

Journal of Strategic Management



Strategy Implementation and School Performance: A Case Of Private Secondary Schools in Tshangu District in City Province of Kinshasa in Democratic Republic of Congo

Christian Ntibi Mawanika, Paul Mathenge & Caroline Mungai

ISSN: 2616-8472

Strategy Implementation and School Performance: A Case Of Private Secondary Schools in Tshangu District in City Province of Kinshasa in Democratic Republic of Congo

¹Christian Ntibi Mawanika, ²Paul Mathenge & ³Caroline Mungai

¹Post Graduate Student, The Catholic University of Eastern Africa

^{2,3}Lecturers, The Catholic University of Eastern Africa

*Email Address for the Corresponding Author: ntibichristian@gmail.com

How to cite this article: Mawanika C., N., Mathenge P & Mungai C (2021). Strategy Implementation and School Performance: A Case Of Private Secondary Schools in Tshangu District in City Province of Kinshasa in Democratic Republic of Congo. *Journal of Strategic Management*. Vol 5(2) pp. 61-75. <https://doi.org/10.53819/81018102t2002>

Abstract

This study sought to assess the influence of strategy implementation on school performance in private secondary schools in Tshangu District, City Province of Kinshasa in Democratic Republic of Congo. The specific objective of the study was to investigate the effect of structure on school performance in private secondary schools in Tshangu District, City Province of Kinshasa in DRC. The Systems Management Theory was used to guide the research. The study used a descriptive survey approach with a target sample of 620 members of the board of directors, instructors, and administrative personnel from 30 private secondary schools. The Krecjie and Morgan Formula was used to generate a sample of 237 employees. A structured questionnaire was used to collect data, which was then analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The study discovered that the power flow indicated in the school structure guaranteed that plan execution was not delayed. According to the findings, there was a significant positive correlation between strategy implementation and school performance. The first and most powerful independent variable was structure. The study recommends that the school structure be examined to clearly reflect the hierarchical structure of all functions to ensure that decision-making is not delayed because each employee's tasks and responsibilities are evident.

Key words: *Strategy Implementation, Structure & School Performance.*

1.1 Introduction

Administrative policies and instructional resources within schools are usually the determinants of school performance. (Kieti, Maithya & Mulwa, 2017). School performance, according to Lamas (2015), is defined as the beneficial effects of schools and its actors on achieving goals linked to academic accomplishment and personal development of children, which is dependent on school stakeholders. The management of an organization's resources to meet its goals and objectives is referred to as strategic management. Implementing strategies can help schools set goals and achieve objectives. The success of an organization's strategy depends on how well it is implemented. As a result, in order for schools to enhance their performance, they must pursue projects that are both focused and attainable (Kenton, 2020).

Strategy Implementation

The action step of the strategic management process involves strategy implementation. It is the process by which an organization converts its chosen strategy into action plans and actions that will guide the organization in the direction specified in the strategy and enable it to meet its strategic objectives (Juneja, 2020). Everyone in the organization must understand their roles and responsibilities, as well as how they relate to the overarching aim. It identifies what resources the company now has that can help it achieve its goals, and it is linked to structure and culture (Clayton, 2019). The problems involved in putting the formulated strategy into action are referred to as implementation. It's important to be more specific about how the strategic decision will be made. As a result of this ongoing process, a company can re-evaluate its strategies on a regular basis to see how well they've been implemented and whether they've been successful (Gartenstein, 2019).

A strategy will only be successful if it is put into action (Clayton, 2019). Various strategies exist to assist managers in comprehending the complexities of strategy implementation and providing recommendations on the aspects that will assist firms in achieving optimal, rather than maximal, plan implementation. They include aligning goals with the organization's purpose, vision, and values; forming an effective leadership team; developing an execution strategy; allocating budgetary resources; assigning targets and duties; and aligning structures and procedures; people must be aligned; the strategy must be communicated; progress must be reviewed and reported on; strategic modifications must be made as needed; and an organizational culture that supports the plan must be developed (Khemesh, 2019).

Globally, in the United Kingdom, a study by Haleem and Jehangir (2017) found that companies should pursue strategies that increase shareholder trust while avoiding movements that could result in bad profits. It also stated that businesses should ensure that experienced people are involved in the strategy implementation process because they might prove to be a valuable asset for a company looking to improve its performance. In Malaysia, a study by Yaakob, Musa, Habibi and Othman (2019) it was discovered that school administrators and instructors merely implement strategies without fully comprehending the impact of the activities to be carried out. As a result, organizations should think about their strategic implementation process because it will help them perform better. In Iraq, a study by Abd, Abbas and Khudair (2019) found that plan execution has a positive considerable impact on educational performance.

