

**STRATEGY IMPLEMENTATION AND PERFORMANCE OF PRIVATE  
SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,  
ECONOMICS AND TOURISM IN PARTIAL FULFILLMENT FOR THE  
AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION  
(STRATEGIC MANAGEMENT) OF KENYATTA UNIVERSITY**

**JUNE, 2023**

**DECLARATION**

This research project is my original work and it has not been presented to any other institution.

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This research project has been submitted for examination with my approval as the university supervisor.

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## **DEDICATION**

This research project is dedicated to my family for the financial and moral support accorded throughout my studies and moreover for their great inspiration to my life. God bless you all abundantly.

## **ACKNOWLEDGEMENTS**

I wish to humbly express my heartfelt gratitude to the almighty God for the gift of life and providence throughout my studies. I take this opportunity to thank my family for the financial and moral support which has enabled me to reach this far. I also take this opportunity to thank my supervisor Dr. Abel Anyieni for his guidance, patience and positive criticism which enabled me to produce a precise work. Further acknowledgement goes to the Kenyatta University Nakuru Campus fraternity for giving me a conducive learning environment. Finally I am humbly indebted to my classmates and friends for their moral support.

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## **ABBREVIATION**

<b>AMOS</b>	Analysis of a Moment Structures
<b>BSC</b>	Balanced Score Card
<b>EDI</b>	Electronic Data Interchange
<b>KNEC</b>	Kenya National Examination Council
<b>KPSA</b>	Kenya Private Schools Association
<b>MOEST</b>	Ministry of Education Science and Technology
<b>RBV</b>	Resource Based View
<b>SBU</b> s	Strategic Business Units
<b>SME</b> s	Small and Medium Enterprises
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>WA</b>	Western Australia

## OPERATIONAL DEFINATION OF TERMS

<b>Co-ordinations</b>	Coordination unifies, integrates, and synchronizes staff activities to achieve shared objectives. It links all strategic management functions. Coordination will be assessed by employee interactions, communication flow, and resource allocation
<b>Leadership</b>	Leadership is inspiring a group to achieve a shared objective. This might involve guiding employees and colleagues to suit the company's requirements. In this study leadership will measures by decision-making and commitment to company goals and objectives
<b>Organizational structure</b>	This describes an organization's power, communication, and tasks. Organizational structure influences how roles, authority, and duties are given, coordinated, and how information moves across management levels. In this research, chain of command and organizational structure will be used to describe organization structure..
<b>Performance</b>	This refers to school's beneficial influence on kids' academic progress and personal development. This research will assess student happiness, ROI, and staff satisfaction as measures of performance
<b>Private Secondary Schools</b>	This is a school supported by a private organization or private individuals rather than by the state.
<b>Resources</b>	An economic or productive factor required to accomplish an activity, or as means to undertake an enterprise and achieve desired outcome in an outcome. Examples of resource in an organization includes, labor, capital, entrepreneurship, information, human resource skills,

management, and time. In this study resources will be measured by indicators such as financial resources human resources and physical resources

**Strategy Implementation**

This can be defined as the communication, interpretation, adoption and enactment of strategic plans. It also refers to the activities and the choices which are required for the execution of the strategic plan. In this study strategy implementation components includes organizational structures leadership, resources and coordination.

## ABSTRACT

The majority of private secondary schools in Nakuru's sub-counties fare lower than the four-year national mean grade. For instance, the mean grade in the years 2019 was lower than the national average of 4.885 in Nakuru North (4.783), Njoro (4.601), Gilgil (4.629), and Subukia (4.566). In 2020, Nakuru North (4.756), Njoro (4.361), Gilgil (4.767), Subukia (4.739), and Naivasha (5.014) had mean scores that were lower than the national average of 4.061. The private schools in Nakuru County are no longer among the top ten institutions. Hence the need for undertaking a study on strategy implementation and performance of private secondary schools in Nakuru county. Specifically, the study sought to assess the effects of organizational structure, leadership, resource and co-ordinations on performance of private secondary schools in Nakuru County. The study was anchored on the concept of Mckinsey Seven S's Model, resource based view theory, implementation theory and balanced scored model. The study adopted a descriptive survey design. The total target population was 184 respondents from the 46 private secondary schools within Nakuru County. A census design was used. The study used questionnaire to collect primary data. The study used both content and face validity. Pretesting was conducted among private secondary schools in Nyandarua where 19 questionnaire were issued out. Cronbach's Alpha value of between 0.7-0.9 was used to test reliability. Descriptive and inferential statistics were used. Percentages, frequencies, mean, and standard deviation will be used in descriptive statistics. Inferential statistic involving the use of correlation and multiple regression analysis. The analyzed data was then presented by use tables. The study concluded that there existed a moderate positive and significant relationship between organizational structure and performance of private secondary schools in Nakuru County, ( $r=0.518$  and  $p=0.000$ ). The study further concluded that there is a positive and significant relationship between leadership and performance of private secondary schools in Nakuru County, ( $r=0.563$  and  $p=0.000$ ). The study also concluded that there is positive statistically significant relationship between resources on performance of private secondary schools in Nakuru County, ( $r=0.210$  and  $p=0.012$ ). Finally the study concluded that there was a statistically significant relationship between co-ordinations and performance of private secondary schools in Nakuru County, ( $r=0.213$  and  $p=0.014$ ). The study recommended that the private secondary schools should coordinate effectively because coordination gives complete freedom to the employees. The study's findings will be important to private secondary schools since they will outline specific steps to take for private secondary schools in Nakuru and throughout the nation to adopt strategies and perform well.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

School performance is a multifaceted concept that encompasses various aspects of academic achievement, personal growth, and social development. Within the educational landscape, performance is often measured through standardized tests, grades, and evaluations. School performance encompasses various aspects such as academic achievements, extracurricular activities, social interactions, and personal development, (Eccles & Barber, 2017). School performance extends beyond academic achievements and encompasses holistic development, including social, emotional, and personal growth. Participation in extracurricular activities, such as sports, arts, and clubs, can enhance a student's overall performance by fostering social skills, teamwork, time management, and self-confidence (Fredricks, Blumenfeld, & Paris, 2019). Academic performance is commonly measured through assessments, tests, and examinations, providing an indication of students' knowledge, understanding, and skills in various subjects, (Jeynes, 2018).

Performance plays a crucial role in the academic setting, as it serves as an indicator of an individual's capabilities, achievements, and potential. High performance is typically associated with positive educational outcomes, such as good grades and a comprehensive understanding of the subject matter. A study by Dweck (2019) found that students who perceive intelligence and abilities as malleable, rather than fixed, are more likely to demonstrate higher levels of performance. This growth mindset encourages students to embrace challenges, persist through setbacks, and ultimately achieve higher levels of academic success. Moreover, performance in the form of assessment results and grades serves as an essential feedback mechanism for both students and educators. Frequent evaluations enable students to gauge their progress, identify areas for improvement, and set realistic goals (Black, 2018). Similarly, teachers can utilize performance data to tailor their instructional strategies, address learning gaps, and provide targeted support to

students (Hattie & Timperley, 2017). Thus, performance acts as a catalyst for continuous improvement and enhances the overall quality of education.

Performance-oriented tasks provide valuable opportunities for students to develop essential skills beyond the acquisition of subject-specific knowledge. For instance, group projects and presentations not only assess students' understanding of the content but also cultivate collaboration, communication, and problem-solving abilities. The ability to perform effectively in such tasks prepares students for real-world scenarios, where these skills are highly valued (Lipnevich, 2017). Furthermore, performance-based assessments encourage critical thinking and creativity. Instead of relying solely on rote memorization, students are prompted to apply their knowledge, analyze information, and generate innovative solutions. These higher-order thinking skills are essential for academic success and lifelong learning (Pellegrino & Hilton, 2018).

Private schools have gained prominence worldwide, offering alternatives to public education systems. In Australia, private schools have demonstrated a strong track record of academic achievement. According to the Programme for International Student Assessment (PISA) results, private schools in Australia consistently outperform their public school counterparts in reading, mathematics, and science (OECD, 2018). Private schools in Australia often have smaller class sizes, well-resourced facilities, and a focus on individualized instruction, which contribute to their success (Connell, 2018). Furthermore, private schools in Australia place a significant emphasis on co-curricular activities, promoting student engagement and fostering well-rounded development (Australian Government, 2021). However, it is important to note that the performance of private schools in Australia can be influenced by socio-economic factors, as they cater to a range of student backgrounds and fee structures.

In China, private schools have witnessed substantial growth and play a significant role in the education landscape. These schools have shown commendable performance, particularly in urban areas. Private schools in China often adopt rigorous academic programs and emphasize discipline and exam-oriented teaching methods (Bray, 2017).



The performance of private schools in China can be attributed to factors such as smaller class sizes, dedicated teachers, and a focus on academic competition (Zhang, 2017). Additionally, the availability of resources and strong parental support contribute to private school success. However, it is worth noting that private schools in rural areas of China face challenges related to limited resources and disparities in educational quality compared to their urban counterparts.

In South Africa, private schools have been praised for their academic performance and commitment to quality education. Private schools in South Africa often offer smaller class sizes, well-qualified teachers, and diverse educational programs (Schollar, 2017). These schools have shown higher pass rates in national examinations compared to public schools (Van der Berg, 2018). Private schools in South Africa also strive to provide a well-rounded education by offering a range of extracurricular activities and opportunities for personal growth. However, it is important to acknowledge that private education in South Africa is often associated with high fees, limiting access for many disadvantaged students. This socio-economic divide can impact the overall performance and equity of private schools in the country.

In Kenya, private schools have emerged as key players in the education sector, particularly in urban areas. Private schools in Kenya have demonstrated commendable academic performance, often outperforming public schools in national examinations (Koech, 2018). These schools prioritize quality teaching, well-equipped facilities, and a focus on examination preparation (Mungai, 2016). Private schools in Kenya often cater to middle-income families seeking higher educational standards and a competitive advantage for their children. However, it is crucial to recognize the existence of low-fee private schools that serve disadvantaged communities, facing challenges related to limited resources and regulatory oversight.

Private secondary schools play a pivotal role in preparing students for higher education and future careers. To ensure their success, these schools must implement effective strategies that promote academic excellence, holistic development, and overall school

performance, (Akintayo, 2019). Curriculum development is a crucial strategy for enhancing school performance. By designing a rigorous and comprehensive curriculum that aligns with academic standards and promotes critical thinking, private secondary schools can provide students with a solid foundation for success. Furthermore, integrating interdisciplinary approaches, project-based learning, and real-world applications into the curriculum can foster student engagement and active learning (Mwiria & Olubomehin, 2018) This strategy encourages students to develop a deeper understanding of the subjects and enhances their overall academic performance.

Investing in teacher professional development is another crucial strategy for improving school performance. Continuous professional development programs enable teachers to enhance their instructional practices, keep up with evolving educational methodologies, and refine their subject knowledge, (Sibanda & Maphosa 2020). Providing opportunities for teachers to attend workshops, conferences, and training sessions can empower them with effective teaching strategies, assessment techniques, and classroom management skills. Well-trained and motivated teachers are better equipped to deliver high-quality education, resulting in improved student performance, (Mwangi, & Kabii, 2019

### **1.1.1 Strategy Implementation**

Strategy implementation is interpreting, adopting, and executing a strategic plan (Noble, 2016). It equally describes the choices and activities required to implement the strategic plan. The implementation of plans and policies is made possible through developing procedures, budgets, and programs. In the strategic management process, strategy implementation is the next action point following formulation (Pressman & Wildavsky, 2016). Everyone taking part in the formulation stage ought to be involved in the implementation team to avoid underestimating the resources and time required in the implementation stage (Katsioloudes, 2017). The optimal choice is selected after weighing the benefits and drawbacks of the strategic options (Walker & Ruekert, 2015). Strategic Business Units (SBUs) directors or functional managers often make up implementation teams in any company, working closely with their personnel to create an implementation framework (Gupta, 2016).

Some of the factors influencing strategy implementation in the private schools includes organization structure, leadership, coordination and resources. The organizational structure of a private secondary school influences strategy implementation and overall performance, (Chitambara & Nyamwanza, 2018). A well-defined and efficient structure ensures clear lines of communication, delineation of responsibilities, and effective decision-making processes. Flat or decentralized structures, where decision-making is distributed across various levels, promote adaptability, innovation, and collaboration (Ayodele, 2020). In contrast, hierarchical structures may hinder communication and impede timely implementation of strategies. Schools with flexible and agile organizational structures are better equipped to adapt to changing educational needs, thereby enhancing strategy implementation and overall performance, (Adebisi, & Akinlabi, 2018).

Effective leadership is critical for successful strategy implementation and improved performance in private secondary schools. Strong and visionary leaders provide direction, inspire and motivate stakeholders, and foster a positive school culture,(Ampiah, & Anyidoho, 2018). Transformational leadership, characterized by vision, inspiration, intellectual stimulation, and individualized consideration, has been associated with positive student outcomes (Nkomo, & Mahlangu, 2019). Transformational leaders create a shared vision, empower teachers and staff, encourage innovation, and promote a climate conducive to effective strategy implementation.

Adequate resources are essential for implementing strategies and achieving desired outcomes in private secondary schools. Resources include financial, technological, human, and physical assets, (Moyo, 2020). Insufficient resources can impede the implementation of strategies and hinder student performance. Private schools need to allocate resources strategically, ensuring equitable access to educational materials, technology, professional development opportunities, and supportive infrastructure (Kigocha, & Kiyai, 2017). Access to quality resources enables teachers to deliver high-quality instruction, enhances student engagement, and supports effective strategy implementation.

Effective coordination and collaboration among various stakeholders within a private secondary school are vital for successful strategy implementation. Coordination involves aligning efforts, sharing information, and working collectively toward common goals, (Leburu, & Mosweunyane 2019). Collaborative structures and processes facilitate communication, cooperation, and knowledge sharing among teachers, administrators, students, and parents. Regular meetings, collaborative planning sessions, and shared decision-making contribute to a cohesive and coordinated approach to strategy implementation. Coordinated efforts enhance the alignment of resources, streamline processes, and foster a supportive environment conducive to improved performance, (Kumbani & Nkhoma 2018).

The main difficulties managers encounter when implementing strategic plans are inadequate resource allocation, a lack of stakeholder involvement, overly ambitious plans that incorporate all the best ideas, and a lack of enthusiasm, expertise, and commitment, according to Myrna (2016)'s research in Malaysia. According to Myrna's study of 276 top operational leaders, even the best-planned strategy fails without consistent and coordinated execution across functional disciplines. The study led to the conclusion that although developing strategies receives significant money and attention, implementation is often neglected, sometimes with disastrous outcomes.

