



Strategic Implementation and its Influence on Academic Performance in Public Secondary Schools: Baringo County, Kenya

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ABSTRACT

The study sought to assess the influence of strategy implementation on academic performance among public secondary schools in Baringo County, Kenya. Specifically, the study sought to assess the influence of completed academic indicators, completed co-curricular indicators, completed human resource indicators, and completed financial indicators on academic performance in public secondary schools in Baringo County, Kenya. The study was anchored on the systems theory. The study adopted explanatory research design with the principals (97) and teachers (2,419) in public secondary schools in Baringo County as the target population. Stratified proportionate sampling was used to obtain a sample size of 19 principals and 242 teachers. A structured questionnaire was used to obtain data from the teachers while an interview guide was used to collect data from the principals. The data was analyzed using both qualitative and quantitative techniques. The findings from the study revealed that academic indicators in strategy implementation significantly influenced the academic performance of public secondary schools in Baringo County. The academic performance was also significantly influenced by co-curricular indicators. Strategy implementation focusing on achieving human resource indicators significantly influenced the academic performance similar to financial indicators which significantly influenced academic performance of public secondary schools in Baringo County. The study concluded that implementation of strategy in schools, was essential in enhancing the academic performance. It is recommended that there is need for the school management through the principals to uphold strategy implementation and ensure that it achieve the academic, co-curricular, human resources and financial indicators in order to enhance the schools' academic performance.

Keywords: Strategic Planning, Strategic Plan Implementation, Academic Indicators, Co-curricular Indicators, Human resource indicators, Financial indicators, Academic performance

1. INTRODUCTION

1.1 Background to the Study

The main goal of education is not only to stir academic performance and students' completion of their education but is encompassed on providing skills and capabilities that contribute directly to economic growth and development (Srinivas & Venkatkrishnan, 2016). According to UNESCO (2014) quality education refers to the ability of the curriculum and education offered in a given country to equip the learners with special knowledge that is adequate and effective to enable the beneficiaries to be economically empowered and able to solve the modern day problems (Williams, 2015).

Education is key to economic growth and development in both the developed and developing countries across the globe. According to Kudari (2016), through education, skills and capabilities to solve the modern World problems are acquired thus promoting growth and development. It is against this background that academic performance and the overall management of schools is upheld by many governments across the World (Palladan, Abdulkadir, & Chong, 2016). To enhance institutional management and therefore improve performance, many institutions have adopted strategic planning as a key approach in institutional planning.

As one of its mandates of ensuring quality education in the member countries, UNESCO introduced strategic planning in the education sector in early 2006 (UNESCO, 2006). This was one of the blueprint measures to ensure that educational sector is mandated effectively for better learning. UNESCO put across a guideline on educational sector strategic planning starting from the international educational bodies to the national level, and down to the schools. This ensured a decentralization of educational management, thus providing a more profound framework for the educational sector to be streamlined towards achieving the global sustainable development goals.

The main goal of every organization and institution is to steer growth and performance. However, this is not possible without first putting all the systems and resources in line with the over-changing and unpredictable modern World. As stipulated by Pearce and Robinson (2013), strategic planning stands at the helm of enhancing firm performance and growth through enabling the management to lay out all the procedures and processes to effectively utilize the available resources and skills for performance gains. While defining strategic planning, Aldehyat, Al Khattab and Anchor (2011) stated that the main approach to give to the strategic planning is through outlining properly articulated goals and objectives and ensuring that the resources are mobilized to enhance the achievement of these objectives.

Like other institutions, schools also require strategic planning as a move to steer their performance (Bahadori, Teymourzadeh, Tajik, Ravangard, Raadabadi, & Hosseini, 2018). Through strategic planning, schools are capable of integrating the available resources and mainstream their operations towards enhancing performance. In more advanced economies, strategic planning is upheld in both lower and upper schools as a measure towards promoting students' performance in both curricular and co-curricular activities. George (2020) indicated that schools have continually adopted strategic planning where policies on how these plans should be implemented as well as allocating adequate resources to the implementation has been done to ensure that the schools run effectively and complete one agenda at a time. According to Buuni, Yusuf, Kiiru, and Karemu (2015), as a result of effective strategic planning, pre-primary schools are able to record high enrollment and transition rates as well as increased performance in regional examinations. Anyieni and Areri (2016) support this by insinuating that strategic planning contributes to improved academic performance by enabling the school management to have properly streamlined school programs and allowing adequate time and energy to focus on educational aspects.

Strategic planning has been emphasized as a key driver towards enhancing educational performance across Africa. Statistics show that in every 19 schools that have embraced strategic planning, 14 schools which is equivalent to 74% record increased in their performance through increased students' enrollment, transition rates and academic performance (UNESCO, 2022). Meresa (2019) contemplated that students' performance in properly managed schools is better than the schools with no proper management structures. While conducting an analysis of strategic planning and implementation and school performance, Elbanna, and Fadol (2016) indicated that 6 out of 10 schools in UAE with properly aligned strategies had recorded increased performance and proper use of their resources hence spearheading academic prosperity of the students.