Regionally in South Africa, a study by Schlebusch and Mokhatle (2016) noted that despite the fact that strategic planning ensures that schools are connected to their changing internal and external environments, some rural schools do not follow through with strategy execution. As a result, an

inclusive team is required to enable the successful creation and implementation of strategic plans, which will improve school performance. In Kenya, a study by Nayianoi (2015) established that despite evidence of strategic plans in Kenyan learning institutions, the major hurdle to the implementation of these strategies in education has been institutions' failure to implement them. Furthermore, secondary schools are having difficulty putting their strategic plans into action, despite the ministry of education's desire for documented blueprints.

On the other hand, a study by Kache (2018) noted that the majority of institutions that have implemented continuous assessment methodologies in assessing students have seen significant improvements in their academic performance. In Nigeria, Nnamseh, Usoro, and Otiwa (2020) found that the amount of strategy execution was effective for student performance. Another study by Olanipekun, Abioro and Arulogu (2015) further established that strategic management strategies enable an organization to be proactive in the face of change, allowing it to maintain, sustain, and improve its performance through time. In Somalia, Ahmed and Sasaka (2019) found that strategic management methods had a significant impact on organizational performance. In Togo, a study by Kombate, Mugunga and Kouadio (2021) established that organizations with a traditional bureaucracy and no administrative reform program choose a logical implementation style, which results in worse performance.

Locally in the Democratic Republic of Congo (DRC), Groleau (2017) noted that the education sector strategy 2016-2025, which is an integrated strategic management framework, was designed in an effort to improve school performance. Its strategic goal is to improve the quality of learning by strengthening the implementation of the strategic plan and improving monitoring. This was necessary due to variables such as the use of multiple administrative structures and processes in the implementation of initiatives, which has resulted in poor school performance. The strategic implementation in schools has been hampered by the recent history of conflicts and state fragility. As a result, the vast majority of schools are run by religious organizations, with the government's oversight and overall management of the system still absent (Groleau, 2017). As a result, private secondary schools have developed their own strategy implementation techniques as they attempt to improve their schools' performance in order to gain more support from their stakeholders (Luboya, 2018).

School Performance

The extent to which an academic institution has met its short or long-term educational objectives is referred to as school performance. The goal of school performance is to meet an educational objective. Intelligence level, personality, motivation, talents, interests, study habits, self-esteem, and the teacher-student connection are all important. The location, sector, school size, and socioeconomic status of the student intake are all factors that influence school performance (Lamas, 2015). Discipline referrals, student achievement, graduation rates, attendance rates, and teacher satisfaction are all measures of school performance, according to Emery (2016). As a result, a school should aim to enhance its performance by enacting new policies, establishing high standards, holding workers accountable, assessing current data, and introducing new degrees of academic rigor.

Further, Bramley, (2017) notes that Academia, such as graduation rate, finances, such as tuition costs, ratios, such as number of students enrolled per number of applications, curriculum, such as proficiency rates for each subject, faculty, such as staff attendance rates, and facilities, such as class utilization rate, technology such as percentage of administrators using technology,

transportation such as cost of transit; and housing such as percentage of students living on campus can all be used to evaluate a school's performance. School performance indicators, according to Ayeni (2018), should be related to school development objectives and should focus on student results as well as the school's internal conditions.

To ensure that school performance improves, the DRC's Ministry of Primary, Secondary, and Vocational Education (EPSP) suggests that qualified instructors be hired to assist in the implementation of plans. Many private elementary and secondary schools in Kinshasa, however, do not adhere to this rule. Furthermore, some schools lack suitable instructional materials. This has a negative impact on private school performance since the strategy implementation techniques are not followed as described in the strategic plan (Taghembwa, 2016). The government has attempted to address this by developing the Education Sector Strategy 2016-2025, which intends to streamline the implementation and evaluation of policies in both public and private schools in the Democratic Republic of the Congo (Groleau, 2017).

Private Secondary Schools in Tshangu District, Kinshasa

Tshangu, Funa, Lukunga, and Mon-amba are the four administrative districts that make up Kinshasa, the capital of the Democratic Republic of Congo. Ndjili, Masina, Kimbanseke, Nsele, and Maluku are the five municipalities that make up the Tshangu district. School principals and their teams are in charge of plan implementation procedures in private secondary schools in Kinshasa, Democratic Republic of Congo. The Ministry of Primary, Secondary, and Vocational Education (MPSVE), the Ministry of Higher and University Education (MHUE), and the Ministry of Social Affairs oversee the education system in the Democratic Republic of Congo (DRC) (MSA). The first two ministries are responsible for formal education, while the third is in charge of so-called informal education (Groleau, 2017).