Rajasekar (2014) discovered that the Sultanate of Oman's leadership style, technology, human resources, organizational culture, organizational structure, uncertainty and information accuracy and availability may all be considered as factors that affect how well a plan is implemented. However, each impact has a unique power and is sensed at a different intensity. He underlined that the focus of strategy execution is shifting from financial resources to human resources as the crucial strategic resources for strategy implementation. In a research with 172 Slovenian businesses, Cater and Pucko (2016) discovered that poor leadership is the greatest obstacle to plan adoption and implementation. Instead, managers devote much of their attention on organizing and planning activities. Their results showed that performance might be improved by changing the organizational structure to help with plan execution.

According to Atkinson (2015), more than half of the plans created by Nigerian security companies are never carried out. She continues by explaining that this is because of increased globalization and competition, which raises the need of putting an effective strategy in place. Allio (2016) finds in his study that plans fail during the implementation phase and emphasizes how managers may bridge the gap between expectations and reality by using an approach, structure, and process that are easy to understand and follow. According to Allio, the majority of strategies used in private secondary schools are ineffective because leaders who are tasked with implementing them must figure out how to communicate the reforms' benefits to the general public. According to Namuzasi (2016), the main difficulties managers encounter in Uganda when implementing strategic plans are a lack of enthusiasm, and commitment to the process, overly ambitious plans that include every good idea, a lack of stakeholder participation and an inadequate resource allocation to the implementation stage.

The plans implementation in private secondary schools, among other things, is influenced by the training of individuals who carry them out. As a consequence, they will be informed of their roles in the procedure. The additional elements that guarantee success in the implementation process are effective communication, organizational structure, organizational culture, information technology, and management's commitment to supplying the necessary resources. Everyone is kept up to date on events and the stage the process is in thanks to efficient communication (Ndungi, 2017).

### **1.1.2 Private Secondary Schools in Nakuru**

Tuition and private donations are two non-government sources of finance for private secondary schools. The sector has benefited from rising family incomes during the five years running up to 2020, which has made it simpler for parents to pay for private education. According to a study from the National Assessment of Educational Progress, private schools often outperform public schools in performance assessments and have safe, respectably up-to-date facilities (2019). Private schools often have a lower student-to-teacher ratio than conventional public schools. The price of these services is increasing as a result.

Private schools are often set up as profit or nonprofit institutions. A corporation or private individual often uses the profit version in order to make a profit but not qualify for contributions that are tax-deductible to the extent permitted by law (Task-Force Report, 2016). In order to operate financially and accept contributions that are tax-deductible to the extent authorized by law, the majority of private schools opt for a not-for-profit status. A for-profit school is organized in such a way that an owner may exert influence over it. The owner of an elementary or pre-school may be one person or a group of people, depending on the institution. A other kind of ownership is a corporation (Global Campaign for Education, 2018). Frequently, this business is owned and operated by a group of locals. Private for-profit universities are often run by a corporation with campuses all throughout the country. For-profit institutions often operate to bring in money or turn a profit. They impose taxes on the profits. Parents contribute to the cost of the school's services as if they were customers. The school may be owned by an organization, a single proprietorship, or another sort of company.

According to a 2016 South African Ministry of Education study on private secondary schools, there were approximately 170 for-profit higher education institutions in private secondary schools, accounting for 6 percent of all enrolled pupils. By 2020, that ratio is anticipated to climb to 20 percent. Although external audits have raised problems regarding the quality assurance and standards in for-profit secondary schools, their credentials were legally fairly equal to those awarded by the public secondary schools (South African Ministry of Education Report, 2016).

The number of secondary schools in Kenya expanded from 2678 in 1990 to 3999 (11.3 percent private) schools, enrolling 870000 students in 2003, and 4215 (13 percent private) schools, enrolling 1.03 million students (10 percent in private) in 2006, and 1.77 million in 2011 (8 percent private) (MOEST, 2012). (MOEST, 2012). The role of private secondary schools in aiding with government endeavors to offer services in the education sector has been, and continues to be, significant.

Private secondary schools basically exist to produce money, which raises the investors' net worth by creating return on capital. Because the financing acquired is meant for both development and recurrent expenditures in private secondary schools, tight and sufficient financial management measures should be applied. The key sources of revenue include academic fees, boarding and catering fees, endowments and trusts, and income from secondary school auxiliary companies and investments (UNESCO,2016) (UNESCO,2016). In Kenya, private secondary schools must face structural and institutional hurdles including taxes, costs connected with obtaining equipment and securing donor funds, a lack of equal government support for students, and administrative expenses. Private secondary schools commonly face financial challenges, which have a substantial effect on their working capital and operational concerns including as staff payments, sustaining short-term duties, and infrastructure growth.

## **1.2 Statement of the Problem**

A successful school is able to accomplish its academic attainment targets. The educational level of pupils at different private secondary schools in Nakuru County has worsened over time. In Nakuru County, private secondary schools, academic performance has been persistently erratic. The majority of private secondary schools in Nakuru's sub-counties fare lower than the four-year national mean grade. For instance, the mean grade in the years 2019 was lower than the national average of 4.885 in Nakuru North (4.783), Njoro (4.601), Gilgil (4.629), and Subukia (4.566). In 2020, Nakuru North (4.756), Njoro (4.361), Gilgil (4.767), Subukia (4.739), and Naivasha (4.014). In 2021, Nakuru North (4.246), Gilgil (4.453), Subukia (4.631) and Naivasha (4.589) had mean scores that were lower than the national average of 4.861. In Kenya, there are several counties that do better than Nakuru County. For instance, compared to Nakuru County's mean score of 4.833 for the same year, Trans Nzoia County had a 5.719 mean score, Baringo County had a 4.958 mean score. Laikipia County had a mean score of 4.225 for the year 2020, while Nakuru County had a 3.937 mean score. Uncertainties in the application of strategy produce this issue. Despite continuously ranking first in the nation for many years, the private schools in Nakuru County are no longer among the top ten

institutions. This has raised serious concerns among students, teachers, and other parties involved in education. Hence the need for undertaking a study on strategy implementation and performance of private secondary schools in Nakuru county.

There have been researches on strategy implementation and organization performance. For instance, Luhangala, (2019) study was a case study of Nyamira County public secondary schools in Kenya focusing on the strategy implementation on organization performance. However, most of the studies focused on the public secondary schools creating a gap on the private secondary schools thus the need to undertake an investigation on the strategy implementation and performance of private secondary schools in Nakuru County. Wang'ang'a, & Awuor, (2019) conducted a study on Nakuru County secondary schools' academic performance is influenced by strategic leadership. However, the study focused on Nakuru County secondary schools' academic performance and strategic leadership while the current study's focus is on the strategy implementation and Nakuru based private secondary schools' performance. Kefa, (2014) investigated the hurdles in implementing strategic plans in Limuru district, Kiambu County's public secondary schools, this was done among the public secondary schools within Limuru while the current study will focus on the private secondary schools within Nakuru County. Baini and Mwasiaji, (2018) conducted a study on higher education loans board's performance in Kenya and the strategy implementation practices. However, the study was conducted in the higher education loans board which is a government owned institutions as opposed to the current study which will be conducted among the private secondary schools in Nakuru County. Nonetheless, this was among the public secondary schools in Nakuru County and the current study will be conducted among private secondary schools in Nakuru County.



### **1.3. Objectives of Study**

This consist of the general and specific of the

#### **1.3.1 General Objectives**

The general objective of the study was to assess the strategy implementation and performance of private secondary schools in Nakuru County.

#### **1.3.2 Specific Objectives**

The specific of the study will be:

- i.** To determine the effect of organizational structure on performance of private secondary schools in Nakuru County.
- ii.** To establish the influence of leadership on performance of private secondary schools in Nakuru County.
- iii.** To assess the effect of resources on performance of private secondary schools in Nakuru County.
- iv.** To find out the influence of co-ordinations on performance of private secondary schools in Nakuru County.

### **1.4 Research Questions**

- i.** Does organizational structure affect the performance of private secondary schools in Nakuru County?
- ii.** Does leadership affect the performance of private secondary schools in Nakuru County?
- iii.** Does resources affect performance of private secondary schools in Nakuru County?
- iv.** Does co-ordinations affect performance of private secondary schools in Nakuru County?

## **1.5 Significance of the Study**

### **1.5.1 Government and Education Authorities**

For the government and education authorities, this study has significant implications. The findings can inform the development or modification of policies and regulations related to private secondary schools in Nakuru County. It provides evidence-based insights that contribute to the creation of effective guidelines for school management and strategy implementation. Additionally, understanding the strategies that yield better performance allows the government and education authorities to allocate resources efficiently. This targeted resource allocation helps address specific areas that require support, such as teacher training programs or infrastructure development, thereby improving the overall quality of education in the region.

### **1.5.2 Private School Administrators and Owners**

The findings of the study will be of significance to the private school administrators and owners as it provides them with a comprehensive evaluation of their current strategies, identifying areas for improvement and highlighting successful practices that can be replicated. The findings assist in making informed decisions regarding resource allocation, curriculum development, infrastructure improvement, and staff training to enhance overall performance.

### **1.5.3 Teachers and Staff**

To the teachers and staffs the study is significant as it sheds light on the relationship between strategy implementation and performance. It enables them to understand the impact of their efforts on student outcomes, guiding their professional development and encouraging effective teaching practices. Positive results from the study can boost teacher morale and motivation, as recognizing successful strategies and their impact enhances job satisfaction and promotes a sense of accomplishment. Additionally, the study encourages collaboration among teachers and staff by fostering a culture of sharing successful practices, providing opportunities for professional growth through the exchange of ideas and experiences.

#### **1.5.4 Students and Parents**

The study holds great significance for students and parents, as it focuses on the performance of private secondary schools. It empowers them to make informed choices based on the schools' track records, helping them assess the effectiveness of various strategies in improving academic outcomes. By providing objective data on school performance, the study increases transparency and enables parents and students to evaluate schools based on factors such as curriculum, teaching methods, and extracurricular activities. This aids them in making educated decisions about their educational journeys.

#### **1.5.5 Researchers and Academia**

From a research and academic perspective, this study adds to the existing body of knowledge on education. It examines the relationship between strategy implementation and performance in private secondary schools, contributing valuable insights to the field. The research expands the knowledge base and allows for further research and analysis. Moreover, the study provides an opportunity to develop and refine research methodologies specific to studying strategy implementation and performance in educational settings.

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

The study was confined on “the strategy implementation and performance of private secondary schools in Nakuru County.” Organization structure, leadership, resources and co-ordination were the independent variable and performance of private secondary schools is the dependent variable. The study was anchored on the, Mckinsey Seven S's Model of strategy implementation, resource-based perspective theory, implementation theory and balance score card theory. A descriptive survey methodology was used for the investigation. The study targeted four respondents from each school who consisted of the; director, principal, deputy principal and the accountant. Therefore, the total target population was 184 respondents from the 46 private secondary schools within Nakuru County. A census design was utilized since the population was manageable. The study was conducted for a period of 24 months (November 2020 to November 2022).

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

The management of private schools' were reluctance to allow data collection in their settings, the unwillingness of the selected respondents to complete the questionnaires, and the feasibility of obtaining an adequate response rate once the potential respondents agreed to participate posed challenges for the study. The management was reassured that the study's objective was to handle this in an entirely scholarly manner. In order to overcome the hesitancy of the potential respondents to complete the surveys, the researcher took a number of steps: obtain an official letter from the university clarifying the academic nature of the data collection.

### **1.8 Study Organization**

The research included five chapters with the first section presenting the background information, issue description, aims, objectives, research questions, and significance and study scope. Chapter two discusses the literature review based on the study objectives, which was gathered from local and global studies on strategic management and organizational performance. The literature summary and conceptual framework are also covered. Chapter three covers the study methodology. Chapter four cover research findings and discussion and finally chapter five cover summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter introduces the theoretical review that guide the research. The empirical review, a summary of the reviewed literature, research gaps, and the conceptual framework will also be the focus of this chapter

#### **2.2 Theoretical Literature Review**

The study was anchored on the, Mckinsey Seven S's Model of strategy implementation, resource-based perspective theory, implementation theory and balance score card theory.

##### **2.2.1 Mckinsey Seven S's Model of Strategy Implementation**

Mckinsey and Company propounded this framework after conducting applied research business and industry in the early 1980s. According to Waterman, Peters & Philips (1980), the approach was utilized in assessing more than 70 big corporations. According to their theory, organizational effectiveness is a result of the interaction of seven crucial factors: subordinate goals, staff, skills, style/culture, systems, strategy, and structure (Pascale & Athos, 1981). The seven components' fit and interactions are essential for the business to attain its aims.

Systems are the internal processes that carry out the everyday tasks of the business and support and carry out the strategy. The systems are often followed rigorously and are created to be as effective as feasible. Systems should be developed with the aim of creating user-friendly customer-facing processes as possible (Lynch, 2009). Every company has a distinct culture and management ethos. Rules, attitudes, and beliefs that have developed through time to become mostly enduring components of business life make up organizational culture. Any strategy that is implemented inside the organization must take culture into consideration (Martins & Terblanche, 2003).

Hayes (2014). The 7 S model is criticized because it emphasizes on the achievement of strategic fit across an institution. The uniformity makes the company easy to predict,

hence competitors find it easy to utilize an aggressive strategy to forecast and beat. Although the 7 S Model enhances the probability that a strategy will be implemented, competing firms may be able to forecast what the organization is trying to accomplish. The approach has one more chance to go from being a plan to being a reality without the stability provided by the 7 S model.

The model is relevant since it states that everyone of a business's seven component sections, including its employees, customers, and human resources department, must be aware of its culture in order for the organization to engage in strategic change. As a consequence, the strategy implementation process will be simple for all parties involved in the company. To incorporate all seven organizational components successfully, a clear organizational structure is needed. As a result, the theory helped in explaining the effect of organizational structure on performance of private secondary schools in Nakuru County.

### **2.2.3 Resource Based View Theory**

Penrose (1959) developed it initially and Wernerfelt (1984) enhanced it later as a competitive advantage theory based on the resources of a firm in acquiring and implementing product market strategy. The RBV paradigm states that internal strategic resources' identification and ownership have an impact on the capability of an enterprise in creating and retaining a competitive advantage and enhance performance. Each business invests resources into developing its capabilities, and if those competencies are developed properly, they might provide the business a competitive edge. According to resource-based theory, valuable and costly to reproduce corporate resources and talents are the key elements of a sustainable competitive advantage. Companies that have certain abilities and capabilities were able to outperform their rivals.

According to Barney (1991), RBV adopted two assumptions in order to examine competitive advantage sources. Firstly, this model presumes that businesses within a sector may differ in terms of the collection of resources they manage. It is also expected that persistence of heterogeneity of resource may occur over time since the resources

utilized in implementing organizations' strategies were not totally transferable across enterprises. It was formerly believed that, to contribute to a competitive advantage, a resource bundle needed to be diverse (or distinct). Fahy and Smithee (1999) assert that the company's resource-based viewpoint provided a conceptually grounded framework for assessing strengths and weaknesses and for the assessment of those elements in light of the conditions necessary to produce sustained competitive advantage. The source of value and the long-lasting character of the resulting benefits are kept in mind by using the RBV framework. Resources come in a number of forms and provide a range of advantages for competition.