Strategic planning practices in Kenyan secondary schools were introduced by Kenya education sector support programme (KESSP) between 2006 and 2011. This was a five year program by the government of Kenya's Ministry of Education (MOE) formed to improve the provision of education in Kenya through effective management of the schools for enhanced academic performance. Anyieni and Kwamboka (2015) argued that the implementation of strategic plans has been upheld in Kenyan schools although affected by a wide range of challenges such as lack of resources, government policies and poor training. Kache (2018) also noted that the performance of the schools is continuously declining with lesser students obtaining a grade C+(plus) and above in the 2015-2016 KCSE Examinations as compared to the previous year. According TSC (2018), out of the over 4,000 secondary schools in Kenya, an approximate 48% had adopted and continued to implement their strategic plans for the period between 2015 and 2017. On the other hand, KNEC (2018) reported a decline in performance of the schools' academic performance in four consecutive years despite the much attention given to the schools to enhance their management through strategic planning.

In Baringo County, the academic performance, which in this case is based on the performance at the Kenyan Certificate of Secondary Education (KCSE) examinations, has been declining over the years. The records from the Ministry of Education shows that in the year 2018, 13.77% of the candidates at the KCSE scored a mean grade of C+ and above, while in Baringo County, only 9.2% of the candidates in the same year had a mean grade of C+ and above. Moreover, while the country's overall performance increased to 18.02% in the year 2019, in Baringo County, the percentage number of students with C+ and above in the examinations reduced to 8.7%, an indication that the academic performance in the county has been declining. This is despite the fact that schools have adopted strategic planning to enhance management and performance.

1.2 Statement of the Problem

Education is recognized as the key indicator of growth and development of any country across the globe. In Kenya, education at secondary level continues to experience unique challenges which are more often attributed to deficiencies in planning. Evidence from the developed countries has revealed a connection between strategic planning and academic performance in all the levels of learning. In Kenya, the Decentralized Educational Management Activity (DEMA) was mandated to ensure schools develop strategic plans through which they could enhance effective management of the schools for better academic performance. However, despite the continued support and training of school managers to formulate and implement strategic plans in their respective schools, most schools continue to record low academic performance, with the recent KCSE results showing an overwhelming decline in performance. The records by the Kenya National Examinations Council show that academic performance of public secondary schools has been on a declining trend as compared to private schools. In Baringo County, the situation has not been any different, with most public secondary schools in the county recording deteriorating results year after year. This raises a question on whether the implemented strategic plans have achieved the intended results. The study therefore seeks to assess the influence of strategic plan implementation on academic performance of public secondary schools in Baringo County, Kenya.

1.3 Objectives of the Study

The study sought to achieve the following objectives;

- i. To establish the influence of completed academic indicators on the KCSE results in public secondary schools in Baringo County, Kenya
- ii. To find out the influence of completed co-curricular indicators on KCSE results in public secondary schools in Baringo County, Kenya
- iii. To establish the influence of completed human resource indicators on KCSE results in public secondary schools in Baringo County, Kenya
- iv. To determine the influence completed financial indicators on KCSE results in public secondary schools in Baringo County, Kenya

1.4 Research Questions

This study sought to answer the following research Questions:

- i. What is the influence of completed academic indicators on the KCSE results in public secondary schools in Baringo County, Kenya?
- ii. What is the influence of completed co-curricular indicators on KCSE results in public secondary schools in Baringo County, Kenya?
- iii. What is the influence of completed human resource indicators on KCSE results in public secondary schools in Baringo County, Kenya?
- iv. What is the influence completed financial indicators on KCSE results in public secondary schools in Baringo County, Kenya?

1.5 Theoretical Framework

This study was anchored on the systems theory. The systems theory is based on the way the organization (in this case the schools) operates internally and connects to the external world towards achieving the set goals. The theory was first put forward by von Bertalanffy (1974) in an attempt to expedite how phenomenon exist and rely on each other in a normal World. The theory defines a system as a conglomeration of various parts interlinked together for the purpose of performing a given operation together. According to Chikere, and Nwoka (2015), a system explains how a part cannot work and perform alone unless the other parts are brought in. The theory extensively underpins the need for strategic plan implementation and how this can lead to enhanced organizational effectiveness and performance (Keivanpour, Ait-Kadi, & Masle, 2017). Dekkers (2015) alludes that in the context of management, a system is an elaboration of how organizations are formed of different aspects and stakeholders who need to work together for the success of the organizational goals and objectives.

Systems operate as one conjoined phenomenon due to the collaboration put across by the parts that are brought together to form the system (Scholz, 2017). In the context of this study, a system is the school which has to be run effectively for enhanced academic performance. For a school to achieve its goals there must be plans put across on how to drive the agenda of the school forward. This plan needs the collaboration between the management, teachers, students, parents and other stakeholders for it to be implemented. This is what forms the system (Katina, 2015).

According to Ellis et al. (2013) and Geiger, Rosemann, and Fielt (2011), for the system to achieve the set goals, all the parts should be actively involved and play their given roles effectively. This is also applied in the case of schools. The aim of strategic planning is to ensure that all these parts are aligned and working towards a common goal, which is academic performance.

