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Selected Strategic Management Practices on Performance of Public Secondary  
Schools in Garissa Township Sub County, Kenya



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## Selected Strategic Management Practices on Performance of Public Secondary Schools in Garissa Township Sub County, Kenya



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### ABSTRACT

**Purpose:** The purpose of this study was to determine the influence of selected strategic management practices on performance of secondary schools in Garissa Township Sub County. The specific objectives guiding the study were to assess the relationship between stakeholder management strategy, leadership management strategy and technological management strategy and performance of public secondary schools in Garissa Township Sub County.

**Methodology:** The study was underpinned by the theory of stakeholder, contingency theory of leadership, system theory of technology and the theory of performance. The study used a mixed research design in which both quantitative and qualitative data were collected from the respondents in answering the research questions. The target population comprised of boards of management, principals, deputy principals, teachers and students from the eleven public secondary schools in Garissa Township. Data was collected by use of questionnaires comprised of structured and unstructured questions.

**Findings:** The study established that stakeholder management strategy, leadership management strategy and technological management strategy bears a positive and significant relationship with performance of secondary schools in Garissa Township Sub County. This is shown by beta values of 0.306, 0.554 and 0.341 and significant values of 0.001, 0.000 and 0.000 respectively. The results bears the implications that enhancing stakeholder management strategy, leadership management strategy and technological management strategy leads to enhanced performance levels of the public school. The study concluded that aspects of stakeholder management strategy, leadership management strategy and technological management strategy positively and significantly relates with performance levels of the public school.

**Unique Contribution to Theory, Practice and Policy:** The study provided recommendations to the management of the public secondary schools to enhance strategies under stakeholder management, leadership management and technological management since the practices results to enhance performance levels of the public secondary schools in in Garissa Township Sub County.

**Key Words:** *Stakeholder Management Strategy, Leadership Management Strategy, Technological Management Strategy, and Performance of Public Secondary Schools*

## **Background of the Study**

Numerous countries worldwide have made significant investments in enhancing their education systems. Singapore serves as a prominent example, achieving exceptional performance in international education and consistently securing top positions in global rankings. The Organization for Economic Cooperation and Development (OECD) consistently acknowledges Singapore's education system as one of the world's best. The remarkable achievements of Singapore's education system can be attributed to its distinctive teaching approach. In Singapore, classroom instruction follows a well-structured and standardized approach across various levels and subjects. The teaching methods employed are coherent, practical, and designed to meet specific educational objectives, drawing from a variety of pedagogical traditions. The government has made significant investments in educational research, emphasizing the importance of building a strong educational system. Singapore places great importance on developing the capabilities of individuals at all levels, particularly when it comes to selecting, training, and providing professional development opportunities for principals and teachers. Moreover, there is a shared positive perception among parents, students, teachers, and policy makers regarding the value of education, which is viewed as a means to achieve tangible outcomes. Students generally exhibit discipline, and classrooms are characterized by a sense of orderliness. Singapore's education system is characterized by a significant level of centralization. The Ministry of Education takes charge of various crucial aspects, including the allocation of funds to all schools, the development of course syllabi and national examinations, the regulation of teacher credentials, the management of teacher and principal evaluation and promotion systems, as well as the recruitment and deployment of principals and teachers across schools. The Ministry directly provides financial support to schools based on the number of students enrolled. Moreover, all schools receive a fixed grant aimed at assisting low-income students and students from ethnic minority backgrounds. The Ministry also offers financial assistance to students from low-income families through subsidies for educational materials and activities, as well as provisions for school meals. Although the Ministry of Education establishes the overall structure of Singapore's education system, there are various entities that operate within this framework. While Singapore places significant emphasis on ensuring equitable funding, recent findings from the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) have highlighted a significant disparity between the highest-achieving and lowest-achieving students in the country (National Center for Education and the Economy, 2021).

