

INFLUENCE OF STRATEGIC PLANS EXECUTION ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TIGANIA WEST SUB COUNTY, KENYA

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Abstract

Strategic plans are considered to be very important in the management and success of organizations. The purpose of this study was to establish the influence of strategic plans execution on academic performance in public secondary schools in Tigania West Sub County, Meru County, Kenya. The study was based on the systems theory. The study adopted the descriptive survey design and correlation research design. The study targeted 32 public day and boarding secondary schools in Tigania Sub County with the main focus on school principals, and the Head of Departments (H.O.Ds) of six departments. The study purposively sampled all the subjects in the population making a sample size of 224. Questionnaire and interview schedule were used as research instruments. Data collected was analyzed using descriptive statistics which involved the use of frequencies, percentages, standard deviation and mean. Use of multiple regressions helped the researcher to explain the level of influence by each independent variable on the dependent variable. All the null hypotheses were rejected and hence all the predictor variables had significant influence on academic performance. The study established that a comprehensive situational analysis is not carried out during the development of the strategic plan. The study also established that financial strategy had significant influence on academic performance in public secondary schools. It was also established that the respondents were not sure whether the tasks to be monitored were properly identified during the development of the strategic plan and whether these tasks were allocated to the available personnel according to their capability. Monitoring strategy of the strategic plans execution was found to highly influence academic performance in Tigania West Sub County. The study also established that most schools had not embraced strategic plan evaluation policies that could help in improving academic performance. The study recommended that schools should carry out proper situational analysis involving all relevant stakeholders before the development of the strategic plans. It was also recommended that the principals and head of departments in schools should enhance monitoring the execution of strategic plans. Frequent evaluations for the strategic plans execution were also recommended.

Keywords: Strategic Plans Execution, Academic Performance, Situational Analysis, Financial Strategy, Monitoring Strategy, Evaluation Strategy, Target Setting Strategy

I. Introduction

Strategic planning is the way of planning for the future by considering the most appropriate strategies and anticipating the changes in a strategic direction (Bryson, 2011). Performance refers to the end result of activities while strategic planning aims to improve these results which are the goal of any organization (Knight, 2014). Globally, strategic planning has been found as a factor that influence change within the education system (Poister, 2010). Underlying the craving for change is the alleged need to increase educational standards because these are understood to have a direct connection to future economic positive achievements. In developed countries like Norway, Switzerland, Netherlands and USA strategic planning in schools is well advanced (Poister, 2010).

According to Poister (2010) the demand for effective management of schools especially secondary schools is quickly taking Centre stage than before. This effective management is judged by the degree to which schools develop and execute strategic plans which also influence their academic performance. A strategic plan is set up in a school to focus and direct for the future. This is done by continuous adjustment of academic direction in reaction to changing academic circumstances. Strategic planning is used in education because it stimulates strategic thinking, aids to come up with effective strategies, explain future directions, create priorities, improve school's academic performance, form teamwork and expertise and deal effectively with the fast changing environment (Ward, 2011).

In the US, the history of strategic planning in education began in the late 1970s, but mostly at the higher institutional level (Caillods, 1989). In the middle of 1980s, approximately five hundred districts were practicing some form of strategic planning, and distinct handbooks were printed and distributed by specialized establishments such as the American Association of School Administrators (AASA). Caillods (1989) asserts that strategic planning at the level of the school was also made known to many other countries as part of the broader form of devolution and school-based management reforms of the late 1980s. According to Poister (2010) strategic planning as a reform tool in education became popular in the 1990s in the United States and gained popularity such that in some states like the Rhodes Island, in the USA, strategic planning in school districts became protected by the state.

Strategic planning in African schools is faced with a number of challenges (Ono & Ferreira, 2010). While some schools' strategic planning initiatives have succeeded, others have not been successfully implemented. In South Africa, for instance, quite a number of school strategic plans, school effectiveness and school enhancement initiatives were initiated both by the government using donor funding and by non-governmental organizations after transition from apartheid. Ono and Ferreira (2010), asserts that the programmes affected different aspects of school life in individual schools, school executives, teacher development in subject content and methods of teaching, learner evaluation, and development of the organization.