Physical assets, intangible assets, and capabilities are the three different categories of resources in a business. The current and fixed assets of an organization with a fixed long-term capability are referred to as "tangible assets" (Wernerfelt, 1989). A few examples are plant, equipment, bank deposits other capital assets, land, stocks, and debts. Tangible assets had ownership characteristics, and determining their value was fairly easy (Hall 1989). Intangible assets according to Hall (1992); Williams (1992) include things like intellectual property like company reputation and brand, patents and trademarks.

Capabilities essentially encompass the group or individual skills and the organizational procedures and connections that enabled the business to coordinate all of its resources (Grant 1991). Workplace culture, managerial trust, and teamwork are a few examples of competencies. The RBV, which was initially put out by Wernerfelt (1984), Rumelt (1984), and Barney (1986) in the middle of the 1980s, has since garnered notoriety as among the most crucial contemporary techniques for examining long-term competitive advantage. In order to establish competitive strategies and develop a durable competitive advantage that led to high firm performance, RBV helped the company evaluate its strengths and weaknesses, including those connected to the business's assets, competences, and intangibles.

The RBV has been criticized on the grounds that it would not provide firms a competitive advantage since different resource configurations may offer the same value to enterprises.

The thesis only partially examines how product markets work. Furthermore, the paradigm assumes that resources just exist rather than critically examining how crucial abilities are created or gained. (2007) Stinchcombe and Rumelt (2002) challenges the idea on the grounds that finding a resource that satisfies all of Barney's conditions may be challenging, if not impossible. Making the premise that a business can flourish in a competitive market only by using valuable resources is not necessarily correct. It does not recognize external factors that are important to the industry as a whole.

Since it will help to clarify the connection between the value of resources and organizational performance, the resource-based viewpoint theory will be relevant to the current study. For their methods to be effective, private secondary schools require unique and specialized resources. As a result, the theory helps in explaining effect of resources on performance of private secondary schools in Nakuru County.

#### **2.2.4 Implementation Theory**

Jackson (1991) proposed this theory and it includes a mechanism design component that offers an outline for scenarios of resources distribution among users and agents, but the dissemination and holding of the information needed for making the decisions on allocation is privately done and the people in possession of it act strategically in ensuring it is used to the fullest extent possible. It's critical to exchange ideas and knowledge while making decisions that call for expertise. After carefully reviewing the evidence provided, decisions are taken (Mas-Colell, Whinston & Green, 2005)

It emphasizes a systematic method for developing information exchange processes, then an allocation rule that yields the best choice allocation in light of prior and stated performance metrics. The significance of information exchange for sound decision-making is illustrated by Mas-Colell (2005). In important decisions, subjects (employees) should be involved by leaders to reduce resistance and educate their subjects (employees) regarding the benefits of strategy to the firm, its effects on them and the expectations of top management after the strategy has been implemented (Mas-Colell, 2005).



The major focus of the theory is on the systematic approaches for creating procedures for exchanging information and allocations considering performance criteria. According to this idea, it is essential to develop strategies that are suited to the organization's needs in order to optimize client satisfaction and succeed in implementing strategy. Hurwicz & Reiter (2006) assert that the strategic leaders' capacity for navigating a range of situations and settings in order to make a decision that is reliable and accurate has a significant impact on the caliber of their judgements. The fundamental argument is that how resources are distributed within the organization affects how the strategy is put into practice. Strategic leaders should make the appropriate utilization of facilities and resources in creating the environment necessary for the implementation of a plan.

Sjostrom (2013) asserts that communication is a crucial component of information sharing between upper management and employees. Establishing organizational involvement in the implementation of their objectives is a responsibility of strategic leaders. The workforce should be motivated by the top management to work toward the set goals through highlighting the strategy execution value in terms of improving efficiency and value in service delivery. Collaboration between top management and employees may be seen from the perspective of implementation, according to Palfrey & Srivastava (1992); cooperation is a critical element in achieving plan implementation success. Effective teamwork is necessary for task completion, responsibility sharing, and deadline adherence, according to Jackson (2001).

The theory is relevant because it addresses how organizational leadership and coordination impact strategy execution practices. Establishing organizational involvement in the implementation of their objectives is a responsibility of strategic leaders. The senior management should guide the workforce in reaching the goals by outlining how implementing the plan would improve the value and effectiveness of service delivery. The theory therefore helps in explaining how influence of co-ordinations on performance of private secondary schools in Nakuru County.

### **2.2.5 Balance Score Card Model**

The Balanced Scorecard Model was developed by Robert Kaplan and David Norton (1992). The balanced scorecard is a strategy planning and performance management tool created by Kaplan and Norton. In short it allows managers to see how well their businesses are being run based on whether the objectives of the company are being met, by the monitoring of staff and the execution of planned activities. In order for a business to succeed it must set objectives in line with the overall mission and vision of the organization. The balanced scorecard suggests that it is not only financial performance that equates to a successful business. Therefore it takes the perspectives of four different areas of the organization and monitors their performance based on their individual objectives, (Muralidharan, 2006).

Balanced scorecard is a management system that enables organizations to translate the vision and strategy into action. This system provides feedback on internal business processes and external outcomes to continually improve organizational performance and results, (Flamholtz, 2003). The Balanced Scorecard has been translated and effectively implemented in both the nonprofit and public sectors. Success stories are beginning to accumulate and studies suggest the Balanced Scorecard is of great benefit to both these organization types.

The BSC was originally created primarily as a measurement system and as an answer to a criticism concerning the unilateral measurement of the performance ability of a company. It was organized through four different perspectives: The financial perspective: to succeed financially, the customer perspective, the internal perspective: the learning perspective. The primary benefit is that it helps organizations translate strategy into action. By defining and communicating performance metrics related to the overall strategy of the company, the balanced scorecard brings the strategy to life. It also enables employees at all levels of the organization to focus on important business drivers, (Kurtzman, 2013)

One critique of the BSC approach is that it can be overly simplistic and reductionist in its approach to measuring organizational performance (Bourne, Neely, Platts & Mills, 2003). The BSC focuses primarily on quantifiable and measurable indicators, which may not fully capture the complexity and nuances of an organization's operations, particularly in areas such as innovation and creativity. Another criticism of the BSC is that it can lead to a narrow focus on short-term financial goals at the expense of long-term sustainability and growth (Neely, Gregory, & Platts, 2002). The financial perspective of the BSC may be given too much weight, leading to a neglect of other important aspects such as customer satisfaction and employee engagement.

A balanced scorecard is a strategy performance management tool a well-structured report that can be used by managers to keep track of the execution of activities by the staff within their control and to monitor the consequences arising from these actions, (Kaplan & Norton, 1992). The phrase 'balanced scorecard' primarily refers to a performance management report used by a management team, and typically this team is focused on managing the implementation of a strategy or operational activities – in a 2020 survey 88% of respondents reported using balanced scorecard for strategy implementation management, 63% for operational management. Balanced Scorecard is also used by individuals to track personal performance, but this is uncommon – only 17% of respondents in the survey using Balanced Scorecard in this way, however it is clear from the same survey that a larger proportion (about 30%) use corporate Balanced Scorecard elements to inform personal goal setting and incentive calculations, (Maisel, 2015). Thus the model will be relevant in this study as it will help in explaining the dependent variable of the study which will be performance of private secondary schools in Nakuru County.

## **2.2 Empirical Literature Review**

This section on the review of the study objectives: (organizational structure on performance, leadership on performance, resources on performance and co-ordinations on performance.

### **2.3.1 Organization Structure and Performance**

The organizational structure of a school refers to its hierarchical arrangement, division of responsibilities, and communication channels. A well-designed and efficient structure can positively impact school performance by facilitating coordination, decision-making, and resource allocation (Hallinger, 2018). Research has shown that a decentralized organizational structure, where decision-making authority is delegated to various levels and individuals within the school, can enhance teacher autonomy, job satisfaction, and overall school performance (Leithwood & Jantzi, 2019). On the other hand, a highly centralized structure with top-down decision-making may hinder innovation, responsiveness, and adaptability, leading to lower performance outcomes.

Onono (2018) conducted a study on how organizational structure impacted performance at General Electric Africa. The target population was 290 respondents, and a descriptive research technique was adopted. The study made use of Pearson correlation in ascertaining how organizational structure and performance associate. The outcomes demonstrated that organizational structure and performance were significantly and positively skewedly correlated. The study's findings also revealed that a company's organizational structure had a big influence on the learning and development culture, the efficiency of information flow within the company, and the promptness and precision of decision-making. The current study will be conducted at private secondary schools, in contrast to the previous study, which was conducted at the General Electric Africa organization.

Okafor and Nwonu (2019) set out to investigate how select group of industrial enterprises' performance is affected by organizational structure in Nigeria's Enugu State. Primary and secondary data were employed. Journal articles, textbooks, student project reports, as well as the human resources divisions of the organizations, were the sources of the materials and data. The main instrument for acquiring data was the questionnaire. In the data evaluation, descriptive statistics, correlation (bivariate) and simple linear regression were used to evaluate how organizational performance is impacted by organizational structure. It was revealed that organizational structure has a significant

impact on performance. Except for the growth aim, organizational structure affects performance in pharmaceutical manufacturing businesses. However, the research concentrated on manufacturing companies, while the current study would be focused on the education sector.

Kampini (2018) sought to examine how organizational structure affects secondary school students' performance in the modern period. The study focused on how hierarchy influences worker performance and how it motivates employees to be content in their positions using a cross-sectional survey research methodology. Findings indicated that organizational structure had an impact on staff employee performance. The findings demonstrate that establishing a solid organizational structure is essential for workers to succeed in their jobs. However, while the earlier research utilized a cross-sectional survey research style, the current study will emphasize a descriptive research methodology. The study's findings may not be applicable to privately funded private schools since it was also conducted at publicly funded public schools.

Zbirenko (2017) conducted study on the effects of communication, leadership and organizational structure on efficiency and productivity. The study's research methodology was qualitative. Semi-structured interviews were deployed in data gathering, which was subsequently processed and evaluated by coding methods. The study's results demonstrated the influence of structure, leadership, and communication on output and effectiveness. Structure dictates how successful operational procedures are; leadership affects how everyone on the team works to achieve their objectives; and communication affects how fast tasks are accomplished as well as how happy and motivated the team is. The new study will incorporate both qualitative and quantitative data, while the previous study employed semi-structured interviews and a qualitative research technique to get its results. In favor of emphasizing organizational structure, leadership, and communication as the elements for effective strategy execution, the study ignored coordination and resource issues. However, the study's findings were obtained using semi-structured interviews and a qualitative research methodology. The study also highlighted the organizational structure, leadership, and communication as crucial elements for effective

plan execution. The current study aims to fill the highlighted gap by using both qualitative and quantitative data. In favor of emphasizing organizational structure, leadership, and communication as the elements for effective strategy execution, the study ignored coordination and resource issues.

Dammen (2017) conducted study on how organizational structure affects worker trust and satisfaction. To test the connection between work satisfaction and organizational trust, three hypotheses were tested. To measure organizational trust, four variables—honesty/openness, dependability, employee concern, and identity were considered. Four companies agreed to take part in the investigation. Each firm received 25 surveys for distributing among the workers. The study's findings indicate a relationship between an individual's general job pleasure and their perception of their company's trustworthiness. A significant association between overall levels of both trust and job satisfaction and organizational structure was also found in the study. Although the current survey will only focus on performance, the prior study focused on employee trust and job satisfaction. While the previous research was similarly restricted to the organizational structure and strategy execution, this investigation will focus on the coordination, leadership, and private secondary schools' performance.

Muoki (2016) examined how organizational structure affect execution of strategy at Kenyan public institutions, case study of Jaramogi Oginga Odinga University of Science and Technology. The study's findings demonstrated that organizational resources support the achievement of strategic goals, employee competency development within the university serves as a resource allocation component that moderately facilitates strategy implementation, and the organization's structure, specifically the clear allocation of resources in accordance with university strategies, moderately affects strategy implementation in the university. However, the most recent study will be conducted in private secondary schools, while the prior study focused on public universities.

Ngetich (2016) examined how project organizational structures affect a company's performance using Nyamira County's Nyankoba Tea Factory as a case study. The target

audience responded with 123 responses. In-depth information was acquired via questionnaires. The study's findings indicated that organizational structures significantly influenced a company's performance. The findings demonstrated that the variables under investigation communication, oversight, leadership, and motivation—had an effect on how effectively an organization operated. However, the study was unable to make clear the research methods used. The tea industry was the study's primary emphasis; therefore, its conclusions may not be relevant to a private secondary school.

### **2.3.2 Leadership and Performance**

Effective leadership plays a crucial role in shaping the direction, culture, and performance of a school. Research has consistently shown a positive relationship between leadership and school performance (Lloyd, & Rowe, 2018). Transformational leadership, characterized by visionary leadership, support, and empowerment, has been associated with higher levels of teacher satisfaction, student achievement, and overall school performance (Louis, & Wahlstrom, 2017). Transformational leaders inspire and motivate their staff, foster a positive school climate, and encourage collaboration, which can lead to improved teaching and learning outcomes. Conversely, negative leadership behaviors, such as autocratic decision-making, lack of support, or micromanagement, have been found to have detrimental effects on teacher morale, job satisfaction, and student performance (Kwan, Yim, & Chiu 2018)

NawoseIng'ollan and Rousell (2017) explored the effect of leadership philosophies on employees' productivity in Turkana County, Kenya. An exploratory survey design and a mixed technique approach were utilized in the investigation. Inquiries were made using questionnaires. Using basic and multiple regression analysis, it was assessed whether the independent and dependent variable had a connection. Although no leadership style was perfect, the study discovered that the following leadership ideologies had the most effects on worker performance: authoritative leadership was the most successful, followed by affiliate leadership. Therefore, it was found that the two leadership philosophies, authoritative and affiliative, had an impact on county government employees. Instead of an exploratory survey design and a mixed method approach, the current study will instead

use a descriptive survey research technique. Prior research also looked at the performance of county government employees, however the present survey will solely be concentrating on the private secondary schools' performance. The findings may not be applicable in a private environment.

Monayo (2016) studied strategic leadership's role in the application of strategy by the Kenyan geothermal development firm. The inquiry followed a case study technique, and information was gathered via interviews with primary sources. The responses were given by the Plan, Research & Innovation Division, one of four significant divisions that is essential to carrying out a plan. Following analysis, content analysis was deployed in assessing the data for coherence, usefulness, sufficiency, and believability. The findings therefore show that strategic leadership is crucial for efficient strategy implementation. A strategic leader fosters employee loyalty, assures that they are open to change, and promotes the use of techniques that have been specifically created to achieve the strategic objective. Instead, the current study will use a descriptive survey research approach that looks at data from other companies in the same industry. However, the prior study used a case study research approach and only examined one organization. The findings of the previous study, which was also conducted in the geothermal development industry, a government state enterprise, could not be applicable to the current study since it was focused on private schools, which are self-sponsored institutions.