1.6 Conceptual Framework

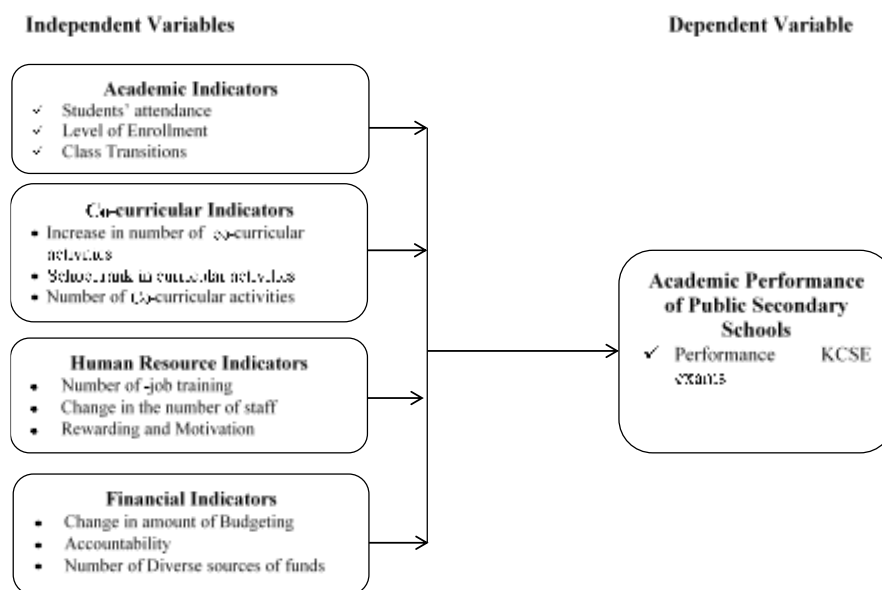


Figure 1: Conceptual Framework

2. LITERATURE REVIEW

2.1 Strategic Plan Implementation and Academic Performance

Implementation of strategic plans among the schools has been upheld as one of the major ways of ensuring that schools are effectively run in order to achieve their mandates. Chukwumah (2015) considers strategic planning as one effective prospect that schools through the management tend to enhance their ability to achieve their intended purpose, mainly promotion of academic performance. Strategic planning provides a pathway for the schools, through which their programmes, timeframes and other essential frameworks are structured, with the required inputs for easier implementation. While assessing the effectiveness of strategic planning and school management, Bell (2012) alluded that strategic planning is essential in streamlining the school operations and ensuring the efficiency of the management towards achieving the mandates of the school. Sang, Kindiki, Sang, Rotich, and Kipruto (2015) links

strategic plan implementation with school academic performance by arguing that the strategic planning tends to sought out the resources such as financial and human resources that are essential in meeting the school internal needs.

Kache (2018) while assessing the effectiveness of strategic plan implementation on students' academic performance established that the main aspects of strategic plan implementation include continuous assessment strategies, mission statement on students and benchmarking strategies had significant impact on academic performance. Kariuki, Maiyo, and Ndiku (2016) established that strategic planning in secondary schools was essential in setting the required goals and providing pathways for the achievement of the set goals, thus enhancing the performance of the schools. This is also supported by Mwangi (2017) who indicated that strategic planning is essential through which the schools become effective in delivering their mandates and enhancing academic performance.

2.2 Completed Academic Indicators and School Performance

Planning is a procedure that has different phases which ought to be systematically executed to achieve the expected results. However, to make the entire process successful, it goes without saying that academics and objectives ought to be set (Latham & Brown, 2006). Setting academics in schools has been termed as a key drive to enhance the quality of education through improved academic performance. The expectation of every individual that seeks education is to steer development in intellectual capacity and this can be derived through academic performance which is the measure (Klug & Maier, 2015). As postulated by Harkin, Webb, Chang, Prestwich, Conner and Kellar (2015), the motive behind every institution setting academics is so as to enhance the achievement of the academics by their clients and to meet their demands and expectations. Studies across the globe have focused on the link between academic indicators and academic performance/quality of education.

Corgnet, Gómezmiñambres and Hernágonzalez (2015) carried out a study on the role of academic indicators in enhancing the quality of education in Malaysia. In their findings, Corgnet et al. (2015) described schools as the centres of molding development through passing of knowledge on problem solving to wide range of persons. In this case Corgnet et al. (2015) established that as a part of strategic planning, setting academics and objectives gave the school management a direction and starting point to enhance learning whereby the management is aware of what it is expected to do and the expected results both at short-term and long-term.

Dotson (2016) did a study in Kentucky, United States of America on the role of academic setting to increase students' academic performance. The study found that when students are not passed through academic setting their performance was 43% while when they are asked to set academics and taken through the entire process carefully, their performance increased to 69%. According to Dotson (2016), setting academics helps students to keep focused on the anticipated results as well as providing a clear dimension on how to attain better results. Further, the author suggested that the main way to enhance the effectiveness of the set academics and objectives is to ensure that they are measurable, specific, sensitive with time as well as relevant and attainable. From

2.3 Co-Curricular activities and School Performance

Strategic planning in secondary schools has various aspects which determine and indicate its continued implementation. One of the aspects is co-curricular activities which the school points out to be among the major areas to focus on for success (Karim & Hussein, 2008). Schools similar to other organizations are surrounded by a wide range of opportunities as well as threats which are highly dependent on the weaknesses and strengths of the school. To interact with these opportunities, schools require to focus on other dimensions apart from their main focus which is education. These are called the co-curricular activities (Adeoye & Elegunde, 2012). According to Bhardwaj and Kumar (2014) co-curricular activities help focus enhance the capability of students by tuning them not only into academics but also in other aspects of societal development and growth.