In Kenyan schools, strategic planning involves defining school needs, ordering school needs, making action plans, setting targets, human resource manipulation, implementing, monitoring and evaluation of the plans (Sije & Ochieng, 2013). Okwako (2013) noted that the majority of the public secondary schools in the Rarienda District practice formal strategic planning which positively correlates to performance. Okwako (2013) also noted that although strategic planning is positively correlated to performance, it is not the sole contributor to performance. Other contributors to low performance included, low level stakeholder involvement in the development of strategic plans, moderate environmental analysis during the strategic planning process and implementation levels that are only moderate.

The strategic planning policy has been embraced by many public secondary schools at the county level (Sije & Ochieng 2013). However, some public secondary schools in the counties lack adequate human resource and financial resources to fully implement strategic plans. While schools have tried to do this as a requirement by the Ministry of Education, this process has not been smooth as most of the school administrators are not knowledgeable in the process of strategy formulation (Okwako, 2013). Kenyan Secondary Schools have undergone several changes in education which requires continuous planning (Sije & Ochieng

2013). In Kenya, strategic planning in public secondary school was introduced in the 2008 and normally runs between 3-5 years out of which they identify key strategies that are relevant for their existence.

Statement of the Problem

Despite the findings and recommendations from the studies that investigated how social economic factors, social cultural factors and school based factors influenced academic performance, the problem of low performance still persists in schools of Tigania West Sub County for the last five years. According to records on the academic performance in the sub county in the years 2010 to 2014, the highest mean score attained was 5.27 as shown in Table 1.

Table 1: K.C.S.E Mean Scores for Tigania West Sub County from the Year 2010 to 2014

Year	2010	2011	2012	2013	2014
Mean Score	5.27	5.007	4.49	4.81	5.01
Mean Grade	C-	C-	D+	D+	C-

Source: Tigania West Sub County Schools Performance Statistical Report (2014)

The mean grade of schools in Tigania West Sub County has been an average of C- or D+ from 2010 to 2014 as noted in the Table 1. This indicates failure because the graduates of these grades do not qualify to join tertiary and institutions of higher learning for further education and training. The performance of individual schools is also generally not satisfactory. Strategic planning in schools is expected to positively influence academic performance because it aids in selection of strategies that enable schools to best allocate and exploit their resources and strengths relative to opportunities in their external environment (Okwako, 2013). Strategic planning provides the situation on the ground for the school, where it is going (vision) and how it is to get there (mission). Okwako (2013) further argued that though there is a broad perception and belief that strategic planning improves organization effectiveness and performance, if incorrectly followed, the anticipated value may not be realized. Hence this study intends to establish the influence of strategic plan execution on academic performance of Public Secondary Schools in Tigania West Sub County, Meru County.

II. Objectives of the Study

- i. To determine how target setting strategy in the strategic plan influence academic performance in public secondary schools in Tigania West Sub County.
- ii. To establish whether financing strategy in the strategic plan influence academic performance in public secondary schools in Tigania West Sub County.
- iii. To establish the extent to which monitoring strategy in the strategic plan influence academic performance in public secondary schools in Tigania West Sub County.
- iv. To determine whether evaluation strategy in the strategic plan influence academic performance in public secondary schools in Tigania West Sub County.

III. Hypotheses

H₀₁: Target setting strategy in the strategic plan has no significant influence on academic performance in public secondary schools in Tigania West Sub County.

H₀₂: Financing strategy in the strategic plan has no significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

H₀₃: Monitoring strategy in the strategic plan has no significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

H₀₄: Evaluation strategy in the strategic plan has no significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

IV. Literature Review

Set targets can lead to greater effort, they create a focus on targeted relevant activities and away from the target-irrelevant activities, they affect persistence, and finally, targets affect action indirectly by promoting the development of task-related strategies for attaining the target (Keum & Eggers, 2015). The goals and targets may come from many sources: national, regional or locally determined depending on the educational structures within each country. Typically, goals and targets are internally and externally set as an aspiration for achievement, but often they are set in isolation from the school and are generally related to students' past achievement rather than current achievement. At times, these goals and targets are perceived to be punitive by teachers and schools because of the accompanying accountability consequences that can range from funding cuts to school closure in some cases (Keum & Eggers, 2015).