Chege and Mwenda (2015) investigated how leadership impacted the strategic objectives accomplishment SMEs. The study especially looked at the impacts of laissez-faire, democratic and autocratic leadership on the implementation of strategic objectives in SMEs. Descriptive research methodology was used 4531 SMEs that were officially recognized by the Ministry of Industrialization and Enterprise Development formed the study sample. A sample of 354 SMEs was selected using stratified random selection. A questionnaire with both open- and closed-ended questions gathered data. Quantitative data was evaluated using the SPSS Version 21. According to the findings, laissez-faire, democratic and autocratic leadership all had a little effect on the accomplishment of strategic objectives. According to the study, businesses should use each of the three



leadership philosophies in order to maximize the execution of strategic goals. In contrast to the previous study, which only used quantitative data to establish its results, the current research will use both qualitative and quantitative data to construct the research conclusions. While the current study will focus on coordination, leadership, organizational structure, and resource allocation for the implementation of the strategy, the research also focused on leadership and the plan's execution.

Ogohi and Ibrahim's (2019) looked at how leadership and organizational performance were associated. The research looked at how leadership affected the organizational performance of the Coca-Cola Company in Abuja, the federal capital of Nigeria. According to the study, leadership has an impact on each corporation's organizational success. The management style used directly influenced the employee's organizational performance. The study discovered, among other things, that participatory leadership and job delegation enhance employee performance and the company objectives and goals accomplishment. The results of the research show that an organization's aims and objectives are solely dependent on the leadership style used inside it. The earlier study was conducted at the Coca-Cola Company in Abuja, but the current study would be conducted in in Nakuru County's private secondary schools.

A study on how leadership impacts organizational performance: Sofi conducted an empirical analysis of the banking sector in Jammu and Kashmir (2016). The descriptive survey study design was chosen. All data analysis used SPSS and AMOS Version 20. The results of the research showed that, in contrast to other leadership styles, only a transformational leadership style directly and significantly impacted organizational performance. Additionally, transformational leadership predominated among the key financial institutions in Jammu and Kashmir, India. However, leadership and organizational performance are especially crucial in the profit-driven banking industry. The findings of the research won't thus be applicable to the current study, which is focused on the service industry.

### **2.3.3 Resources and Performance**

Adequate and well-utilized resources are essential for supporting effective teaching and learning in schools. The availability of financial resources, technology, instructional materials, and qualified staff can significantly impact school performance. Studies have found a positive relationship between resource availability and school performance. Schools with sufficient resources are better equipped to provide quality education, support student needs, and implement effective instructional strategies (Hanushek, 2016). Adequate resources enable schools to attract and retain highly qualified teachers, maintain a conducive learning environment, and offer diverse educational opportunities. Conversely, limited resources, such as insufficient funding, outdated facilities, or inadequate instructional materials, can create barriers to effective teaching and learning, resulting in lower performance outcomes (Alegre & Garau, 2018).

Morten, Chidiebere, and Ogbonnaya (2016) conducted a systematic review and meta-analysis to examine workplace resources to improve both employee performance and well-being. The review and meta-analysis identified resources for the workplace at the individual, group, leader, and organizational levels. In the study, 84 quantitative research that were printed and published online between 2003 and November 2015 were identified. Resources at each one of the four levels were connected with employee performance and wellbeing. The findings revealed no appreciable differences in organizational effectiveness or worker satisfaction across the four workplace resource levels. While the current study will gather primary data, where the researcher will get firsthand information proving to give the factual phenomena on the strategic implementation issues in the primary schools, the study will also review secondary data sources, which makes it challenging to confirm whether the information is accurate or not.

Chong (2016) carried a study on resource allocation and efficiency in audits of the public sector. The study examined audit cost effectiveness and audit fees in relation to the then-existing state-level public sector structure in Western Australia (WA). The target population included 223 public organizations. Questionnaires served as the study's main

source of data. The study's findings demonstrated that the type of audit arrangement is significantly correlated with audit costs, but only for statutory authority audits. Particularly, contract-out audit expenses are often far more expensive than internal audit charges. However, the cost differences between internal and contracted-out audits for the statutory authority audits are not taken into consideration in the audit fees paid to agencies. However, unlike the previous research, which focused on resource allocation and the efficacy of audit fees, the present study will just focus on how resources affect the performance of private secondary schools.

An investigation on how performance in Kenyan public financial institutions is impacted by resource allocation planning was done by Ouma and Kilonzo (2016). The research, which focused on these institutions' procurement departments, revealed that the effectiveness of financial institutions function is significantly affected by resource allocation. It did not show how raising the overall performance level from a subpar level to a corporate-wide unit may be accomplished by better balancing general resource allocation and financing for specific divisions. The previous study was carried out among financial organizations in Kenya, whereas this will be conducted among private secondary schools in Nakuru County, Kenya.

Ombaka, Awino, and Wainaina (2017) made an attempt to empirically investigate the relationships between resources and performance in commercial organizations. The study's data came from a survey of 46 Kenyan insurance companies. According to the study, the Kenyan insurance enterprises' non-financial performance is impacted by intangible and tangible resources statistically significant. The findings, however, were mixed when it came to the individual effect of resources on different business performance measures. Despite individually yielding statistically insignificant results, intangible resources as a whole had a statistically significant effect on non-financial performance. The reverse was true with material resources.

Machuki and Mahasi (2016) performed a comprehensive evaluation of the literature as part of their research on organizational resources, the external environment, innovation,

and business success. Data from the population were collected using convenience sampling, and the goodness-of-fit of the general model, the structural model, and the measurement model was evaluated using linear structural equation modeling (SEM). The findings disclose that the use of human resource management has a considerable and positive impact on the performance of an organization. Intellectual capital is positively and significantly impacted by a well-executed human resources policy, and cumulative intellectual capital is positively and significantly impacted by organizational performance. The three findings demonstrate how intellectual capital partially mediates their interrelationship. The last study, however, was restricted to a literature evaluation, while the current study will look at both the literature and the research technique.

Gachuca (2018) looked at how resource mobilization impacted the ability of Kenyan institutions offering technical and vocational education and training to remain competitive. The research was built on the resource dependency concept. A descriptive study approach was adopted, with the target population being technical and vocational education and training institutes in Kenya. A total of 272 respondents were obtained from a carefully chosen sample of 68 technical and vocational education and training institutions in Kenya. A systematic questionnaire was deployed to collect data. The findings demonstrated that resource mobilization was a critical facet of strategic leadership that had an impact on the competitiveness of Kenya's institutions of technical and vocational education and training. The study concluded that institutions of technical and vocational education and training lacked the resources necessary to increase their competitiveness and advised these institutions' leaders to develop plans for securing the necessary resources. The strategy implementation issues in these institutions may not be the same as those in privately funded secondary schools, though, as the research focused on vocational education and training institutions in Kenya that are partially funded by the government.

#### **2.2.4 Coordination and Performance**

Coordination refers to the alignment and integration of activities, processes, and individuals within a school. Effective coordination is crucial for achieving organizational

goals and enhancing school performance,(Gibson, & Zellmer, 2019). Research suggests that effective coordination mechanisms, such as clear communication channels, collaboration, and shared goals, positively impact school performance. Coordination facilitates information sharing, problem-solving, and effective decision-making, which can lead to improved teaching practices, student engagement, and overall school performance. In contrast, poor coordination, characterized by inadequate communication, fragmented efforts, and lack of collaboration, can hinder organizational effectiveness, resource utilization, and ultimately, school performance (Slegers, Oort, & Geijsel, 2018).

Coordination and planning go hand in hand because they outline what should be included in a good plan and how to execute it. Coordination is a part of organizing because it is proactive (Gulick & Urwirck, 2016). Coordination is a part of staffing since it indicates who should be a staff member and the right placement. Because it provides reports a clear focus and helps to make actions realistic, it also plays a part in directing. Coordination is a part of budgeting because it enhances evaluation. Roles and functions must be clearly defined for there to be effective cooperation within an organization (Viinamäki, 2014).

Omorie and Osifo (2016) sought to examine the effects of coordination on organizational performance from both an internal and external perspective. The study was qualitative in nature and concentrated on the effects of coordination on organization from an intra- and inter-performance perspective. The study's analysis revealed that every organization's primary drive or objective is to provide a noteworthy outcome or performance. Because of the inherent internal and external complexity that comes with organization, coordination becomes a crucial component. Management, personnel, resources, and organizational structures make up an organization internally. The external factors that affect a company include its environment, culture, competitors, etc. Coordination is a part of network analysis due to its emphasis on dependency, collaboration, trust, performance, and competitiveness. But although this research will use a descriptive method, the prior one took a qualitative one.

Osifo (2017) used empirical data from Indian manufacturing companies to research on the effects of coordination practices in supply chain management. In order to evaluate framed hypotheses, descriptive analysis has been used with data gathered from Indian manufacturing organizations via a questionnaire survey. The findings of this study assist in establishing the relationships between significant supply chain coordination challenges. According to the current study, there is a strong correlation between the level of information sharing and developing partnerships, trust, and sharing risks and benefits. Additional research reveals that factors that are particularly pertinent include reward systems, fostering trust and cooperation, holding meetings, company, and technical assistance among members as they support to promote supply chain coordination. However, although supply chain coordination was the focus of earlier research, this study will focus on private secondary schools' performance in Kenya's Nakuru County.

Okwemba (2018) conducted study on how the performance of Kenyan manufacturing businesses is influenced by strategic coordinating skills. The study used a descriptive survey technique to analyze the relationship between strategic coordinating abilities and performance of Kenyan manufacturing businesses. The target market included 513 manufacturing businesses. 225 people were included in the investigation's sample size. The stratified random sampling method was used to choose samples from the target population. The primary data were collected using self-administered questionnaires, and Cronbach's alpha was utilized to evaluate reliability and ascertain the content validity of the instrument. The results of the regression analysis showed that the performance of manufacturing companies in Kenya was significantly and favorably influenced by strategic coordination abilities. In other words, manufacturing organizations performed better when they had higher strategic coordinating abilities. However, the current study will be carried out among private secondary schools, while the earlier study was done among industrial firms. Because of this, strategy execution issues in manufacturing firms could not be the same as those in private secondary schools.

The study by Kumar, Garg, and Agarwal (2018) focused on how supply chain coordination competency and firm performance were associated. Indian industries were

experimentally researched for this paper's model in order to improve the efficacy of their supply chain. The present research focuses on a number of variables that affect the efficiency and coordination of the supply chain for a manufacturing organization. A survey was used to evaluate the performance and coordination of the supply chain. Using factor analysis, the top priority variables have been identified. The results showed that coordination was significantly impacted by agreements, rule standardization, cooperative cost reduction, risk and reward sharing, and EDI adoption. Manufacturing companies' top performance indicators include learning and development, improved product quality, less customer complaints, profit margin, and degree of customer service. However, although supply chain coordination was the focus of earlier research, this study will focus on private secondary schools' performance in Kenya's Nakuru County.

### 2.3 Summary of the Literature Reviewed and Research Gaps

**Table 2. 1: Summary Table**

<b>Researchers and Year</b>	<b>Title/Theme/Aim</b>	<b>Research Findings</b>	<b>Research Gaps</b>	<b>Focus of Current Research</b>
Zbirenko (2017)	Effects of communication, leadership and organizational structure on efficiency and productivity.	The study's results demonstrated the influence of structure, leadership, and communication on output and effectiveness. Structure dictates how successful operational procedures are; leadership affects how everyone on the team works to achieve their objectives; and communication affects how fast tasks are accomplished as well as how happy and motivated the team is.	However, the study adopted semi structured interviews and a qualitative research design in generating research findings. The study also focused on the leadership, organizational structure, and communication as the variables for effective strategic implementation	The current study sought to fill the lacuna identified adopting qualitative and quantitative data the study also focused on the, leadership, resources and co-ordinations.
Dammen (2017)	Effects of organizational structure on employee trust and job satisfaction.	The study's findings indicate a relationship between an individual's general job pleasure and their perception of their company's trustworthiness. A significant association between overall	However, the study focused on the employee trust and job satisfaction.	Since the study was confined on the organizational structure and strategic implementation the current study sought to fill the gap by focusing on



		levels of both trust and job satisfaction and organizational structure was also found in the study		the coordination, resources, leadership and the performance of private secondary schools.
Onono, (2018)	How organizational structure impacted performance at General Electric Africa	The study's findings also revealed that a company's organizational structure had a big influence on the learning and development culture, the efficiency of information flow within the company, and the promptness and precision of decision-making	However, the study was conducted in general Electric Africa firm while this will be conducted in private secondary schools.	This research sought to fill the gap identified by purely focusing on the strategic implementation and private secondary schools' performance.
Kampini, (2018)	Impact of organization structure on employee performance a case of new Era secondary schools	Findings indicated that organizational structure had an impact on staff employee performance and that establishing a solid organizational structure is essential for workers to succeed in their jobs.	However, the study adopted a cross-sectional survey research design while the current study espoused a descriptive research design. The study was also conducted in public schools which are funded by the government thus the findings may not be applicable in the private school which are self-sponsored	The current study addressed the gap by adopting a descriptive research design and concentrating on the private secondary schools in Nakuru county.

Okafor and Nwonu (2019)	How select group of industrial enterprises' performance is affected by organizational structure in Nigeria's Enugu State	Organization structure has a significant impact on performance. Except for the growth aim, organizational structure affects performance in pharmaceutical manufacturing businesses	However, the study relied on both primary and secondary data. The study was also conducted in manufacturing firms within Nigeria.	The current data relied on questionnaires in primary data collection.
NawoseIng'ollan & Rousell, (2017)	The effect of leadership philosophies on employees' productivity in Turkana County, Kenya.	The study revealed that although no leadership style was perfect, the study discovered that the following leadership ideologies had the most effects on worker performance; affiliative leadership influenced employee performance to a great extent, followed by authoritative leadership style.	However, the study was conducted on the performance of employees in the county government while the current study will be purely on private secondary schools' performance. The findings of the study from the county governments may not be applicable to the private set up.	This research addressed the gap by focusing on the strategy implementation and private secondary schools' performance in Nakuru County.
Monayo (2016)	Strategic leadership's role in the application of strategy by the Kenyan geothermal development firm	The findings therefore show that strategic leadership is crucial for efficient strategy implementation. A strategic leader fosters employee loyalty, assures that they are open to change, and promotes the use of	However, the study adopted a case study research design which focuses only in one organization. The study was also conducted in the geothermal development company which is a	The current addressed the lacuna by adopting a descriptive survey research design which reviews data from different organization of the same industry and purely focusing on the

		techniques that have been specifically created to achieve the strategic objective	government state corporation thus the study findings may not apply to the current study which focuses on the private schools which are self-sponsored organization.	private secondary schools in Nakuru County.
Morten, Chidiebere, and Ogbonnaya, (2016)	Workplace resources to improve both employee performance and well-being: a systematic review and meta-analysis	The findings revealed no appreciable differences in organizational effectiveness or worker satisfaction across the four workplace resource levels	However, the study reviewed secondary data sources which is hard to verify if the information is honest or not while the current study collected the primary data were the researcher obtained firsthand information.	The study addressed the research gap by collecting primary data to bring out clearly the actual scenario on the strategic implementation issues in the primary schools.