The Japanese government recently released education policies focused on promoting and facilitating the integration of technology in teaching and learning at elementary, lower secondary, and upper secondary schools (Lander, 2018). Starting from 2016, comprehensive plans have been implemented to promote the digitization of education in Japanese schools. These measures emphasize the importance of encouraging students to reflect on their learning environment,

collaborate with others, engage in the creation of new ideas, and effectively utilize ICT (Information and Communication Technology) tools such as computers and digital devices to identify and solve problems. The primary objective of these initiatives was to inspire students and keep pace with other developed nations like Finland, where digital literacy has already been well-established. However, regrettably, several reports indicate that Japanese students, both at the school and university level, exhibit digital literacy levels that fall below the international standard. Many students in Japan possess lower-than-expected digital skills (Cote & Milliner, 2017; Funamori, 2017). In South Africa, the education system has been structured to align with the national schooling policy, with a focus on enhancing learning outcomes across all levels, ranging from early childhood to university education. As part of this arrangement, the government has implemented standardized testing, increased resource allocation, and enhanced school management practices. The majority of educational programs in the country are funded by the government (Ministry of Education, 2022). In most cases, the success or failure of learners is often attributed to both the learners themselves and the effectiveness of school management. The leadership style adopted by school principals plays a significant role in determining learner outcomes. Therefore, the academic achievements or setbacks experienced by learners can, to some extent, be attributed to their educators. Factors such as curriculum design, educator quality, learning environments, and the socio-economic backgrounds of learners are considered influential in determining learners' academic performance (Uleanya, Khumalo, Momah & Ndlovu, 2019).

Kenya's education sector has made tremendous efforts to improve on its performance disruption by COVID-19. Kenya's government has undertaken substantial educational reforms aimed at enhancing the quality of education through various strategies. These include the implementation of a Competency-Based Curriculum (CBC), the restructuring of professional teacher development programs, improvements in textbook policies, and the enhancement of local-level management practices. As a result of these reforms, Kenya has emerged as a leading performer in education within Eastern and Southern Africa. The performance in secondary examinations has improved from eleven percent in 2017 to eighteen percent in 2021 (World Bank, Kenya Economic Update, 2022). Despite these gains, challenges abound. Kenya has huge regional inequalities in education performance. Poor performance in national examinations is predominant in arid and semi-arid areas including Garissa County. It is against this background that this study examined selected strategic management practices that have been adopted by public secondary schools Garissa Township to boost their academic performance in national assessment.

### **Statement of the Problem**

The government of Kenya has initiated several strategies to enhance the performance of schools in national examinations. This is out of the realization that education has a big role to play in enhancing the economic development of this nation. It is now constitutional and mandatory for all the Kenyan children to accomplish basic education. This is in alignment with international declarations of which Kenya is a signatory. The education sector is the biggest beneficiary in

Kenya's budget. The government allocates huge amount of money to cater for both free primary and secondary education programmes (Okoth, 2022; Muchungah, 2023). Most schools have consequently formulated strategies to spur their performance. Despite these endeavours the performance of secondary schools has not met the expectations in some parts of the country. There is a huge disparity in the performance of secondary schools in Kenya. Counties in the arid and semi-arid areas of Kenya have predominantly achieved a declining performance over the years. This has affected the transition rates to colleges and universities. Garissa County is one of the counties that has persistently recorded poor performance in national examinations over the years. This has been occasioned by a myriad of factors from both the internal and external environment of schools (Daily Nation, 2021; Kenya News Agency, 2023). So far there is no study that has been comprehensively done to establish the effect of selected strategic management practices on performance of public secondary schools in Garissa Township Sub County. If the situation continues, the progression of students to higher levels of learning is affected significantly hence thwarting the government's effort of improving literacy levels in the country. The purpose of this study therefore was to assess selected strategic management practices that have been adopted by public secondary schools in Garissa Township to boost academic performance in national assessment.

### **Objectives of the Study**

1. To assess the relationship between stakeholder management strategy and performance of public Secondary schools in Garissa Township Sub County in Kenya
2. To evaluate the relationship between leadership management strategy and performance of public Secondary schools in Garissa Township Sub County in Kenya
3. To establish the relationship of technological management strategy on performance of public secondary schools in Garissa Township Sub County in Kenya

