



## **The Communication Flow and Strategic Plan Implementation in Public Secondary Schools in Nambale Sub County, Kenya**

*Lydia Matisi<sup>1</sup>, Wambeye Marakia<sup>2</sup>, Julius Maiyo<sup>3</sup>*

Department of Educational Planning and Management, Kibabii University

### **ABSTRACT**

Success implementation of strategic plans by organizations is known to improve performance and sustain competitive advantages. In business sector the effects strategic plan is well known and documented unlike schools where there is little information. The secondary schools in Kenya are required by government to develop strategic plans. However, the implementation of these strategic plan and effect on schools performance is unknown. It is against this backdrop that the study sought to evaluate the influence of flow of communication on implementation strategic plans in public secondary schools in Nambale Sub County, Busia Kenya. The study adopted descriptive survey design. The target population was 26 public secondary schools that constitute 761 respondents (26 Principals, 27 deputy Principal, 26 director of studies, 681 teachers and 1 Sub County Director of Education) in Nambale Sub County, Busia Kenya. The study employed stratified, simple sampling techniques and census to select the study sample. The questionnaire and interview guide were adopted to collect data. The study employed descriptive statistics to summarize sample characteristics (mean, frequencies and standard deviations) and multiple regression for inferential statistics to establish relationships between variables with aid Statistical Package of Social Science to analyze quantitative data, while qualitative data were arranged according to themes. The findings of the study revealed that flow communication had positive significant influence on implementation strategic plans in public secondary schools in Nambale Sub County, Busia County.

**Key Words:** *Communication, Flow, Implementation, Strategic Plans*

### **1.0 INTRODUCTION**

Churruca *et al.* (2023) retrospective analysis of communication factors influencing implementation of a program to address unprofessional behaviour and improve culture in Australian Hospital. The study used mixed methods approach with use of structured questionnaires with multiple regressions. It selected a sample of 456 respondents was employed. The results findings showed that organizational communication and Organizational structure had a positive correlation with implementation of strategies in an organization. It further found that the culture of proper communication in organization influenced implementation of strategic plans over Organizational structure. The study did not consider resource allocation as a variable. It used a relatively larger sample and the current study endeavored to consider Kenyan context.

Kubeyi (2019) examined effect of communication on development and implementation of strategic plans among public universities in South Africa. The study adopted mixed research design, the study sample of 450 respondents comprising of top managements, deans and lecturers were selected using stratified and simple sampling techniques established effective communication enhanced strategic plan formulation and implementation among public universities in Durban, South Africa. The study further established free communication and adoption of technology addressed possible resistance in strategic implementation. The current study attempted to effect of communication in implementation of strategic plans among the secondary schools in Nambale Sub County, Kenya.

Abaiola and Osaat (2021) investigated the succession and strategic employees planning as predictors of teachers' commitment in secondary schools in Bayelsa State. The study adopted correlation design and target population was 3477 teachers. It selected a sample 490 respondents using random sampling techniques. The study found effective communication had insignificant influence on strategic plan implementations. The study further established most schools strategic plans were incorrectly developed. The current study attempted to examine role communication from strategic formulation to implementation among the secondary schools in Kenya.

Shakeria and Khalilzadeh (2020) analysis of factors affecting project communication with hybrid: a case study in Iran. The study employed descriptive survey design. The study employed purpose sampling to 120 respondents from two organisations. The study found that informed (credibility) communication strategy allows managers to structure the information flow in better and controlled manners for effective and efficient implementation of project task. The study further revealed that timely communication contributed to proper implementation of project tasks. This meant that informed communication was critical in creation awareness of project expectations. The current study attempted to consider schools in Kenya and adopted mixed approach.

Hyland-Wood, Gardner, and Leask (2021) toward effective communication strategies in era of Covid 19 in USA. The study target population were institutions of high learning and employed descriptive survey design was adopted. The study adopted stratified and simpling techniques to 560 respondents. The questionnaire was employed to collect data. The study found that effective communication was two ways process that involved clear messages, delivered through appropriate medium, tailored for diverse audiences and shared by trusted members. The study further argued that adiversity in project implementation must be included in engagement activities. The study esblished emergency in digital had simplified and deliver timely information led to success implementation of strategic projects. The current attempted considered Kenyan and study target public secondary schools

Mwadabe(2020) conducted research on determinants of implementation of strategic plans in Nigeria reveals that effective communication of strategic plan objectives and activities influenced implementation and organizational performance. The study found that time with key stakeholders in firms to go through the strategic planning process and develop timelines for implementation. The study established free communication among stakeholders identified challenges and remedies for implementation of strategic plans in firms. This implies that communication is vital in effective implementation of strategic plans in organizations.