Source: Research Data (2020)

## **2.4 Summary of the Study**

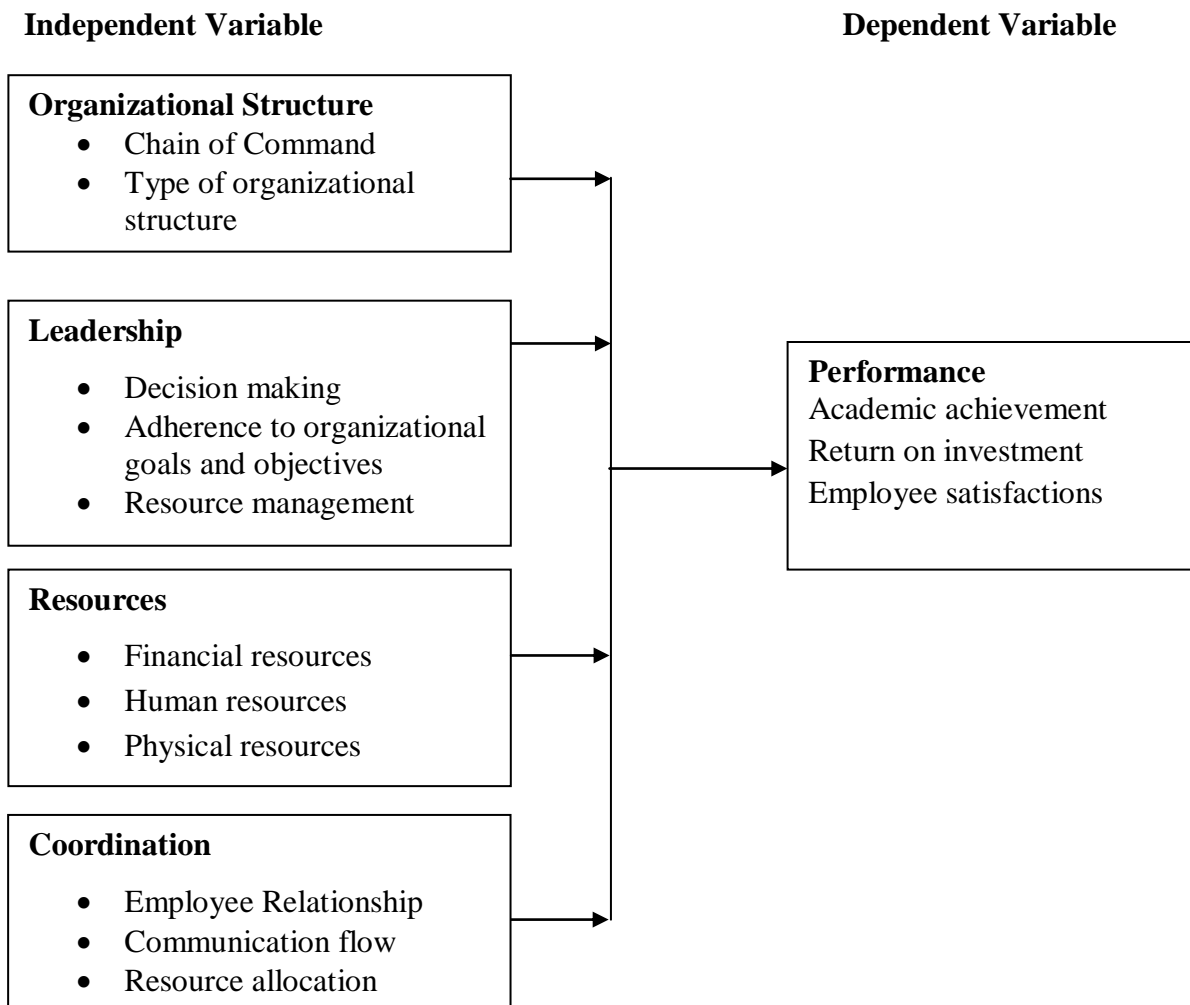
The study's primary theoretical pillars were the, Mckinsey Seven S's Model of strategy implementation, resource-based perspective theory, implementation theory and Balance score card theory. Mckinsey Seven S's model of strategy implementation. The model is relevant since it states that everyone of a business's seven component sections, including its employees, customers, and human resources department, must be aware of its culture in order for the organization to engage in strategic change. As a consequence, the strategy implementation process will be simple for all parties involved in the company. To incorporate all seven organizational components successfully, a clear organizational structure is needed. As a result, the theory helped explaining how collaboration and performance in Nakuru County's private secondary schools are related. Resource based view theory was relevant to the current study in that it will help to clarify the connection between the value of resources and organizational performance, the resource-based viewpoint theory will be relevant to the current study. For their methods to be effective, private secondary schools require unique and specialized resources. As a result, it offers a broad explanation of how resources at private secondary schools in Nakuru County relate to student achievement.

Implementation theory was relevant to the current study since it addresses how organizational leadership and coordination impact strategy execution practices. Establishing organizational involvement in the implementation of their objectives is a responsibility of strategic leaders. The senior management should guide the workforce in reaching the goals by outlining how implementing the plan would improve the value and effectiveness of service delivery. The hypothesis therefore adds to our understanding of how collaboration and planning contribute to success in private secondary schools. The balanced scorecard model was relevant to the current study in that a balanced scorecard is a strategy performance management tool a well-structured report that can be used by managers to keep track of the execution of activities by the staff within their control and to monitor the consequences arising from these actions

Thus the model will be relevant in this study as it will help in explaining the dependent variable of the study which will be performance of private secondary schools in Nakuru County.

## 2.5 Conceptual Framework of the Study

### Strategy Implementation



**Figure 2.1: Conceptual Framework**

**Source: Own Conceptualization (2022)**

Organization roles and responsibilities are the foundation of a successful business. As the leader of your company, it's your job to ensure that the organization roles and responsibilities are well defined so every department and division fits together as a whole. Organizational structure provides guidance to all employees by laying out the official reporting relationships that govern the workflow of the company. A formal outline of a company's structure makes it easier to add new positions in the company, as well, providing a flexible and ready means for growth. Organizational structure improves operational efficiency by providing clarity to employees at all levels of a company. By paying mind to the organizational structure, departments can work more like well-oiled machines, focusing time and energy on productive tasks. A thoroughly outlined structure can also provide a roadmap for internal promotions, allowing companies to create solid employee advancement tracks for entry-level workers

Leadership is the ability to influence others with exciting examples. An example, it encourages people to pursue goals that benefit the organization. Leadership is the capability to influence people by giving an inspiring example. Leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing in common. Leadership is essential because it establishes a clear vision and communicates effectively with its subordinates and colleagues. With a clear vision, the organization's direction makes the employees to realize their roles and responsibilities

Resources are essential for successful organizational performance. All resources of an organization are essential to that organization's success, but their relative impacts on organizational performance may be different from our simple expectation. Resources play a very important part in the success of a business. Without sufficient funds & resources, a business will struggle to even come up with a new product, let alone launching it properly into the market. Resource Management is the process of planning, scheduling, forecasting, and optimizing the entire resource lifecycle for successful project

delivery. It helps unleash the maximum potential of each resource, improve business profitability, and beat market volatility.

Coordination is the key to building structured systems and unity between different departments so everyone can efficiently work towards achieving the desired goals and business objectives of your organization. It also helps in fostering a positive and harmonious environment for your employees so they are more productive, effective, and happy at work. Coordination ensures that employees do not engage in cross-purpose work since it brings together the human and material resources of the organization.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The primary subjects of the section are the research design descriptions and methodology, targeted population, research location, procedure for sampling and study equipment usage. Instrument validity and reliability, analysis, and interpretation are also covered in addition to data collection methods. Kothari (2009) asserts that research methodology includes both the methods themselves and the justifications for them. As a result, in order for the researcher to evaluate the results, it is crucial to explain why a certain technique or strategy were used.

#### **3.2 Research Design**

A research design is the overarching strategy utilized by the researcher to bring together the various research components in a coherent and logical manner, so ensuring that the research issue is effectively handled (De Vaus, 2006). It acts as a guide for collecting, evaluating, and using data. A descriptive survey methodology was used for the investigation. This design's rigidity deterred respondents from supplying additional information, speeding up the researcher's ability to come to conclusions. Descriptive research design enabled the researchers to obtain a detailed and comprehensive understanding of a specific phenomenon in this (organizational structure, leadership, resources and co-ordinations on the performance of private secondary schools in Nakuru County). It allows for the collection of extensive information, facts, and characteristics related to the subject of interest. This detailed description provides a solid foundation for subsequent research and analysis.

#### **3.3 Target Population**

Kombo and Tromp (2006) describe a population as a group of persons with similar attributes and from whom a researcher can draw a sample from. The management of private secondary school in Nakuru County was targeted. According to the County Director of Education there are 46 private secondary schools. The study targeted four respondents from each school who consisted of the; director, principal, deputy principal



and the accountant. Therefore, the total target population was 184 respondents from the 46 private secondary schools within Nakuru County. A census design was utilized since the population was manageable; all the 184 participants targeted were incorporated in the study. The distribution of private secondary schools was as shown in Appendices.

**Table 3. 1: Target Population**

<b>Private Secondary Schools</b>	<b>Director</b>	<b>Principal</b>	<b>Deputy Principal</b>	<b>Accountants</b>	<b>Total</b>
Annbell Girls High School	1	1	1	1	4
Bahati Valley Academy	1	1	1	1	4
Bell-House Academy	1	1	1	1	4
Blescohouse School	1	1	1	1	4
Christ the King Academy	1	1	1	1	4
City Mission Secondary School	1	1	1	1	4
Coulson Girls Secondary School	1	1	1	1	4
Eastmore Girls School	1	1	1	1	4
Elimu Girls Secondary School	1	1	1	1	4
Evelyn Memorial School	1	1	1	1	4
Freds Academy Njoro	1	1	1	1	4
Gilgil High School	1	1	1	1	4
Gilgil Hills Girls Senior School	1	1	1	1	4
Khalsa Secondary School	1	1	1	1	4
Lanet Lighthouse High School	1	1	1	1	4
Lock Wood Girls High School	1	1	1	1	4
Loreto Nakuru Secondary School	1	1	1	1	4

Melvin Jones Academy	1	1	1	1	4
Moi High School, Kabarak	1	1	1	1	4
Molo Academy	1	1	1	1	4
Mugumo Secondary School	1	1	1	1	4
Annester School	1	1	1	1	4
Muthaiti Girls Sec. School	1	1	1	1	4
Naivasha Academy	1	1	1	1	4
Navigators Girls High School	1	1	1	1	4
New Elimu High School	1	1	1	1	4
Njoro Precious Girls High School	1	1	1	1	4
Rasul Al Akram Academy	1	1	1	1	4
Rockwood Girls High School	1	1	1	1	4
Rongai Agricultural and Technical High School	1	1	1	1	4
Rongai Boys Tech High School	1	1	1	1	4
Sacred Heart Boys Secondary School	1	1	1	1	4
Shinner's Boys High School	1	1	1	1	4
Shinner's Girls High School	1	1	1	1	4
Shunem Girls High School	1	1	1	1	4
St. Ann High School	1	1	1	1	4
St. Joseph's Seminary	1	1	1	1	4
St. Lukes Boys Secondary School	1	1	1	1	4
St. Maria Goretti School	1	1	1	1	4
St. Xavier's Mixed High School	1	1	1	1	4
St. Yermo Secondary School	1	1	1	1	4

Upper Hill Mixed High School	1	1	1	1	4
Vanessa Grant Girls School	1	1	1	1	4
Victonell Academy	1	1	1	1	4
Well Spring Girls School	1	1	1	1	4
Wheatfields Education Complex	1	1	1	1	4
<b>Total</b>	<b>46</b>	<b>46</b>	<b>46</b>	<b>46</b>	<b>184</b>

### 3.4 Data Collection

The questionnaire helped in collecting the essential information needed. The main purpose of a questionnaire, which is a tool the researcher created for collecting data, is to explain to participants the intention and obtain favorable feedback from respondents in achieving study objectives (Mugenda & Mugenda, 2003). There was structured questions on the survey, or inquiries for which the researcher has given respondents a choice of probable responses. Creating the questionnaires was based on the multiple-item grading scale. Four sections made up the questionnaire: part A featured background information, while parts B and C comprised research variables. The questionnaire's usage offers a number of advantages, which direct this study's use of it. These advantages included affordability, consistency of the questions, easy to distribute and collect data and simplicity in analyzing data.

### 3.5 Data Collection Procedures

A formal letter from the organization sanctioning the actual study was necessary before data collection can begin. The County Education Offices then received the letter and consent form as a requested for authorization for data gathering from the organization. Drop and pick strategy was used in data collection in a duration of two weeks. Using this strategy, the permission statement was given before the questionnaire were issued out. The respondents were assured of confidentiality that the information they disseminated was kept anonymous. The questionnaire were collected at a later date that works for both parties.

### **3.6 Pilot Study**

Pilot study examines that the questionnaire does not have ambiguous questions, the length of the questionnaire, the relevance of the set questions, and the readability of the questions. Private secondary schools in Nyandarua took part in the pretesting, which included the distribution of 19 questionnaires. This represented 10% of the study sample population. The piloted questionnaires were not included in the main study.

#### **3.6.1 Validity of Research Instrument**

Validity is the degree to which study findings properly represent the phenomena being studied after analysis (Orodho, 2005). Face validity and content validity are two separate degrees of the questionnaire's validity. The risk that a question would be misunderstood or misread is known as face validity. Logical/ content validity is the extent to which a measure properly captures a certain social idea's features. The content validity of this study was strengthened with the assistance of the research supervisor and other subject-matter experts. Pre-testing was a useful method for boosting the chance of face validity (Cooper & Schindler, 2015).

#### **3.6.2 Reliability of Research Instrument**

Kothari (2004) describes this as the level to which a study tool consistently generates data or grades after trying severally. Reliability allows scholars calculate errors and, if necessary, correct them. More dependability leads to lesser mistakes, while less reliability leads to larger errors. Reliability In this research, reliability was improved through questionnaire pre-testing on a selected sample which was excluded in the actual research. Private secondary schools in Nyandarua took part in the pretesting, which included the distribution of 19 questionnaires. An internal consistency tool was employed, Cronbach's Alpha. The extent to which various test items that investigate the same topic yield identical replies is internal consistency reliability. The higher the alpha values, the better. Kothari (2004) asserts that a dependability of 0.70 or higher (obtained on a sizeable sample) is often regarded as good. From the findings the Cronbach Alpha was between the recommended 0.7-0.9 implying that the instruments were reliable.

