

**INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON STUDENTS'  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
MARSABIT CENTRAL SUB- COUNTY, KENYA**

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and Planning in Partial Fulfillment of the Requirements for the award of the  
Degree of Masters of Education in Educational Planning**

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## **DECLARATION**

This research project is my original work and has not been presented for a ward of any degree in any other University.

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## **DEDICATION**

This project is dedicated to my wife Worqe Baliyu Zaude and children Joseph Hirbose, Boaz Babo, Bernard Baliyu, Kevin Kache, Elizabeth Akhe and David Buno.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CA</b>	Continuous Assessment
<b>GOK</b>	Government of Kenya
<b>HoDs</b>	Heads of Departments
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NCCA</b>	National Council for Curriculum Association
<b>NCSR</b>	National Center for Social Research
<b>NESSP</b>	National Education Sector Support Programme
<b>SCDE</b>	Sub- County Director Education
<b>PIPS</b>	Performance Indicators in Primary Schools
<b>SPSS</b>	Statistical Package for Social Science
<b>UK</b>	United Kingdom
<b>USA</b>	United State of America

## ABSTRACT

The purpose of this study was to determine the influence of strategic plan implementation on students' academic performance in public secondary schools in Marsabit Central, Sub-County, Kenya. Four objectives were formulated to guide the study; to determine the extent to which schools' mission statement influenced students' academic performance, to assess how schools' continuous assessment strategy influenced students' academic Performance, to determine how schools benchmarking strategy influenced students' academic performance and to establish the extent to which schools' syllabus coverage strategy influenced students' academic performance. The study was guided by the Education Production Function Model by Mace (1979). The study used descriptive survey design targeting 10 principals, 60 heads of departments and 529 form four students. The sample size was made up of 10 principals, 30 heads of departments and 160 form four students. Qualitative and quantitative data obtained from the study were analyzed by help of computer software for statistical package for social sciences (SPSS) to increase accuracy of results. From the study it was established that the majority of public secondary schools had mission statements clearly written on billboard, walls and entrances. However, they were not always communicated across the school verbally. A majority of schools who had put continuous assessment strategies in place in assessing their students had made a considerable value added progress on their students' academic performance. Benchmarking strategy was also practiced both internally and externally in some schools. The strategy positively influenced students' academic performance. The schools further use syllabus in schemes of work and lesson preparation, they inform their students about the content of work in each subject area from the syllabus and set targets for syllabus coverage by mid of July. The strategies adopted include: creation of more time, strict class attendance, use of tropical timetable starting from as early 7.00 am in the morning, afternoon and weekend remedial lessons, plus giving outlines to students for self-study. The overall findings indicated that there was a positive and significant influence of schools' strategic plan implementation on students' academic performance with the greatest influence syllabus coverage strategy. The following were the recommendations made: School mission statement should be regularly communicated to all students through public fora in order for them to take ownership of the school improvement. All principals should closely supervise the implementation of all school strategic programme areas and embrace strategic planning as a tool for improved students' academic performance. Further, research was recommended on other strategic programme areas in strategic plans influencing students' academic performance in public secondary schools in Marsabit Central Sub-County, Kenya since this study focused on only four: mission statement, benchmarking strategy, continuous assessment strategy and syllabus coverage strategy.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

In Kenya, education helps push further the governments' economic and social agenda by providing a skilled work force, generating a civilized society and promoting active citizenship (ROK, 2013, Constitution of Kenya, 2010). Secondary school education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those challenges facing Kenyan society (Birgen, 2007). Secondary level of education should therefore prepare students to make informed decisions on career choice to provide necessary knowledge, the skills and the attitudes that will be required to steer Kenyan to the economic and social goals of vision 2030 to achieve these, the performance and the quality in educational institutions must be improved.

In Kenya, the demand for high quality education continues to grow as citizen's expectations about the values of education rise. The policy makers, politicians, bureaucrats and stakeholders in the education sector increasingly under pressure to provide more and better quality services (Ngware, 2006). This has influenced adoption of strategic planning in public secondary schools in Kenya which is regarded in as tools to influence improvement in school performance.

Over the century the concept and the practice of strategic planning has been adopted worldwide and across sectors because of its perceived contribution to organization effectiveness. Marmar (2001), describes that strategic planning originated from the

generals and the soldiers used it as a weapon to confront and engage their enemies. After the Second World War, the business sector borrowed most of the successful management application of strategic plan. In due course, the education sector, upon seeing the positive effect of strategic planning in business, also adopted it for “with the changing patterns of education delivery from face to face to online, course content, nature of learners, organizational structure, the concepts of quality has become an inherent components of educational process for its success”. Today, organization from both the private and public sectors have taken the practice of strategic planning seriously as a tool that can be utilized to fast track their performance (Arasa & K’Obonyo, 2012). Thus, strategic planning is arguably an important ingredient in the conduct of strategic management.

Katsioloudes (2002), strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach. It provides an integrative framework for other forms of planning. Planners have to match the activities of the organization to its environment and also their organizations resources capabilities.

Strategic planning has been used in schools in developed and developing countries leading to school improvement. For instance in 1993, USA embraced strategic planning to promote educational excellence and equity. It followed four steps which involved conducting a comprehensive need assessment, managing inquiry process, designing wide program and evaluating program (Cook, 2005). This brought commendable improvement in education departments. Though faced with pedagogical challenges, strategic planning in Europe has made major strides in school

development (Deal, 2006). For instance, UK embraced strategic planning and this led to the development of Performance Indicators in Primary Schools (P.I.P.S). The P.I.P.S program was designed to assess all Tasmanian state school preparatory students. This was to help identify, those requiring specific intervention in order to achieve expected standard of literacy and numeracy.

In developing countries, Lawrence (2001), argues that strategic planning attempts to promote school development in four main ways; assessing the current state of development plan and providing information about it, increasing overall rate of development, carrying out special type of programs and trying to improve coordination between different stages of planning process. He argues that the main problem lies with the implementation of this strategic plan. According to Sandelands (1994), the problem of implementation of strategic plan lies in successful transformation of strategic plans into action which is a far more complex, dynamic, hectic, repetitive and difficult and a challenging undertaking and therefore not as straight forward as one would assume.

A strategic plan in a school therefore, gives the school a focus and a direction for the future by continuously adjusting to academic direction in response to changing academic circumstances (Bryson, 1995). In examining secondary school performances, the main cornerstone used by Ministry of Education, Science and Technology was based upon key challenges which faced this sub-sector namely; access, equity, quality, completion, retention, relevance and efficiency in the management of educational resources (Task force, 2012). To ensure that these



challenges are mitigated, school normally prepare schools' strategic plan that runs between 3-5 years out of which they identify key strategies that are relevant for their existence. These strategies are categorized in strategic programme areas which include: mission statements; strengthening continuous assessment; bench-marking and syllabus coverage to affect students' academic performance at KCSE (George, 2013). Many schools have therefore, introduced strategic planning aspects to achieve their goals. These plans require those administrators, teachers, counselors and other related professional work collaboratively to identify and improve positive academic and behavioral support across the curriculum with simplicity and commitment (Genevieve, 2010). Therefore, professional collaboration is critical in strategic planning. Schools that operate strategic management programmes have shared vision and mission statements formulated corporately, with independent variables in-built on which the perspective schools hook shared goals that branch out to objectives and guide their ultimate activities (ROK, Sessional Paper No.1, 2005).

Lynch (2009), stated that strategic planning entailed the entire process of developing a strategic plan for an organization. Thus, the presence of mission statement spells the strategic direction of organization. Based on this, the organization conducts an intensive internal and external environmental analysis to establish the strength and weakness of in the organization and the opportunities and threats in the external environment. The findings of the analysis are used to make strategic choices from the alternatives at hand and strategic objectives are set. Proper implementation of these

strategies decided upon in the strategic plan determines its influence on organizational performance (Johnson, 2008).

Education institutions like any other organization have mission statements and may also have a statement of values and expectations. The mission statements are often plastered on large signs, printed on school stationery and in school magazines. The school with the strongest emphasis on high expectations has a succinct and a powerful mission statement like ‘striving for excellence- no exceptions, no excuse’. Mission statements in education have become ubiquitous, but some schools have succeeded in turning the mission statements into a school culture and this has motivated the teachers and learners to perform effectively (Bottoms and Schmidt-Davis, 2010).

In Nigeria a mission statement is used in educational institutions to serve as a framework for evaluating both current and prospective activities. As for Kenyan, the use of a mission statement is both common in business industry and education. Taking for example, St. Alfred Alara Secondary School in Rachuonyo North Sub-County’s mission statement: “To nurture and develop all rounded empowered gentlemen adaptable to the dynamic world who become dependable, competent and responsible” In their annual review of the performance indicators revealed that the school accomplished its mission statement by actively participating in curriculum and co-curricular and class work activities (Government of Kenya, 1998). Therefore a mission statement might play a significant role in determining the school overall activities and programs. However, this study did not determine the influence of the

mission statement on students' academic performance leaving a gap to be investigated on.

The second strategic programme area that determines students' academic performance in Kenya Certificate of Secondary Education (KCSE) is continuous assessment strategy. An assessment is the last stage of strategy formulation and implementation so that necessary changes or modifications can be done. This is essential to ascertain the extent to which qualitative and or quantitative targets have been met (Ngware, 2006). This means that the discrepancies between actual and planned implementation are identified and corrective actions taken.

Obanya (2008), explains an assessment as a process that involves the systematic collection of data on all aspects of an educational endeavor. This implies that the information collected about students' academic achievement is used on a continuous basis in a systematic way to make meaningful and moral decisions on what should happen.

Graume and Naidoo (2011), have acknowledged that in a global economy, an assessment of student achievement is changing radically mainly because in an ever changing knowledge based economy, students would not only required to learn and understand the basic literacy and numeracy but also to think critically, to analyze and to make inference for making decisions. It is therefore critical that continuous assessments could be utilized strategies that are able to measure the changing students' abilities and attitudes.

In developed countries, continuous assessment is carried out as on an on-going basis while students are working their ways through a course or major units. It can take wide range of forms work or situational analysis (Ellington and Earl, 1997). In Nepal, for instance, continuous assessment is used in the promotion process or as an indicator of school quality (Carnoy, 1999). Continuous assessment is also used to provide teachers with feedback about students' performance and achievement.

In Several African countries notably, Ghana, Libya, South Africa and Nigeria have adopted continuous assessment strategies. Despite difference in details, the policies in all these countries have common features. In Nigeria, Omoifo (2006), opined that assessment strategy in many schools are cumulative, final, administrative, rigorous and content driven rather than formative or diagnostic. He further noted that it is private, suggestive and goal oriented as such can be regarded as grading. Therefore, continuous assessment has important consequences attached to performance as they are likely to impact directly on teaching and learning and so merit consideration as mechanism for improving student achievement. A study by Onuka and Oludipe (2005) on comprehensive implementation of continuous assessment in Nigeria revealed that there was a significant remediation for poor performance as a result of the application of feedback mechanism resulting from formative evaluation of learners.

Like other African countries continuous assessment is being practiced in many Kenya secondary schools; in many schools regular testing takes place on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. In all these cases continuous

assessments are seen as having strong influence on students' academic performance. A study carried by Kwaka, Denis and Kirma (2012) on teachers' assessment practice in enhancing preference mathematics among secondary school students in Mombasa District, Kenya revealed that teachers assessed students mainly for formative reasons and those who used diagnostic assessment produced better scores at the end of term examination, hence recommended that it should be used continually. However, these studies did not state the extent to which continuous assessment as a strategic program area in the strategic plan influenced students' academic performance.

Another strategic program area in strategic plan applied to effect students' academic performance at Kenya Certificate Secondary Education (KCSE) is benchmarking strategy. Bench-marking is an integral part of strategic planning and an on-going review process to build on their strengthen, raise factual information for decision making, overcome threats and weakness in external environment, take advantage of opportunities and minimize the effects of threats. Campo (1995), opines the main objective is to understand those best practices, process, programs that will provide a competitive advantage; target setting. This means that bench-marking is used to improve performance by understanding and comparing the techniques and practices required to achieve world-class performance levels.

In UK, benchmarking does take place both internally and externally with similar and dissimilar organizations. Coopers and Lybrand (1994) in (George 2013), noted that internal benchmarking tends initially to dominate in UK because of the complexities of establishing partnerships particularly with the competitors and also the cost-

effectiveness of internal bench-marking. In the above cases benchmarking has acted as source of new ideas or routes to improvement, building on observed best practices and focus on external objectives. In India, local and international benchmarking does take place between the schools. Kim Bing Wu, Peter Goldschmidt, Christy Kim Boscardin and Deepa Sankara (2009), pointed that schools that had bench-marking improved their mathematics achievement in two Indian state schools. They further revealed that grade nine students in the states of Rajasthan and Orissa had an improved performance of forty percent (40%) and forty five percent (45%) in their grades in mathematics due to the facts that their schools were engaged in international bench-marking with other schools. This means that students' learn more when they are actively involved in their education and engaged in educational efforts with other students. The active and collaborative learning bench-mark the extent to which students' participate in class, interact with other students and extend learning outside the classroom.