Strategic planning within a school set up involves an orderly sequence of activities such as, assessing the internal and external environment which offer a true base on which to form future plans, developing a mission and a vision which identifies the institution's purpose and its desired state in future, developing goals and objectives to reach that future and executing the plan (Okwako, 2013). According to Okode (2013), Kenyan schools use a variety of targets such as syllabus coverage, CA, benchmarking, mission statement as strategies for improving students' academic performance. Okode (2013) further argues that learners, who complete the mathematics syllabus on time, have a higher mean score than those who fail to complete the syllabus. Okode further adds that, learners who complete their syllabus timely and spend a lot of time on revision, have a better mean score than those who complete their syllabus just before the commencement of KCSE examinations.

Ithili (2014) asserts that schools in Tigania West Sub County, set targets internally and use best performing schools as their benchmarks. This is undertaken through various programs such as subject contest, symposium, congress, debate among others within the school and outside the school but within the Sub County, County or outside the County with schools perceived as the best performer. This study intends to establish the extent to which these practices on target setting can influence the learners' KCSE performance in Tigania West Sub County in Meru County.

Financial strategies are the monetary inputs available for and expended on education institutions (Agabi, 2010). Financial strategies are very important in the development of quality education since most of the strategies outlined in strategic plans need to be achieved through financing. These include money allocated to the institution by the government, fees paid by the parents, donations from Philanthropists and internally generated funds. Agabi (2010) points out that those good educational managers must carefully and effectively handle

educational and financial resources put under their custody. Ohba (2011) asserts that Kenyan schools are partly funded by the government whereas parents are obligated to meet various other costs as development projects and boarding fees. The total quantity of financial resources expended on education impacts its quality and quantity of learning attained. This consequently affects students' academic achievements. If the quality in education is high, the level of educational attainment and hence learners' contribution to the society when they complete school would be high and vice versa. Ohba (2011) asserts that there is an association between the accessibility of teaching and learning resources and performance in academics.

Monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Organizations undergoing rapid change from internal and external environments of the organization may want to monitor the execution of the strategic plan on a frequent basis (Mitchell & Sackney, 2011). Bruns and Luque (2014) argues that the aim of the monitoring system is to gather evidence about how tasks are performed in a given jurisdiction and training as compared to other jurisdictions. Monitoring in education also assesses whether the success of learning outcome in these jurisdictions is changing over time and determine whether there are disparities in achievements amongst the learners with different social economic backgrounds.

According to a study in the USA by Nusche, Laveault, MacBeath and Santiago (2012) monitoring of information in the department of state is beneficial to school districts and state administrators in making day to day decisions, the efficiency of certain programmes, the strengths and weaknesses of these programmes as well as concern on allocation of resources. In Kenya there are the quality assurance and standards officers, who have one of their roles being monitoring and advising on standards in education based on all round aspects. Monitoring is done by the principal at the secondary school level (Kamau, 2012).

Evaluation is judging, appraising or determining the worth, the value and quality of a program. It involves matching the present situation with the past in order to establish the extent to which the laid down set targets in the strategic plans have been achieved. The goal of evaluation is to improve current and future management of outputs, outcomes and impacts (Nusche, Laveault, MacBeath & Santiago, 2012). Evaluation must pay careful attention to internal set targets within the strategic plan contexts (Slavin, 2010). Evaluators examine program's specific design first, then describing how interventions are expected to bring about particular changes and outcomes. Evaluators must consider a range of factors such as the scope of the evaluation, the stakeholders and partners involved, the kind of data needed and the usefulness. There is usually no reliable set of precise education curriculum connected aims and objectives for the use in teaching and learning (Slavin, 2010). Evaluation can be formative and summative; includes short-term, long-term, qualitative, quantitative, conventional, and innovative elements or any combination (Mitchell & Sackney, 2011).