Co-curricular indicators refers to activities, programs and learning experience such as art show and musical performance that complement what students are learning in school. These activities may play a very major role on school performance. Though generally available, empirical evidence on the relationship between co-curricular activities and academic performance is inconclusive so far. Carbone, Rayner, Ye, and Durandet (2020) analysed the correlation between co-curricular indicators and academic performance. Their study found that several roles found in co-curricular activities are depended on in ensuring good performance among students in school. These activities included sports, music and drama festivals.

2.4 Human Resource and School Performance

Human Resources are the main determinant of how far a school goes as far as achievement of the academic goals is concerned (Barney, 1991). As postulated in the resource based view, resources and capabilities in a school are the major drivers of academic performance and quality education which ought to be valuably and effective (Adegbemile, 2011). According to Prasetio, Azis, Fadhilah, and Fauziah (2017), resource mobilization is the process of availing the required inputs in the school to steer the achievement of the set goals and objectives. These resources are in form of finances, human capital, land and learning facilities. Human resource refers to people responsible for the operation of an institution. They ensure continuous running of an institution through their management. While, the human resource indicator refers to an institution metric that measures the performance of processes within the human resource department (Nakpodia, 2010).

Barrena-Martínez, López-Fernández, and Romero-Fernández (2017) conducted a study on the impact of human resource indicators on school leaders performance. The results revealed that through a well embraced human resource framework, the schools performed better while the leaders succession planning was a significant indicator of how well human resource was implemented as a plan in the schools. The results further revealed that there was no significant difference between the level at which private school implemented their human resource plans as compared to the public schools. A study by Schmidt and Keil (2013) on the importance of resources on performance established that resources such as human resource and financial

resources influenced the ability of organizations to find their potentials and invest the resources towards implanting those potentials. According to Schmidt and Keil (2013), the idiosyncratic value of organizational resources is revealed by the ability of the organization to use the resources to steer growth and performance. Same way, the value of the resources by the schools can be identified through the ability of the school through the management to use the resources effectively to enhance academic performance of the students.

Okongo, Ngao and Nyongesa (2015) carried out a study on the effect of availability of human resources on the implementation of inclusive education in pre-school centres in Nyamira County. Okongo et al. (2015) revealed that there were three classifications of resources which included the material resources, physical facilities and human resources. According to Okongo et al. (2015), the availability of teaching and learning resources is essential in steering the achievement of the school goals through enhancing the retention of learners, meeting their needs, enhancing retention and enrolment as well as improving the implementation of the curriculum.

2.5 Financial Resources and School Performance

Financial indicators are essential in the performance of schools in both academic and non-academic aspects. It is therefore important that strategic plans point out on the basis and the need for financial resources and where they will be sourced from. Any performance in a school is essential in promoting the effectiveness of the activities in the school. Strategic planning is an aspect of school management that encompasses on touching several dimensions of the school operations with the main goal of enhancing performance and growth of the school. This implies that the financial indicators in different angles are affected in one way or another by any alteration of new decision brought about by the implementation of the strategic plan. In this view therefore, the school management ought to find ways of involving the stakeholders and making them part and puzzle of the strategy implementation (Winkle-Wagner, 2010).

Hu et al. (2017) did a study on the influence of financial resources on school performance. The study established that as a result of equitable and effective availability of financial resources, performance of institutions is enhanced. Parveen, Phuc, Shafiq, and Wei (2021) addressed the effect of financial decision making on school performance. The findings revealed that through teacher participation in financial decision making, there are more teaching and learning resources as well as a financially dependent institution thus enhancing academic performance. Britt, Mendiola, Schink, Tibbetts, and Jones (2016) did a study on the influence of financial capability on school academic performance. The findings revealed that as a result of effective management of financial resources, schools are able to run smoothly and steer performance both academically and in extra-curricular activities.

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Explanatory correlational research design was adopted in this study. This is a flexible design that allows the researcher to consider many different aspect of a problem and try to explain relationships that might exist between phenomena. According to Nind, Holmes, Insenga, Lewthwaite, and Sutton (2020), the term explanatory research implies that the research in question is intended to explain, rather than simply to describe, the phenomena being studied. Through explanatory research approach, the existing state of implementation of strategic plans in public secondary schools was explored while assessing how this has affected the academic performance of the schools.

3.2 Target Population

The target population for the study comprised of teachers and principals in public secondary schools in Baringo County. The principals are the main decision makers in the schools and they are responsible for overseeing the strategic planning and implementation of the strategies in the schools. On the other hand, the teachers are more close to the school principals and understand the matters of strategic planning better, thus they can give their opinions as the employees. According to MOE (2019) and the Baringo County Education Board (2019), there are 97 public secondary schools in Baringo County where 29 are boys' schools, 31 are girls' schools while 37 are mixed schools. The schools have 2,419 teachers (1,040 female and 1,379 male) and 97 principals (58 male and 39 female). Therefore, the total target population was 2,516.