In Kenya bench-marking is both common in business industry and in education sector. Secondary schools in Kenya do practice bench-marking internally and externally to scrutinize their performance with other sister schools. Ambula (2010), conducted a study on bench-marking and performance in public secondary schools in Nairobi. Her study revealed that most public secondary schools carry bench-marking to a large extent in areas such as discipline, parental involvement and motivation, leadership, teaching and learning resources which eventually affected the performance of teachers and students especially after the exchange program. However, her study

did not mention the extent to which these practices influenced the students' academic performance at Kenya Certificate of Secondary Education (KCSE) leaving a gap to investigate on.

Schools also use syllabus coverage strategy as strategic program area to influence students' academic performance in Kenya Certificate Secondary Education (KCSE). Syllabus is an outline or summary of main points of a text, lecture or course of study (George, 2013). Syllabus coverage is also termed as curriculum implementation. Implementation is the system wide action taken by institution members aimed at accomplishing formulated strategies. Implementation is important to institution performance because strategies do not add values unless properly implemented (Raps, 2009).

The time on task literature indicate that opportunity to learn and students' performance are increased in classroom where teachers maintain the continuity of the lesson (Gruice, 2009). Good Crews and Beckerman (2008), assert that the number of textbook page covered by different fourth-grade mathematics classes is significantly related to the achievement gained. National Council for Curriculum and Association from Canada carried out a study on syllabus coverage in secondary school in February, 2010 and found that in schools where the content of the syllabus were adequately covered, students performed well (NCCA, 2010).

In United State of America (USA), Thomas (2008), acknowledges in his research desertion on implementation of a reading curriculum and its impacts on student achievement discovered that the implementation of the curriculum improved the test

scores of majority of students. In Zambia each biology teacher was given a copy of the national biology as a grade for scope and depth of the content to be taught in each grade. A study conducted by Chablengala (2008), noted that biology syllabus coverage on time affected the students' academic performance. In Nigeria, Damka (2011), in their research, time frame and syllabus completion of senior secondary mathematics in Omuku revealed that time allocation is a strong factor for syllabus completion of mathematics subjects and had a relationship on the students' academic performance. In Kenya, Shikuku (2009), discovered that content coverage has a major effect on how much children learn in first grade even when initial aptitude is satisfactorily controlled.

However, despite the central roles of mission statement, continuous assessment, bench-marking and syllabus coverage in enhancing the teaching and learning process, it is quite not known to a great extent how schools continuously apply these strategies to enhance students' academic performance in public secondary school in Marsabit central Sub-County. Thus, this study will attempt to give insight on how implementation of strategic programme areas in strategic plans may be important in the provision of quality education and more so in improving students' academic performance at Kenya Certificate Secondary Education (KCSE) exam.

## **1.2 The Statement of the Problem**

Strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programs in provision of education. It is now a ministerial requirement that public organizations including



government ministries and line institution such as public secondary schools develop strategic plans as means of enhancing result based management and efficiency in their operation (GOK, 2008). In its efforts to implement this, the government took all the schools’ principals and Board of Management for a workshop to be trained on how the plan was to be carried out. Incidentally, while some schools that have strategic plans are performing better in terms of academic performance, public secondary schools in Marsabit Central Sub-County have continued to produce poor academic performance compared to Chalbi Sub-County, Marsabit County as revealed in Kenya National Examination Council for the last three consecutive years.

**Table 1.1: KCSE Mean grades for Chalbi Sub-County and Marsabit Central Sub-County between 2015 and 2017.**

<b>Years</b>	<b>Chalbi County</b>	<b>Sub- Marsabit County</b>	<b>Central Sub- County</b>	<b>Difference</b>
2015	5.60	5.03		0.57
2016	4.70	3.07		1.63
2017	4.80	3.20		1.60

**Source: Marsabit County Education Office, Exam results 2015, 2016 and 2017.**

The table above indicates that the main concern is the poor students’ academic performance. Failure in national examinations spells dooms for affected students whose life may become uncertain and full of despair. As a result, County education officer of Marsabit County has been organizing forum for principals, teachers and other stakeholders on how to develop strategies to mitigate these poor academic results (Lunch of Marsabit County Education Strategic Plan, 2016-2020, 17<sup>th</sup>-19<sup>th</sup>

June, 2016). This has brought constant pressure on principals and teachers to ensure that examination outcomes for their schools are satisfactory to students, parents/guardians and other stakeholders. However, these strategies have not benefited students in Marsabit Central Sub-County. Marsabit Central Sub-County is in Marsabit County in Northern Kenya. It is in arid and semi-arid region and economically disadvantaged. The secondary schools in Marsabit central have been experiencing a number of challenges which include teacher shortages, rising cost of teaching and learning materials, rising cases of indiscipline, rising competition and declining academic performance among others. This is a worrying trend that needed to be addressed without much delay. That is why this study was set to determine the influence of the strategic plan implementation on students' academic performance in Kenya certificate secondary education in Marsabit Central Sub-County, Kenya.

### **1.3 The Purpose of the Study**

The purpose of this study was to determine the influence of strategic plan implementation on students' academic performance at KCSE in public Secondary Schools in Marsabit Central Sub- County, Kenya

### **1.4 Objectives of the Study**

This research study was guided by the following objectives:

- i. To determine the extent to which schools' mission statement influence students' academic performance at KCSE in public secondary schools.
- ii. To assess how schools' continuous assessment strategies influence students' academic performance at KCSE in public secondary schools.

- iii. To examine how schools' benchmarking strategies influence students' academic performance at KCSE in public Secondary Schools.
- iv. To assess the extent to which the schools' syllabus coverage strategies influence students' academic performance at KCSE in public Secondary Schools.

#### **1.4 Research Questions**

This study was guided by the following research questions

- i. To what extent does the schools' mission statement influence students' academic performance at KCSE in public secondary schools?
- ii. How schools' continuous assessment strategies do influence students' academic performance at KCSE in public Secondary Schools?
- iii. To what extent do the schools' benchmarking strategies affect students' academic performance at KCSE in public Secondary Schools?
- iv. How do the schools' syllabus coverage strategies influence students' performance at KCSE in public secondary schools?

#### **1.5 Significance of the Study**

The Ministry of Education may use the findings of this study to formulate policies on how to implement strategic plans. The findings of this study may provide greater insight to other stakeholders on how implementation of strategic plans may influence provision of quality secondary education. The findings may also be relevant to teachers and heads of departments as they may give them insight into the need to use

various strategies in the provision of quality education to students. The findings may further serve as a reference point for principals and teachers in implementation of strategic plans in their schools. The scholars and academicians may use the outcome of this study finding as source for further study. Theoretically, this study may contribute to the advancement of knowledge and open up areas for more research on implementation of the strategic plans.

### **1.6 Limitations of the Study**

The major limitation of the study was inability to get in touch with some principals who were not in school during the period of the study. To overcome this, the deputy principals were used to give their opinions since it was believed that they had information on their schools' operations, particularly on the school strategic plan. The study mainly relied on the questionnaires and interview schedules as instrument for data collection. It was appreciated that these methods mainly relied on self-reporting and might therefore be affected by objectivity of the responses.

### **1.7 Delimitations of the Study**

The study covered public secondary schools in Marsabit Central Sub- County. It focused only on Principals, heads of departments' and form four students respondents. It also concentrated only on four selected strategic program area that influence students' academic performance. The researcher further used academic performance, university admissions as output indicators to measure performance in secondary schools.

## **1.8 Basic Assumptions of the Study**

The study was based on the following assumptions:

- i. That all the schools had prepared and operationalized their strategic plans
- ii. That all the responses obtained from the principals, head of departments and students will be a true reflection of situation in the selected schools.

## **1.9 Definition Significant Terms**

**Academic performance** refers to the final grades awarded to a students' after successful completion of a given level of education.

**Assessment** refers to any procedure or activity that is designed to collect information about the knowledge, skills, and attitudes of learner or group of learners.

**Bench-marking** refers to the process of comparing ones business process and performance metrics to industry bests or best practices from other industries.

**Implementation** refers translation of chosen strategy into organizational action through program, budget and procedure which are stipulated in project plan.

**School Mission** refers a unique purpose that sets it apart from other schools of its types and identifies the scope of its operations.

**Strategic plan** refers a living document that includes mission statement, curriculum, and learners' preparation for examination, implementation strategies, bench-mark and monitoring.

**Syllabus** refers an outline or summary of main points of a text, lecture or course of study

### **1.10 Organization of the Study**

The study is organized in five Chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study. Chapter two consists of a detailed review of related literature as well as the theoretical and conceptual framework for the study.

Chapter three includes of research methodology detailing the research design, target population, sample size and sampling techniques, data collection instruments, instruments' validity and reliability, data collection procedures, data analysis techniques and ethical tent of research. Chapter four focuses on data representation, analysis and interpretation. Chapter five presents summary, conclusions and recommendations

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews the existing literature on implementation of the strategic plans and students' academic performance at KCSE. It draws on previous works carried out by other researchers as relate to the study. The review further focuses on strategic planning and performance, influence of mission statement, continuous assessment, bench-marking and syllabus coverage as strategic programs in strategic plan. The chapter ends with a gap that the study intended to fill, theoretical framework and conceptual framework.

#### **2.2 Influence of Strategic Planning and Students' Academic Performance**

Performance is perceived to be the heart of every organization. Researchers and analysts have over the past decades investigated the influence of strategic planning on organizational performance but up to date correlation between strategy and firm performance is on ongoing debate (Bolo, Muturia & Oeba, 2000). Whereas some authors argue that there is quite minimal (if any) correlation between strategic planning and high firm performance. Others argue that firms with well-conceived and excellently executed strategic plans have high probability of high performance (Ansoff, 1990). For instance, Mazzarol (2009), reported that some twelve research papers from 1950s to early 1980s indicated that planning was positively correlated with better performance.

Generally, literature showed that greater formality in strategic planning positively correlates to high performance. Although, Wheelen and Hunger (2008), cautioned that some studies have found out that too much formalization of strategic planning process may actually result in reduced performance. Ansoff (1990), however, noted that deliberate and systematic pre-planning or acquisition of strategy produced significantly better academic performance than unplanned opportunistic, adaptive approach. Sababu (2007), echoed the same views that, formal strategic management systematic systems significantly influenced organizational performance.

On the other, other authors argued that it would be naïve to conclude that strategic planning was the sole cause of success in educational institutions because schools may be using other management practices such as organization structure, good human resource practice, or corporate culture to steer high performance (Robin & Coulter, 2012). In the same vein, others such as Robinson and Pearce (1993), have argued for and against the concept that formal strategic planning was not suited solely for large firms and that it improved performance in both large and small firms (Gode, 2009).

Of essence therefore, is the fact that there is an inherent knowledge gap in the relationship between strategic planning and students' academic performance. This was the basis on which this study was designed; to establish whether the practice of strategic plan implementation in secondary schools influenced performance taking into consideration the specific strategic program areas which were: mission statement, continuous assessment, bench-marking and syllabus coverage. According to Pearce and Robinson (2005), the implementation process covers the entire managerial



activities including such matters as motivation, compensation, Management appraisal and control processes which entail cascading strategy to all functional areas in such a way as to achieve both vertical and horizontal logic and enhance implementation of policies.

### **2.3 Influence of Mission Statement on Students' Academic Performance at KCSE**

Lynch (2009), states that strategic planning entailed the entire process of developing a strategic plan for an organization. Thus, the presence of a mission statement spells the strategic direction of the organization. Based on this, the organization conducts an intensive internal and external environmental analysis to establish the strength and weakness of the organization and the opportunities and threats in the external environment. The findings of the analysis are used to make strategic choices from the alternatives at hand and strategic objectives are set. Proper implementation of the strategies decided upon in the strategic plan determines its influence on organization performance (Jonson, 2004).

Thompson and Stickland (2007), acknowledged that mission statements are widely believed to be antecedents to any strategy formulation effort. More fundamentally, mission statements are supposed to capture the overriding purpose of an organization in line with the values and expectations of stakeholders. Mullane (2002), explained that it was not the content of the mission statements that stir debate, rather it was the process used to prepare the document and how the finished document was employed in the organization. The body of literature and research supporting the relevancy of

mission statement to organization, however, far outweighs the opposing views. In USA, Japanese and European business, motivation and inspiration of employees strongly featured as second most important objectives for mission statement (Bartkus, 2004). The length and the content of mission statement may vary, some broad others narrow. Fundamentally, a mission statement includes and captures a myriad of stakeholders' values and expectations; more importantly how the organization creates values for stakeholders (Johnson, 2008).

Education institutions like any other organization have mission statements many also have a statement of values and often these are plastered on large signs, printed on school stationery and in school magazines. The school with the strongest emphasis on high expectations has a succinct and powerful mission statement like 'striving for excellence-no exceptions, no excuses.' Mission statements in education have become ubiquitous, but some schools have succeeded in turning the mission statement into a school culture and this has motivated the teachers and learners to perform effectively (Bottom & Schmidt-Davis, 2010).