**Table 3. 2: Reliability Analysis**

<b>Variable</b>	<b>No. of items</b>	<b>Cronbach alpha</b>	<b>Decision</b>
Organizational Structure	5	0.706	Reliable
Leadership	5	0.838	Reliable
Resources	4	0.742	Reliable
Co-ordinations	6	0.822	Reliable
Performance of Secondary Schools	4	0.760	Reliable

**Source: Research Data (2022)**

### **3.7 Data Analysis and Presentation**

Cooper & Schindler (2003) define data analysis as the act of classifying, arranging, and giving meaning to a huge volume of gathered data. Analyzing data involves breaking down gathered data into manageable chunks, producing a summary, getting patterns, and the application of statistical methods. Quantitative data made up the majority of the data collected for this project. In this inquiry, inferential and descriptive statistics were employed. Standard deviation, frequencies, percentages and means all were used in descriptive statistics. Inferential statistics used both multiple regression and correlation analysis. Tables were then utilized to display the research data. The analyzed data were then presented by use of tables.

The multivariate regression model were;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Performance of private secondary schools

$\beta_0$  = Constant Term;

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = Beta coefficients of variables

$X_1$ = Organizational Structure

$X_2$ = Leadership

$X_3$ = Resources

$X_4$ = Co-ordinations

### **3.8 Ethical Considerations**

The researcher sought the necessary steps to protect the welfare of the research participants. Before data collection, the researcher issued a consent statement from the university, together with the research permit from the National Commission for Science Technology and Innovation. The researcher informed the respondents about the purpose of the research. An explanation was given on the significance of the research findings to them. The researcher conformed to the principle of informed consent where the respondents were encouraged to participate in the study willingly. The researcher assured the respondents that the information they provided was utilized for the purpose of the study only and that information obtained will be treated with utmost confidentiality. The names of the respondents did not reflected on the research instruments. Care was taken in the course of the study to prevent respondent's physical or psychological harm and debriefing was done after data collection.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS DISCUSSION AND INTERPRETATION

#### 4.1 Introduction

The chapter focuses on data analysis, results presentation, and discussion of the findings. The main objective of this study was to assess the effect of strategy implementation and performance of private secondary schools in Nakuru County. The study also sought to determine the effect of organizational structure on performance of private secondary schools, leadership on performance of private secondary schools, resources on performance of private secondary schools and co-ordinations on performance of private secondary schools in Nakuru County. The research findings were presented in the form of tables.

#### 4.2. Sample Characteristics

##### 4.2.1 Response Rate

The study issued 184 questionnaires to respondents out of which 145 responses were represented this represented 79% response rate. According to Babbie (2002) any response of 65% and above is adequate for analysis.

#### 4.3 Background Information

This study's general information included the gender of the respondents, age of the respondents and educational level.

##### 4.3.1 Gender of the Respondents

The respondents were requested to indicate the gender distribution of the respondents. The findings are as indicated in Table 4.2

**Table 4. 1: Gender of the Respondents**

Gender	Frequency	Percentage
Female	102	70
Male	73	50
<b>Total</b>	<b>145</b>	<b>100</b>

**Source: Research Data (2022)**

From the findings 70% of the respondents were female while 50% of the respondents were male. This implies that majority of the respondents were female who are involved in strategy implementation and performance of private secondary schools in Nakuru County. Gender is important for a public human resource policy because it can ensure equitable access and provide benefits for effective and sustainable strategy implementation (Kirton 2016). Moreover, the findings are also inline the requirement of the Article 27(8) of the Constitution of Kenya 2010 which provides that not more than two-thirds of members of all elective and appointive positions are not of the same gender.

#### **4.3.2 Age Brackets of the Respondents**

The respondents were requested to indicate their age brackets. The findings was indicated in Table 4.3

**Table 4. 2: Age Brackets of the Respondents**

<b>Education Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
18-30 Years	27	19
31-40 Years	64	44
41-50 Years	45	31
50 Years and Above	9	6
<b>Total</b>	<b>145</b>	<b>100</b>

**Source: Research Data (2022)**

From the findings 19% of the respondents stated they were in age brackets of 18-30 years, 44% were in age brackets of 31-40 years, 31% were in age brackets of 41-50 years while 6% were more than 50 years of age. This implies that majority of the respondents who are involved in strategy implementation and performance of private secondary schools in Nakuru County were between the age of 31- 40 years and 41-50 years. Hence they had experience on the issues the study sought to find out. According to Ndolo, (2017) employees above 30 years have been in practice for a while thus they understand the effective ways and approach for effective strategy implementation than the youngsters.



### 4.3.3 Highest Education Level

The respondents were requested to indicate their highest education qualification. The findings is indicated 4.4

**Table 4. 3: Highest Education Level**

<b>Education Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma Education	17	11
1 <sup>st</sup> Degree Education	61	42
Master's Degree Education	37	26
Post graduate	30	21
<b>Total</b>	<b>145</b>	<b>100</b>

**Source: Research Data (2022)**

From the findings 11% of the respondents stated they had attained diploma as their highest education level 42% stated that they had attained 1<sup>st</sup> degree as their education level, 26% stated that they had attained Master's degree as their education level, while 21% stated that they had attained postgraduate degree as their education level. This implies that majority of the respondents had attained 1st degree and Master's degree as their highest education level. Hence they were well conversant with issues of strategy implementation and performance of private secondary schools in Nakuru County. According to Benson (2014) highly educated workers are more effective than less educated workers do. Workers with more education are more confident about their skills.

### 4.3.3 Duration of Service in the School

The respondents were requested to indicate the duration they have been working in the school. The findings were as indicated in Table 4.5.

**Table 4. 4: Duration of Service in the School**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 Years	5	3
1-5 Years	34	23
6-10 Years	89	62
More than 10 Years	17	12
Total	145	100

**Source: Research Data (2022)**

From the 3% of the respondents stated they have been working in the organization for less than 1 year, 23% indicated they have been working in the organization for 1-5 years, 62% indicated they have been working in the organization for 6-10 years, 12% stated that they have been in their current organization for more than 10 years. This implies that majority of the respondents have been working in their current organization for 6-10 years. Rehan, (2018) noted that employees who have longer working experience of more than 6 years tend to have better skills when it comes to strategy implementation. This shows that majority of the respondents had been working in their current school for 6-10 years.

#### **4.5 Descriptive Statistics**

The study requested respondents to give opinions in regard effect of organizational structure on performance of private secondary schools, leadership on performance of private secondary schools, resources on performance of private secondary schools and co-ordinations on performance of private secondary schools in Nakuru County. The interpretation of the findings was made based on the mean and standard deviation. The value of the mean indicated the level of agreement. The value of the mean ranged between 1-5, with 1 being the least mean and 5 being the highest mean. Standard deviation is a measure of the dispersion of a set of data from its mean.

#### 4.5.1 Organizational Structure on Performance of Private Secondary Schools

The first objective of the study sought to establish the effect of effect of effect of organizational structure on performance of private secondary schools in Nakuru County.

The findings of the study is shown in Table 4.6

**Table 4. 5: Organizational Structure on Performance of Private Secondary Schools**

<b>Organizational Structure</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>N</b>	<b>Mean</b>	<b>Std</b>
Effective chain of command helps the organization to improve its efficiency when communicating with workers thus improving workflow when implementing strategy.	46%	44%	4%	6%	0%	145	4.64	0.876
Division of roles based on specialty helps in strategy implementation among private secondary schools	43%	52%	2%	3%	0%	145	4.82	0.765
Effective organization structure help in determining the actual performance of tasks and activities during strategy implementation	41%	52%	2%	5%	0%	145	4.46	0.567
Effective organization structure help in revealing mistakes during strategy implementation.	47%	33%	7%	10%	0%	145	4.17	0.641
The organization have well defined roles which ensure personal accountability during strategy implementation	52%	33%	6%	9%	0%	145	4.23	0.643

**Source: Research Data (2022)**

From the findings, majority of the respondents agreed with a (mean = 4.64; std dev = 0.876) that effective chain of command helps the organization to improve its efficiency when communicating with workers thus improving workflow when implementing strategy. Organizational structure is the formal and informal policies and procedures companies use for governing business operations. An organized structure provides employees with the guidance they need to perform at their best every day. A greater employee performance can also lead to greater employee morale and confidence in their abilities, (Osmond 2019).

In addition majority of respondents agreed (mean =4.82; std dev = 0.765) that division of roles based on specialty helps in strategy implementation among private secondary schools. Organizational structure also enhances faster decision making where a company's various teams are able to communicate more effectively, the company's overall communication will be positively impacted as well (Wenddy 2013). This will then lead to quicker decision making. In other words, the flow of information with an organizational structure can be used to promote faster decision making.

Further majority of the respondents agreed with a (mean = 4.46; std dev = 0.567) that effective organization structure help in determining the actual performance of tasks and activities during strategy implementation. It was also noted that majority of the respondents agreed (mean = 4.17; std dev = 0.641) that effective organization structure help in revealing mistakes during strategy implementation. In addition majority of respondents (mean = 4.23; std dev = 0.643) agreed that the organization have well defined roles which ensure personal accountability during strategy implementation. The type of organizational structure embraced in an organization affect the speed and accuracy of decision making and directly influences the learning and growth culture within the organization as well as the efficiency of information exchange within the organization, (Onono 2018). In addition, the study concluded that organizational structure also allows one to ensure that the organizational human capital is aligned with the strategy and vision. Patt (2017) it also increases the visibility and transparency of the organization and ensures that everyone in the organization has a clear view on how each

of the teams is contributing to the objectives and how teams are communicating to make sure that everyone is on the same page.

#### 4.5.2 Leadership on Performance of Private Secondary Schools

The second objective of the study sought to examine effect the effect of leadership on performance of private secondary schools in Nakuru County. The respondents were asked to indicate the aspect of leadership on performance of private secondary schools in Nakuru County. The results were as shown in Table 4.7

**Table 4.6: Leadership on Performance of Private Secondary Schools**

<b>Leadership</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>N</b>	<b>Mean</b>	<b>Std</b>
The management involves all the employees in key decision making process	47%	43%	2%	8%	0%	145	4.22	0.453
Engaging employees in major decision making improve employee commitment to strategy implementation	56%	34%	3%	7%	0%	145	4.46	0.321
Inadequate leadership skills along the administrative ranks has affected successful implementation of change in private secondary schools	47%	34%	13%	7%	0%	145	4.20	0.432
Duplication of leadership roles has negatively affected successful implementation of change	59%	31%	3%	7%	0%	145	4.02	0.521
Lack of a clear command structure is also a significant challenge in the private secondary schools hindering effective strategy implementation	48%	48%	2%	2%	0%	145	4.26	0.231

**Source: Research Data (2022)**

From the findings, the respondents (mean = 4.22; std dev = 0.453) agreed that the management involves all the employees in key decision making process. Further the respondents agreed (mean = 4.46; std dev = 0.321) that engaging employees in major decision making improve employee commitment to strategy implementation. According to Saks (2018) engaging employees in major decision-making processes can have a significant positive impact on employee commitment to strategy implementation. When employees are involved in the decision-making process, they feel valued, empowered, and connected to the organization's goals and strategies. The respondents also agreed (mean = 4.20; std dev = 0.432) that inadequate leadership skills along the administrative ranks has affected successful implementation of change in private secondary schools. According to Umar and Ogohi (2019) achievement of organizational goal and objective depends solely on the leadership style an organization adopted.

From the study the respondents (mean = 4.02; std dev = 0.521) agreed that duplication of leadership roles has negatively affected successful implementation of change (mean = 4.26; std dev = 0.231) agreed that lack of a clear command structure is also a significant challenge in the private secondary schools hindering effective strategy implementation. Leadership is important for organizational performance for instance, if leaders are able to delegate tasks efficiently, they can help increase worker productivity. Good managers are able to determine the strengths and weaknesses of different employees and delegate work accordingly, (Mitra, 2016). Efficient division of labor can result in higher work output, which ultimately results in higher sales and higher profit.

### 4.5.3 Resources on Performance of Private Secondary Schools

The third objective of the study sought to establish the effect of resources on performance of private secondary schools in Nakuru County. The respondents were asked to indicate the aspect of resources. The results were as shown in Table 4.8

**Table 4.7: Resources on Performance of Private Secondary Schools**

Resources	SA	A	N	D	SD	N	Mean	Std
Adequate human resource management enhances the implementation of strategy	52%	38%	8%	2%	0%	145	4.28	0.534
The school has skilled personnel for effective strategy implementation	49%	31%	14%	6%	0%	145	4.62	0.323
The management has committed adequate financial resources for the implementation of strategy	51%	44%	1%	4%	0%	145	4.40	0.764
The school has all the needed materials for the implementation of strategy	60%	16%	12%	9%	0%	145	4.32	0.472
The organization has embraced technology in strategy implementation	51%	44%	1%	4%	0%	145	4.42	0.745
Adequate human resource management enhances the implementation of strategy	26	47	17	10	0	145	3.887	0.907
The school has skilled personnel for effective strategy implementation	37	45	13	5	0	145	4.113	0.870

**Source: Research Data (2022)**

From the findings, the respondents (mean = 4.28; std dev = 0.534) agreed that adequate human resource management enhances the implementation of strategy. Further the respondents agreed (mean = 4.62; std dev = 0.323) that the school has skilled personnel for effective strategy implementation. The study findings is in line with the findings of Deci and Ryan (2017) which noted that private schools typically have the autonomy and

resources to implement a rigorous and selective hiring process. They can attract and hire educators and administrators with strong qualifications, relevant experience, and a track record of success. This careful selection process enables private schools to assemble a team of skilled personnel who are well-equipped to implement strategies effectively.

The respondents also agreed (mean = 4.40; std dev = 0.764) that the management has committed adequate financial resources for the implementation of strategy. From the study the respondents (mean = 4.32; std dev = 0.472) agreed that the school has all the needed materials for the implementation of strategy. According Pinder, (2019) having the required materials ensures a smooth execution of the strategic plan. When schools have access to the necessary resources, such as textbooks, teaching aids, technology tools, laboratory equipment, and learning materials, teachers can deliver the curriculum effectively and implement instructional strategies seamlessly. The availability of materials supports the day-to-day operations and facilitates the implementation of various activities aligned with the strategic objectives.

In addition majority of the respondents (mean = 4.42; std dev = 0.745) agreed that the organization has embraced technology in strategy implementation. The study findings concur with those of Lavu, (2020) who found that technological competence had a positive and significant influence on the implementation of strategy. The findings also revealed that the organization promotes progressive research and development activities; the adequately funds acquisition of modern ICT equipment and software. The program embraces the capacity building of its staff on the use of modern technology in research and that the organization embraces modern technology on its research programs.



#### 4.5.4 Co-ordinations on Performance of Private Secondary Schools

The fourth objective of the study sought to establish the effect of co-ordinations on performance of private secondary schools in Nakuru County. The respondents were asked to indicate the aspect of co-ordinations. The results were as shown in Table 4.9.