3.3 Sampling Techniques and Sample Size

The target population was stratified based on the sub-counties. Once the schools were stratified based on the sub-counties, a sample size was picked proportionately from each of the strata. A sample size of 20% (Kowot, 2017) was used to sample 19 public secondary schools in Baringo County. The 19 principals from these schools were purposively sampled to participate in the study. For the teachers, a 10% sample size was used. This implies that 242 teachers were sampled from the 19 selected schools.

3.4 Research Instruments

The study used a semi-structured Interview Schedule for the principals to assess their opinions on the implementation of strategic plans and its influence on the academic performance. A self-administered questionnaire employing both closed and open-ended techniques was used for the teachers to assess their views and opinions on the strategy implementation and its influence on the academic performance of their respective schools. The questionnaires were physically distributed as well as the interviews.

3.5 Data Analysis

Both qualitative and quantitative data was analyzed in this study. Qualitative data was analyzed using content analysis whereas quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics included frequencies, means, and standard deviations. On the other hand, inferential statistics included coefficient of determination and regression coefficient. Inferential statistics were used to give the statistical relationship between the variables of the study (independent variables and the dependent variable). In this case, a regression model was used.

4. RESEARCH FINDINGS

4.1 Response Rate

The study had a sample size of 242 teachers and 19 school principals. The teachers were surveyed using questionnaires while the principals were interviewed using an interview guide. Out of the 242 questionnaires issued to the 242 teachers, 178 were fully filled and returned for analysis, implying a response rate of 73.6%. For the school principals, the study sought to conduct interviews to 19 of them, but 13 were available for the interviews, signifying a 68.4% response rate. In this case, therefore, the response rate of 73.6% for the teachers and 68.4% for the head teachers was considered adequate for the study. The lower response rate for the school principals was attributed to their unavailability due to their busy schedules.

4.2 Influence of Strategy Implementation on Academic Performance of Public Secondary Schools in Baringo County

The study sought to establish the influence of strategy implementation on academic performance of the public secondary schools in Baringo County. The teachers were required to rate the academic performance of their schools as a result of the strategy implementation. The key aspects of academic performance considered included the performance in national examinations, and the performance in interschool examinations. Table 1 summarizes the findings.

Table 1: Level of Agreement with Statements Strategy Implementation

Statements	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
With implementation of the strategic plan:										
The school has been exemplary performing in the national examinations	12	16.8	0	0	26	35.1	9	12.0	0	0.0
The mean score in the KCSE examinations in our school has been increasing for the past five years	41	55.3	6	8.1	9	12.0	7	9.3	0	0.0
More students in our school have been attaining the pass-mark in the national examinations each year	85	113.6	5	6.7	19	25.3	6	8.0	0	0.0
There are frequent interschool examinations that our school takes part in	21	28.1	8	10.7	4	5.3	25	33.3	2	2.7
The students in our school have recorded higher grades in the interschool examinations	63	84.2	1	1.3	15	20.0	8	10.7	2	2.7

The findings concur with those by Chemwei, Leboo, and Koech (2014) who found that despite the literature showing that strategic plan implementation enhances academic performance, the effectiveness of the implementation process determines whether the strategy will contribute to performance or not. Chukwumah (2015) on the other hand suggests that most institutions fail to enhance their academic performance even after implementing the strategic plans due to inappropriate implementation process.

The principals' views were sought on the academic performance of their schools in relation to strategy implementation. Majority of the principals stated that the academic performance of their schools was not as expected, and this could be partially blamed to the strategy implementation. According to George (2020), when the strategic plan is not implemented in the stipulated manner, some of the indicators are not sufficiently met, and this affects the achievement of the projected goals and objectives. The main goal for the strategic plan is to ensure that the school is run effectively to achieve better academic performance (Kache, 2018). With the strategy implementation not done as planned, it therefore implies that the academic performance of the school is not enhanced.

4.3 Influence of Completed Academic Indicators on Academic Performance of Public Secondary Schools in Baringo County

The study sought to establish the influence of completed academic indicators on the academic performance of public secondary schools in Baringo County Kenya. The teachers were asked to rate specific statements drawn from key academic indicators, and the findings are as summarized in Table 2.