In Nigeria a mission statement is used in educational institutions to serve as a framework for evaluating both current and prospective activities. As for Kenyan, the use of a mission statement is both common in the business industry and education. Taking for example, St. Alfred Alara Secondary in Rachuonyo North Sub-County's mission statement: "To nurture and develop all round empowered gentlemen adaptable to the dynamic world who become dependable, competent and responsible". In their annual review of the performance indicators revealed that the

school accomplished its mission statement by actively participating in co-curricular and class work activities (Government of Kenya, 1998). Thus, mission statement might play a significant role in determining the school overall activities and programs. A study conducted by George (2013), on influence of strategic planning on students' academic performance in Rachuonyo North Sub-County, Kenya revealed that the school mission statement greatly influence students' academic performance as indicated by ninety eight point two percent (98.2%) of the respondents. However, this did not determine the influence of strategic plan implementation on students' academic performance leaving a gap to investigate on.

#### **2.4 Influence of Continuous Assessment Strategies on Students' Academic Performance at KCSE**

Obanya (2008), describes an assessment as a systematic collection of data on all aspects of an educational Endeavour. This means that the data collected about students' academic performance is used on continuous basis in a systematic way, to make meaningful decision on what should happen.

Gramme and Naidoo (2011), stimulated that, 'in a global economy assessment of students' achievement is changing mainly because in an ever changing knowledge based society, student would not be required to learn and understand the basics but also to think critically, to analyze and to make inference for making decision. Continuous assessment covers all areas of student learning, that is why Akinusolu (2011), stressed that evaluation should not only be based on recalling facts but also on the effective and psychomotor domains. Sometimes assessment of student could be in

form of projects; personal observation by the teacher; take home assignment and class test. Whichever form it take, assessment activities take much time of the teacher and the students and has an important place both in teachers and students' performance. It is therefore, critical that continuous assessments could be utilized strategies that are able to make measure that students' abilities and attitudes.

In developing countries, continuous assessment is carried out on an on-going basis while student are working their way through a course or major unit. It can take a wide range of form including periodic tests, essay, project work or group work. In Nigeria, Omoifo (2006), claimed that assessment strategy in many schools is summative, final, administrative rigorous and content driven rather than formative, diagnostic; private, suggestive and goal oriented as such can be regarded as grading. A study conducted by Onuka and Oludipe (2005) on comprehensive implementation of continuous assessment in Nigeria, found that there was a significant remediation for poor performance as a result of application of feedback mechanism resulting from formative evaluation of learners. Therefore, the time students spend reviewing materials for continuous assessment may be directly related to or produce a greatly likelihood of, getting a high score on the final examination.

Like other African countries continuous assessment is being practiced in many Kenyan public secondary schools; in many schools regular testing takes places on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. In all these cases continuous assessments are seen as having strong influence on the students' final grade. A study conducted by Kwaka, Dennis and Karima (2012), in Kenya depicted

that teachers assessed student mainly for formative and summative reasons and those who used diagnostic assessment produced better scores at the end of term examination, and hence recommended that it should be used continually. However, these studies did not state the extent to which continuous assessment as a strategic program area of the strategic plan influenced students' academic performance.

## **2.5 Influence of Benchmarking Strategies on Students' Academic Performance at KCSE**

Benchmarking is an integral part of planning and on-going review process to ensure a focus on the external factors to strengthen the rise of factual information for decision making, overcome threats and weakness, take advantage of opportunities and minimize the effects of threats. Comp (1995), hinted that its main objective is to understand those techniques and practices that will provide a competitive advantages; target setting. This means that bench-marking is used to improve performance by understanding and comparing internal and external practices required to achieve world- class performance levels.

In UK, bench-marking does take place both internally and externally with similar and dissimilar organizations. Coopers and Lybrand (1995), in George (2013), noted that internal bench-marking tends initially to dominate in UK because of the complexities of establishing partnerships particularly with the competitors and also the cost effectiveness of internal bench-marking has acted as source of new ideas or routes to improvement, building on observed best practices. National Center for Social Research carried out a study on personal finance education in schools in June, 2006

revealed that the school that teach their students personal finance education were actually doing better financially than those who did not hence created a benchmarking program between these institutions to compare their academic studies (NCSR, 2006).

In India a study by Kim Bing Wu, Peter Goldschmidt, Chirsty Kim and Boscardin, Deepara (2009), on international benchmarking and determinants of mathematics achievement in two Indian state schools revealed that the grade nine students in the states of Rajasthan and Orissa had an improved performance of 40 percent and 45 percent in their grades in mathematics due to the facts that their schools were engaged in international benchmarking with others schools. This means that students' learn more when they are actively involved in their education and engaged in educational effort with other students. The active and collaborative learning bench-mark the extent to which students' participate in class, interact with other students and external learning outside the classroom.

In Kenya, bench-marking is both common in business industry and in education sector. Secondary schools in Kenya do carry bench-marking internally and externally to gauge their performance with other sister schools. Ambula (2010), carried a study on bench-marking and performance in public secondary schools in Nairobi, Kenya. Her study revealed that most of secondary schools practice bench-marking in areas such as discipline, parental involvement, motivation, leadership, teaching and learning resources which eventually affected the performance of teaching and students especially after the exchange program. However, the study did not mention the extent

to which bench-marking influence the students' academic performance hence leaving a gap to investigate on.

## **2.6 Influence of Syllabus Coverage Strategies on Students' Academic Performance at KCSE**

Barr and Dreeben (2003) outlined the basic content a teaching syllabus as; topic to be taught at various levels in the schools, specific behavioral objectives which should indicate knowledge to be acquired after the teaching of any given topic, contents of the topic selected for inclusion in the syllabus and the materials and suggested activities for teaching listed topics. The main purpose of a syllabus is to share information thus a communication mechanism but also for more specific purpose such as a planning tool or course plan.

The time on task literature indicates that opportunity to learn and students' academic performance are increased in classroom where teachers maintain the continuity of the lesson (Guice, 2009). Good Crews and Beckerman (2008), acknowledge that the number of textbook page covered by different fourth-grade mathematics classes is significantly related to the achievements gained. National Council for Curriculum Assessment from Canada carried out a study on syllabus coverage in secondary school in February, 2010 and found out that in schools where the content of the syllabus were adequately covered, students performed well (NCCA, 2010).

In Nigeria Alison and Dimka (2011), in their research, time frame and syllabus completion of senior secondary mathematics revealed that time allocation is a strong

factor for syllabus completion of mathematics subjects and had a relationship on the students' academic performance. In Kenya, Shikuku (2009) discovered that content coverage has a major impact on how much children learn in first grade even when initial aptitude is satisfactorily controlled.

## **2.7 Summary of the Literature Review**

From the literature reviewed it was evident that the strategic programme areas in strategic plans actually influence students' academic performance at KCSE in public secondary schools. Though different studies done from the literature review have revealed how mission statement, syllabus coverage, continuous assessment test and bench-marking programs have influence on students' academic performance which is perceived to be an output of quality education. For instance, a study conducted by George (2013), on influence of strategic planning on students' academic performance in Rachuonyo North Sub-County, Kenya revealed that school mission statement greatly influence students' academic performance as indicated by ninety eight point two percent (98.2%) of the respondents while Kwaka (2012), revealed that teacher assessment practice produced better scores in mathematics at end of examination. Ambula (2010), study on bench-marking and performance revealed that most secondary schools practice bench-marking to a very large extent in areas such as discipline, parental involvement, motivation, leadership, teaching and learning resources which eventually affected the performance of teaching and student especially after exchange programs. Shikuku (2009), also revealed that content coverage has a major effect on how much children learn in first grade even when in



aptitude is satisfactorily controlled. The studies did not clearly explain how the implementation of these strategic program area influences students' academic performance in public secondary schools. Also no such study has been conducted in Marsabit Central Sub-County. This study will fill this gap in the body of knowledge on the implementation of the strategic plans on students' academic performance in Marsabit Central Sub-County, Marsabit County, Kenya.

## **2.8 Theoretical Framework**

This study was guided by Education Production Function Model proposed by Mace (1979). From the production function model, education process is looked at as where inputs are converted to outputs. An input is a resource that a firm uses in its' production process for the purpose of creating a good and service. Education is a kind of industry where people enter as raw materials and come out as finished products. The need to improve academic performance at all levels is vital in education sector as it improves the quality of education. The production function is technically a relationship showing maximum outputs capable of being produced by each and every set of specific inputs. Different combination of inputs usually produce any given level of output variation in the outputs will affect the educational outputs (Psachoropoulos and Woodhall, 1985). The function shows relationship between two or more variables. These variables are mission statement, bench-marking, continuous assessment and syllabus coverage which are part of schools' strategic plans. In equation form production function can be represented by:

$$A = f(B, C, D, E \text{ and many others}):$$

Where;

A= Students' academic performance

B= Schools' mission statement

C=Continuous assessment

D=Bench-marking

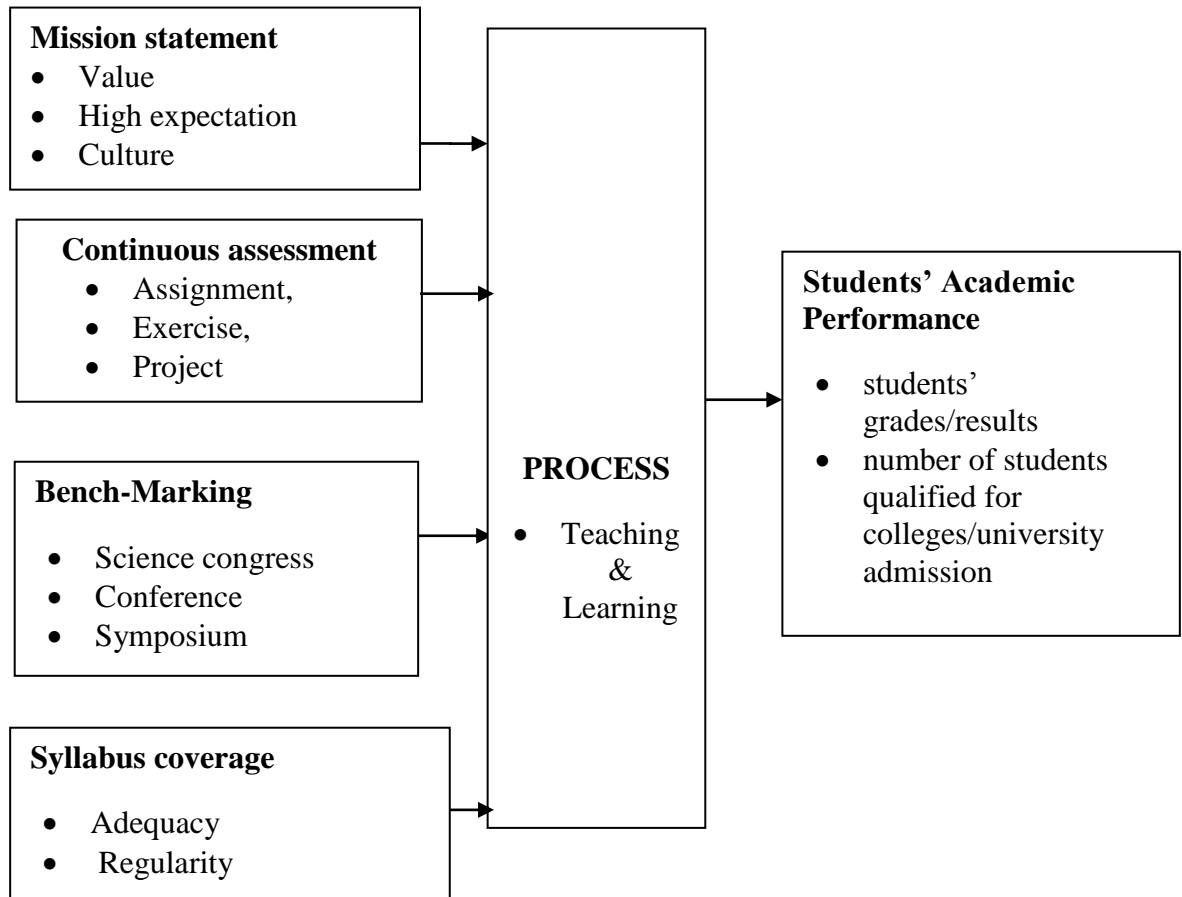
E=Syllabus coverage

On the basis of this model, this study sought to examine implementation of strategic plan on students' academic performance in public secondary school in Marsabit Central Sub-County. The model guided this study because it provided a basis of considering strategic programme areas in strategic plans which promote quality of education in the Sub-County for sufficient and efficient intellectual capital. An educated population is productive hence there is need to combine and manage well strategic programme areas in strategic plans. Proper implementation of strategic programme areas in strategic plans will enhance transition, access, equity, quality, completion, performance, retention, relevance and efficiency in the management of educational resources.

## **2.9 Conceptual Framework**

The conceptual framework shown in figure 2.1 captures schools' strategic plan with strategic program areas and how these may interact in teaching and learning process and likely to influence students' academic performance.