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Stakeholder Theory**

Stakeholder Theory, first introduced by Freeman in 1984, offers a perspective on capitalism that emphasizes the interconnected relationships between a business and various entities such as customers, suppliers, employees, investors, communities, and others who hold a vested interest in the organization. This theory asserts that a company should aim to create value not only for its shareholders but for all stakeholders involved. It provides an understanding of how businesses truly operate, contending that success is contingent upon generating value for customers, suppliers, employees, communities, and financial supporters such as shareholders, banks, and other investors. Importantly, Stakeholder Theory recognizes that the interests of these stakeholders cannot be considered in isolation; instead, managers and entrepreneurs are tasked with aligning

the interests of customers, suppliers, communities, employees, and financiers to collectively move the business forward. Stakeholder theory is premised on the notion that the success of businesses hinges upon their ability to deliver value to a significant portion of their stakeholders. This perspective challenges the belief that profit alone serves as the sole indicator of business achievement, emphasizing that value creation extends beyond financial gains. The applicability of stakeholder theory spans various important domains such as project management, strategic management, and business ethics. It is important to note that stakeholder theory does not solely advocate for keeping stakeholders satisfied to maximize financial gains. Rather, it asserts that companies hold a crucial role within society's framework, and thus their success should be evaluated holistically, considering not only the returns generated for shareholders. The focal point lies in the maximization of value, not exclusively wealth maximization (Freeman, 1984). This study used this theory as a basis to establish the various functions that schools' shareholders such as parents, teachers, and students play in the performance of the schools.

### **Contingency Theory of Leadership**

The theory of leadership developed by Austrian psychologist Professor Fred Fiedler in 1964 centers on the examination of leaders' personalities and traits. Fiedler concluded that leadership style, which is shaped by an individual's life experiences, is highly challenging, if not impossible, to alter. Consequently, Fiedler advocated for the selection of the most suitable leader for a particular role based on their skill set and the requirements of the given situation. To achieve optimal alignment between leaders and situations, it is crucial for each leader to first comprehend their innate leadership style. Subsequently, they must assess whether their leadership style aligns with the demands of the situation. In essence, Fiedler's research identified two key factors that contribute to a leader's effectiveness: their inherent leadership style and the favorability of the situation (Fiedler, 1964). The contingency hypothesis suggests that there is no universally correct approach to managing an organization. The optimal strategy for effective leadership and achieving organizational goals depends on a combination of internal and external factors. The contingency theory asserts that the suitability of a leader for a particular situation is crucial. According to this perspective, the effectiveness of leaders is determined by the circumstances they encounter. Even the most accomplished leaders can face challenges and difficult situations. This theory underscores the importance of leaders recognizing that their success is influenced by a combination of their abilities and the specific conditions they face (Simplilearn, 2023). Effective leaders possess the ability to evaluate the needs of their followers, assess the prevailing situation, and adapt their behaviours accordingly. The achievement of success in leadership is influenced by various variables, such as the leadership style employed, the characteristics of the followers, and the specific aspects of the situation at hand. Schools can leverage this theory as a foundation for developing leadership skills that enhance performance. By applying the principles of the contingency theory, educational institutions can empower their leaders to understand and respond appropriately to the needs of their students and staff, while considering the unique circumstances

and challenges they face. This approach fosters effective leadership practices that contribute to improved performance within schools.

### **Systems theory of Technology**

The systems theory of technology was initially proposed by biologist Ludwig von Bertalanffy in 1928. This theory perceives an organization as a system with defined goals to accomplish. The system comprises four key components: inputs, transformation processes, outputs, and feedback, and these elements interact through mutual feedback. Inputs refer to the resources, both financial and human, required for the functioning of an organization. Efficient planning, organization, motivation, and control of these resources are essential to meet the intended goals. Transformation processes encompass the various rules and guidelines governing resource utilization. They provide a structured framework and expectations for carrying out different activities within the organization. This structure is crucial to avoid chaos, resource misuse, and ultimately, the failure to achieve the organization's objectives. Outputs in the context of the systems theory of technology encompass the products and services delivered by the organization. They serve as tangible manifestations that justify the allocation of resources within the system. Evaluating the outputs involves revisiting the overarching objectives of the system to assess whether they are being accomplished. Feedback is derived from multiple sources, including employees who are involved in the processes, as well as various other areas influenced by the organization. It helps in understanding the effectiveness of the system and enables necessary adjustments to be made for enhanced performance. As emphasized by Schoech (2004), the presence of a control mechanism within a system is of utmost importance. This mechanism ensures that the system's output is evaluated in relation to the defined goals, and feedback derived from this evaluation informs the subsequent inputs. The systems theory introduces a fresh perspective on management by urging managers to view their institutions from a holistic standpoint. According to this theory, it is crucial to consider the interrelationships among different components of an organization rather than focusing on isolated elements. This approach was utilized to examine how public secondary schools effectively utilize their resources to achieve improved outputs, as well as the procedures they employ to fulfill their objectives. By applying the systems theory, a comprehensive analysis can be conducted to understand the intricate dynamics and interconnectedness of various factors within the school system, leading to informed decision-making and potential enhancements in performance.