Table 2: Level of Agreement with Statements on Completed Academic Indicators

Statements	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Implementation of Strategic plan has resulted into:										
a. Enhanced the school attendance among the enrolled students	97	56.7	37	22.1	14	8.6	9	5.5	0	0.0
b. Reduced the number of students missing classes in the school	12	7.2	53	32.1	10	6.1	2	1.2	0	0.0
c. Increased the number of students transiting to higher learning institutions	55	33.9	6	3.7	11	6.7	8	4.9	0	0.0
d. Reduced the number of students dropping out of school in our school	92	57.7	3	1.8	14	8.6	2	1.2	0	0.0
e. Increased number of students transiting to the subsequent class that it was in the previous years	54	33.4	13	8.0	32	19.8	1	0.6	0	0.0

f.	Eased the process and requirements for students to proceed to the next class	61	34.32312.93016.93117.43318.5
g.	Well-laid out measures to enhance the enrolment levels of learners in the school	83	46.63620.22111.8116.2 2715.2

The findings imply that the implemented strategies have not effectively contributed to the achievement of academic indicators in the schools. This could be as a result of poorly implemented strategies, as Palladan, Abdulkadir and Chong (2016) argue, where if the planned strategies are not implemented as per the plan, they may not achieve the intended purpose. The findings are also in tandem with those by Srinivas and Venkatkrishnan (2016) who established that due to insufficient planning and improper monitoring, the implementation of strategies in public schools failed to yield the expected academic excellence.

The study sought the Principals' views on the influence of strategic plan implementation on the academic activities. When asked whether they had adequately achieved the academic indicators, some of the principals indicated that they were still in the process of implementing the indicators while others indicated that they had lost the track at some point but they were regaining normalcy over time.

The findings confirm the report by Chepkwony (2022) that insecurity and natural calamities such as drought have continually affected learning in Baringo County. These factors could affect the achievement of the academic indicators, especially when not put into consideration during the strategic planning stages. Another principal indicated that their school was committed to enhance academic indicators but failed to meet the objectives due to emerging issues such as the COVID-19 pandemic. Mwangi (2017) indicates that academic indicators can be achieved when the external environment is aligned to the strategy, such that during planning, the management considers external factors thus setting goals that can be achieved within the unavoidable external environment factors.

A regression model analysis was carried out to establish the statistical relationship between academic indicators and academic performance of public secondary schools in Baringo County. The findings are as shown in Table 3

Table 3: Academic Indicators and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.206	.262		.787	.432
Completed Academic Indicators	1.038	.121	.542	8.561	.000

a. Dependent Variable: Academic Performance

The results depicts that there was a statistically significant positive relationship ($\beta = 1.038$; $P < 0.05$) between completed academic indicators and academic performance of public secondary schools in Baringo County. The findings imply that the low academic performance of public secondary schools has been influenced by the ineffective achievement of the academic indicators during strategy implementation. The findings concur with those by Meresa (2019) who established that ineffective implementation of the set strategies leads to poor performance. Meresa (2019) on the other hand argued that academic indicators in school strategic plan would influence learners' academic performance if the implementation of the strategies was done effectively.

4.4 Influence of Completed Co-Curricular Indicators on Academic Performance of Public Secondary Schools in Baringo County

The study sought to establish the influence of completed co-curricular indicators on the academic performance of public secondary schools in Baringo County. The teachers were asked to indicate their level of agreement or disagreement with key statements based on a 5-points Likert's scale. Table 4 summarizes the findings.

Table 4: Level of Agreement with Statements on Co-curricular Indicators

Statements	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Implementation of Strategic plan has resulted into:										
a. All students in the school are engaged in different co-curricular activities	33	18.5	23	12.9	31	17.4	51	28.7	40	22.5
b. There are frequent interschool competitions on co-curricular activities	73	41.0	36	20.2	27	15.2	25	14.0	17	9.6
c. School has embraced the required mechanism to effectively integrate co-curricular activities to the normal school programme	99	55.6	25	14.0	24	13.5	8	4.5	22	12.4
d. School is frequently performing well in the co-curricular activities competitions	36	20.2	38	21.3	31	17.4	39	21.9	34	19.2
e. School has put the necessary measures to enhance the school's sports, games and arts standards	81	45.5	33	18.5	40	22.5	13	7.3	11	6.2
f. There are more co-curricular activities in the school in addition to the common ones	59	33.1	40	22.5	36	20.2	29	16.3	14	7.9

g.	The school carries out more research to establish the best co-curricular activities than can best blend with the school curriculum programme	57.9	34	19.1	20	11.2	10	5.6	11	6.2
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Implementation of strategic plan is meant to enhance the effectiveness of the co-curricular activities and provide guidelines to the school management on key aspects to put into consideration in order to enhance the effectiveness of co-curricular activities towards enhancing academic performance (Gichohi, 2015). The findings imply that the implementation of strategic plan in the schools has not effectively contributed to the co-curricular indicators, which according to the surveyed teachers, the indicators have not been sufficiently achieved. According to Kiriyana Maphosa and Mapurunga (2014), the co-curricular indicators are instrumental in enabling the school achieve greater academic performance by enhancing the students' morale and confidence. Khan (2018) agrees that where the strategic plan is not sufficiently implemented, the co-curricular activities may also end up not being effectively achieved, and this has a negative impact on the academic performance of learners.

The results from the interviews revealed varied views on the influence of co-curricular activities on academic performance of the surveyed schools. Majority of the interviewed principals argued that their schools were not giving priority to co-curricular indicators, particular after the disruption of normal school programme by the COVID-19 Pandemic. Huaisheng et al. (2019) indicate that the focus on academic matters in strategic planning should not overshadow co-curricular activities which when left out, would have more detrimental impacts on the school academic performance.

