

**STRATEGIC PLANNING AND PERFORMANCE OF PUBLIC SECONDARY  
SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY, KENYA**

**BY**

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## DECLARATION

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

Signed 

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## **DEDICATION**

This work is dedicated to the Almighty God for His guidance that enabled me complete this work despite serious challenges. I dedicate this project to my beloved parents, late John Alubisia Atema and Perpetua Khasindabila Alubisia. Thank you for your encouragement, sacrifice and inspiration that made me realize my academic potential.

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## ACRONYMS AND ABBREVIATIONS

<b>CA:</b>	Comparative Analysis
<b>EFA:</b>	Education For All
<b>FA:</b>	Functional Analysis
<b>TVET:</b>	Technical and Vocational Education and Training
<b>KESSP:</b>	Kenya Education Sector Support Programme
<b>KNEC:</b>	Kenya National Examinations Council
<b>MoE:</b>	Ministry of Education
<b>PESTEL:</b>	Political, Economic, Socio-Cultural Environmental and Legal
<b>RBV:</b>	Resource Based View
<b>SCA:</b>	Sustained Competitive Advantage
<b>SCQASO:</b>	Sub-County Qualities Assurance Standard Officer
<b>QUASO:</b>	Quality Assurance and Standards Officer
<b>SWOT:</b>	Strengths weaknesses Opportunities and Threats
<b>TSC:</b>	Teachers Service Commission
<b>VCA:</b>	Value Chain Analysis
<b>KICD:</b>	Kenya Institute of Curriculum Development

## ABSTRACT

Argument on whether strategic planning improves organizational performance is ongoing. Many theorists and practitioners in management possess different views with regards to whether or not strategic planning positively correlates with performance. Some scholars assert that although strategic planning is not the only contributor to high organization performance, organizations with excellently executed strategic plans perform better than those without such plans. The ever increasing performance demands from stakeholders amid the high turbulent and non-linear dynamism in both external and internal organizational environment make strategic planning indispensable. This has obligated the Government, through the MoE to require every public secondary school in Kenya to undertake strategic planning to enhance quality education. It is upon this argument that this study was conceived, with the objectives to determine the strategic planning practices by public secondary schools in Kakamega south sub-county, and to determine the influence of strategic planning on performance. The research used cross-sectional descriptive census survey targeting all the 31 public secondary schools registered by the MoE by 2019. Primary data was collected using a structured questionnaire. Through the questionnaires, data was obtained from 28 out of the 31 targeted public secondary schools in the sub-county. Secondary data was collected by obtaining KCSE performance of the schools for the past five years from Kenya National Examination Council (KNEC) website while sports results were sought from the Kakamega South Secondary Schools Sport Association (KSSSSA) files at the sub-County Education offices. Both descriptive and inferential statistics were used in the data analysis. The results showed that 89.3%, 96.4% and 71.4% of the schools have mission, vision and core values respectively. Further, 68% of the schools have a documented strategic plan, although there is least involvement of strategic planning experts in strategy formulation. The study also revealed that strategic planning was positively compares to performance. The study recommended that: (i) All public secondary schools in Kenya to embrace and engage in strategic planning practices. (ii) the education officers including the sub-county QUASOs both from the Ministry and from TSC should use the findings to identify the strategic planning practices that greatly impact performance of the schools and therefore recommend and emphasize them in their school inspection reports, preparation of heads manuals and schools' Quality policy statements, identification of training needs assessment for schools' administrators and Senior Management Teams (SMTs) on emerging strategic managerial and administrative issues and on policy guidelines. (iii) School managers and administrators should ensure adequate environmental analysis and elaborate extensive stakeholder involvement in the entire strategic planning practices. The main limitation of the study was that it confined itself to a school set-up and so restricted itself to organizational performance measures in terms of academic progression, performance in other co-curricular activities and stakeholder satisfaction, ignoring the Balanced Scorecard spectrum of organizational performance measurement. Finally, future research should involve similar studies in different contexts using the same or different methodology to establish consensus on the relationship between the variables.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