National education in the Democratic Republic of Congo (DRC) is divided into two categories: public schools and approved private institutions. Non-authorized schools are run by the state directly, while approved schools are run by religious denominations who have signed a school management agreement with the government. Approved Catholic schools, Protestant approved schools, Kimbanguist approved schools, Islamic convention schools, and approved Salvation Army schools are all included in this last group (Luboya, 2016).

Individuals (natural or legal persons) establish private schools, which are subject to official restrictions for educational approval, study programs, monitoring, and evaluation. They do not receive any public assistance. The parents are responsible for all of their financial obligations. The National Association of Approved Private Schools (ASSONEPA) represents a considerable number of private schools, while others are associated with the "Collectif des Ecoles Privées Agréées du Congo" (CEPACO) (Groleau, 2017).

In the Democratic Republic of Congo (DRC), secondary education is organized into three categories: pedagogic (normal), general, and technical. Secondary schools accept students based on their academic interests. The DRC features a small number of private schools, with the majority of them situated in Kinshasa and Lubumbashi. A private administration council normally leads and manages each private school (Herdt & Kristof, 2016). According to a UNICEF report (2020), enrolment in private secondary schools has increased dramatically as more parents are able to afford to fund their children's education despite financial constraints (Schoolap, 2021).

In terms of education quality, the Democratic Republic of Congo is below average. While about two-thirds of Sub-Saharan African students can read by the end of primary school, only 47% of DRC students can do so (Herdt & Kristof, 2016). To put it another way, while the education sector has grown, the quality of education has not (Herdt & Kristof, 2016). Furthermore, according to Schoolap (2021), the majority of private secondary schools lack adequate structures and teaching supplies, both of which are necessary for improving school performance.

Despite the fact that their annual tasks are clearly defined, most school principals add their own expertise to the implementation of strategies. Principals remain a major difficulty in the DRC, as they are in many African countries, and they are appointed based on their teaching record rather than their leadership capacity. Furthermore, they implement strategies by putting more emphasis on pedagogical and teaching leadership activities (65%), as opposed to human and social tasks (20%), and administration and management responsibilities (5%). (15 percent). As a result, their interaction with teachers, as well as student performance and outcomes, is lacking (Luboya, 2016). As a result, the purpose of this study was to look into the impact of strategy implementation on school performance in private secondary schools in Tshangu District, Kinshasa City Province, Democratic Republic of Congo by specifically looking at how structure influenced school performance.

1.2 Statement of the Problem

Good education, according to Mahapatrato (2016), is attained through improved school performance, which raises people's living standards. For improved performance, school performance should be linked to the school strategic plan. A school that performs well is able to accomplish its academic attainment targets in this way (Ayeni, 2018).

Over the years, the education of young people in several private secondary schools in the District of Tshangu in the City Province of Kinshasa, DRC, has deteriorated (Gulamu R. 2015). Uncertain strategy implementation procedures had a negative impact on school performance. According to Groleau (2017), confusing plan implementation procedures have a negative impact on school performance in both private primary and secondary schools in the DRC. It was also highlighted by Taghembwa (2016), who stated that the quality of education in private schools in the DRC was the final issue, as some private secondary schools develop strategic objectives that are not efficiently achieved. Furthermore, Schoolap (2021) stated that private schools lacked competent employees to implement initiatives effectively.

According to the analyzed articles, none of the investigations were conducted among private secondary schools in Kinshasa's Tshangu District. Furthermore, these researches were conducted in a variety of settings and geographical locations. Several researches (Anyieni & Areri, 2019; Kieti, 2017; Maduenyi, Oke & Fadeyi, 2015; Clayton 2019; Gakenia *et al.* 2017; Mailu *et al.* 2019) have linked strong strategic execution to improved school performance. Many private schools in Tshangu District have had poor performance, despite the usage of strategic plans (Gulamu, 2015). What may be the main cause of this bad performance, one could wonder? Could there be a link between strategic implementation and student achievement? As a result, the goal of this research was to see if there was a link between strategic implementation and school performance in Tshangu District, city-province of Kinshasa in Democratic Republic of Congo.