**Table 4.8: Co-ordinations on Performance of Private Secondary Schools**

<b>Statements on Co-ordinations</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>	<b>Mean</b>	<b>Std.</b>
The organization have a clear flow of coordination among the various management level which positively affect strategy implementation	58	24	8	4	6	4.177	0.912
The organization has a properly defined communication strategy which ensures that all significant information is dispersed to the correct people, both internally and externally	40	48	4	8	0	3.984	1.032
The school management is sharing information consistently with all the employees which enhance a sense of transparency during strategy implementation	50	34	8	4	4	4.145	0.921
Coordination help discover risks during strategy implementation	54	36	2	5	3	4.563	0.608
Coordination help employees get involved in change, helping them feel empowered to commit and engage in the desired change	48	40	3	5	4	4.181	0.513

**Source: Research Data (2022)**

From the findings majority of the respondents agreed that the organization have a clear flow of coordination among the various management level which positively affect strategy implementation (mean=4.177, SD=0.912). The respondents further agreed that the organization has a properly defined communication strategy which ensures that all

significant information is dispersed to the correct people, both internally and externally (mean = 3.984, SD=1.032). The study agrees with those of Shaukat, (2016) who found that a communication strategic plan in an organization lays out how to handle the various forms of communication dispersed by the company. Understanding the benefits and purpose of a communication strategy helps the organization to develop a roadmap to grow the organization.

On the same note, the respondents also agreed that the school management is sharing information consistently with all the employees which enhance a sense of transparency during strategy implementation (mean = 4.145, SD=0.921). The study also agreed that coordination help discover risks during strategy implementation (mean = 4.563, SD = 0.608). According to Amabile and Kramer (2017) coordination involves effective communication and information sharing among different stakeholders involved in strategy implementation. When there is coordination among team members, departments, or organizational levels, information regarding potential risks can flow more freely. This sharing of information allows for early detection and identification of risks that may arise during the implementation process.

Moreover, the respondents agreed that coordination help employees get involved in change, helping them feel empowered to commit and engage in the desired change (mean=4.181, SD=0.513). The study is in line with those of Oyedijo, (2013) who found that coordination is important because it balances inequalities and restores teamwork. Individual differences create imbalances, thereby making it difficult to accomplish organizational goals. Through coordination we enforce teamwork in organizations. Team work balances unequal factors and achieves organizational goals.

#### 4.5.5 Performance of Private Secondary Schools in Nakuru County

The dependent variable of the study was to establish the performance of private secondary schools in Nakuru County. The respondents were asked to indicate the aspect of performance of private secondary schools in Nakuru County. The results were as shown in Table 4.10

**Table 4.9: Performance of Private Secondary Schools in Nakuru County**

<b>Performance</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>	<b>Mean</b>	<b>Std. Deviation</b>
The overall mean score of the school has improved for the past five years	47	34	13	6	0	4.210	0.908
Students have improved in their academic performance and co-curricular performance.	50	31	15	5	0	4.258	0.886
The school has recorded high returns on their projects	44	53	3	0	0	4.403	0.557
The teachers and other employees are satisfied with their work	37	44	16	3	0	4.145	0.807

**Source: Research Data (2022)**

According to the findings majority of the respondent's agreed that the overall mean score of the school has improved for the past five years with a mean of 4.210 and a standard deviation of 0.908. Hoskisson(2017) the increase in the overall mean score indicates that students' academic performance has improved. A higher mean score suggests that students are achieving higher levels of proficiency and mastery in their academic subjects. It reflects the effectiveness of teaching methods, curriculum design, and instructional strategies employed by the school. The improved mean score demonstrates the school's commitment to academic excellence and its ability to enhance student learning outcomes.

Majority of the respondents also agreed that students have improved in their academic performance and co-curricular performance with a mean of 4.258 and a standard deviation of 0.886. Majority of the respondents also agreed that the school has recorded high returns on their projects with a mean of 4.403 and a standard deviation of 0.557. According to Lathima, (2017) the high returns on the school's projects indicate that the school has been able to generate significant revenue and achieve financial sustainability. This financial success allows the school to allocate resources effectively, invest in infrastructure, improve facilities, and provide additional educational opportunities for students. The ability to generate high returns reflects sound financial management and a robust business model that supports the school's long-term viability.

In addition, majority of the respondents agreed that the teachers and other employees are satisfied with their work with a mean of 4.145 and a standard deviation of 0.807. According to Rajarajeswari (2015) who found that employees who are satisfied with their jobs tend to be more productive at work. They will have a sense of dedication that drives them to work hard to make a difference and achieve the company's objectives. Happy employees will also rarely miss work, so they will accomplish more than employees who avoid work because they are stressed.

#### **4.6 Assumption of Regression Model**

In order to justify the use of the regression model pre-estimation tests were conducted. The pre-estimation tests conducted in this case were multicollinearity test and Normality test. This was performed to avoid spurious regression results from being obtained.

#### 4.6.1 Test for Multicollinearity

A multicollinearity test was carried out to ensure that the independent variables did not have co-linearity amongst themselves.

**Table 4. 10: Tolerance and VIF Test**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Organizational Structure	.649	1.540
Leadership	.731	1.368
Resources	.889	1.124
Co-Ordinations	.775	1.291

a. Dependent Variable: Performance of private secondary schools

**Source: Research Data (2022)**

From the findings, the variable organizational structure had a tolerance of 0.649 and a VIF of 1.540, leadership had a tolerance of 0.731 and a VIF of 1.368, resources had a tolerance of 0.889 and a VIF of 1.124, while co-ordinations had a tolerance of 0.775 and a VIF of 1.291. Since the tolerance for all the variables was more than 0.1 and the VIF was not more than 10 therefore there was no need of further investigations.

#### 4.6.2 Test for Normality

For normally distributed data, the observed values need to be spread along the straight diagonal line (line of fit). The observed values as in Q-Q plot tests in Figure 4.1-4.4 are spread very close to the straight line for all the variables of the study, showing that the data was normally distributed.

#### 4.7 Inferential Statistics

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

#### 4.7.1 Correlation Analysis

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

#### 4.7.2 Organizational Structure on Performance of Private Secondary Schools

**Table 4. 11: Correlation between Organizational Structures on Performance of Private Secondary Schools**

		Organizational Structure
<b>Performance of Private Secondary Schools</b>	Pearson Correlation	.518**
	Sig. (2-tailed)	.000
	N	145

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

#### **Source: Research Data (2022)**

The study conducted a correlation analysis between organizational structures on performance of private secondary schools in Nakuru County. The findings indicated that  $r=0.518$  and  $p=0.000$ . This indicated that there exists a moderate positive and significant relationship between organizational structure and performance of private secondary schools in Nakuru County. Therefore the findings imply that organizational structure has a significant statistical effect on the performance of private secondary schools in Nakuru County. This agrees with the findings of Onono(2018) who found that a company's organizational structure had a big influence on the learning and development culture, the efficiency of information flow within the company, and the promptness and precision of decision-making. Okafor and Nwonu (2019) study revealed that organizational structure has a significant impact on performance. Except for the growth aim, organizational structure affects performance in pharmaceutical manufacturing businesses. The study findings disagrees with the findings of Chowdhury, (2017) who found a negative relationship between organizational structure and performance, suggesting that higher levels of formalization, complexity, and centralization were associated with lower firm performance. The study emphasized that rigid structures can hinder flexibility,

adaptability, and responsiveness, negatively impacting the overall performance of organizations.

#### 4.7.3 Leadership on Performance of Private Secondary Schools

**Table 4.12: Correlation between Leadership on Performance of Private Secondary Schools**

		Leadership
<b>Performance of Private Secondary Schools</b>	Pearson Correlation	.563**
	Sig. (2-tailed)	.000
	N	145

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

**Source: Research Data (2022)**

In addition, the study conducted a correlation analysis between leadership on performance of private secondary schools in Nakuru County. The findings indicated that  $r=0.563$  and  $p=0.000$ . This shows that there is a positive and significant relationship between leadership and performance of private secondary schools in Nakuru County. Therefore the findings implies that leadership has a significant statistical effect on the performance of private secondary schools in Nakuru County. The study findings conquers with those of NawoseIng'ollan and Rousell (2017) who found that the two leadership philosophies, authoritative and affiliative, had an impact on county government employees. However, Chege and Mwenda (2015) disagreed with the finding which noted that, laissez-faire, democratic and autocratic leadership all had a little effect on the accomplishment of strategic objectives. The study findings disagrees with the findings of Hsu, (2018) who found a negative leader behaviors, such as autocratic decision-making, lack of support for new ideas, and discouragement of knowledge sharing, were associated with reduced innovation performance. The study highlighted that leadership styles that limit employee involvement, suppress creativity, and hinder knowledge sharing can hinder innovation efforts and hinder overall organizational performance.

#### 4.7.4 Resources on Performance of Private Secondary Schools

**Table 4.13: Correlation between Resources on Performance of Private Secondary Schools**

		Resources
<b>Performance of Private Secondary Schools</b>	Pearson Correlation	.210**
	Sig. (2-tailed)	.001
	N	145

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

#### **Source: Research Data (2022)**

The study further sought to establish the nature of the relationship between resources on performance of private secondary schools in Nakuru County. The findings indicated that  $r=0.210$  and  $p=0.012$ . The p value was less than the significant level of 0.01 meaning that there is positive statistically significant relationship between resources on performance of private secondary schools in Nakuru County. This implies that resources has a significant statistical effect on performance of private secondary schools in Nakuru County. The study findings conquers with those of Gachuca (2018) who found that resource mobilization was a critical facet of strategic leadership that had an impact on the performance of Kenya's institutions of technical and vocational education and training. Thus availability of resources has a positive impact on the organizational performance. The study findings agrees with the findings of Kraaijenbrink, (2016) findings which revealed a positive relationship between the presence and effective utilization of strategic resources and firm performance. The study emphasized that firms with abundant and valuable resources, such as financial capital, human capital, technology, and unique capabilities, were more likely to achieve higher levels of performance. The study findings disagrees with the findings of Lumpkin and Wiklund, (2016) which revealed a curvilinear relationship between entrepreneurial orientation and performance outcomes. While moderate levels of entrepreneurial orientation were associated with higher performance, both low and excessively high levels of entrepreneurial orientation were associated with lower performance. The study suggested that an excessive allocation of resources toward



entrepreneurial activities without proper control and coordination could lead to inefficiencies, financial strain, and diminished performance.

#### 4.7.5 Co-ordinations on Performance of Private Secondary Schools

**Table 4.14: Co-ordinations on Performance of Private Secondary Schools**

		<b>Co-ordinations</b>
<b>Performance of Private Secondary Schools</b>	Pearson Correlation	.213**
	Sig. (2-tailed)	.004
	N	145

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

#### **Source: Research Data (2022)**

The study further sought to establish the nature of the relationship between co-ordinations on performance of private secondary schools in Nakuru County. The findings indicated that  $r=0.213$  and  $p=0.014$ . The p value was less than the significant level of 0.01 meaning that there was statistically significant relationship between co-ordinations and performance of private secondary schools in Nakuru County. This implies that co-ordinations affect performance of private secondary schools in Nakuru County. The study findings concur with those of Osifo (2017) who found that there is a strong correlation between the levels of information sharing and developing partnerships, trust, and sharing risks and benefits. Additional research reveals that factors that are particularly pertinent to coordination includes reward systems, fostering trust and cooperation, holding meetings, company, and technical assistance among members as they support to promote coordination among the staffs. The study findings are in line with those of Zellmer and Bruhn, (2018) who found a positive relationship between effective coordination mechanisms and team performance. Effective coordination, such as clear communication channels, shared goals, interdependence, and regular feedback, facilitated information sharing, collaboration, and problem-solving among team members.

Moreover, the findings the findings disagrees with those of Gibson, (2016) who found a negative relationship between coordination and performance under certain conditions. The study emphasized that excessive coordination efforts, characterized by extensive rules, procedures, and bureaucracy, could lead to organizational inefficiencies, delays, and reduced adaptability. Over-coordination could hinder individual autonomy, creativity, and responsiveness, thereby negatively affecting overall performance.

#### 4.7.6 Regression Model Summary

**Table 4.15: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681a	.463	.458	.62786

a. Predictors: (Constant), organizational structure, leadership, resources and coordinations

b. Dependent Variable: Performance of private secondary schools

The study conducted a regression analysis to find out the strength of the relationship between independent and dependent variables as shown in Table 4.16. The findings show that performance of private secondary schools in Nakuru County was 46.3% as explained by the independent variables under this study while 53.7% is the variation due to other factors which have not been covered in this study.

#### 4.7.7 ANOVA of the Regression Model

**Table 4. 16: ANOVA of the Regression Model**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	123.922	4	30.9805	30.2278	.000 <sup>b</sup>
	Residual	143.491	140	1.0249		
	Total	267.413	144			

a. Predictors: (Constant), organizational structure, leadership, resources and coordinations

b. Dependent Variable: Performance of private secondary schools in Nakuru County.

**Source: Research Data (2022)**

In the ANOVA table above, the F statistic = 30.2278 as illustrated in Table 4.17. Since the f calculated is greater than f statistic, it infers that the model is statistically significant. Therefore, there is strong evidence that the regression results are statistically significant and the variation in the results is insignificant that cannot result to much difference in case of a change in the study units (population) and therefore the model did for the data.

#### 4.7.8 Multiple Regression Coefficients

**Table 4. 17: Regression Coefficients**

Model	Unstandardized		Standardized		
	B	Std. Error	Beta	t	Sig.
1(Constant)	1.082	.127		8.529	.000
Organizational Structure	.314	.033	.433	9.470	.000
Leadership	.159	.042	.220	3.831	.000
Resources	.313	.033	.432	9.616	.000
Co-Ordinations	.225	.040	.304	5.621	.000

Dependent Variable: Performance of Private Secondary Schools in Nakuru County.

**Source: Research Data (2022)**

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Whereby Y represents performance of private secondary schools in Nakuru County.  $X_1$  represents organizational structure,  $X_2$  represents leadership,  $X_3$  represents resources and  $X_4$  represents co-ordinations.  $\beta_0$  represents Constant which defines the value of performance of private secondary schools in Nakuru County without the inclusion of predictor variables. From the results in Table 4.20 the given equation was answered by

the values of Unstandardized Coefficients ( $\beta$ ). The results indicate that organizational structure, leadership, resources and co-ordinations have a positive relationship with performance of private secondary schools in Nakuru County. The findings are in line with those of Katsioloude, (2017) who found that leadership and coordination are fundamentally important to strategic implementation. Successful strategy execution requires different parts of the firm to be pulling in the same direction. Without good leadership to coordinate strategic activities, enacting the strategy suffers. Allio (2016) also noted that resources required in strategy implementation includes employees both teaching and non-teaching staffs, equipment, technology as well as financial resources. Effective mobilization of such kind of resources ensures that the strategy is implemented within the timelines.