Evaluation includes a range of events, performance assessments, observations and other indicators of the influence of strategic plans on academic achievement. Teachers can also take part in surveys and focus groups with students and parents about the set targets in strategic plans in the classroom. A study conducted in Chile by Walker, Karen and Moore (2011) demonstrated that teacher evaluation system is aimed at improving teaching and therefore academic results. The evaluation system is designed to awaken teachers to further their own improvement through acknowledgment of their strengths and weaknesses. The

evaluation system is a mandatory process and it is done at the school level and follows a mixed internal and external approach. In the evaluation aspects such as preparation for teaching, the creation of positive classroom environment, effective teaching for all the students and professional responsibilities are assessed (Kiprono, 2012). The teachers assess their own performance and the principals also do their own evaluation.

Ndegwah (2014) argues that there was no deliberate effort by schools to do an internal evaluation to establish if the objectives are being met or not. Such failure refutes an institution an opportunity to replicate on the value of planning and impart a philosophy of quality assurance in institutions (Ndegwa, 2014). The other evaluation method advised by Kinyua and Momanyi (2011) is departmental benchmarks. According to Kiprono (2012) continuous improvement in performance in an organization can be achieved with increased frequency of evaluation. Evaluation helps organizations to understand failures, strengths and their root cause. Kiprono (2012) argues that new policies, procedures in operation and inventions can be done in aid of ensuring continuous improvement in quality service and products. With such previous studies it is clear that use of different evaluation techniques can lead to improvement in service and production hence performance in an organization. This study adopts these findings and was aimed at seeking the level of influence of the evaluation strategy set by school management in the SP on academic performance in public secondary school of Tigania West Sub County in Meru County.

V. Methodology

The study adopted both descriptive survey research design and correlation research design. Descriptive survey research design helped to get the opinions from the respondents on how the independent variables influenced academic performance in public secondary schools in Tigania West Sub County. Correlation research design was also used to assist in explaining the extent to which the independent variables influenced the dependent variable by testing of hypotheses. Tigania West Sub County has 35 secondary schools registered by the government according to the Tigania West Sub County director of education. Three schools selected at random were used for pilot testing. The study targeted 32 principals, 192 HODs of functional departments from the 32 public day and boarding secondary schools. The functional departments included mathematics, science, language, humanities, technical and any other one non-academic department. The study adopted a census sampling design. Purposively all the subjects in the target population formed a sample size of 224 respondents. Census sampling was used because according to the researcher the size was manageable and gave the correct state of all the public secondary schools in the sub county. The study used the questionnaire and interview schedule as the data collection tools. Both descriptive and inferential analysis were done using the Scientific Package for Social Sciences version 22. Inferential analysis involved the use of multiple linear regression analysis which helped in explaining how each variable from the objectives influenced the academic performance. To explain the level of influence, the statistical significance of each correlation coefficient was tested as guided by the study hypotheses. t- statistics generated by multivariate regression analysis was used to explain the significance of each partial coefficient and F statistic was used to explain the significance of the overall model in decision making at the desired level of significance.

VI. Research Findings

In order to achieve the study's four objectives and test the formulated hypothesis, the respondents were required to rate on five point Likert scale the extent to which they did agree or disagree to some statements aligned with each objective about strategic plan in their respective schools. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 5. Using SPSS the mean response for each respondent for each independent variable was computed. The dependent variable was the mean performance in KCSE and was captured by computing the average grade in points form for a period of five years (2011 to 2015).

Further, the mean scores from the independent variable (Target setting strategy) were regressed on the mean KCSE performance values. The study aimed at assessing the composite and relative contributions of the four components of school strategic plan considered in this study to learners' mean performance. Tables 2, 3 and 4 depict the summary of multiple regression analysis.