A regression model analysis was carried out to establish the statistical relationship between co-curricular indicators and the academic performance of secondary schools in Baringo County. Table 5 shows the findings.

Table 5: Co-curricular Indicators and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.521	.147		10.347	.000
1 Co-curricular Indicators	.358	.056	.434	6.385	.000

a. Dependent Variable: Academic Performance

The findings reveal that the co-curricular indicators have a significant influence on the academic performance of public secondary schools in Baringo County ($\beta=0.358$; $P=0.000<0.05$). The regression coefficient (β) of 0.358 implies that co-curricular indicators are responsible for 0.358 of the academic performance of public secondary schools in Baringo County. The regression results confirm that if the co-curricular activities are enhanced, the academic performance of the schools will be enhanced as well. The findings are in tandem with those by Dotson (2016) who established that co-curricular activities should have a place in strategic planning and properly implemented in order to achieve better academic performance. Chukwumah (2015) also notes that insufficient implementation of co-curricular activities negatively affects students' concentration thus affecting their academic performance.

4.5 Influence of Completed Human Resource Indicators on Academic Performance Public Secondary Schools in Baringo County

The study assessed the influence of completed human resource indicators on the academic performance of secondary schools in Baringo County. The teachers were required to indicate their level of agreement or disagreement with specific statements drawn from the parameters of human resource. Table 6 shows the findings.

Table 6: Agreement Level with Statements on Completed Human Resource Indicators

Statements	SD	D	N	A	SA
	f %	f %	f %	f %	f %
Implementation of Strategic plan has resulted into:					
a. Frequent training the teachers in the school to enhance their skills and competencies	3821.46	737.64	927.52	413.50	0.0
b. Frequent training session for the non-teaching staff in the school	4726.46	335.43	720.83	117.40	0.0
c. Having an adequate number of teaching staff in the school for effectively running the school programmes	4123.02	413.52	715.23	921.94	726.4
d. Having enough support staff in the school to keep the activities of the school smoothly running	3519.74	223.63	921.93	419.12	815.7
e. Effective rewarding the staff members to stir their performance and productivity	4223.62	815.74	625.83	620.32	614.6
f. Frequent motivation and recognition programmes in the school to enhance the spirit and satisfaction of the staff	3922.02	715.31	810.24	022.65	329.9
g. Having adequate skills and competencies possessed by the staff in the school to stir-up the school's academic performance	5128.74	123.02	916.33	318.52	413.5

The findings imply that the strategic plan implementation has not been able to enhance the schools' human resources, despite this being an essential way for the strategic planning to enhance academic performance. The findings contradict those by Bagine, Kubai, and Njagi (2022) who established that most schools that utilize strategic plans to stimulate the effectiveness of human resources to contribute to academic performance. This however confirms the arguments by Ida, Ramli, Mustafa, and Yusoff (2015) who stipulated that schools in developing countries such as Sub-Saharan Africa fail to benefit from the strategic planning as a result of inappropriate implementation of the plans, thus key indicators such as human resources indicators go unachieved.

The interview results from the principals' interviews revealed that most of the principals agreed that their strategic plan implementation had not achieved the best in terms of enhancing the human resource in the schools. Abass, Munga, and Were (2017) stipulates that strategy implementation is driven by the human resources which encompass training of the staff, rewarding and motivation as well as having adequate personnel. If the strategy implementation fails to achieve these parameters, then the main goal of the strategy implementation (in this case academic performance) is also altered.

A regression model 1analysis was carried out to establish the influence of completed human resource indicators on the academic performance 1of public secondary schools in Baringo County. Table 7 shows the findings.

Table 7: Human Resource Indicators and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.913	.189		4.834	.000
1 Human Resource Indicators	.674	.082	.524	8.168	.000

a. Dependent Variable: Academic Performance

The findings show that the regression coefficient (β) for human indicators is 0.674 and the p-value is 0.000<0.05. The regression coefficient implies that when the human resource indicators are achieved !strategic plan implementation, the academic performance of public secondary schools in Baringo County will be enhanced by 0.674. The P-value of 0.000 is less than the standard p-value of 0.05, implying that human resource indicators achieved in strategic plan implementation would significantly influence academic performance in public secondary schools in Baringo County. The findings confirm that the human resource indicators have not been effectively achieved in the strategic plan implementation, thus the academic performance has been poor. It means that if the strategic plan implementation is effectively done to achieve the human resource indicators, the 1academic performance of public secondary schools in Baringo County will be enhanced. The findings concur with those by Sang et al. (2015) who indicated that in cases where strategic plan implementation fails to achieve the set targets on human resources, the main aim of the strategy is also not adequately achieved.

4.6 Influence of Financial Indicators on Academic Performance of Public Secondary Schools in Baringo County

The study Assessed the influence of completed financial indicators on the academic performance of public secondary schools in Baringo County. The findings are as summarized in table 8.