### **Theory of Performance**

The Theory of Performance (ToP), introduced by Elger in 2007, offers a conceptual framework for understanding academic performance. Elger's theory defines "perform" as the ability to achieve a valued outcome, and "performer" refers to individuals or groups involved in collaborative efforts. According to this theory, performance levels are determined by various factors, including knowledge, skills, identity, personal factors, and fixed factors. Elger also identified three essential principles for effective performance: cultivating a positive mindset, immersing oneself in a

supportive and enriching environment, and engaging in reflective practice. The theory of performance presents a challenge to educators, urging them to enhance their own performance through empowerment in order to facilitate effective learning and personal growth in others. By adopting this approach, learners can experience accelerated progress and generate knowledge that has the potential to impact society positively. Drawing insights from Wiske's study in 1998, academic performance can be seen as a measure of learning-for-understanding. Additionally, higher academic performance is associated with a reduction in costs, as it becomes more efficient in achieving desired outcomes. Moreover, increased academic performance leads to improved capabilities, capacity, knowledge, skills, and motivation. Applying the theory of academic performance to secondary school settings, it is essential for educators to prioritize the progress of students at the forefront and encourage significant improvement among struggling students. It is important for these interventions to be implemented gradually to ensure their success. By utilizing the academic performance theory, an examination can be conducted to determine whether the strategies implemented in public secondary schools in Garissa Township Sub County have indeed resulted in improved performance. This analysis shed light on the effectiveness of the instituted approaches and their impact on academic outcomes.