Table 2: Multiple Regression Model Summary

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.881	0.777	0.687	0.187

Predictors: (constant), Target setting strategy, Financing strategy, Monitoring strategy and Evaluation strategy

Dependent variable: KCSE Mean Performance

According to Table 2, the multiple correlation coefficients R had a value of 0.881 Multiple R is the correlation between the observed values of dependent variable and the value of dependent variable predicted by the multiple regression models. Therefore, the large value of R (0.881) meant there was a large or strong positive correlation between the predicted and observed values of the mean performance. As such, multiple R is a gauge of how well the model predicts the observed data.

The coefficient of determination R² which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.777 implying that 77.7 % of variance in the mean performance was explained by influence of target setting strategy. Further, the adjusted R² value of 0.687 means that 68.7 % of variance in the mean KCSE performance could be accounted for if the model has been derived from the population from which the sample was taken.

Table 3: Multiple Regression Model Significance (ANOVA)

Model	Sum of Squares	df*	Mean Square	F	Sig.
1 Regression	988.63	4	247.158	120.078	0.0023
Residual	376.67	183	2.0546		
Total	1365.3	187			

df*- degrees of freedom.

Table 3 shows the analysis of variance (ANOVA) output. The F-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA

shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. The table shows that the independent variable statistically significantly predict the dependent variable, $F(4, 183) = 120.078$, $p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. In other words, the regression model was a good fit for the data.

Table 4: Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Std. Error	Beta		
1 (Constant)	4.974	1.113		5.333	0.050
Target setting strategy	3.312	0.314	2.998	10.55	0.0023
Financing strategy	4.214	0.331	3.883	12.73	0.000
Monitoring strategy	5.467	0.167	5.3	32.74	0.0017
Evaluation strategy	4.489	0.118	4.371	38.04	0.0002

Dependent variable: KCSE mean performance

Table 4 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. The positive value of the influence of target setting strategy, financing strategy, monitoring strategy, and evaluation strategy, implies that the level of academic performance is actually determined by positive reinforcement of these three variables. The regression model capturing the hypothesized relationship was as follows: $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$ and where y = academic performance, x_1 = target setting strategy, x_2 = financing strategy, x_3 = monitoring strategy, x_4 = evaluation strategy, while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.4.974 + 3.312 x_1 + 4.214 x_2 + 5.467x_3 + 4.489x_4$

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. In other words, the β values show the relationship between the students' academic performance and each predictor. Thus, when target setting strategy increases positively by one unit, the level of creative activities curriculum implementation increases by 3.312 units ($\beta = 3.312$) while holding the other factors constant. Similarly, when the financial strategy increases by one unit the influence on students' academic performance increases by 4.214 units ($\beta = 4.214$) and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables are used. The standardized beta values give the number of standard deviation that the dropout will change as a result of one standard deviation change in the predictor. Accordingly, table 4 shows that all variables had a positive relationship with academic performance. Monitoring strategy contributing the greatest ($\beta = 5.467$), then evaluation strategy ($\beta = 4.489$), financing strategy ($\beta = 4.214$), and least contribution by target setting strategy ($\beta = 3.312$).

In order to test the study's four formulated hypotheses, the t statistic that tests whether a B value is significantly different from zero ($H_0: \beta = 0$) is considered (refer to Table 4). It is

evident from table 4 that all the independent variables made a significant contribution or influence ($p < 0.05$). Thus, all null hypotheses were rejected and alternatives adopted. That is all the four components of strategic management do have a significant influence on the students' academic performance.

VII. Discussion

Influence of Target Setting Strategy on Academic Performance in Public Secondary Schools in Tigania West Sub County

In regard to target setting strategy, analysis of the respondents' response on statements in a likert scale showed a mean of 2.4. This implied that in most schools comprehensive situational analysis was not carried out during the development of the strategic plan. Similarly, a mean of 3.1 showed that respondents in general were not sure whether departmental targets were set during the development of the strategic plan. The finding concurred with the (Keum & Eggers, 2015) that revealed that typically, goals and targets are internally and externally set as an aspiration for achievement, but often they are set in isolation from the school and are generally related to students' past achievement rather than current achievement. At times, these goals and targets are perceived to be punitive by teachers and schools because of the accompanying accountability consequences that can range from funding cuts to school closure in some cases.