**Figure 2.1: Influence of Strategic Plan Implementation on Students' Academic Performance**



The conceptual framework in this study was derived from the theoretical framework that shows the relationships between inputs and outputs of education. The inputs comprises of mission statement, continuous assessment, bench-marking and syllabus coverage which are key elements of schools' strategic plan. Many schools are having mission statements which guide their activities and programs especially students' performance. Continuous assessment as a strategy is also used by many schools to help students familiarize themselves with examination, hence boost their academic performance. Bench-marking program enables to compare themselves with others in different academic programs, thus motivating students to work harder hence achieve

good academic performance. Syllabus coverage as a strategy empowers the students' to prepare adequately for the final examination hence help them perform better. Output is indicated by students' academic performance at KCSE examinations. These variables interact in the teaching/learning processes hence influences students' academic performance as shown in figure 2.1 above.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of instruments, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

This study employed a descriptive survey research design. The researcher used the descriptive survey research design for this study because it is an effective methods of collecting original data from a wide range of respondents and provides an opportunity for the researcher to study and explore the status of the program activities in the school (Orodho & Kombo, 2002). Further Orodho (2009), pointed out that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey research design therefore, gives a description of state of affairs as it exists at present. Kothari (2004), asserted that survey designs are important in answering research questions by informing social scientists about the current status of a population and also produce statistical information about aspects of education that interest policy makers and educators. The design was deemed suitable for this study since the study through data collection from the respondents would assess attitudes and opinions on the influence of schools' strategic plans on students' academic and also this study employed the survey design since the design uses sampling methods that are sufficient and representative of the

whole population. Qualitative approach was used to allow respondents give their personal views through open ended questions.

### **3.3 Target Population**

All the people, events or things under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). The study targets all the ten(10) public secondary schools in Marsabit Central Sub-County that comprise of 10 principals, 60 heads of departments and 529 form four students (SCDE, Marsabit Central, 2018). The principals were directly responsible for leadership and administration of strategic plan implementation in schools. Heads of departments' being co-administrators in the school were also part of the sample. The form four students were deemed suitable because they have been learning in the institution for the last four years and were likely to be more knowledgeable about the influence of strategy implementation on students' academic performance.

### **3.4 Sample Size and Sampling Procedures**

Orodho (2008), defined sampling as the process of selecting a number of individuals for a study in such a way that the individuals selected represent a large group from which they are drawn. Borg and Gall (1989), observe that the sample must be carefully selected to be representative of the population and the researcher needs to ensure that the sub-division entailed in the analysis is accurately catered for. Since the population was small and accessible, the researcher took all ten (10) public secondary schools in Marsabit central Sub-County to form the study's sample size and the researcher therefore conducted a census study involving all the ten public secondary

schools. This is in line with Kalton (2003), who states that if the population is small a census can be taken. Purposive sampling was done by selecting 50 percent (50%) of the heads of departments and 30 percent (30%) of the form four students in each school who were randomly selected by writing down their index numbers on a piece of paper, placing them in a container and picking the required number randomly. This gave 10 principals, 30 heads of departments and 160 form four students as shown in Table 3.1

**Table 3.1: Target Population and Sample Size for the Study**

<b>Respondents</b>	<b>Number</b>	<b>Sample</b>	<b>Percentage</b>
Principals	10	10	100.0
HoD's	60	30	50.0
Students	529	160	30.2
Total	599	200	33.4

**Source: Sub-County Education office, Marsabit Central, February, 2018**

### **3.5 Data Collection Instruments**

Primary data was collected using self-administered questionnaires and interview guide. This was because researcher collected information that was not directly observable. He inquired about feelings, motivation, accomplishments as well as experiences of individuals (Borg and Gall, 1996). There were two questionnaires, one for form four students and the other for the heads of departments. The reason for choosing questionnaires was primarily due to their practicability, applicability and suitability to the research problem and the size of the population. The questionnaires were both closed and open-ended items to allow the respondents give their opinions and suggestions. An oral interview guide was used to gather information from the

principals who are the key informants in the study. The researcher asked questions and led the respondents towards giving data to meet the study objectives.

### **3.5.1 Validity of Research Instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Orodho (2008), ascertains that content validity is the degree to which several measures of the concepts, accurately measure the concepts. He further, argues that content validity is a non-statistical method used to validate the content used in the questionnaire. The aim of this exercise was to evaluate the validity, clarity and of test items and suitability of language used in the instrument and the feasibility of the study (Mulusa, 1990). The responses to the instrument were used to determine whether the items were clear, valid and whether they drew consistent responses. Gay (1992), argues that content validity is established by an expert. The researcher consulted with the supervisors' to get expert opinion to improve the content of the instruments. Items not found suitable were either be discarded or modified so as to approve the content of the instrument.

### **3.5.2 Reliability of the Research Instruments**

Mugenda and Mugenda (2003) define reliability as measure of the degree to which a research instrument yields consistent results. The test cannot be valid if it is not reliable. Pilot testing of questionnaire was done in order to ensure reliability of the instruments where ten form four students from five secondary schools in Laismis Sub-County. Pilot testing was done to enable the researcher identify deficiencies in the instruments, like unclear instructions, clustered questions, wrong phrasing of questions, inadequate space to write responses and wrong numbering among others.



The scores on two occasions were then correlated using the Pearson's product moment formula correlation coefficient which was generated using the statistical package for social scientist (SPSS).

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2] [(N \sum Y^2) - (\sum Y)^2]}}$$

Where;

r= reliability correlation coefficient.

N= number of paired x and y scores

$\sum X$ =sum of raw x scores

$\sum Y$ = sum of raw y scores

$\sum XY$ = sum of the product of each X times each Y

$\sum X^2$ = sum of the square of each X- score

$\sum Y^2$ = sum of the square of each Y- score

**Table 3.2 Pearson Product Moment Correlation Coefficient**

x	y	x <sup>2</sup>	y <sup>2</sup>	xy
6	7	36	49	42
5	6	25	36	30
7	8	49	64	56
6	9	36	81	54
5	6	25	36	30
7	9	49	81	63
5	6	25	36	30
5	8	25	64	40
7	9	49	81	63
7	8	49	64	56
$\sum 60$	76	368	592	464

$$r = \frac{(10 \times 464) - (60 \times 76)}{\sqrt{[(10 \times 368) - (60)^2] [(10 \times 592) - (76)^2]}} = \frac{80}{107}$$

$$r = 0.75$$

After computation, a correlation coefficient of 0.75 was obtained. According to Nachmias and Nachmias (2009) positive coefficient of over 0.70 is considered to be reliable and higher the coefficient the more reliable the instruments. The instruments were thus adopted for use in the study since the coefficient was higher than 0.70.

### **3.6 Data Collection Procedure**

After getting introductory letter from the University of Nairobi, the researcher sought for a research permit from National Commission for Science, technology and innovation. The researcher thereafter visited Marsabit County Education office to request for an introductory letter to the target respondents. The researcher then visited the sampled public secondary schools and briefed the principals on the purpose and the objective of the study hence booked appointment as when to visit and administer the questionnaires and interviews. The questionnaires were then administered and were collected immediately after they had been filled on the same day.

### **3.7 Data Analysis Techniques**

The raw data was sorted, edited, cleaned, coded and arranged serially according to the type of data whether qualitative or quantitative. The coded data was entered accordingly on the computer soft-ware for analysis by the help of Statistical Package for Social Sciences (SPSS). Quantitative data was analyzed through descriptive statistics while qualitative data was analyzed by arranging them according to the

research questions and objectives. The analyzed data was recorded using frequency tables and percentage. Borg and Gall (1983), argue that the most used and understood standard proportion is the percentage. The findings were then presented in tables, charts and figures.

### **3.8 Ethical Considerations**

The researcher took reasonable measures to ensure that those who participated in study were protected from physical or psychological harm or dangers that might have arisen from the research procedure. During the course of the study, participants were treated with respect and confidentiality. Confidentiality, anonymity and avoidance of deception are very important issues in social research. Consent was obtained from respondents before they participated in the study and the researcher ensured that all respondents participated voluntarily

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter is devoted to the presentation of results based on the research questions. The findings were discussed according to the themes in line with the research objectives and questions. Data analysis in this chapter was aimed at addressing the purpose of the study, which was to determine the influence strategic plan implementation on students' academic performance in Marsabit Central Sub-County, Marsabit County.

The chapter begins with the demographic information of the respondents, followed by presentations, interpretation and discussion of research findings based on the research objectives and questions.

#### **4.2 Instruments Return Rate**

The questionnaire response rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 10 principals, 30 heads of departments and 160 form four students who were key informants. Analysis and interpretation are based on these returns

**Table 4.1 Questionnaire Return Rate**

<b>Target respondents</b>	<b>Sample size</b>	<b>Response</b>	<b>Return rate %</b>
Principals	10	10	100
HoDs	30	28	93.3
Students	160	160	100
Total	200	198	99.0

Table 4.3 indicates that the return rate represented ninety nine percent (99%) of the total respondents. This return was found valid as Mulusa (1990) stated that fifty percent (50%) return was adequate, sixty percent (60%) good and seventy percent (70%) very good. The return rate was hence considered very good to provide required information for the purpose of data analysis.

### **4.3 Demographic Information of Respondents**

Demographic information of the respondents was based on length of stay in the current secondary school.

#### **Students' length of stay in the current school**

Students were asked by the researcher to indicate the length of time they had stayed in their current secondary schools since they joined. In response to this question, the results are as shown in table 4.2

**Table 4.2 Students' Length of Stay in their Current School**

<b>Length of stay</b>	<b>Frequency</b>	<b>Percentage</b>
Below 2 year	14	8.7
2-3 years	26	16.3
3-4 years	120	75.0
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.2 indicates that the majority of students seventy five percent (75%) had stayed in their current school between 3 and 4years. The majority having stayed for long in their current schools were capable of providing relevant information on implementation of strategic plan and students' academic performance.

#### **4.3.1 Demographic Information of Heads of Departments**

The demographic information of heads of departments was based on the years of service in the current school.

##### **Year of service by heads of departments**

The heads of departments were asked to indicate their years of service in their current schools.

The results are as follow in table 4.3

**Table 4.3 Heads of Departments' Years of Service**

<b>Years of service</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	22	78.9
6-10 years	6	21.4
<b>Total</b>	<b>28</b>	<b>100</b>

Table 4.3 indicates that seventy eight point six percent (78.6%) of heads of departments had served for in their current schools for recorded for between 1 and 5 years. This is an indication that the heads of departments had been in current school for considerable number of years and hence were capable of providing needed information on implementation of strategic plans and students' academic performance.

#### **4.3.2 Demographic Information of the Principals**

The principals were asked to state the years they had served in their current work stations during the oral interview by the researcher. The majority seventy percent (70%) of the principals indicated that they had stayed in their current stations for 5 years and above. This was rated as good enough since in moment that the majority of them could provide relevant information about implementation of strategic plans and students' academic performance in their schools for a period not less than 3 years. They are also able to understand the critical environmental issues and dynamics of the institutions.

#### **4.4 Influence of Mission Statement on Students' Academic Performance**

The first objective of the study was to determine the extent to which schools' mission statement influences students' academic performance. The findings from the field are presented in this section.

Mission statement is the reason for existing or unique purpose that sets it apart from other schools of its type and identifies the scope of its operation. It is the first step in

creating strategic plan. Its presence guides policies and procedures and create opportunities for all students. School success requires a written mission statement which all professional staff incorporates in their daily curricular activities. This study sought to examine how schools' mission statement influenced students' academic performance. The students and heads of departments were asked to indicate the existence of mission statement in their schools, whether written or not written, how it was communicated across the schools and its influence on students' academic performance.