### Conceptual Framework

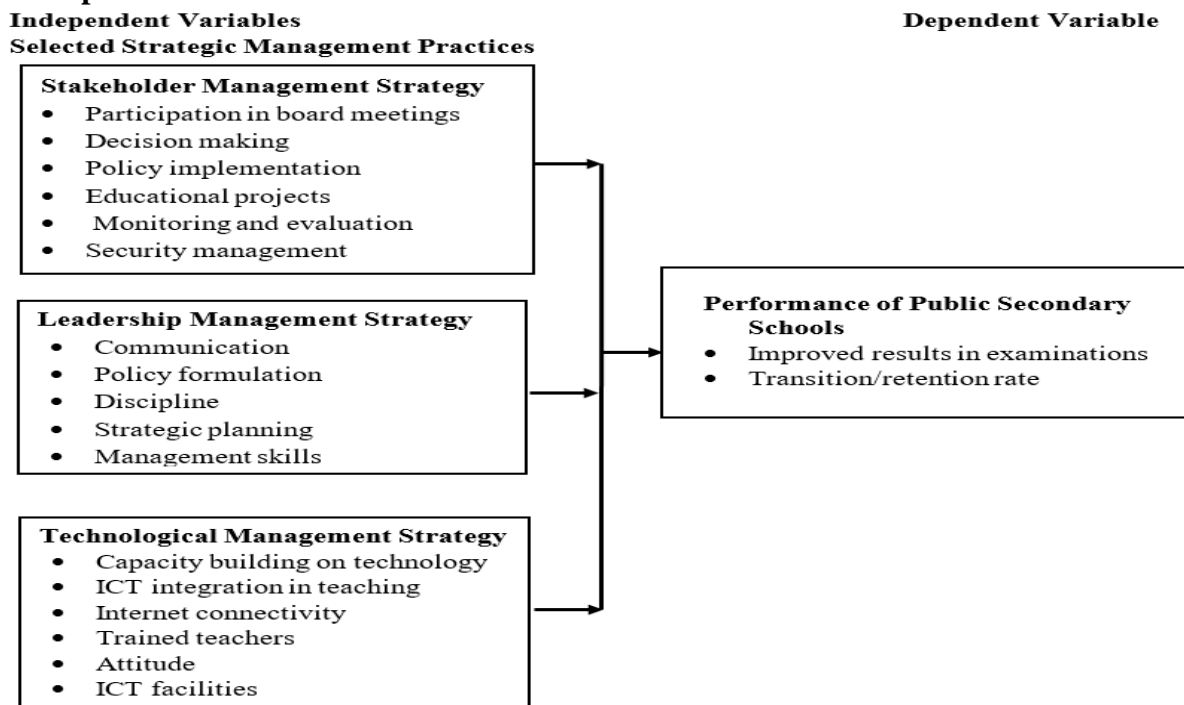


Figure 1. Conceptual Framework

### Research Methodology

This study adopted a mixed research design to ascertain the characteristics of the phenomenon under study. The study target population comprised of all the 11 public secondary schools in



Garissa Township. The study purposely targeted principals, deputy principals, dean of studies, chairperson of BOM, and the leaders of the student council. This translated to a total of 55 study population. This study used a census approach to consider all the 55 respondents in the study population. Primary data was collected from the respondents by use of questionnaires. In this study data was analysed using descriptive statistics and inferential statistics with aid of Statistical Package for Social Sciences (SPSS) version 24. Quantitative data was analysed through mean and standard deviation. Inferential statistics were used to establish the relationship between the independent variables and dependent variables. This was done by use of regression analysis and analysis of variance. The analysis was conducted at 0.05 confidence level. The resulting data was presented in the form of frequency distribution tables, charts and graphs.

## **Results**

A total of 55 questionnaires were issued to the target respondents comprising of school principals, chairmen, deputy principals, deans of students and student leaders. 42 questionnaires out of 55 were fully filled and returned for analysis. This accounted for 76.4% response rate as presented in figure 4.1. The response rate was sufficient for analysis. This is according to Mugenda and Mugenda (2013) who asserted that a response rate exceeding 70% is considered sufficient for analysis. To achieve the response rate, the researcher utilized a drop and pick data collection technique which gave the respondents sufficient time to respond to the questionnaires.

### **Descriptive Results**

Descriptive statistics were employed in the study to evaluate the extent to which respondents agreed or disagreed with various items contained in the questionnaire and addressing each of the variable. For the quantitative data, mean, standard deviation and averages were employed to describe the responses. To arrive on the conclusion, respondents were first requested to indicate their level of agreement with items addressing each variable using a scale of 1-5 where 1= Strongly Disagree(SD), 2= Disagree(D), 3= Not Sure(NS), 4= Agree(A) and 5= Strongly Agree(SA). The mean and standard deviation of the responses were calculated and their averages applied to conclude on the responses. Thematic analysis was employed to analyse the qualitative data.

### **Stakeholder Management Strategy**

Table 1 outline the descriptive results on stakeholder management strategy. According to the results, respondents agreed with the statements that all relevant school's stakeholders are involved in the decision making on academic matters(mean (4.11), that all relevant stakeholders attend school's board meetings regularly(mean=3.51) and that all relevant school's stakeholders participate in implementation of policies to improve the performance(mean=3.88). Respondents further agreed with the statements that there is transparency in managing school projects to all the relevant stakeholders(mean=3.97), that the school projects are well monitored and evaluated by the relevant stakeholders(mean=3.74) and that the stakeholders are actively involved in the security management of the school (mean=4.01). The average response of 3.87 indicate that all

respondents agreed with the statements on stakeholder management strategy and its effect on the performance of the secondary school. A standard deviation of 0.532 implies that the responses from the respondents were fairly spread with majority of the responses near the mean. The descriptive results concurs with Daud *et al.*, (2022) who established a significant need for stakeholder participation in the various aspects of running a school. The qualitative data on what can be done by the stakeholders to improve the performance of the school revealed diverse responses. Some respondents pointed out the need of establishing regular communication channels between stakeholders, including teachers, students, parents, community members, and educational authorities while others advocated for stakeholders to support the implementation of innovative educational initiatives and programs aimed at enhancing teaching and learning outcomes. Few pointed out the need for creating a conducive learning environment by advocating for adequate infrastructure development, including classrooms, libraries, laboratories, and recreational facilities.