1.3 Objectives of the Study

The main objective of the study was to assess the influence of strategy implementation on school performance in private secondary schools in Tshangu District, City Province of Kinshasa in Democratic Republic of Congo., whereas its specific objectives was:

- i. To investigate the effect of structure on school performance in private secondary schools in Tshangu District, City Province of Kinshasa in DRC

1.4 Significance of the Study

This study will be useful to the administrators of private secondary schools in Tshangu District, City Province, Kinshasa, since it will provide important information on how plan execution can affect school performance. As a result, they might use some of the study's recommendations to improve their academic performance. Other schools in the DRC could benefit from the findings, since they could utilize them to improve strategy implementation processes in their own institutions. Future researchers and scholars in the field of strategy implementation will benefit from this research. Furthermore, the study would be useful to policymakers in the Democratic Republic of the Congo since it would provide data that could be used in the creation and execution of school improvement strategies. Furthermore, the stakeholders of private secondary schools would benefit from this research since they will be able to make educated judgments based on the findings and recommendations of the study.

2.1 Conceptual Framework

The study was guided by the following conceptual framework.

Independent Variables

Dependent Variable

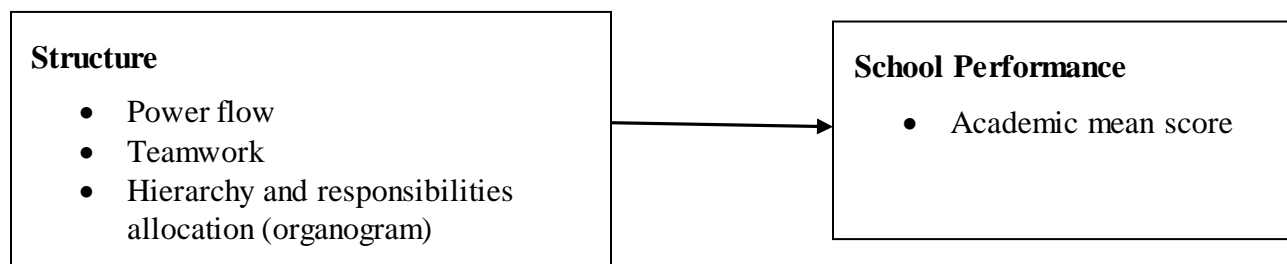


Figure 1: Conceptual Framework

Source: Adopted from literature review

The conceptual framework demonstrated that through establishing the appropriate structures in private schools, management will be able to improve school performance because the power transfer would be transparent to all stakeholders. As the teams work to implement the strategies, such structures would encourage teamwork, which would improve interpersonal connections. Employees would be able to see all of the hierarchies and tasks assigned to them, raising the academic mean score of private secondary schools.

2.2 Literature Review

Theoretical Framework

Systems Management Theory

In the last century, the Systems Management Theory, as articulated by (Bogdanoy, 1922, 1980; Bertalanffy, 1968; Lazlo, 1996; and Meadows, 2008). The theory proposes that businesses are made up of various components that work together harmoniously in order for the bigger system to perform optimally (Mele, Pels & Polese, 2010). According to the theory, an organization's success is dependent on several essential factors, including synergy, interdependence, and subsystem interrelationships. Employees are one of the most significant aspects of a company, but business units, work groups, and departments are all important factors in its success. Managers must assess patterns and events in their organizations to find the optimal management style, as this will allow them to collaborate on various programs as a whole rather than working in separate units (Gordon, 2021).

The System Management Theory, according to Meadows (2008), sees the organization as an open system made up of interconnected and interdependent pieces that interact as subsystems. As a result, rather than studying these distinct sub-systems in isolation, they should be researched in conjunction with one another. Inputs, a transformational process, outputs, feedback, and the environment are the five components of the organization, according to the idea. To produce results, the inputs, which include information, raw materials, and human resources, go through a transformational process through employee work activities. Because the outputs have an impact on other systems, feedback is usually gained by observing how the outputs influence the inputs, which are based on the environment. Internal elements are frequently reactive to pressures from the outside world (Gordon, 2021).

According to Mele et al. (2010), organizational effectiveness is dependent on subsystem interaction and dependency, synergy between subsystems, and interaction between internal and external components. As a result, the Systems Management Theory evaluates the system's total effectiveness rather than the effectiveness of its subsystems. This is due to the fact that decisions and actions taken in one area of the organization will have an impact on other areas. According to Barile and Polese (2010), a competitive firm's ability to identify and manage functions and relationships is inextricably linked to the ability to establish communication channels, organize information flow, and rationalize and harmonize a firm's development in relation to all external relationships. The system must then be addressed and directed towards a final objective by changing static structural relationships into dynamic interactions with other feasible systems through the organizations' governance (Laszlo, 1996).