Mwiza and Dinko (2022) examined effect of effective communication on implementation plans among service firms in Lilongwe, Malawi. The study employed quantitative methods. The target population of the study was two firms. The study adopted convenience and snowball sampling to select 133 respondents. The study found that a significant positive relationship between three independent variables (credibility of communication, speed of feedback in communication and flexibility of formal communication) on implementation strategic plans. It implied the effective communication created of priorities of strategic plans. The current attempted to consider many schools and employed a mixed approach.

Nderitu and Oluoch (2020) examined strategic communication impacts students' academic performance in Kieni Sub County. The study employed descriptive research design and target population was 31 public secondary schools. The sample of study comprised 31 principals and 527 members of board. The study found that proper communication had positive significant influence on implementation of strategic plans in public secondary schools. The study further established that flexibility in formal communication clarified concern issues of implementation. The current study attempted to consider effects of both grapevines and formal communication on implementation of strategic plans in Nambale Sub County, Kenya.

Nyarango and Ogal (2020) analyzed of school management communication on academic performance Nyatika Sub County, Migori County. The study employed descriptive survey design. The target population of study comprised of 150 board of management members and 120 head teacher. The study adopted questionnaire to collect data. The study found that that decision making had positive significant effects on academic performance. The study further revealed that participatory decision with key stakeholders created common approach in implementation of strategic action improved academic performance. the current study considered credibility, flexibility, technology and information on implementation strategic actions.

Olang'a (2020) analysed role communcation in strategic implementation: the case of African women in agricultural research and development in Kenya. The study adopted descriptive survey and selected 560 respondents among the stakeholders of African women in agricultural research and development. The found adoption of technology eased flow communication and flow of authority positively influenced implementation of African Women in Agricultural Research and Development strategic projects. The current study attempted to employed mixed research design to investigate effects of communication on strategic plans implementation among the secondary schools in Kenya.

Kariuki, Maiyo and Ndiku (2016) examined the relationship strategic planning and performance of public secondary schools in Kangundo Sub County, Kenya. The study employed descriptive survey design and target population was 20 secondary schools in Kangundo Sub County, Kenya. The study found that schools that implemented strategic plans adequately performed better. The study further established that free flow of information among school stakeholders had positive effect on correct use of available resources to implement of strategic plan. The current study attempted to examine effects of communication on strategic implementation in Nambale Sub County, Kenya.

### ***1.2 Purpose of the Study***

The purpose of the study was to assess the effect of communication flow on implementation of strategic plans in public secondary schools in Nambale Sub County, Busia Kenya

### ***1.3 Significance of the Study***

Findings may guide governments in formulating policies on public secondary school education. The findings also may improve industry practice in public secondary education in the education sector for Public secondary schools to improve their performance and ultimate service delivery. Other organizations used these findings to implement a framework for enacting developed strategies at their level. The findings also may help scholars and researchers to guide further research.

### ***1.4. Limitations of the Study***

A major inadequacy was scarcity of data on success studies on the topic of the study. The current study aims to add to the obtainable literature on the topic. The respondents were the main source of information and may not be willing to spend their time and give information. To overcome the challenge, the researcher got conversant consent from the respondents and confidentiality shall apply to data collected.

## 2.0 METHODOLOGY

### 2.1. Research Design

The researcher used descriptive research design. A research design is a plan that describes how, when and where data is to be collected and analyzed (Mugenda&Mugenda, 2003). This can be described as a formula used by a researcher through the research process to describe the desired phenomena (Hanlon & Larget, 2014). This is due to its capacity to enable the study to describe object of research and their relationship to the environment. It was also be chosen because of its ability to allow the researcher systematically collect data on school-based factors and implementation of strategic plans using questionnaires, collate it, present it, analyze it using SPSS and interpret. Descriptive research design is popular in social science studies due to its ability to allow for systematic flow of researching.