**Table 1: Stakeholder Management Strategy**

<b>Stakeholder Management Strategy</b>	<b>N</b>	<b>Mean</b>	<b>Average</b>
All relevant school's stakeholders are involved in the decision making on academic matters	42	4.11	0.269
All relevant stakeholders attend school's board meetings regularly	42	3.51	0.519
All relevant school's stakeholders participate in implementation of policies to improve the performance	42	3.88	0.746
There is transparency in managing school projects to all the relevant stakeholders	42	3.97	0.638
The school projects are well monitored and evaluated by the relevant stakeholders	42	3.74	0.818
The stakeholders are actively involved in the security management of the school	42	4.01	0.201
<b>Average</b>	<b>42</b>	<b>3.87</b>	<b>0.532</b>

### **Leadership Management Strategy**

Table 2 outlines the descriptive results on leadership management strategy. According to the results, respondents agreed with the statements that there is free flow of information in the school (mean=3.96), that there are school policies that support academic programmes (mean=4.13) and that there is high level of discipline in the school (4.27). Respondents further agreed with the statements that there is a strategic plan guiding academic programmes in the school (mean=4.17) and that the school administrators have the necessary skills to manage academic programmes (mean=3.94). On average, all the respondents agreed with the statements on leadership management strategy as shown by the average response of 4.094. A standard deviation value of 0.352 implies that majority of the responses were very close to the mean. The results were consistent with Gatama *et al.*, (2023) who established existence of a positive association between school leadership and the students academic performance. From the qualitative results on

what can the leadership of the school provide/do to improve the performance of this school, some respondents point out the need for the school's leadership to establish a compelling vision for academic success and ensure it is effectively communicated to all stakeholders, motivating them to strive for excellence. Others advocated for the need to ensure optimal resource allocation, including finances and personnel to support teaching and learning activities effectively while others highlighted the need for continuous professional development opportunities to be provided for teachers and staff to enhance their skills and pedagogical approaches. Few mentioned the need for existence rigorous monitoring and evaluation systems to track student progress and adjust strategies accordingly.

**Table 2: Leadership Management Strategy**

<b>Leadership Management Strategy</b>	<b>N</b>	<b>Mean</b>	<b>Average</b>
There is free flow of information in the school	42	3.96	0.573
There are school policies that support academic programmes	42	4.13	0.244
There is high level of discipline in the school	42	4.27	0.195
There is a strategic plan guiding academic programmes in the school	42	4.17	0.229
The school administrators have the necessary skills to manage academic programmes	42	3.94	0.517
<b>Average</b>	<b>42</b>	<b>4.094</b>	<b>0.352</b>

### **Technological Management Strategy**

Table 3 outlines the descriptive results on technological management strategy. According to the results, respondents agreed with the statements that the teaching staff undergo capacity building on the use of Information Communication Technology in learning (mean=3.88), that teachers use Information Communication Technology in the teaching learning activities in school(mean=3.85), that the school has trained teachers in Information Communication Technology(mean=3.84) and that there is positive attitude among the teachers and learners on use of Information Communication Technology in learning(mean=3.93). Respondents were however not sure with the statement that the school has well equipped and maintained computer laboratory (mean=3.41). On average however, all respondents agreed with the statements on technological management strategy as shown by an average response of 3.782. A standard deviation value of 0.801 implies that the responses on technological management strategy from various respondents were spread within the scale of 1-5. The results were consistent with Lutufu (2017) who established that the integration of ICT into the syllabus in the secondary schools enhanced the performance of the secondary schools. From the qualitative analysis on what can be done to improve the use of ICT in learning in this school, majority of the respondents pointed out the need for a comprehensive investment in technological infrastructure, including the provision of computers, internet connectivity, and relevant software. Some respondents advocated for adequate training and capacity building programs for teachers and staff should be conducted to ensure they are proficient in utilizing ICT tools for instructional purposes. Others mentioned the need for fostering a conducive learning environment that promotes innovation and experimentation with ICT tools is crucial. Few respondents advocated for a collaborative efforts with relevant stakeholders such as the government,

educational institutions, and private sector entities can facilitate the acquisition of resources and expertise needed to implement ICT initiatives effectively