This theory was relevant to this study because it explained that in order for private secondary schools in Tshangu District, DRC to be effective, they needed to be able to maintain their viability and stability by creating an internal environment that could respond effectively to external viability at all levels. The idea also described how school administrators should be able to restructure the organizational structure in order to ensure that the entire school performs better.

2.3 Empirical Studies

Structure and School Performance

Hutabarat (2015) conducted research on the impact of organizational structure on school performance in Indonesia. The study used a stratified sampling strategy to choose a sample of public high school instructors for the causal espouse fact investigation. According to the findings, there is no substantial link between organizational structure and school performance. In addition, Nene and Pillay (2019) looked into the impact of organizational structure on performance in South Africa. The study used a questionnaire to collect data from employees to see how complexity affected organizational effectiveness. The findings revealed that the organizational structure was ineffective, which contributed to the organization's low work satisfaction levels.

Kampini (2018) investigated the impact of organizational structure on organizational performance in a Malawian secondary school. The study focused on the impact of school hierarchy on student achievement. The study indicated that organizational structure had a beneficial impact on school performance using a survey research approach. Hutabarat (2015) discovered that shifting the organization structure from a vertical to a school-based management structure had a significant impact on school performance. According to the report, schools should implement school-based administration structures in order to improve their performance.

Nene and Pillay (2019) found that the structure of the organization has a detrimental impact on organizational performance. They suggested that the organization's structure be made obvious to everyone in order to avoid misunderstandings regarding the reporting routine and the actual approach to the organization's operating. On the other hand, building a good organizational structure, according to Kampini (2018), is critical for workers to perform well at work. According to the study, educational institutions should focus on having a good structure since it allows them to meet both immediate and long-term demands.

Ogbo, Nwankwere, Orga, and Igwe (2015) investigated the impact of structure on organizational performance in technical and service businesses in Nigeria. A survey research design was used in the study that used Chi Square Analysis and Correlation Analysis. A total of 80 employees were polled for information. The study found that decentralization led to better and more informed decision-making, and that work routine had an impact on employee productivity. A small range of control was also found to improve organizational efficiency in the study. Maduenyi, Oke, and Fadeyi (2015) also looked into the relationship between organizational structure and performance. The study focused on the relationship between labor division, activity coordination, and organizational performance. The study discovered that organizational structure has a favorable impact on organizational performance through a review of related papers.

Furthermore, Onono (2018) investigated the impact of organizational structure on performance at General Electric Africa. The study focused on the impact of decision-making speed, information interchange efficiency, internal organizational difficulties, and bureaucracy. Ogaga (2017) investigated the impact of organizational structure on the performance of companies listed on the Nairobi Securities Exchange in Kenya. The findings revealed that formalization limits decision-making judgment and stifles originality and innovation, all of which could have a detrimental impact on performance. Internal business processes and formalization have a considerable impact on organizational performance, according to another report.

Eze, Ibegbalum, and Akpum (2017) investigated the relationship between organizational structure and organizational performance in the banking industry in another study. The researchers focused on the impact of centralization and formalization on organizational performance. The study revealed no link between centralization and organizational performance using quantitative analysis and used mono methodologies. There was also no link between formalization and organizational performance, according to the study (Eze, *et al.*, 2017). Onono (2018) found that the sort of organizational structure used in a company had a direct impact on the speed and precision with which decisions were made, as well as the learning and growth culture and the efficiency with which information was exchanged within the company.

According to the findings of Ogbo, *et al.*, (2015), there is a favorable association between organizational structure and performance. In order to reap the benefits of both systems of task assignment, the study recommended that firms adopt more decentralized forms of structures as a means of improving the decision-making process and incorporate both task routine and diversity in organizing people for job execution. On the other hand, Onono (2018) came to the conclusion that there was a favorable association between organizational structure and performance. To improve effectiveness, the study recommended that corporations embrace less bureaucratic decision-making techniques from their global headquarters.

According to Maduenyi, *et al.* (2015), organizations should strive to have well-defined structures in place in order to achieve their goals, whereas Eze, *et al.* (2017) suggested that organizations should adopt a decentralized structure and reduce formalization in the workplace in order to improve performance. Furthermore, according to Ogaga (2017), internal corporate procedures should be transparent in order to improve decision-making. Another suggestion was that companies should embrace formalization since a high level of formalization eliminates job uncertainty.

3.1 Research Methodology

A descriptive research design was adopted in this study. This is due to the fact that descriptive research provides an accurate portrait of people, events, or situations. The study's target population included school board members, top management and administrative staff, and teachers from 30 private secondary schools registered with the Ministry of Primary, Secondary, and Vocational Education in Tshangu District, City Province of Kinshasa, DRC. The study used Krejcie and Morgan (1970) formula to get a sample of 237 respondents. Stratified sampling and simple random sampling were used to select the respondents.