### 2.2. Study Area

Nambale is a sub county in Busia County Kenya. The estimated population is 42,875, and the settlement lies at an elevation of 3,900 feet (1,200 m). Currently, it has continued to expand as there have been talks of construction of a sugar cane factory, to be situated between River Sio and Nambale stream. Busia is a county in the former Western Province of Kenya. It borders Kakamega County to the east, Bungoma County to the north, Lake Victoria and Siaya County to the south and Busia District, Uganda to the west. The county has about 893,000 people and spins about 1,700 square kilometers making it one of the smallest counties in Kenya. Busia is inhabited by the Iteso tribe of Kenya with smaller groups of Luhya and Luo. The Luhya communities include the Abakhayo, Marachi, Samia and Abanyala communities. Nambale Sub County is located in Busia County, in the Western province of Kenya. It is one of the four Sub Counties of the Busia County, which borders Uganda to the West. It covers an area of 673.6 square km and has a population of 287,592 people, based on the projections made in June 2006. The other Sub Counties are Budalangi, Funyula and Butula. Budalangi Sub County covers Budalangi Division; Butula Sub County covers Butula Division; Funyula Sub County covers Funyula Division and Nambale Sub County covers Nambale, Matayos, and Township Divisions. Busia County, under which Nambale Sub County falls, has very high poverty prevalence. The study area was chosen for its unique display of poor results progressively yet most schools had reported to have developed strategic plans

### 2.3. Sample Size and Sample Techniques

The respondents were stratified according to the categories of cadres (strata) of sub county education director, principals, deputy principals, directors of studies and teachers. Stratified sampling is applicable in studies where the sample is selected from a population which is not homogeneous (Orodho, 2003). Stratified sampling involves dividing the population into homogeneous subgroups and then taking a simple random sample in each subgroup making it possible to make reliable estimates for each stratum as well as for the population as a whole (Cooper & Schindler, 2003). The respondents were sampled purposively using Yamane (1967).

The researcher used Yamane's formula for sample size determination. This is because the sample was relatively small and needed to be sample with a close range sampling technique, census sampling was used for small populations. The procedure is as shown below

Formula for Determination of Sample Size (Yamane, 1967);

$$n = \frac{N}{1 + Ne^2}$$

Where:

$n$  = the sample sizes

$N$  = the population size

$e^2$  = desired level of statistical significance (0.05)

Thus, we conclude that the study adopted a sample of 157 respondents that was a representative of the study sample.

To determine the sample size of each  $i^{th}$  item, the study used disproportionate stratified random sampling. A proportion of the sample size was computed, and this proportion was used to determine the number of respondents in each stratum ( $i^{th}$  item) to be examined. The proportion was calculated as follows:

**Table 1: Study Population and Sample Sizes**

Category	Target population	Sampling size	%	Sampling techniques
Sub County Director of Education office	1	1	100	Census
Principals	10	10	100	Census
Deputy principals	11	11	100	Census
Director of Studies	10	10	100	Census
Teachers	181	125	69.06	Simple random
<b>Total</b>	<b>213</b>	<b>157</b>		

Source: Researcher, 2023

## 2.4. Instruments for Data Collection

Two research instruments namely questionnaire and teachers' interview guide presented in Appendices was used for the data collection. Patton (2011) argues that combination of instruments like questionnaire and observation schedules are expected much in social science field work because studies which adopt only one method are more vulnerable to errors linked to that particular method than studies that use multiple methods in which different types of data provide cross data credibility checks.

## 3.0 RESULTS AND DISCUSSION

### 3.1. Communication and successful implementation of strategic in secondary schools

The objective of the study was to assess the effect of communication on successful implementation of strategic plans in public secondary schools in Nambale Sub County, Busia Kenya. The Sub County Director of Education, Principals, deputy Principals, director of studies and teachers were asked to indicate their level of agreement or disagreement with a number of statements regarding Communication and successful implementation of strategic in secondary schools, through questionnaires and interview schedules. The statements captured various aspects of sampled education officers and teachers in Nambale sub county secondary schools are analysed in this section. In this section the score of 1 was assigned to strongly agree (SA), 2 to agree (A), 3 to Neutral (N), 4 to disagree (D) and 5 to strongly disagree (SD). The average mean score is 2.5. The findings are presented in Table 1.

**Table 1: Schools Communication Structure**

Communication Structure	N	Mean	Std.
The chain of flow of authority in your school shows how communication is disseminated is clear	112	2.2	1.2
Adoption of technology by schools cuts costs of operation and increases on returns in the organization	112	2.4	.97
There is free communication between school administration , teachers and among teachers in your school	112	3.8	.76
Middle school administrators in your school played a pivotal role in strategic communication	112	2.1	.83
<b>Mean</b>		2.2	.85

Results in table 1, show that public secondary schools in Nambale subcounty had proper communication structures and policies adequate for the implementation of strategic plan with a general mean of 2.2 and a standard deviation of 0.85. A majority of the respondents disagreed that there is free communication between school administration, teachers and among teachers in your school with a mean of 3.8 and a standard deviation of 0.76.