**Table 3: Technological Management Strategy**

<b>Technological Management Strategy</b>	<b>N</b>	<b>Mean</b>	<b>Average</b>
The teaching staff undergo capacity building on the use of Information Communication Technology in learning	42	3.88	0.762
Teachers use Information Communication Technology in the teaching learning activities in school	42	3.85	0.705
The school has trained teachers in Information Communication Technology	42	3.84	0.778
There is positive attitude among the teachers and learners on use of Information Communication Technology in learning	42	3.93	0.681
The school has well equipped and maintained computer laboratory	42	3.41	1.078
<b>Average</b>	<b>42</b>	<b>3.782</b>	<b>0.801</b>

### **School Performance**

Table 4 outlines the descriptive results on school performance. The results shows that respondents agreed with the statements that the schools has improved performance over the last five years (mean=4.26) and that the schools' transition rate was 100% (mean=3.54). The average response for the statements on school performance was 3.9 while the standard deviation was 0.408. The qualitative analysis pertaining to what can be done to improve the performance of this school, some respondents advocated for investing in teacher training and professional development programs to enhance instructional quality. Others mentioned the need for allocating resources efficiently and equitably to support teaching and learning activities. Few were on the opinion of a continuous monitoring and evaluation of strategies implemented to allow for ongoing refinement and improvement in the performance of public secondary schools in the region.

**Table 4: School Performance**

<b>Performance of Public Secondary Schools</b>	<b>N</b>	<b>Mean</b>	<b>Average</b>
The school has improved performance over the last five years	42	4.26	0.105
The school's transition rate is 100%	42	3.54	0.711
<b>Average</b>	<b>42</b>	<b>3.9</b>	<b>0.408</b>

### **Inferential Statistics**

The study employed inferential statistics comprising of both correlation and regression analysis. The purpose of the inferential statistics was to establish existence of relationships between the study variables.

### **Correlation Results**

The correlation results outlined in table Table 5 revealed that stakeholder management strategy and performance of public secondary schools positively and significantly correlates. This is shown by correlation coefficient value of 0.339 and significant value of 0.001 which is less than 0.05.

The results implies that enhancing practices under stakeholder management strategy leads to enhanced performance of public secondary schools in Garissa Township. The results concurs with Daud *et al.*, (2022) who established a significant need for stakeholder participation in the various aspects of running a school. The results also shows that leadership management strategy and performance of public secondary schools positively and significantly correlates. This is shown by correlation coefficient value of 0.675 and significant value of 0.000 which is less than 0.05. The results implies that enhancing practices under leadership management strategy leads to enhanced performance of public secondary schools in Garissa Township. The results were consistent with Gatama *et al.*, (2023) who established existence of a positive association between school leadership and the students academic performance.

The results additionally revealed that technological management strategy and performance of public secondary schools positively and significantly correlates. This is shown by correlation coefficient value of 0.436 and significant value of 0.000 which is less than 0.05. The results implies that enhancing practices under technological management strategy leads to enhanced performance of public secondary schools in Garissa Township. The results were consistent with Lutufu (2017) who established that the integration of ICT into the syllabus in the secondary schools enhanced the performance of the secondary schools.

**Table 5: Correlation Analysis**

		<b>Stakeholder Management Strategy</b>	<b>Leadership Management Strategy</b>	<b>Technological Management Strategy</b>	<b>School Performance</b>
Stakeholder Management Strategy	Pearson Correlation Sig. (2-tailed)	1			
Leadership Management Strategy	Pearson Correlation Sig. (2-tailed)	0.032 0.074	1		
Technological Management Strategy	Pearson Correlation Sig. (2-tailed)	0.113 0.095	0.088 0.109	1	
School Performance	Pearson Correlation Sig. (2-tailed)	0.339 0.001	0.675 0.000	0.436 0.000	1
	N	42	42	42	42

### Multiple Regression Analysis

The purpose of including a multiple regression analysis in the study was to assess that extent to which the independent variables comprising of stakeholder management strategy, leadership management strategy and technological management strategy associates with the dependent variable of the study i.e performance of public secondary schools. The confident level adopted in the analysis was 95%. The model summary results outlined in table 6 shows existence of a strong relationship between the independent variables and the dependent variable. This is shown by R-value of 0.856. The results also shows that the coefficient of determination represented by R-squared was 0.785. This shows that 78.5% variations in performance of public secondary schools in Garissa Township can be accounted by stakeholder management strategy, leadership management strategy and technological management strategy.