This study used both primary and secondary data sources. Questionnaires were used to obtain the primary data. Secondary data was gathered from journals and books that had already been published. The researcher received authorization from the Headteachers of Tshangu District's private secondary schools to distribute the questionnaire to the respondents.

Data analysis involved the descriptive statistical tools such as Statistical Package for Social Sciences (SPSS) which helped the researcher to describe the data and determine the extent used. The association between strategy implementation characteristic (structure) and school performance was investigated using Pearson correlation coefficient analysis in private secondary schools in Tshangu District, Kinshasa, DRC.

4.1 Results and discussion of findings

The following are the findings on how structure affects school performance in private secondary schools in Tshangu District, Kinshasa City Province. Results from the study are shown below.

Table 1: Influence of Structure on School Performance

Items	Very high extent (%)	High extent (%)	Moderate extent (%)	Low extent (%)	Very low extent (%)
The school structure ensures that power flow is clearly defined to avoid delays on strategy implementation activities	25	30	29	14	2
The school structure promotes teamwork among all the stakeholders to enhance school performance	24	23	33	15	4
The school structure enhances interpersonal relations among the employees working on strategy implementation	22	34	28	13	3
The school structure shows the hierarchy of strategy implementation strategies	13	42	27	17	1
The school structure ensures that the responsibility allocation for strategy implementation are clearly visible	21	24	35	20	-
The school structure enhances school performance	22	27	38	14	-

Source: Research data, 2021

Table 1 showed that majority of respondents (30%) believe the school structure ensures that power flow is clearly defined to avoid delays in strategy implementation activities to a high degree, while 33% believe the school structure promotes teamwork among all stakeholders to a moderate degree to improve school performance. Furthermore, 34% of respondents said the school structure greatly improves interpersonal ties among employees working on strategy implementation, and 42% said the school structure clearly demonstrates the hierarchy of strategy implementation tactics. To a moderate amount, the school structure guarantees that responsibility allocation for plan implementation is clearly visible, according to 35% of respondents, and the school structure improves school performance to a moderate extent, according to 38% of respondents. This indicated that respondents believed the organization structure did not effectively allow teamwork and role visibility for stakeholders, which could have an impact on plan implementation.

These findings are reinforced by Nene and Pillay (2019), who found that an organization's structure must be obvious to everyone in order to avoid misunderstandings regarding the reporting routine and the actual approach to the organization's operating. The findings are similarly consistent with those of Onono (2018), who found that the type of organizational structure used in an organization had an impact on the speed and accuracy of decision-making as well as the efficiency of information flow within the company. According to a study by Ogaga (2017), internal business procedures should be transparent in order to improve an organization's decision-making process.

Coefficient Correlation Analysis

The coefficient correlation matrix for the strategy implementation and school performance variables is shown in Table 2 below.

Table 2: Correlation Matrix of the Strategy Implementation Variables and School Performance

		Structure
School Performance	Pearson Correlation	.730(**)
	Sig. (2-tailed)	.000
	N	202

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

Source: Research data, 2021

The correlation matrix Table 4.6 revealed that strategy adoption and school performance had a favorable relationship. Structure showed the strongest positive link with school performance (0.730**), according to the correlation matrix. These findings are consistent with Kampini's (2018) findings, which found that organizational structure had a favorable impact on school performance. The findings are also consistent with Maduenyi, *et al.* (2015), who discovered that organizational structure had a beneficial impact on organizational performance. Onono (2018) concluded that there was a favorable association between organizational structure and organizational performance in another study.

4.2 Summary of Findings

Effect of Structure on School Performance

Structure exhibited the strongest significant positive link with school performance (0.730**) according to the correlation matrix. According to the findings, the majority of respondents thought the school structure strongly ensured that power flow was clearly defined to avoid delays, and that the school structure somewhat enhanced teamwork among all stakeholders (33 per cent). According to Nene and Pillay (2019), an organization's structure must be obvious to everyone in order to avoid misunderstandings regarding the reporting routine and the organization's true approach to its operations. Furthermore, 34% of respondents said the school structure greatly improved interpersonal ties among employees working on strategy implementation and that the school structure clearly demonstrated the hierarchy of the strategy implementation process. According to Onono (2018), the type of organizational structure used in a company has a direct impact on the speed and accuracy of decision-making as well as the efficiency of information sharing inside the company. Furthermore, according to 38 percent of respondents, the school structure moderately ensured that each employee's tasks were evident and that the school structure

moderately increased school performance. Internal business procedures, according to Ogaga (2017), should be transparent in order to improve an organization's decision-making process.