The respondents agreed that adoption of technology by schools cuts costs of operation and increases on returns in the organization with a mean of 2.4 and a standard deviation of 0.97. The Respondents also agreed that the chain of flow of authority in schools shows how communication is disseminated is clear with a mean of 2.2 and a standard deviation of 1.2.

Majority of the respondents strongly agreed that Middle school administrators in schools played a pivotal role in strategic communication with a mean of 2.1 and a standard deviation of 0.83.

The DOSs and teachers were asked to provide their views on strategy formulation and implementation of strategic plans. The results are shown in Table 2

### 3.2. Correlation between communication and implementation of strategic plans

On further analysis to establish the relationship between communication and implementation of strategic plans, Pearson product moment correlation analysis was used since there exists a relationship between respondents' opinion on communication and implementation of strategic plans. The study findings are shown on table 2.

**Table 2: Correlation between communication and implementation of strategic plans**

	Pearson correlation	Pearson correlation	Sig. (2-tailed)	N
<b>Pearson correlation</b>				
Implementation of strategic plan.		1	-	-
The chain of flow of authority in your school shows how communication is disseminated is clear		.465**	0.031	112
Adoption of technology by schools cuts costs of operation and increases on returns in the organization		.766**	0.000	112

There is free communication between school administration , teachers and among teachers in your school	.548**	0.029	112
Middle school administrators in your school played a pivotal role in strategic communication	.598**	0.000	112
<b>Valid n (list wise)</b>	<b>112</b>		

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

Based on this correlation matrix in table 2, there exists a correlation between communication and implementation of strategic plans. The correlations were between 0.465 to 0.766 and p-value=0.023. Therefore, communication affects the implementation of strategic plan. The Pearson product moment correlation index obtained on Adoption of technology by schools cuts costs of operation and increases on returns in the organization and implementation of strategic plan is  $r = 0.766$ . It is positive with p-value = 0.001 which is less than  $\alpha = 0.05$  implying that adaptation of technology affects the implementation of strategic plan .

The second variable Middle school administrators in your school played a pivotal role in strategic communication correlated with implementation of strategic plan ( $r = 0.589$ ,  $\rho = 0.001$  at  $\alpha = 0.05$ ). The third variable of relationship between free communication between school administration, teachers and among teachers in school correlated with implementation of strategic plan ( $r = 0.548$ ,  $\rho = 0.029$ ) at  $\alpha = 0.05$ ). The chain of flow of authority in your school shows how communication is disseminated is clear correlate with the implementation of strategic plan ( $r = 0.465$ ,  $\rho = 0.031$ ) at  $\alpha = 0.05$ ).

## 4.0 CONCLUSION

The study concludes that there is statistically significant relationship between communication flow and implementation of strategic plans in public schools in Nambale sub county, Busia county Kenya.

## 5.0 RECOMMENDATION

Its recommended that the government should develop a standard policy for schools on communication for enhanced strategy formulation and implementation of strategic plans.

## REFERENCES

- Abass, Munga and Were (2017). *“The relationship between strategy implementation and performance in county governments of Kenya: A case study of Wajir County government”*.
- Agufana (2018). *“Challenges affecting the effective implementation of vocational Education Program in Youth Polytechnics in Kenya”*.
- Aosa (2008) *“An empirical investigation of aspects of strategy formulation and implementation within large and private manufacturing companies”*.
- Awino (2017) *“Influence of Strategy Implementation in Government owned Entities in Kenya”*.
- Cater and Pucko (2010), *“Factors of influence on performance. Effective strategy implementation: empirical evidence from Slovenian business practice.*
- Chiuri (2015). *Challenges of Strategy Implementation in Higher Education Institutions in Kenya.*
- Drazin and Howard (2009). *“Effect of Organizational structure on strategy implementation”*.
- Kamaamia (2017). *“The effect of organizational culture: A case study of Kenya School of Monetary studies. (KSMS)”*.
- Karemu and Gongera (2014). *“An Evaluation of Strategy Implementation on Organizational Performance: Case of Public Technical, Vocational, Education Training (TVET) Institutions in Kiambu County, Kenya.”*