The study findings indicated that while some respondents were of the opinions that the targets set by their departments were not achievable, some were able to achieve realistic targets in their departments. This study finding was in consonance with Ndegwah (2014) argument that if targets are not recognized by schools and well communicated to all the stakeholders, then school run the risk that the people critical to the success in schools may be moving in dissimilar ways hence making learner's not to achieve their set targets.

According to the findings in Table 4, target strategy setting had a significant influence on students' academic performance ($\beta=3.312$, $t= 10.55$, $p<0.05$) leading to rejection of the null hypothesis. This implied that the schools that embarked on setting clear and realistic achievement targets were more likely to impact on students' academic performance. Cognate to the study, Okode (2013) found that Kenyan schools use a variety of targets strategies to improving students' performance. Further the study supports the study of Ithili (2014) which found that schools in Tigania West Sub County, set targets internally and use best performing schools as their benchmarks meaning they affect academic performance.

The influence of financing Strategy on Students' academic Performance

In regard to the statement that proper situational analysis is done before development of the school strategic plan, the mean response was 2.5 with a relatively high standard deviation of 1.94. This implied that the responses were quite varied but on average most respondents did not agree with the statement. The finding collaborated Ohba (2011) observation that most of the secondary schools in Sub-Saharan Africa operated with limited resources owing to insufficient funding and poor budgeting. Several schools are met with scarcity of textbooks, classrooms, sanitation facilities; other teaching and learning resources since accountability due to poor inventory exist in the schools. This reflects that if budget have to be made they will be formulated from estimates. The statement that funds assigned to departments were not adequate to enhance academic performance in the department and hence the school in general was affirmed by most of respondents (mean = 3.73). A similar finding, Slavin (2010)

deduced that the success of any secondary school education depends upon the resources accessible to it and which are purely dependent on financial resources. An overall mean of 3.05 in regard to statements on financing strategy indicated that most of the respondents were not sure of the extent to which financing strategy influences students' academic performance in Tigania West Sub County.

In reference to Table 4, school financing strategic planning had significant influence on the students' academic performance ($\beta=4.2$, $t= 12.7$, $p<0.05$). This was clear that financial strategy had significant influence on academic performance in public secondary schools in Tigania West Sub County. This finding concurs with an observation by Agabi (2010) who stated that most strategies in strategic plans need to be achieved through financing. This can mean that financial strategy determines the output of other strategies plans output, academic performance inclusive. Similarly, Ekundayo (2010) avers that schools depend on available funds to budget for resources and delays in disbursing funds and inadequate funding for education and training programmes to support free secondary school education, thus frustrating both students and teachers.

The Influence of Monitoring Strategy on Academic Performance

A mean response of 3.1 in regard to the statement that tasks to be monitored in the school were properly identified in the strategic plan and that these tasks were allocated to the available personnel according to capability was a pointer that most of the respondents were undecided. This finding was not in harmony with Kamau (2012) explicit assertion that schools required to monitor and evaluate some activities daily as teaching and learning process went on.

Theodore (2010) argued that monitoring methodologies are different depending on the nature of the activity. Studies by Kinyua and Momanyi (2011) on monitoring strategy in Kenya in commercial banks align with a study by Kiprono (2012) which demonstrated that use of different methods to record events, involvement of all personnel's in the activities and frequency of reporting outcome, strengths and weakness enhanced performance.

The response to the statement that monitoring strategy influenced academic performance in the school had a mean of 3.04 and a relatively high standard deviation of 1.9. This implied that most of the respondents were not certain whether monitoring strategy influenced academic performance in the school. Their responses were however varied showing that while some strongly agreed, some disagreed to the statement. Further analysis found that there was a significant influence ($\beta =5.467$, $t= 32.73653$, $p<0.05$) of use of monitoring strategy as part of overall strategic planning on students' academic performance in public secondary schools in Tigania West Sub County. The finding was in agreement with Nusche et al., (2012) who found that monitoring as a strategic management had a positive effect on school mean performances in USA.

