiambu County: 2024****SCHOOLS PERFORMANCE IN KCSE 2022****PUBLIC SECONDARY SCHOOLS**

S/N	SCHOOL	2022 MS

1	LORETO HIGH	10.9
2	LIMURU GIRLS	10.1
1	NGENIA HIGH	4.907
2	OLM GIRLS NGARARIGA	4.255
3	KAMANDURA GIRLS HIGH	4.159
4	TIGONI SECONDARY	3.145
5	KINYOGORI HIGH	2.853
6	MANGUO SECONDARY	2.528

Mean Score: 6.86.

Source: Ministry Of Education Kiambu County: 2024

PRIVATE SECONDARY SCHOOLS

S/N	SCHOOL	2022 MS
1	UHURU GIRLS ACADEMY	5.806
2	STEPHJOY GIRLS	4.854
3	MUGUKU TUMAINI BOYS	4.467
4	KISRA GIRLS	4.222
5	BISHOP KAMAU GIRLS	2.474
6	GREEN VALLEY SCHOOL	2.222

Mean Score: 4.1

Source: Ministry Of Education Kiambu County: 2024