The response of existence of mission statements in schools from students respondents are recorded in figure 4.1

#### 4.4.1 Pupils' Responses on the Existence of School Mission Statement

**Figure 4.1 Percentage Distributions Students' on the Existence of School Mission Statement**

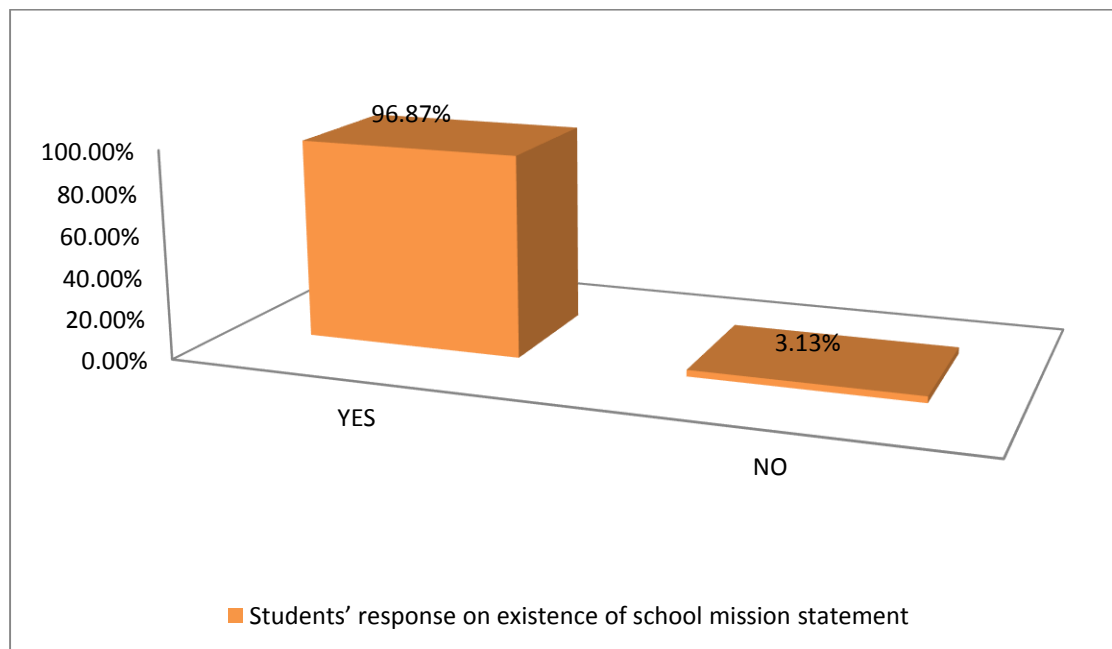




Figure 4.1 show that majority ninety six point nine percent (96.9%) of the students indicated that their schools have mission statements. This is an indication that the use of mission statement has gained momentum fairly recently in the management of public secondary schools.

Findings from heads of departments' on the existence of mission statement in schools are in table 4.4

**Table 4.4 Presence of Mission Statement According to Heads of Departments**

<b>Presence of mission statement</b>	<b>Frequency</b>	<b>Percent</b>
Yes	28	100
<b>Total</b>	<b>28</b>	<b>100.0</b>

Table 4.4 indicates that hundred percent (100%) of the heads of departments indicated that the schools have mission statements in their schools. This was mainly as a result of the statutory requirement that ministries and their line departments develop strategic plans for effective service delivery. Therefore, each school had a unique reason for its existence and therefore had a road map to draw its policies and programs. This agrees with Mintizberg (1999), who recommended every organization should have a mission statement to explain why an organization exists and what it is doing now and in the future. Thus school mission statement is a driving force in schools and might have influence on students' academic performance.

#### **4.4.2 Communication of Mission Statement Across the Schools**

The students were asked by the researcher to indicate how frequent the mission statement was communicated across to their school. Results are recorded in table 4.5

**Table 4.5 Students Response on Communication of Mission Statement Across to their Schools**

<b>Communicates</b>	<b>Frequency</b>	<b>Percent</b>
Always	93	58.1
Very Often	15	9.4
Often	10	6.3
Sometimes	39	24.4
Never	3	1.9
<b>Total</b>	<b>160</b>	<b>100</b>

Table 4.5 indicates that the fifty eight point one percent (58.1%) of students indicated that the school mission statement was always communicated across to their schools. This implied that the schools have strategies on how to pass its aims, values and expectations to its key stake holders.

**Table 4.6 Heads of Departments' Response on Communication of Mission Statement Across to their Schools**

<b>Mode</b>	<b>Frequency</b>	<b>Percent</b>
Poster	18	64.3
Word of mouth	6	21.4
Circular	2	7.1
Others	1	3.6
Total	27	96.4
No response	1	3.6
<b>Total</b>	<b>28</b>	<b>100.0</b>

Table 4.6 indicates that there were many methods of communicating the mission statement across to their school, but the most common one was through posters with sixty four point three percent (64.3%). This was done by either writings on the walls,

school gates or printed papers pasted on the walls in the classrooms. Verbal communication of mission statement was indicated by twenty one point four percent (21.4%) of the heads of departments. This was clearly indicating that teachers and administrators use various strategies to communicate the mission statement, though may be well written, but not properly communicated verbally. This may likely to affect students' academic performance.

From the principals' point of view, hundred percent (100%) of them indicated that there was a mission statement for their schools, which was either pasted in the offices or painted on the walls and gates of the schools. However, the majorities (80%) of the principals were quick to note that their current mission statements were either developed by predecessors; strategic planning committee, Board of Management, teachers and students or they were adopted from other institutions and only amended the wordings in the statements to suit their aspiration and to make it relevant. The principals asserted that they normally use the key words in their mission statement when addressing students, teachers and other key stakeholders and this inspired students to work towards their goals. This contradicts the findings from the students and heads of departments who said that administrators hardly speak about their schools' mission statement in words.

#### **4.4.3 Extent to which School Mission Statement Influences Students' Academic Performance**

Students, heads of departments, and principals were asked to give their opinion as to whether their schools' mission statements influence students' academic performance.

### **Students' performance in the last three exams**

The students were asked to indicate their academic performance in the last three exams they had done. The responses are as in the table 4.7

A total of 160 form four student participated in the survey. The following formula was used to put down the information.

$$M = \frac{\sum fx}{\sum f}$$

Where;

M= mean scores for continuous assessment test one, two and three

X= marks each targeted form four students' attained in continuous assessment test one, two and three

$\sum fx$ = Sum of product of f and x

$\sum f$ = Total number of form four students' targeted

Total marks for 160 form four students in CAT1=869; Total marks for 160 form four students in CAT2=938; and total marks for 160 form four students in CAT3 marks=941

Mean scores for continuous assessment test one, two and three:

MCAT 1:869/160 = 5.431; MCAT2:938/160=5.862; MCAT 3:941/160=5.881

In addition, once the mean scores are obtained for continuous assessment test one, two and three; the deviations were established by subtracting mean scores for continuous assessment test one from mean scores for continuous assessment test two

and then mean scores for continuous assessment test two from mean scores for continuous assessment three as shown below in Table 4.7.  $D1= 5.86-5.43=0.43$ ;  $D2=5.88-5.86=0.02$ ; and finally cumulative deviation=  $5.88-5.43=0.45$ .

**Table 4.7 Student Academic Performance**

<b>Exams</b>	<b>Mean scores</b>	<b>Deviations</b>
CAT1	5.43	-
CAT2	5.86	0.43
CAT3	5.88	0.02

Table 4.7 shows that there was value added progress that can be seen from the mean scores attained by students from continuous assessment test one to continuous assessment three. The students' academic performance seems to be improving where a positive cumulative deviation of 0.45 has been realized between the continuous assessment test one and the continuous assessment three though very dismal.

**Table 4.8 Students' Response on the Influence of Mission Statement on Students' Academic Performance**

<b>Extent of influence</b>	<b>Frequency</b>	<b>Percent</b>
Very great extent	66	41.3
Great extent	44	27.5
Moderate extent	36	22.5
A little extent	8	5.0
No extent at all	6	3.8
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.8 indicates that the forty one point three percent (41.3%) of the students indicated that mission statement very greatly influenced their academic performance. This was clear indication that most students in public secondary schools in Marsabit central Sub-County had no knowledge of schools' mission statement and they had no idea as to whether these influenced their academic performance. This implied that students who had knowledge of the school mission statement aimed higher to reach the school target and in turn improved their academic performance.

The majority of the heads of departments eighty five point seven percent (85.7%) indicated that their schools' mission statement influence their students' academic performance as reflected in the students' progress records in table 4.7 while a minority of heads of departments (3.6%) indicated that it does not influence students' academic performance. The majority indicated that the mission statement reminded the students to always be on their toes on academics, as these were a point of reference for student and allowed them to be focused on their targets and also catchy words in the schools' mission statement always inspired the students to perform well in both academics and co-curricular. The findings are in agreement with those of Thompson and Stickland (1996), who pointed out that, a mission statement is supposed to capture the overriding purpose of the organization and expectations of stakeholders.

From the principals' interview schedule, hundred percent (100%) of them asserted that their schools' mission statements influenced students' academic performance. They indicated that mission statement guide policies and procedures and creates

unique opportunities for all students. It also creates a change of attitude for academic excellence and those who perform better identify with it easily. Further, it helps the administrators to focus on reforms effort in education. These findings concurred with Bartkus (2004), who found out that (60%) of students' motivation and inspiration was strongly influenced by mission statement.

#### **4.5 Influence of Continuous Assessment Strategy on Students' Academic Performance**

The second objective of the study was to assess how schools' continuous assessment strategy influenced students' academic performance. An assessment is the last stage of strategy formulation and implementation so that necessary changes or modification can be done. Frequency of assessment is fundamental in determining how well the students have internalized the concepts covered within the week, month or a term. The more frequent students are assessed the better it is for both the teachers and students to know the area that have not been adequately covered or even properly understood by students so as to develop better strategies to improve academic performance.

The researcher sought to find out from the students, heads of departments and principals whether schools had a program for administering continuous assessment to students in schools, the type of tasks given to students in those continuous assessments and how this program contributed to students' academic performance. The findings from the field are presented in this section.

#### 4.5.1 Timeline Conducting Continuous Assessment in Schools

The researcher asked the students to indicate how often continuous assessment were done in their schools. The results are recorded in the table 4.9

**Table 4.9 Students' Response on How Often Continuous Assessment Conducted in the School**

<b>Timeline</b>	<b>Frequency</b>	<b>Percent</b>
Weekly	85	53.1
Termly	69	43.1
Yearly	1	0.7
Others	5	3.1
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.9 indicates that fifty three point one percent (53.1%) of the students indicated that continuous assessment was conducted on weekly basis. These responses are an indication that continuous assessment as a strategic programme area of strategic plan was an important component in schools and might have influenced students' academic performance. This implied that most schools in the Sub-County prepare their students psychologically to sit for exam on weekly basis.

**Table 4.10 Heads of Departments' Response on How Often Continuous Assessment was Conducted in the Schools**

<b>Timeline</b>	<b>Frequency</b>	<b>Percent</b>
Weekly	14	50.0
Monthly	6	21.4
Termly	4	14.3
Others	4	14.3
<b>Total</b>	<b>28</b>	<b>100.0</b>



Table 4.10 indicates that fifty percent (50%) of heads of departments' indicated that continuous assessments were conducted weekly. These responses are an indication that continuous assessment as a strategic programme area of strategic plan was an important component in school and might have influenced students' academic performance. This implied that the more frequent and regularly the learners are assessed the better it is for both the teachers and the learners to know the area that have not been intensively and adequately covered or properly mastered by the learners so as to develop better methods to improve performance.

#### **Principals' responses on how often continuous assessment was conducted in schools**

From the interviews of principals, hundred percent (100%) of them agreed that they had a set program for conducting continuous assessment in their schools which included weekly, fortnightly, monthly, mid-termly and termly programs. This, according to principals helped improve the pass mark of their schools.

#### **4.5.2 Tasks Given During Continuous Assessment**

The researcher further asked students, heads of departments and principals to indicate type of tasks commonly given as continuous assessment. The tasks are various types of assignments of work which students are given by their subject teachers in class or out of class. Students' response are shown in figure 4.2

Students were asked the type of tasks commonly given as continuous assessment.

**Figure 4.2 Students' Response on the Type of Tasks Given During Continuous Assessment**

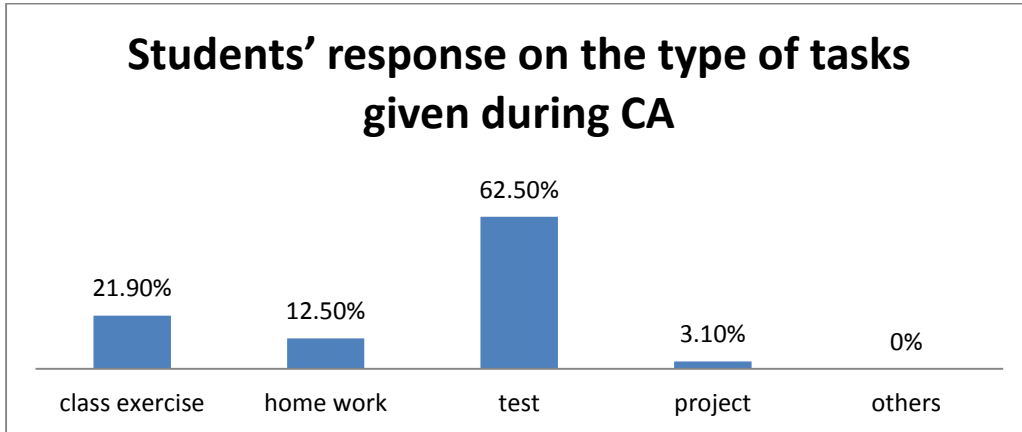


Figure 4.2 shows that sixty two point five (62.5%) of the students indicated that test was the most commonly used task during the administration of continuous assessment.

Heads of departments were asked about the type of tasks they usually gave students as continuous assessment.