The Influence of Evaluation Strategy on Academic Performance

The goal of evaluation is to improve the current performance in an organization Nusche et al., (2012). Ndegwah (2014) concurs by arguing that there should be deliberate efforts to schools to do internal evaluation in order to establish if the objectives are achieved in a given time. According to the study finding 54.5% of the respondents were in disagreement with the fact that evaluation especially in academics were done and as per the schedule in the strategic plan. More than half of respondents disagreed due to the fact that despite the fact that many

schools had planned to conduct monthly tests only a few adhered to the set target. This was contrary to Kiprono (2012) recommendation that for an organization to attain and enhance continuous improvement there is a need for increased frequency of evaluation. On whether the activity of evaluation was done by a committee mandated by school management, 55.5% of the respondents disagreed and a mean of 2.7 indicated that in general the study respondents were still uncertain. This implied that most of HODs were not involved in evaluation exercise albeit being the key people in their departmental academic improvement. Karen & Moore (2011) urged that all personnel should be involved in an evaluation system designed to help them acknowledge their strengths and weaknesses.

Most of the respondents were in agreement that evaluation reports were not reviewed immediately for action as indicated by an overall mean response of 1.5. With an overall mean of 3.2 it was clear that respondents were uncertain whether evaluation strategy influenced academic performance. However, further analysis showed that evaluation strategy had a significant influence on academic performance in public secondary school in Tigania West Sub County ($\beta = 4.489$, $t = 38.0$, $p < 0.05$).

VIII. Conclusion

Most secondary schools in Tigania West Sub County did not carry out a comprehensive situational analysis during the development of the strategic plan. In addition, it was not apparent whether departmental targets were set during the development of the strategic plan an indication that school development of the strategic plan is not tied to the school academic goals. Target setting strategy in the strategic plan has a significant influence on academic performance in public secondary schools in Tigania West Sub County.

It was established that school fees paid by parents contribute to about 60% of the school funds. Further, departments in schools do not draw departmental budgets and if they are drawn they are not approved during the development of the strategic plan. This is an indication that school development plans are drawn devoid of all stakeholders. However, the findings indicated that departments received adequate funds to enhance academic performance in the department. Financing strategy in the strategic plan has a significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

Most of the HODs were not sure whether the tasks in operations to be monitored were properly identified in the strategic plan and whether these tasks were allocated to the available personnel according to capability. The study also established that monitoring was not adhered to as scheduled in the strategic plan during the implementation of the strategic plan. The study further indicated that the respondents were not sure whether monitoring strategy influenced academic performance in the school. However, monitoring strategy in the strategic plan has a significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

The study established that evaluation especially in academics were not done as per the schedule in the strategic plan. Most HODs were uncertain on whether the activity of evaluation was done by a committee mandated by school management. Evaluation report was not reviewed immediately for implementation. HODs were uncertain whether evaluation strategy influenced academic performance. However, the evaluation strategy in the strategic

plan was found to have a significant influence on academic performance in public in public secondary schools in Tigania West Sub County.

IX. Recommendation

Based on the findings of this study the departments in the school should carry out a detailed situational analysis before arriving at any target as it influences academic performance of schools. This will help in determining the challenges likely to be met during meeting set targets. In addition it will help in determining whether the set targets are realistic and achievable;

Schools are encouraged to carry out thorough situational financial analysis during development of the strategic plan so as to identify the missing gaps;

Governments should increase some allocation of money to the schools specifically for the teacher's incentives in order to motivate them implement the strategic plan;

For the monitoring strategic plan execution, the services of Principals, Head of Departments and senior educators should be put into good use. The implementation of the curriculum monitoring program should be adhered to without fail;

Principal and HoDs should evaluate and implement the Strategic Plan components and review them every term as this will contribute to the higher chances of implementing the plan to maintain performance and good grades.

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