5.1 Conclusion

The study concluded that organization resources have a positive influence on school performance. The fourth objective was also satisfied, as there was a favorable association between structure and school performance, according to the study. The power flow illustrated in the school structure meant that strategy implementation was not delayed. Although the school structure improved interpersonal ties, it was also discovered that there was some moderation in developing teamwork among the stakeholders. Another finding of the study was that while the school structure clearly displayed the hierarchy of the strategy execution process, the visibility of duties for each employee was moderate.

6.1 Recommendations

This study also suggests that the school structure be changed in order to encourage stakeholders to work together and improve interpersonal interactions. It is also suggested that the school structure be examined to clearly reflect the hierarchical structure of all functions, ensuring that there are no delays in decision-making because each employee's tasks and responsibilities will be evident.

References

- Abd, K., Abbas, S. & Khudair, A. (2019). Impact of Strategic Management Practices on Organizational Entrepreneurship Mediating Effect of Strategic Intelligence. *Academy of Strategic Management Journal*, 18(4).
- Agwu, M. (2018). Analysis of the Impact of Strategic Management on the Business Performance of SMEs in Nigeria. *Academy of Strategic Management Journal*, 17(1)
- Ahmed, A. & Othman, I. (2017). Relationship between Organizational Resources and Organizational Performance: A Conceptualized Mediation Study. *European Online Journal of Natural and Social Sciences*, 6(1), 10-27
- Ahmed, H. & Sasaka, P. (2019). Effects of Strategic Management Practices on the Performance of Non-Governmental Organizations: Case of Shabelle Relief and Development Organization (SHARDO) Mogadishu Somalia. *The Strategic Journal of Business and Change Management*, 6(2), 539-559
- Ahuja, R. (2010). *Research Methodology*. New Delhi: Rawat Publication
- Akhtar, I. (2016). *Research Design*. In “Research in Social Science: Interdisciplinary Perspectives”, 1st Edition, 68-84
- Al-Habib, (2020). Leadership and Organizational Performance: Is It Essential in Health Care Systems Improvements? A Review of Literature. *Saudi Journal of Anesthesia*, 14, 69-76
- Al-Khajeh, E. (2018). Impact of Leadership Styles on Organizational Performance. *Journal of Human Resources Management Research*, 2018(2018), 1-10
- Ali, M. & Qun, W. (2019). Strategic Management Practices and Performance of the SME's in Bangladesh. *International Journal of Advanced Research*, 7(1), 69-78
- Avery, G. (2005). *Understanding Leadership*. London: Sage Publications
- Bogdanov, A. (1922). *Tektologiya: Vs eobschaya Organizatsionnaya Nauka*, 3 volumes. Berlin and Petrograd Moscow.
- Fiedler, F. (1964). A Contingency Model of Leadership Effectiveness. *Advances in Experimental Social Psychology*, 1, 149-190
- Gartensten, D. (2019). *Key Concepts for Strategic Management and Organizational Goals*. www.smallbusiness.chron.com
- Gordon, J. (2021). *Systems Theory of Management*. www.thebusinessprofessor.com
- Groleau, G. (2017). Improved Management and Accountability: Conditions for Better Access and Quality of Primary Education in the Democratic of Congo? International Rescue Committee, Agency Headquarters, New York
- Haleem, F. & Jehangir, M. (2017). Strategic Management Practices by Morrison PLC, UK. Analysis, Lessons and Implications. *Middle East Journal of Business*, 12(3), 3-9
- Hunger, D. & Wheelen, T. (2017). *Essentials of Strategic Management*. www.hrfolks.com
- Juneja, P. (2020). *Strategic Management*. www.managementstudyguide.com