**Figure 4.3 Heads of Departments' Response on the Type of the Task Given During Continuous Assessment**

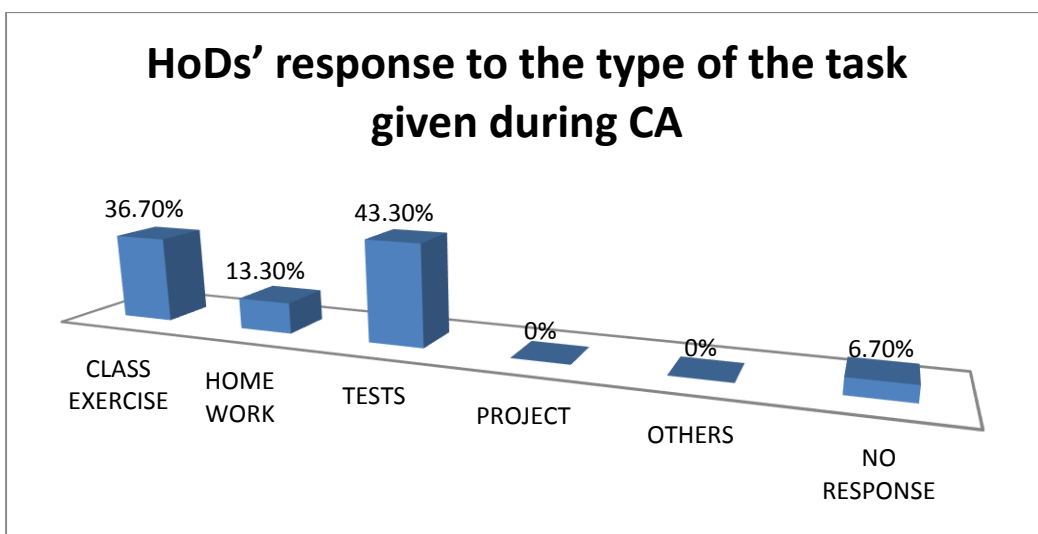


Figure 4.3 shows that forty three point three percent (43.3%) of the heads of departments indicated that test was the most common type of task given to students during continuous assessment. This implies that a majority of teachers do prepare tests that are administered to students during their usual assessment.

#### **Principals' response on the type of tasks given during continuous assessment**

The responses from the principals' interviewed on the type of tasks given as continuous assessment revealed that eighty percent (80%) of them pointed out that the tests are commonly used assessment tools as continuous assessment. They pointed out that these continuous assessment tests were properly scheduled and managed by heads of departments and subject teachers. The findings are in line with the argument of Ellington and Earl (1997), who indicated that continuous assessment can take many forms including periodic tests, on-going assessment of practical or situational assessment.

#### **4.5.3 Criteria for Doing the Assessment**

The researcher further sought out how students' worked on the assignment. They were to indicate either in groups, a whole class or on individual basis. The response per methods was recorded as follows.

**Table 4.11 Criteria for Working on the Assignment**

<b>Organization</b>	<b>Frequency</b>	<b>Percent</b>
In groups	26	16.3
A whole class	8	5.0
On individual basis	126	78.7
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.11 indicates that seventy eight point seven percent (78.7%) of the students indicated that they worked individually on the assignments given to them. This is a clear indication that students were being trained to become independent, self-reliant, competent and confident during their final exams.

Heads of departments were asked by the researcher to give their comment on how often they mark and provide feedback to students on various tasks they give them. Their responses are recorded on the table 4.12

**Table 4.12 Heads of Departments' Response on How Often Teachers Mark and Provide Feedback**

<b>Mark</b>	<b>Frequency</b>	<b>Percent</b>
Always	17	63.3
Often	7	23.3
No response	2	6.7
Sometimes	2	6.7
<b>Total</b>	<b>28</b>	<b>100.0</b>

Table 4.12 indicates that sixty three point three percent (63.3%) of the heads of departments' indicated that teachers' always marked and provided feedback to students after an assessment had been given to them. This implied that teachers who marked and provided feedback promptly to students were able to track the progress of their students and this helped to improve students' academic performance.

#### 4.5.4 Opinion on Contribution of Continuous Assessment on Students' Academic Performance

The researcher further sought to find out the opinion on the contribution of assessment to the students' academic performance. This was to provide information on the extent to which continuous assessment influenced students' academic performance.

**Figure 4.4 Students' Response on the Influence of CA on Academic Performance**

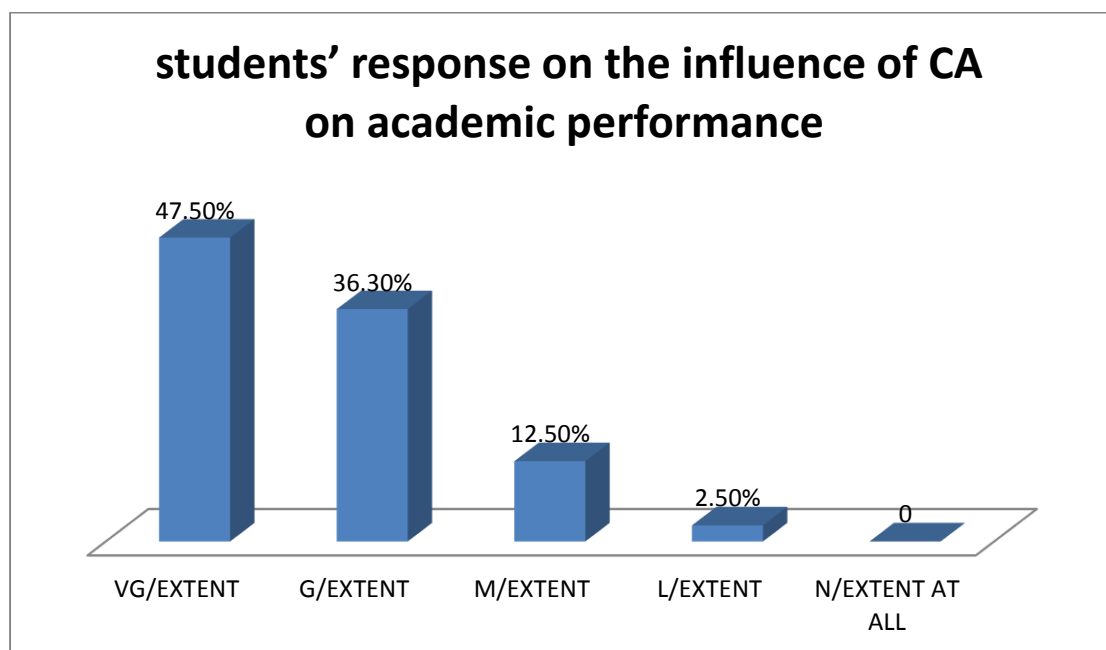


Figure 4.4 shows that forty seven point five percent (47.5%) of the students indicated that the continuous assessment very greatly influenced their academic performance. This finding comprises the students' progress record in the table 4.3 as earlier presented. This is a clear indication that continuous assessment exposes the students on questions to expect in the exams and how to respond to such questions in case they are brought in the exams, identify most frequently tested areas hence continuous assessment as strategic programme areas in strategic plan has a very great influence on students' academic achievement.

#### **Heads of departments' response on the influence of continuous assessment on students' academic performance**

The majority of the heads of departments eighty six point seven percent (86.7%) of them indicated that continuous assessment contributes positively to students' academic performance while only a minority six point seven percent (6.7%) of them indicated that it did not influence students' academic performance. Similarly, six point seven percent (6.7%) of them did not return the questionnaires. This is clear indication that continuous assessment very greatly influences students' academic performance. They pointed out that continuous assessment creates confidence in the students in tackling and handling examinations, make them revise continuously, enable them evaluate the value added progress in students, thus make necessary intervention which eventually leads to better academic performance.

### **Principals' response on the influence of continuous assessment on students' academic performance**

The minority of the principals twenty percent (20%) of them did not make any comment. However, the majority of the principals eighty percent (80%) of them indicated that continuous assessment immensely influenced students' academic performance. They posited that continuous assessment boost memory relating to the task and learnt materials, give them confidence in tackling and handling major examinations, improve their reading culture and creates an opportunity for continuous revision. They also indicated that continuous assessment makes the students to familiarize themselves with most tested questions, thus prepare them to the main exam. These findings was in line with Kwaka, Dennis and Kirima (2012), who conducted out study on teachers assessment preference in mathematics among secondary schools students in Mombasa county, Kenya. They revealed that those who continuously assessed their students produced better scores at the end of term examination by thirty percent (30%).

#### **4.6 Influence of Bench-Marking on Students' Academic Performance**

The third objective of the study was the influence of bench-marking strategy on students' academic performance. Bench-marking is an integral part of strategic planning and an on-going review process to build on their strengthen, raise factual information for decision making, overcome threats and weakness in external environment, take advantage of opportunities and minimize the effects of threats. Bench-marking is therefore a strategic approach to get the best out of people, process

and programmes in school. Its basic purpose is to expose school principals and the staff members to different ways of doing things so as to encourage creativity and innovation in all educational functions.

The researcher sought to determine the opinion of students on how school' bench-marking strategy influences students' academic performance. The findings from the field are in this section.

#### **4.6.1 Presence of Bench-Marking Program in Schools**

The researcher asked students to indicate whether there was a bench-marking program in their schools. The results are recorded in table 4.13



**Table 4.13 Students' Response on Presence of Bench-Marking Program in Schools**

<b>Presence</b>	<b>Frequency</b>	<b>Percent</b>
No	69	43.1
Yes	91	56.9
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.13 shows that fifty six point nine percent (56.9%) of the students indicated that there was a bench-marking program in their schools. This indicates that majority of schools have bench-marking programs in their schools to influence students' academic performance.

**Table 4.14 HoDs' Response on Presence of Bench-Marking Program in Schools**

<b>Presence</b>	<b>Frequency</b>	<b>Percent</b>
No	11	39.3
Yes	15	53.8
<b>No response</b>	<b>2</b>	<b>7.1</b>
<b>Total</b>	<b>28</b>	<b>100.0</b>

Table 4.14 indicates that fifty three point eight percent (53.8%) of the heads of departments indicated that there was bench-marking program in the schools. It was evident from these findings that most heads of departments were involved in bench-marking exercise. Majority seventy percent(70%) of the principals indicated that the school take parts in bench-marking in the areas like performance, discipline, guidance and counseling, teaching and learning, clubs and societies, school routine and time management. This indication that there are several areas in public schools regarding practices, processes, procedures and activities aimed at providing quality education

that need to be addressed fully through bench-marking. This finding concurs with (Ambula, 2010), who found that most secondary schools practice bench-marking to a very large extent in areas such as discipline, parental involvement, motivation, leadership, teaching and learning resources which eventually affected the performance of the teachers and the students especially after the exchange program.

#### 4.6.2 Organization of Bench-Marking in Schools

**Table 4.15 Students' Response on Organization of Bench-Marking**

<b>Presence</b>	<b>Frequency</b>	<b>Percent</b>
Internally	6	3.8
Externally	5	3.1
Both	79	49.4
No response	70	43.7
<b>Total</b>	<b>160</b>	<b>100</b>

Table 4.15 indicates that forty nine point four percent (49.4%) of the students indicated that bench-marking was organized both internally and externally. This is clear indication that bench-marking was organized both internally and externally in the schools. This implied that Students learn more when they are actively involved in their educational efforts with other students. The active and collaborative learning bench-mark measures the extent to which students participate in class, interact with other students, and extends learning outside of classroom.

**Table 4.16 Heads of Departments’ Response on Debriefing of Bench-Marking**

<b>Scale</b>	<b>Frequency</b>	<b>Percent</b>
No	10	35.7
Yes	18	64.3
<b>Total</b>	<b>28</b>	<b>100</b>

Table 4.20 indicates that sixty four point seven percent (64.7%) of the heads of departments’ indicated that debriefing was done after the bench-marking exercise. This is clear indication that the teachers and the students give a report and comparison of education programs in the schools or places visited for the purpose of critique of reflection.

#### **Principals’ response on organization of bench-marking**

The majority ninety percent (90%) of the principals noted that they had a bench-marking program in their schools both internally and externally. They also reiterated that these programs existed in joint exams, symposiums, student leadership, science congress or board of management strategies among many other programs. Ten percent (10%) of the principals stated that they have not considered this program due to cost implication. They pointed out that their schools do not have adequate financial base to enable them engage in bench-marking programs. The majority of the principals noted that both internal and external organization of bench-marking enables them to understand those best practices that would provide competitive advantage, set realistic target and establish operating goals and performance objectives.

### 4.6.3 Opinion on the Influence of Bench-Marking on Students' Academic Performance

The researcher further sought for opinion of the respondents on the influence of bench-marking on students' academic performance.

**Table 4.17 Students' Response on the Influence of Bench-Marking on Students' Academic Performance**

<b>Scales</b>	<b>Frequency</b>	<b>Percent</b>
Very great extent	44	27.5
Great extent	39	24.4
Moderate extent	12	7.5
A little extent	3	1.9
No extent at all	19	11.9
Total	117	74.4
No response	43	26.9
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.17 indicates that twenty seven point five (27.5%) of the students indicated that bench-marking very greatly influenced their academic performance. This is a clear indication that only a small percentage of students had realized the influence of bench-marking program on their academic performance. Those who did not respond were indication that they had not been exposed to the program and therefore had nothing to say about the program and this may likely to affect students' academic performance negatively.