Thus,

$$Y = 1.082 + 0.314X_1 + 0.159X_2 + 0.313X_3 + 0.225X_4 + \epsilon$$

The value of performance of private secondary schools in Nakuru County without the effect of the predictor variables is 1.082. This explains that, at any given time, performance of private secondary schools in Nakuru County will be 1.082 holding other factors constant at 0. The results also illustrate that, a unit change in organizational structure would result to 0.314 times change in performance of private secondary schools in Nakuru County. This agrees with the findings of Onono(2018) who found that a company's organizational structure has a big influence on the learning and development culture, the efficiency of information flow within the company, and the promptness and precision of decision-making. A unit increase in leadership would result to 0.159 times increase in performance of private secondary schools in Nakuru County. The study findings conquers with those of NawoseIng'ollan and Rousell (2017) who found that the two leadership philosophies, authoritative and affiliative, had an impact on county government employees.

A unit increase in resources would result to 0.313 times increase in performance of private secondary schools in Nakuru County. The study findings conquers with those of

Gachuca (2018) who found that resource mobilization was a critical facet of strategic leadership that had an impact on the performance of Kenya's institutions of technical and vocational education and training. Thus availability of resources has a positive impact on the organizational performance. A unit increase in co-ordinations would result to 0.225 performance of private secondary schools in Nakuru County. The study findings are in agreement with those of Osifo (2017) who found that there is a strong correlation between the levels of information sharing and developing partnerships, trust, and sharing risks and benefits. Additional research reveals that factors that are particularly pertinent to coordination includes reward systems, fostering trust and cooperation, holding meetings, company, and technical assistance among members as they support to promote coordination among the staffs.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter provides a detailed summary of the major findings of the actual study; it then draws conclusions and discusses implications emanating from these findings. Finally, it makes some recommendations and suggestions on areas of further study. The main aim of this study was to assess the strategy implementation and performance of private secondary schools in Nakuru County. Specifically the study sought to determine the effect of organizational structure, leadership, resources and co-ordinations on performance of private secondary schools in Nakuru County.

#### 5.2 Summary

The study sought to determine the summary of key major findings of the study. The regression findings of the study revealed that the variable organizational structure had a tolerance of 0.649 and a VIF of 1.540, leadership had a tolerance of 0.731 and a VIF of 1.368, resources had a tolerance of 0.889 and a VIF of 1.124, while co-ordinations had a tolerance of 0.775 and a VIF of 1.291. Since the tolerance for all the variables was more than 0.1 and the VIF was not more than 10 therefore there was no need of further investigations.

From the ANOVA findings, the F statistic = 40.593 since the f calculated is greater than f statistic, it infers that the model is statistically significant. Therefore, there is strong evidence that the regression results are statistically significant and the variation in the results is insignificant that cannot result to much difference in case of a change in the study units (population) and therefore the model did for the data.

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables. The results indicate that organizational structure, leadership, resources and co-ordinations have a positive relationship with performance of private secondary schools in Nakuru County. The findings revealed that at any given time, performance of private secondary schools in Nakuru County will be 1.082 holding other factors constant at 0. The results also

illustrate that, a unit change in organizational structure would result to 0.314 times change in performance of private secondary schools in Nakuru County. A unit increase in leadership would result to 0.159 times increase in performance of private secondary schools in Nakuru County. A unit increase in resources would result to 0.313 times increase in performance of private secondary schools in Nakuru County. A unit increase in co-ordinations would result to 0.225 performance of private secondary schools in Nakuru County.

Moreover the findings were also categorized in terms of specific objectives:

### **5.2.1 Organizational Structure on Performance of Private Secondary Schools**

From the analysis the study revealed that effective chain of command helps the organization to improve its efficiency when communicating with workers thus improving workflow when implementing strategy. The study further revealed that division of roles based on specialty helps in strategy implementation among private secondary schools, In addition the study revealed that effective organization structure help in determining the actual performance of tasks and activities during strategy implementation. Moreover, the study revealed that effective organization structure help in revealing mistakes during strategy implementation. The study further revealed that the organization have well defined roles which ensure personal accountability during strategy implementation.

### **5.2.2 Leadership on Performance of Private Secondary Schools**

From the analysis the study revealed that the management involves all the employees in key decision making process. The study further revealed that engaging employees in major decision making improve employee commitment to strategy implementation. Moreover, the study revealed that inadequate leadership skills along the administrative ranks has affected successful implementation of change in private secondary schools. The study further revealed that duplication of leadership roles has negatively affected successful implementation of change. The study further revealed that lack of a clear command structure is also a significant challenge in the private secondary schools hindering effective strategy implementation.

### **5.2.3 Resources on Performance of Private Secondary Schools**

The study findings revealed that adequate human resource management enhances the implementation of strategy. The study further revealed that the school has skilled personnel for effective strategy implementation. The study also revealed that the management has committed adequate financial resources for the implementation of strategy. The study also revealed that the school has all the needed materials for the implementation of strategy. Moreover, the study revealed that the organization has embraced technology in strategy implementation. In addition the revealed that adequate human resource management enhances the implementation of strategy. Finally the study revealed that the school has skilled personnel for effective strategy implementation.

### **5.2.4 Co-ordinations on Performance of Private Secondary Schools**

The study revealed that the organization have a clear flow of coordination among the various management level which positively affect strategy implementation. Moreover, the study revealed that the organization has a properly defined communication strategy which ensures that all significant information is dispersed to the correct people, both internally and externally. Further, the study revealed that the school management is sharing information consistently with all the employees which enhance a sense of transparency during strategy implementation. The study also revealed that coordination help discover risks during strategy implementation. Finally the study revealed that coordination help employees get involved in change, helping them feel empowered to commit and engage in the desired change.

### **5.2.5 Performance of Private Secondary School in Nakuru County**

The study findings revealed that the overall mean score of the school has improved for the past five years. The study also revealed that students have improved in their academic performance and co-curricular performance. The study further revealed that the school has recorded high returns on their projects. Moreover, the study revealed that the teachers and other employees are satisfied with their work.



### **5.3 Conclusions**

The study concludes the following based on the summaries.

#### **5.3.1 Organizational Structure on Performance of Private Secondary Schools**

From the findings the study concluded that effective organization structure help in determining the actual performance of tasks and activities during strategy implementation. The study further concluded that effective organization structure help in revealing mistakes during strategy implementation. Moreover, the study concluded that the organization have well defined roles which ensure personal accountability during strategy implementation. The study concluded that there exists a moderate positive and significant relationship between organizational structure and performance of private secondary schools in Nakuru County, ( $r=0.518$  and  $p=0.000$ ).

#### **5.2.2 Leadership on Performance of Private Secondary Schools**

Regarding leadership the study concluded that inadequate leadership skills along the administrative ranks has affected successful implementation of change in private secondary schools. The study also concluded that duplication of leadership roles has negatively affected successful implementation of change. The study further, concluded that lack of a clear command structure is also a significant challenge in the private secondary schools hindering effective strategy implementation. The study concluded that there is a positive and significant relationship between leadership and performance of private secondary schools in Nakuru County, ( $r=0.563$  and  $p=0.000$ ).

#### **5.2.3 Resources on Performance of Private Secondary Schools**

Regarding resources, the study concluded that the school has all the needed materials for the implementation of strategy. The study further concluded that the organization has embraced technology in strategy implementation. The study also concluded that adequate human resource management enhances the implementation of strategy. Moreover, the study concluded that the school has skilled personnel for effective strategy implementation. The study also concluded that there is positive statistically significant

relationship between resources on performance of private secondary schools in Nakuru County, ( $r=0.210$  and  $p=0.012$ )

#### **5.2.4 Co-ordinations on Performance of Private Secondary Schools**

Regarding the co-ordination, the study concluded that the school management is sharing information consistently with all the employees which enhance a sense of transparency during strategy implementation. The study also concluded that coordination help discover risks during strategy implementation. Moreover, the study concluded that coordination help employees get involved in change, helping them feel empowered to commit and engage in the desired change. The study findings revealed that there was statistically significant relationship between co-ordinations and performance of private secondary schools in Nakuru County, ( $r=0.213$  and  $p=0.014$ ).

#### **5.4 Recommendations**

In the light of the foregoing findings, the study recommends that;

From the findings the researcher recommended that the private secondary schools should have a clear flow of communication among the various management level. This will help the firms to increase productivity, enhance employee loyalty and employee morale thus making operations move more smoothly and, in turn, it can increase customer satisfaction. Proper communication helps to discover risks during strategy implementation.

In addition the study recommended that the private secondary schools should take the issue of resources management seriously to facilitate effective job delivery and performance. The management should put in great efforts to motivate teacher enhance their performance during strategic implementation.

The private secondary schools should coordinate effectively because coordination gives complete freedom to the employees. It encourages the employees to show initiative. It also gives them many financial and non-financial incentives. Therefore, the employees get job satisfaction, and they are motivated to perform better. There are many

departments in the organization. Each department performs different activities. Coordination integrates (bring together) these activities for achieving the common goals or objectives of the organization. Thus, coordination gives proper direction to all the departments of the organization.

### **5.5 Recommendations for Further Studies**

Since the study focused on the, organization structure, leadership, resources and coordination as the aspects of strategic implementation, the researcher suggest that other studies should be conducted on the effects of motivation and performance of Private Secondary Schools. Another study should be conducted on the effects of organization culture and performance of Private Secondary Schools. The researcher also suggested that there is the need to conduct a similar study on the strategy implementation and performance of other private organizations, like manufacturing firms and financial institutions for generalization of the study findings.

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**LIST OF APPENDICES**

**APPENDIX I: LETTER OF INTRODUCTION**

I am a Masters student at Kenyatta University, Currently undertaking a research study titled: “*STRATEGY IMPLEMENTATION AND PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY*” I kindly request you to provide the required information to the best of your knowledge. The information provided will be treated with utmost confidentiality and only used for academic purpose.

Thank you

Yours faithfully,

Name .....

Sign.....

## APPENDIX II: RESEARCH QUESTIONNAIRE

I am student at the Kenyatta University Nakuru branch, pursuing a degree of master of business administration (strategic management). I am carrying out research on ***STRATEGY IMPLEMENTATION AND PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN NAKURU COUNTY***. I kindly request you to fill the following questionnaire to the best of your knowledge. This shall be used for research purposes only and therefore confidentiality is assured.

### INSTRUCTIONS

Answer by filling provided spaces or simply **tick** where necessary.

#### Section A: Background Information

1. Gender

Male [ ]

Female [ ]

2. Your age bracket

18-30 years [ ]

31-40 years [ ]

41-50 years [ ]

50 Years and above [ ]

3. Indicate your highest level of education

Diploma [ ]

Under graduate [ ]

Post graduate [ ]

4. How long have you been working in the school?

Less than 1 year [ ]

1 - 5 years [ ]

6-10 years [ ]

More than 10 years [ ]

**Section B: Organizational Structure**

Indicate your level of agreement on the following statements concerning the influence of organizational structure and performance of private secondary schools in Nakuru County.

(5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

<b>Organizational Structure</b>	5	4	3	2	1
Effective chain of command helps the organization to improve its efficiency when communicating with workers thus improving workflow when implementing strategy.					
Division of roles based on specialty helps in strategy implementation among private secondary schools					
Effective organization structure help in determining the actual performance of tasks and activities during strategy implementation					
Effective organization structure help in revealing mistakes during strategy implementation.					
The organization have well defined roles which ensure personal accountability during strategy implementation					

**Section C: Leadership**

Indicate your level of agreement on the following statements concerning the influence of leadership and performance of private secondary schools in Nakuru County. (5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

(5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

<b>Leadership</b>	5	4	3	2	1
The management involves all the employees in key decision making process					
Engaging employees in major decision making improve employee commitment to strategy implementation					
Inadequate leadership skills along the administrative ranks has affected successful implementation of change in private secondary schools					
Duplication of leadership roles has negatively affected successful implementation of change					
Lack of a clear command structure is also a significant challenge in the private secondary schools hindering effective strategy implementation					

**Section D: Resources**

Indicate your level of agreement on the following statements concerning the influence of resources and performance of private secondary schools in Nakuru County schools in Nakuru County. (5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

<b>Resources</b>	5	4	3	2	1
Adequate human resource management enhances the implementation of strategy					
The school has skilled personnel for effective strategy implementation					
The management has committed adequate financial resources for the implementation of strategy					
The school has all the needed materials for the implementation of strategy					
The organization has embraced technology in strategy implementation					

**Section E: Coordination**

Indicate your level of agreement on the following statements concerning the influence of co-ordinations and performance of private secondary schools in Nakuru County. (5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

<b>Coordination</b>	5	4	3	2	1
The organization have a clear flow of coordination among the various management level which positively affect strategy implementation					
The organization has a properly defined communication strategy which ensures that all significant information is dispersed to the correct people, both internally and externally					
The school management is sharing information consistently with all the employees which enhance a sense of transparency during strategy implementation					
Coordination help discover risks during strategy implementation					
Coordination help employees get involved in change, helping them feel empowered to commit and engage in the desired change					

**Section F: Performance**

Indicate your level of agreement on the following statements concerning the influence of co-ordinations and performance of private secondary schools in Nakuru County. (5 = strongly agree; 4 = agree; 3 = not sure; 2 = disagree; 1 = strongly disagree)

<b>Performance</b>	5	4	3	2	1
The overall mean score of the school has improved for the past five years					
Students have improved in their academic performance and co-curricular performance.					
The school has recorded high returns on their projects					
The teachers and other employees are satisfied with their work					

*Thank You for Your Participation*

**APPENDICES III: LIST OF PRIVATE SECONDARY SCHOOLS IN NAKURU  
COUNTY**

1. Annbell Girls High School
2. Bahati Valley Academy
3. Bell-House Academy
4. Blescohouse School
5. Christ the King Academy
6. City Mission Secondary School
7. Coulson Girls Secondary School
8. Eastmore Girls School
9. Elimu Girls Secondary School
10. Evelyn Memorial School
11. Freds Academy Njoro
12. Gilgil High School
13. Gilgil Hills Girls Senior School
14. Khalsa Secondary School
15. Lanet Lighthouse High School
16. Lock Wood Girls High School
17. Loreto Nakuru Secondary School
18. Melvin Jones Academy
19. Moi High School, Kabarak
20. Molo Academy
21. Mugumo Secondary School
22. Annester School
23. Muthaiti Girls Sec. School
24. Naivasha Academy
25. Navigators Girls High School
26. New Elimu High School
27. Njoro Precious Girls High School



28. Rasul Al Akram Academy
29. Rockwood Girls High School
30. Rongai Agricultural and Technical High School
31. Rongai Boys Tech High School
32. Sacred Heart Boys Secondary School
33. Shinner's Boys High School
34. Shinner's Girls High School
35. Shunem Girls High School
36. St. Ann High School
37. St. Joseph's Seminary
38. St. Lukes Boys Secondary School
39. St. Maria Goretti School
40. St. Xavier's Mixed High School
41. St. Yermo Secondary School
42. Upper Hill Mixed High School
43. Vanessa Grant Girls School
44. Victonell Academy
45. Well Spring Girls School
46. Wheatfields Education Complex

**Source: Nakuru County Director of Education (2022)**