- Kache, S. (2018). *Influence of Strategic Plan Implementation on Students Academic Performance in Public Secondary Schools in Marsabit Central Sub-County, Kenya*. Master of Education, University of Nairobi Repository
- Kenton, W. (2020). *Strategic Management*. www.investopedia.com
- Khemesh, S. (2017). *Strategic Management: Basic Concepts*. www.researchgate.net
- Kieti, J., Maithya, R. & Mulwa, D. (2017). Influence of Administrative Practices on Students' Academic Performance in Public Secondary Schools in Matungulu Sub-County, Kenya. *International Journal of Education and Research*, 5(1), 11-22
- Kombate, B., Muganga, E. & Kouadio, R. (2021). The Implication of the Strategic Implementation Style and Middle Management Effort in Public Organization Strategic Management Implementation and its Organizational Performance. *Journal of Public Administration and Governance*, 11(1), 1-25
- Kothari, C. R. (2010). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers
- Krejcie, R. V. & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, pp. 607-610.
- Lamas, H. (2015). School Performance. *Propositos y Representaciones*, 3(1), 351-386
- Laszlo, E., (1996). *The Systems View of the World: A Holistic Vision for Our Time*. New Jersey: Hampton Press.
- Luboya, C. (2018). Effectiveness of School Leadership and Management Practices on Pupils' Outcome in DRC Pilot Primary Schools. *American Research Journal of Humanities and Social Sciences*, 4(1)
- Meadows, D.H. (2008). *Thinking in Systems: A Primer*, Chelsea Green Publishing, December
- Mele, C., Pels, J. & Polese, F. (2010). A Brief Review of Systems Theories and their Managerial Applications. *Service Science*, 2(1-2), 126-135
- Mele, C., Polese, F. (2010). *Key Dimensions of Service Systems: Interaction in Social & Technological Networks to Foster Value Co-creation*, in Demirkan, H., Spohrer, J., Krishna, V. (eds.). *The Science of Service Systems*. Springer, in print
- Ministry of Primary Secondary (2015). *Education and Initiation to New Citizenship, Education and training sector strategy 2016-2025* (December 2015).
- Nayianoi, B. (2015). *Assessment of Factors Influencing the Implementation of Strategic Plans in Public Secondary Schools: A Case of Nakuru North Sub-County*. Master of Business Administration, Kenyatta University Repository
- Ngutu, F. & Kavindah, L. (2019). Strategic Management Practices and Performance of Public Secondary Schools in Awendo Sub-County, Migori County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(7), 383-397
- Njagi, W. (2017). Strategic Management Practices and Performance of TotoHealth in Kenya. UoN Repository. www.erepository.ac.ke

- Nnamseh, M., Usoro, A. & Otiwa, J. (2020). Strategy Implementation and Performance of Federal Government Owned Universities in Nigeria. *Test Engineering and Management*, 83, 13410-13422
- Nyongesa, R., Makokha, E. & Namusonge, G. (2017). Influence of Strategic Management Practices on Organizational Performance of Kenya Power and Lighting Company. *European Journal of Business and Management*, 9(18), 52-59
- Ogaga, B. J. (2017). *The Influence of Organizational Structure and Industry Competition on the Relationship between Corporate Strategy and Performance of Companies Listed on the Nairobi Securities Exchange*. University of Nairobi Repository
- Ogbo, A., Chibueze, N., Orga, C. & Igwe, A., (2015). Impact of Structure on Organizational Performance of Selected Technical and Service Firms in Nigeria. *Corporate Ownership and Control Journal*, 13(1).
- Oluwatayo, J. (2012). Validity and Reliability Issues in Educational Research. *Journal of Educational and Social Research*, 2, 391-400
- Samad, S., Alghafis, R. & Al-Zuman, A. (2018). Examining the Effects of Strategic Management and Organizational Culture on Organizational Performance. *Management Science Letters*, (2018), 1363-1374
- Schlebusch, G. & Mokhatle, M. (2016). Strategic Planning as a Management Tool for School Principals in Rural Schools in the Motheo District. *International Journal of Educational Science*, 13(3), 342-348
- Schoolap C., (2021). *Problem and Remedies of Education in DRC*, January 2021
- Sileyew, K. (2019). *Research Design and Methodology*, Cyberspace, Evon Abu-Taieh, Abdelkrim El Mouatasim and Issam H. Al Adid, Intechopen. DOI: 10.5772/intechopen.85731
- Trochim, W., Donnelly, J. & Arora, K. (2015). *Research Methods: The Essential Knowledge Base*. United Kingdom: CENGAGE Learning
- UNICEF, (2017). *DRC Fact Sheet, Education*. www.unicef.org
- Von Bertalanffy, L. (1968). *General System theory: Foundations, Development, Applications*. New York: George Braziller
- Wambugu, C. & Waiganjo, E. (2015). Effect of Strategic Management Practices on Organizational Performance of Construction Companies in Nairobi City County, Kenya. *Academic Journal of Human Resource and Business Administration*, 1(4), 41-51
- Yaakob, M., Musa, M., Habibi, A. & Othman, R. (2019). Strategic Management and Strategic planning in Schools: Is It Worth for Teachers? *Academy of Strategic Management Journal*, 18(3), 1-6