**Table 6: Model Summary**

R	R Square	Adjusted Square	R Std. Error of the Estimate
.856 <sup>a</sup>	0.785	0.713	0.912548

a. Predictors: (Constant), Stakeholder Management Strategy, Leadership Management Strategy and Technological Management Strategy

The assessment of the Analysis of Variance (ANOVA) was included in the study to assess whether the model linking both the independent and dependent variables was statistically significant. The results presented in table 7 shows that the significant value was 0.40154. The significant value was less than 0.05 implying that the model was statistically significant in assessing the relationship thus considered a good fit for the study.

**Table 7 ANOVA (Model Significance)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90.457	3	30.1523	10.4014	0.040154 <sup>b</sup>
	Residual	110.157	38	2.8989		
	Total	200.614	41			

Dependent Variable: School Performance

Predictors: (Constant), Stakeholder Management Strategy, Leadership Management Strategy and Technological Management Strategy

Model coefficient results were included in the study with an aim of assessing how a change in the independent variables affects the dependent variable. The results outlined in table 8 shows that stakeholder management strategy positively and significantly relates with performance of public secondary schools in Garissa Township.(Beta=0.306, sig=0.001<0.05). The results implies that increasing aspects of stakeholder management strategy with one unit results to 0.306 units increase

in performance levels of public secondary schools in Garissa Township. The results are in tandem with Karimi *et al.*, (2020) who noted that when stakeholders are actively involved in monitoring and evaluating the educational programs, it has a positive impact on the overall performance of the school. The results also shows that leadership management strategy positively and significantly relates with performance of public secondary schools in Garissa Township(Beta=0.554, sig=0.000<0.05). The results implies that increasing aspects of leadership management strategy with one unit results to 0.306 units increase in performance levels of public secondary schools in Garissa Township. The results tallies with Kosgei *et al.*, (2018) who established that selected leadership styles positively influence on the performance of students in KCSE examinations. The results further shows that technological management strategy positively and significantly relates with performance of public secondary schools in Garissa Township.(Beta=0.341, sig=0.000<0.05). The results implies that increasing aspects of technological management strategy with one unit results to 0.306 units increase in performance levels of public secondary schools in Garissa Township. The results are consistent with Oyier's (2015) who demonstrated existence of a positive impact of ICT on various aspects of school management in private secondary schools which enhances overall performance of schools.

**Table 8: Model Coefficients**

Predictors	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	0.912	0.205		4.4488	0.023
Stakeholder Management Strategy	0.306	0.192	0.273	1.5938	0.001
Leadership Management Strategy	0.554	0.214	0.485	2.5888	0.000
Technological Management Strategy	0.341	0.163	0.291	2.0920	0.000

The optimal model of the study thus becomes:

**Performance of Public Secondary Schools = 0.912 + 0.554 (Leadership Management Strategy) + 0.341(Technological Management Strategy) + 0.306 (Stakeholder Management Strategy)**

### Conclusion

The findings of the study culminated into conclusion that stakeholder management strategy positively and significantly relates with performance of public secondary schools in Garissa Township. The findings of the study also culminated into conclusion that leadership management strategy positively and significantly relates with performance of public secondary schools in Garissa Township. The findings of the study further culminated to conclusion that technological management strategy positively and significantly relates with performance of public secondary

schools in Garissa Township. Additionally, technological management strategies in learning further enhances performance of public secondary schools in Garissa Township.

### **Recommendations for the Study**

From the results and conclusion of the study, the study provides recommendation to the management of the public secondary schools in Garissa Township to enhance stakeholder management strategies in the running of the school since the practice leads to enhanced school performance. The study also provides recommendation to the management of the public secondary schools in Garissa Township to enhance leadership management strategies in the running of the school since the practice leads to enhanced school performance. The study further provides recommendation to the management of the public secondary schools in Garissa township to enhance technological management strategies in the running of the school since the practice leads to enhanced school performance.

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