**Table 4.18 Heads of Departments’ Responses on Students’ Academic Performance before and After Bench-Mark**

<b>Year</b>	<b>Results before</b>	<b>Results after</b>
2015	2.36	2.74
2016	2.38	2.81
2017	2.48	2.92

Table 4.18 indicates that the results of students’ academic performance in exams seem to be quite improving after bench-mark program in schools which engage their students in the program. This results clearly indicate that bench-marking program positively influence students’ academic performance though dismal. Heads of departments’ had also agrees that students’ learn different approaches to improving their academic performance. They further asserted that bench-marking initiate learners to work harder and leads to knowledge-pooling which makes students have the most appropriate facts from their counterparts.

**Principals’ response on the influence of bench-marking on students’ academic performance**

From the interviews of the principals, the majority eighty percent (80%) of them asserted that bench-marking program greatly influences students’ academic performance. They pointed out that those who participated have been able to adopt a positive attitude towards academics and their grades have improved. Bench-marking programs have enabled them to merge their strategic programs areas with those of performing schools, inject best practices into the operations of school, get the best out of staff, processes and programmes and expose the staff members to different ways of

doing things. This could be seen in the academic reflective charts in those schools which showed results before bench-mark and results after bench-mark to have improved as in the table 4.18. These results agrees with (Kim Bing Wu, Peter Goldschmidt, Chirsty Kim and Boscardin, Deepasa (2009), who noted that grade nine students in the states of Rajasthan and Orissa had improved performance of forty percent (40%) and fifty percent(50%)in their grades in mathematics due to the facts that their schools were engaged in international bench-marking with other schools.

#### **4.7 Influence of Syllabus Coverage on Students' Academic Performance**

The researcher sought in the study to establish the extent to which schools' syllabus coverage strategy influences students' academic performance. Syllabus coverage is also termed as curriculum implementation. Implementation is the system wide action taken by institution members aimed at accomplishing formulated strategy. Adequate and regular syllabus coverage empowers the students' to prepare adequately for the final examination. The principals should monitor timetable and the allocation of periods to the teaching staff in order to cover the syllabus on time and create more time for revision.

##### **4.7.1 Presence of Syllabus in Schools**

The students were asked to indicate weather teachers inform them about the content to cover in each subject area from the syllabus. This was to validate the presence of the syllabus in the school. The responses are shown in the figure 4.5

**Figure 4.5 Students' Response on the Presence of Syllabus in their Schools**

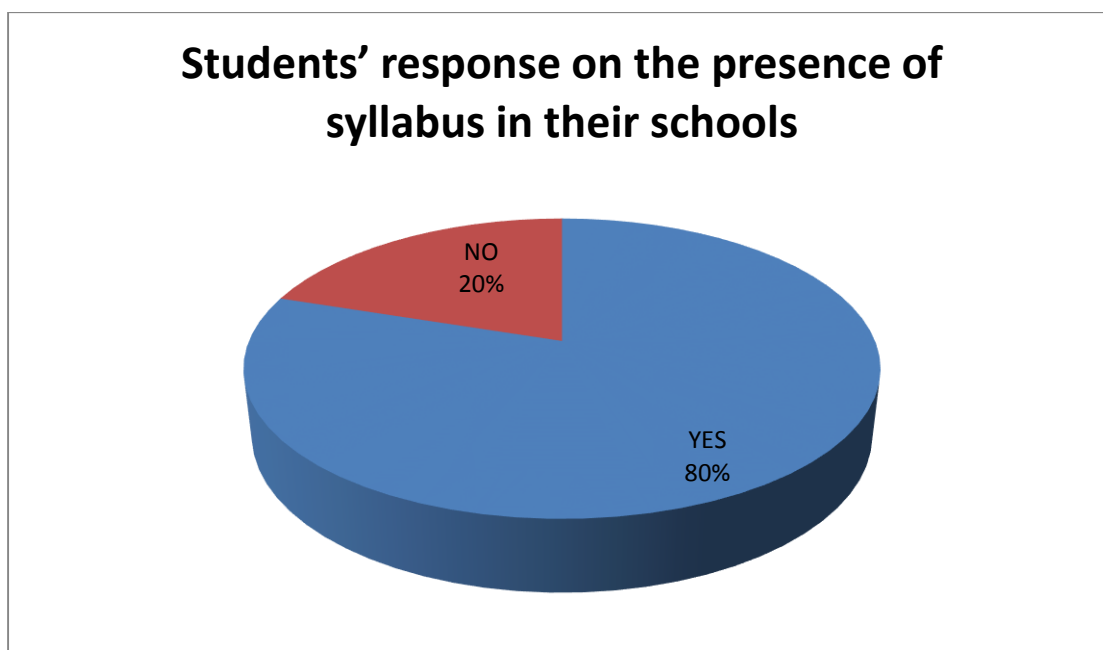


Figure 4.5 shows that eighty percent (80%) of the students indicated that teachers inform them about the contents of work in each subject area from the syllabus. This was clear indication that there was a syllabus guide in most schools known to the students. The outline normally helped the students to read a head of their teachers and for adequate preparation to face the exams.

**Heads of departments' responses on the availability of syllabus guide in their department**

A majority ninety two point nine percent (92.9%) of the heads of departments indicated that there was syllabus guide in their department. This finding is important because it revealed that all the schools had a syllabus guide that informed teaching and learning. A successful term begins when both teachers and students are brought together through the course of syllabus. This is a clear indication that Syllabus is

maps that give the teachers and the students directions to arrive at the end of the term successfully. A similar observation was made by Barr and Dreeben (2003), who asserted that basic content of a teaching syllabus as; topics to be taught at various levels in the school, specific behavioral objectives which should indicate knowledge to be acquired after the teaching of any given topic, content of the topics selected for inclusion in the syllabus and materials and suggested activities for teaching listed topics.

#### 4.7.2 Rating of Syllabus Coverage in the Schools

The students were further asked to indicate on average the present syllabus coverage in all subjects in their current class. They were to give their opinion on what has been covered in comparison to what is to be covered. The findings are tabulated in table 4.19

**Table 4.19 Students' Response on Rating of Syllabus Coverage**

<b>Coverage</b>	<b>Frequency</b>	<b>Percent</b>
40% and below	13	8.1
50%-60%	111	69.4
70% and above	36	22.5
<b>Total</b>	<b>160</b>	<b>100.0</b>

Table 4.19 indicates that six nine point four percent (69.4%) of the students indicated that their present syllabus coverage was slightly above average. This finding was important because early syllabus coverage gives students enough time to prepare for their examinations.



The researcher further asked the heads of departments to indicate whether they had set targets for syllabus coverage in the current year and also indicated their set mean score target.

**Table 4.20 Heads of Departments’ Response on Target for Syllabus Coverage**

<b>Months</b>	<b>Frequency</b>	<b>Percent</b>
July-September	7	25.0
April-June	17	60.7
January-March	4	14.3

Table 4.20 indicates that sixty point seven percent (60.7%) of the heads of departments indicated that they had set targets for syllabus coverage within departments. A majority indicated that they to complete by mid of June and a few indicated by September. The heads of departments also indicated their subjects mean score target for 2018 which range from 5.5-6.5. The heads of departments noted that the target set in both cases enable them to gauge achievement of strategic plans within time frame.

The researcher interviewed the principals on the strategies they have set up in their schools for syllabus coverage. A majority ninety percent (90%) of the principals indicated that they had intended to complete the syllabus by mid-July and a few indicated by September, 2018. The principals also indicated their subjects mean scores target for 2018 which ranged from five point five to six point five(5.5-6.5). Among the strategies highlighted by the principals’ respondents was creation of more time, strict class attendance, tropical timetable starting from as early as 7:00 am in the

morning, afternoon remedial lessons, and weekend remedial lessons and giving course outline and assignments to students for self-study. This finding is in line with Bodo (2013), who found out that most schools in Kiambu County covered their syllabus on time which gave room for revision leading improved academic performance.

The researcher further asked the students to indicate their opinion on the influence of syllabus coverage on their academic performance. The findings are as in figure 4.6

**Figure 4.6 Students Opinion on the Influence of Syllabus on their Academic Performance**

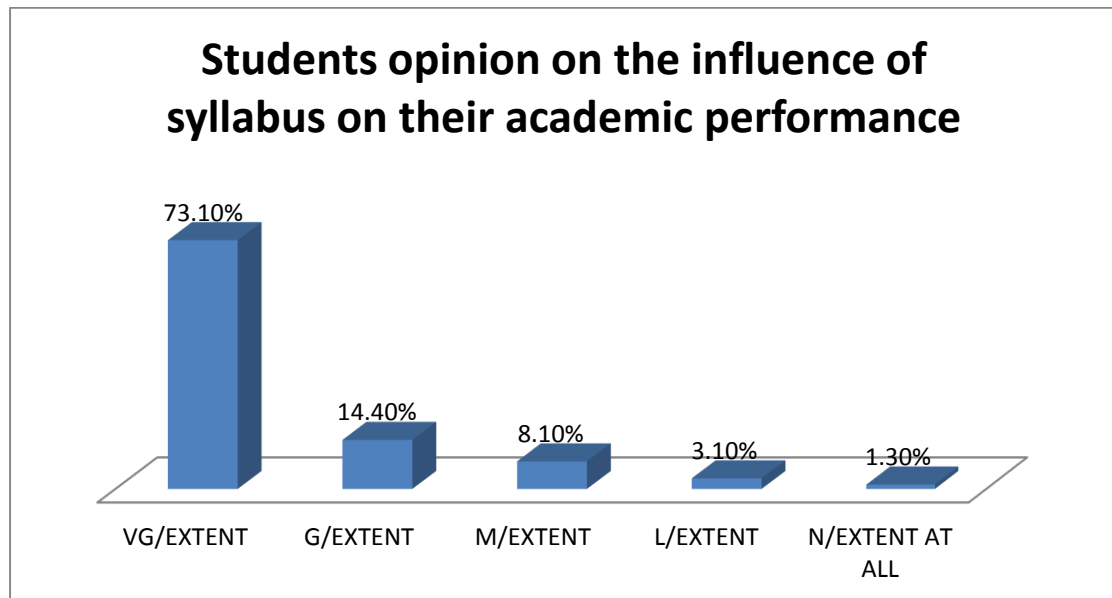


Figure 4.6 shows that seventy three point one percent (73.1%) of the students indicated that early syllabus coverage very greatly influenced students' academic performance. This is a clear indication that majority of the students indicated that syllabus coverage has influence on their academic performance which is also proved by their progress report in table 4.7 on page 52

From the heads of departments questionnaires a majority of expressed their opinion on the influence of their departments' syllabus coverage strategy on students' academic performance. This depicts that early syllabus coverage very greatly influence students' academic performance. Most of them remarked that the set strategies ensure early syllabus coverage which creates confidence, gives room for revision and increased their academic performance.

From the principals it was noted that the principals ensures that the strategies for syllabus coverage was adhered to by teaching to the set target in order to set the pace for the rest, they supervise the curriculum implementation through inspecting students note books and provide the necessary resources to the teachers and students. They again asserted that their schools' syllabus coverage strategies greatly influence students' academic performance by ensuring adequate time for revision creates confidence on students' thus good academic performance. These findings concurs with (Guice, 2009), who said that the number of textbook pages covered by different fourth grade mathematics classes was significantly related to the achievements gained.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a brief summary of the study findings, conclusions, recommendations of the study and suggestions for further study. The study was to determine the influence of strategic plan implementation on students' academic performance in Marsabit Central Sub-County, Kenya.

#### **5.2 Summary of the Study**

The main purpose of the study was to determine the influence of strategic plan implementation on students' academic performance in Marsabit Central Sub-County, Marsabit County.

The objectives of the study were; to determine the extent to which schools' mission statement influences students' academic performance; assess how schools' continuous assessment strategy influences students' academic performance; determine how schools' bench-marking strategy influences students' academic performance and to establish the extent to which schools' syllabus coverage strategy influences students' academic performance in Marsabit Central Sub-County.

The study adopted descriptive survey research design. The study targeted all 10 public secondary schools in Marsabit Central Sub-County. The target population was 10 principals, 30 heads of departments and 160 form four students.

The research instruments used were questionnaires and interview schedule. The raw data was coded into themes and concepts and analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was used for effective analysis. Data are presented in frequency tables, pie-charts and percentages. The findings from the frequency tables and percentages enabled the researcher to establish the recommendations of the study.

### **5.3 Summary of the Study Findings**

The report on the study findings are guided by the study research questions set on the extent to which school' mission statement influence students' academic performance. The study established that the majority of the students ninety six point eight percent (96.8%) indicated that their schools had a mission statement, hundred percent (100%) of the heads of departments also indicated the same. The majority sixty four point three percent (64.3%) of heads of departments indicated that mission statement is commonly communicated through posters. This is a clear indication that students are hardly reminded about their schools mission statement verbally. This situation paves way for lack of ownership and sense for direction by students and teachers hence could easily lead to students' low academic performance.