Table 8: Level of Agreement with Statements on Completed Financial Indicators

Statements	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Implementation of strategic plan has led to:										
a. An effective budget that is used to finance the school operations	46	25.8	50	28.1	25	14.0	28	15.7	29	16.3
b. Doing the budgeting for the school programmes at the beginning of every academic year	34	19.1	20	11.2	19	10.7	45	25.3	60	33.7
c. Openness in managing the school resources and finances	43	24.2	49	27.5	33	18.5	24	13.5	29	16.3
d. Accountability in all the school officials handling the school's finances in case of any misappropriation	45	25.3	46	25.8	32	18.0	35	19.7	20	11.2
e. Taking effective measures to ensure monitoring of the school finances	42	23.6	54	30.3	18	10.1	37	20.8	27	15.2
f. Embracing diverse sources of funds to finance its programmes and operations	60	33.7	38	21.3	33	18.5	31	17.4	16	9.0
g. Putting across a plan to ensure that the school has adequate finances to run it all year long	61	34.3	46	25.8	34	19.1	24	13.5	13	7.3

The findings compare with those by Luhangala and Anyieni (2019) who established that while strategic plan implementation is meant to achieve efficient use of institutions finances, this may not be achieved if the implementation is not well carried out. According to Buuni et al. (2015), strategic planning sets out an elaborate framework in which an institution ought to utilize in managing their financial resources, which are essential in stirring the institutional success. Huang and Lee (2012) allude that lack of a well-coordinated implementation process of a strategic plan affects among other aspects, the achievement of the financial indicators, which are the major drivers of organizational success. This implies that when the strategic plans are not effectively implemented by the schools, they fail to achieve the intended financial indicators, which are effect the academic performance negatively.

The principals' views in regard to the academic indicators in strategy implementation and how they influenced 1academic performance of public secondary schools in Baringo County. Majority of the principals stated !that the implementation of the strategic plan for the schools was aimed at enabling the schools manage their financial resources more effectively and ensure proper use of the funds for better academic performance. According to Anyieni and Kwamboka (2015), strategic plan ought to be implemented in a manner that the financial indicators are prioritized, since these are the main drivers of the success of other goals such as academic performance. While Mawanika, Mathenge and Mungai (2021) agree that adequate financial resources

should be allocated for the implementation of the strategic plan, they indicate that the strategic plans once implemented are expected to meet key financial indicators, which indicate the success of the implementation process.

A regression model analysis was carried out to assess the extent to which financial indicators influenced academic performance of the public secondary schools in Baringo County.

Table 9: Financial Indicators and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.099	.214		5.143	.000
1 Financial Indicators	.581	.092	.429	6.307	.000

a. Dependent Variable: Academic Performance

The findings show that the regression coefficient (β) for financial indicators is 0.581 and the p-value is $0.000 < 0.05$. The regression coefficient implies that strategic plan implementation through financial indicators would influence up to 0.581 of academic performance in public secondary schools in Baringo County. The P-value of 0.000 is less than the standard p-value of 0.05, implying that financial indicators would significantly influence academic performance in public secondary schools in Baringo County. The findings imply that the poor academic performance of public secondary school in Baringo County is as a result of ineffective implementation of strategic plans leading to poor achievement of the financial indicators. The findings concur with those by Bahadori *et al.* (2018) who argued that when not effectively upheld, the strategic plan implementation process fails to achieve the intended financial indicators, thus leading to poor academic performance.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions of the Study

The study concluded that strategy implementation has not effectively achieved the academic indicators in the public secondary schools in Baringo County, and this has affected the academic performance in the schools. The implementation of the strategies failed to ensure the enrollment of students was enhanced, the attendance and transition rate to the next classes, and this led to poor academic performance.

The co-curricular indicators were not sufficiently achieved in the schools despite the implementation of the strategic plan. A conclusion is drawn that the implementation of the strategy failed to prioritize co-curricular indicators, thus they were not effectively achieved, leading to poor academic performance in the public secondary schools in Baringo County.

The study further concluded that the human resource indicators were not achieved effectively during the strategy implementation in the schools, and this affected the academic performance. The strategy implementation process did not adequately uphold human resource indicators, and this led to poor academic performance. It is therefore concluded that strategy implementation through human resource indicators has a significant influence on the academic performance of public secondary schools.

Finally, the study concluded that the strategy implementation through financial indicators had a significant influence on the academic performance of public secondary schools in Baringo County. The financial aspects were not effectively achieved in the strategy implementation, and this correlated with the declining academic performance in the schools. It implies that if the strategy implementation achieves the financial indicators, the academic performance would be enhanced.

5.2 Recommendations

Based on the findings and the conclusions of the study, the following recommendations are made.

- i. The school management should ensure that the strategy implementation upholds academic indicators such as enrollment and transition rates of learners in order to enhance academic performance.
- ii. The school principals and other management team should uphold and prioritize co-curricular indicators in strategic planning and implementation as a way of enhancing their schools' academic performance.
- iii. The school management has the duty of ensuring that schools have adequate skills and competencies to effectively run their operations. This should be ensured by prioritizing human resource indicators during the implementation of the strategic plans, thus enhancing the academic performance of the schools.
- iv. The school management particularly the school principals are mandated to manage the finances of the school to ensure their effective use for smooth flow of the school processes. Upholding financial indicators in the strategy implementation would enable the school principals to achieve best results in financial indicators, thus helping the schools to perform better in academics.

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