From the influence of continuous assessments strategy on students' academic performance, the study revealed that the majority forty two point eight percent (42.8%) of the students indicated that continuous assessment is done weekly while fifty three point two percent (53.2%) of heads of departments indicated that continuous assessments are given weekly. The results indicated that this was a

common practice in many schools, hence had great influence on students' academic performance as shown also in table 4.8 on students' academic performance in three continuous assessment tests.

The findings on the influence of bench-marking strategy on students' academic performance, the study revealed that fifty six point nine percent (56.9%) of the students' respondents indicated that there was a bench-marking program. On the side of heads of departments the results showed that students' performance improved after engaging in bench-mark program. From the principals some indicated that they have not been participating in bench-marking exercise due to cost implication involved in it. From the schools which had the bench-marking program the results revealed that it has positive influence on students' academic performance.

The study on the influence of syllabus coverage on students' academic performance revealed that eight percent (80%) of students indicated that teachers inform them about the contents in the syllabus at the beginning of a new class. Hundred percent (100%) of the heads of departments indicated that the presence of syllabus which is used as a guide for lesson preparation. The principals indicated that they ensure there is syllabus coverage by the being role models in syllabus coverage; inspecting students note books and provided necessary materials to teachers and students for effective syllabus coverage. Ninety nine percent (99%) of the heads of departments indicated that they had set targets for syllabus coverage which mostly was to complete by mid of June. This strategy immensely influence students' academic performance as

indicated by respondents and as revealed by students' progress record in table 4.3 that as the students are exposed more to the content of the syllabus their scores improves.

#### **5.4 Conclusions**

The following conclusions can be drawn from the findings of the study:

- Schools' mission statement does not itself influence the students' academic performance but help the schools to tailor their policies and programs towards it, hence influence student academic performance. Lack of constant pronouncement of schools' mission statement lower the self-esteem of the teachers and students hence lead to lack of ownership and sense of direction. The school administrators and teachers should strive to speak about their mission statement in most of the forums they have gatherings and develop school anthem using key words from the mission statement. This could positively influence students' academic performance.
- Continuous assessment strategies used by schools enable students to develop self-confidence and acquire necessary skills for tackling questions. This strategy greatly influences students' academic performance as indicated by most respondents.
- The study further concluded that students' academic performance needs to be bench-marked in order to realize any weakness in the system either on the students or teachers/administrations.
- Syllabus coverage strategy was a common practice in most schools as revealed by the findings. Many schools have placed a lot of interventions for

syllabus coverage, this was a good gesture. However the present coverage was slightly above average as indicated in the study findings and it should be improved for better students' academic achievement.

### **5.5 Recommendations from the Study**

In the light of the findings of this study, the following recommendations were made:

- The Schools administrators and teachers should communicate the schools' mission statement verbally in most of the forum they have gatherings with students for them to take ownership of the school improvement. This could positively influence students' academic performance.
- The School principals should bench-mark their performance against sub-county, county and the national schools scores. This would help in added hard work on both the students' side and the teachers' side which would translate to improved performance at KCSE.
- Heads of departments and teachers should focus more on continuous assessment as it is one of the strategies that had the greatest influence on academic performance. Weekly assessment should be reinforced in all the secondary schools so as to familiarize the learners with questions that are likely to come in the examinations and how to approach such questions promptly.
- All the principals should create more time for effective syllabus coverage in order to boost students' confidence in handling exams and realize good academic performance at Kenya certificate secondary education.



### **5.6 Suggestions for Further Study**

There should be further research on other strategic programme areas' influencing students' academic performance in public secondary schools in Marsabit Central Sub-County, Kenya since this study focused only on four: school mission statement, continuous assessment strategy, bench-marking strategy and syllabus coverage strategy.

There should be also research study on the effectiveness of bench-marking in the implementation of strategic plans in public secondary schools.

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## APPENDICES

### APPENDIX 1: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION AND PLANNING  
P.O. BOX 92  
KIKUYU.  
5<sup>TH</sup> JUNE, 2018

Dear Sir/Madam,

**RE: PARTICIPATION IN RESEARCH.**

I am a student from University of Nairobi pursuing a master of Education in educational planning. I am carrying out a research entitled: “**Influence of strategic plan Implementation on students’ academic performance in public secondary schools in Marsabit Central Sub-County, Kenya**”. Please allow me to carry the study in your school. The research is meant to help in fulfilling the research objectives. The researcher assures you of the confidentiality of the information and no identification of the respondents.

Thanks in advance.

Yours faithfully,

.....

Kache Solomon Shige



## **APPENDIX 2: QUESTIONNAIRES FOR THE STUDENTS'**

This study seeks to investigate the influence of strategic planning on students' academic performance in Marsabit Central Sub-County. Given the significance of the topic, I consider you to be very important in achieving the objectives. In this regard, I would be so grateful if you spare your time in informing this study by answering the following questions.

### **PART 1: PERSONAL INFORMATION**

Please a tick [] in the correct option.

1. Length of stay in this school below 2 years [], 2-3 years [] and 3-4 years []
2. What was your score in first ....., second..... and third.....exams this year?

### **PART 2: MISSION STATEMENT**

1. Do your schools have a mission statement? Yes [], No []
2. Is it written? Yes [], No []
3. How often is it communicated at parade, class and other ceremonies in school? Always [], Very often [], Often [], Sometimes [], Never []
4. To what extent does your school mission statement influence your academic performance? Very great extent [], Great extent [], moderate extent [], A little extent [], No extent at all []

### **PART 3: CONTINUOUS ASSESSMENT (CA)**

1. How often is CA conducted in your school? Weekly [], Termly [], Yearly [], others (specify)
2. What type of tasks are you given? Class exercise [], Homework [], Test [], Project [], others (specify)

3. How do you work on the exercise given to you? In group [ ], A whole class [ ],  
On individual basis [ ]
4. To what extent does CA contribute to your academic performance? Very great  
extent [ ], Great extent [ ], Moderate extent [ ], A little extent [ ], No extent at  
all [ ]

#### **PART 4: BENCH-MARKING**

1. Does your school have a bench-marking program? Yes [ ], No [ ]
2. If yes, how is it organized? Internally [ ], Externally [ ]
3. How often is the review done after the bench-mark? Always [ ], Very often [ ],  
Sometimes [ ], Rarely [ ], Never [ ]
4. To what extent does bench-marking program influence your academic  
performance? Very Great extent [ ], Great extent [ ], Moderate extent [ ] A little  
extent [ ], No extent at all [ ]

#### **PART 5: SYLLABUS COVERAGE**

1. Do your teachers inform you about the content to be covered in each subject area  
from the syllabus? Yes [ ] No [ ]
2. When do they inform you? Beginning of the year [ ], Middle of the year [ ], End  
of the year [ ]
3. How do you averagely rate the present syllabus coverage in all subjects in all  
your class? Low [ ], Moderate [ ], High
4. To what extent does syllabus coverage contribute to your academic performance?  
Very great extent [ ], Great extent [ ], Moderate extent [ ], A little extent [ ], No  
extent at all [ ]

### **APPENDIX 3: QUESTIONNAIRES FOR THE HoDs**

This study seeks to investigate the influence of strategic planning on students' academic performance at KCSE in Marsabit Central Sub-County. Given the significance of the topic, I consider you to be very important in achieving the study objectives. In this regard, I would be so grateful if you spare your time in informing this study by answering the following questions.

#### **PART 1: PERSONAL INFORMATION**

Please a tick [ ] in the correct option.

1. What is your gender? Male [ ], Female [ ]
2. What is your highest academic qualification? Diploma [ ], BED [ ], Masters [ ], others (specify).....
3. How long have you served as heads of departments in this school? (1<5)Years [ ], (6>10)Years [ ], (11>15) Years, (16>20 )Years [ ], Over 21 Years
4. Indicate your school type? Day [ ], Boarding [ ], Boarding and Day [ ]
5. What is the category of your schools? Mixed Day school [ ], Boys Boarding [ ], Girls Boarding [ ]

#### **PART 2: MISSION STATEMENT**

1. Does your school have mission statement? Yes [ ], No [ ]
2. Is it written? Yes [ ]. No [ ]
3. How is it communicated across the school?
  - a) Poster
  - b) Word of mouth
  - c) Circular
  - d) Others (specify

4 In your own word/ opinion how does your school mission statement contribute to the students' academic performance?.....

**PART 3: CONTINUOUS ASSESSMENT (CA)**

1. How often do you conduct CA in your department? Weekly [ ], Monthly [ ], Termly [ ], Yearly [ ], others (specify).....
2. What type of task does your department normally give students? Class exercise [ ], Homework [ ], Test [ ], Project [ ], others (specify).....
3. How often do teachers mark and provide feedback to students? Always [ ], Often [ ], Sometimes [ ], Seldom [ ], Never [ ]
4. In your own opinions how does CA contribute to the academic performance of the students?.....

**PART 4: BENCH-MARKING**

1. Does your school have bench-marking program? Yes [ ], No [ ]
2. Is there de-briefing done after the bench-marking? Yes [ ], No [ ]
3. If yes, how is it done? .....
4. What was your students' academic performance before and after bench-march in the year (2014-2016)? In your own view, how does bench-marking program in your school contribute to students' academic performance? .....

**PART 5: SYLLABUS COVERAGE**

1. Is there a subject syllabus in your department? Yes [ ], No [ ]
2. If yes, how is it used? .....

3. Do you have a target for syllabus coverage in your department for this year?

Yes [ ] No [ ]

4. If yes, what is your target this year?.....

5. How does syllabus coverage strategy in your department contribute to students' academic performance?.....

#### **APPENDIX 4: INTERVIEW SCHEDULE FOR PRINCIPALS**

This study seeks to investigate the influence of strategic planning on students' academic performance at KCSE in Marsabit Central Sub-County. Given the significance of the topic, I consider you to be very important in achieving the study objectives. In this regard, I would be so grateful if you spare your time in informing this study by answering the following questions.

##### **PART 1: PERSONAL INFORMATION**

Please tick [ ] in the correct option

1. Please indicate your gender? Male [ ], Female [ ]
2. What is your highest academic qualification? Diploma [ ], BED [ ], Masters' [ ] others (specify)
3. How long have you served as a principal in this school?.....
4. What is the category of your school? Boarding [ ], Day [ ], Boarding and Day [ ]
5. State type of your school? Boys Boarding [ ], Girls Boarding [ ], Mixed [ ]

##### **PART 2: MISSION STATEMENT**

1. What is your school mission statement state?
2. Was it developed and by who?
3. How is it communicated across the school?
4. What is the influence of your school mission statement on students' academic performance at KCSE in the past three years?

##### **PART 3: CONTINUOUS ASSESSMENT (CA)**

1. Is there continuous assessment in your schools?
2. What are some of the continuous assessment strategies used in your schools?

3. How are they carried out?
4. What is your view in the contribution of continuous assessment to students' academic performance in the last three years?

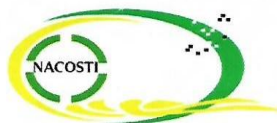
**PART 4: BENCH-MARKING**

1. In which academic areas does your school participate in bench-marking program?
2. Which schools do you have such a program with and for how long?
3. What do you consider to be the strengths and weakness of these schools?
4. What is the contribution of bench-marking program on the students' academic performance at Kenya certificate secondary education in the past three years?

**PART 5: SYLLABUS COVERAGE**

1. What strategies do you have in your school for syllabus coverage?
2. What is your role in ensuring that the strategies are met?
3. In your own assessment, how can you rate the present syllabus coverage in the school?
4. What is the contribution of timely, regularly and adequate syllabus coverage on the students' academic performance in KCSE in the last three

## APPENDIX 5: RESEARCH CLEARANCE PERMIT



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/88793/22564**

Date: **25<sup>th</sup> May, 2018**

Solomon Shige Kache  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Implementation of strategic plans on students academic performance in public secondary schools in Marsabit Central Sub-County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Marsabit County** for the period ending **25<sup>th</sup> May, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Marsabit County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Marsabit County.

The County Director of Education  
Marsabit County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*



## APPENDIX 6: RESEARCH AUTHORIZATION FROM NACOSTI


**THIS IS TO CERTIFY THAT:**  
**MR. SOLOMON SHIGE KACHE**  
**of UNIVERSITY OF NAIROBI, 51-60500**  
**MARSABIT, has been permitted to**  
**conduct research in Marsabit County**

**on the topic: IMPLEMENTATION OF**  
**STRATEGIC PLANS ON STUDENTS**  
**ACADEMIC PERFORMANCE IN PUBLIC**  
**SECONDARY SCHOOLS IN MARSABIT**  
**CENTRAL SUB-COUNTY KENYA**

**for the period ending:**  
**25th May,2019**

.....  
**Applicant's**  
**Signature**


Permit No : NACOSTI/P/18/88793/22564  
Date Of Issue : 25th May,2018  
Fee Received :Ksh 1000




**Glenn**  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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**REPUBLIC OF KENYA**



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**RESEARCH CLEARANCE**  
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