For a long time, the practice and concept of strategic planning has been embraced globally across sectors due to its recognized role towards performance of firms (Kumar, 2015). Strategic planning encompasses vividly defining the mission of the organization and an evaluation of its present state and competitive nature. Strategic planning results into a plan on how to appropriately apportion financial resources, time and labour (Gode, 2009). For an organization to realize its corporate goal, amidst the dynamic non – linear nature of the external environment, strategic planning is indispensable (Ansoff & McDonnell, 1990). This implies that ineffective strategic planning is one of the major causes of organizational failure. Kylaheiko et al (2016) argue that performance differences across different contextual settings is mainly attributed to strategic planning. Therefore, in fast, dynamic and turbulent times, strategic planning is considered a critical tool to enhance organizational survival and performance.

This study was anchored on the Contingency Theory (Lawrence & Lorsch, 1967), Open Systems Theory (Bastedo, 2004) and the Stakeholder Theory (Taylor and Sparkes, 1977). The Contingency theory postulates that the effectiveness of strategic planning will relay on the particular circumstances of the organizational environment (Lawrence & Lorsch, 1967). Open systems theory suggests that the environment is composed of firms that pose social, economic and political forces among each other. The environment too provides critical resources that sustain the firm and results to performance (Bastedo, 2004). The Stakeholder Theory postulates that agile management of business relationships, environment and advancement of shareholders' interests is critical for a firm's success (Taylor and Sparkes, 1977).

In the course of carrying out strategic planning, all organizations, whether small, medium, large, profit or not for profit encounter pertinent issues. Public secondary schools in Kakamega south face issues of lack of team cohesion, inadequate resource base particularly personnel, strategic execution, lack of commitment, misguided goals and managerial and administrative inefficiency and incompetency among others. Due to the high levels of turbulence, dynamism and unpredictability in the immediate remote environments, managers are faced with the challenge of developing strategic plans responsive to these dynamism for performance realization and sustainability (Opiyo, 2011). In such highly turbulent environments, strategic planning require to

be carefully undertaken so that it results into a proactive environmental-responsive document for performance realization, a quite challenging issue for planners.

The purpose of Kenya's education system is to produce a knowledgeable and skillful manpower to help in enhancing government's agenda in light of the county's effort towards realization of Millennium Development Goals (Birgen, 2007). A few of the key issues that influence performance of secondary school are leadership quality and style of the school top management team led by the principal, entry behavior of the students at form one in terms of character and academic performance depicted from their KCPE marks, internal school resource base both tangible and intangible and the extent of stakeholders' support (Okwako, 2013).

Public secondary schools in Kakamega south have presented mixed outcomes in KCSE. In 2014, the sub-county had a mean of 4.5643 and was ranked position 11 out of 12 sub-counties in Kakamega County. In 2015, the mean score dropped to 4.3546 and the sub-county was ranked position 10 out of 12 sub-Counties in the County. In 2016, the mean dropped to 4.0452 and further dropped to 3.9841 in 2017. In 2018 and 2019, the sub-County recorded a marginal improvement to 4.0345 and 4.3147 respectively (Kakamega South sub-County Results Analyses, 2014-2019).

### **1.1.1 The Concept of Strategic Planning**

Many scholars have suggested various definitions for strategic planning. The concept is a process of conceiving a future and transforming that vision into goals, strategies and calculated actions (Kumar, 2015). Ansoff and McDonnell (1990) conceptualize strategic planning as a series of events aimed at searching an appropriate congruence between an organization's technologies and output and the ever increasing turbulent markets. Strategic planning entails the whole managerial role of determining organizational direction, formulating objectives and designing a managerial intend for the firm to follow (Ansoff, 1991). Although no standard definition has been agreed upon on what strategic planning is, there appears to be a common general view on what the concept entails. Hellricgcl, Jackson and Slocum (2005) opines that the concept is defined as the process encompassing examining a firm's internal and external environments, choosing a mission and vision, coming up with general goals, creating and deciding on the strategies to be adopted, and distributing resources. Strategic planning should be focused on an organization's competitiveness, positioning in the industry and how to make use of its fortitude to its advantage A review of the definitions finds that in the nutshell, strategic planning is a way of identifying organizational goal

and working out the means to its realization in light of the dynamic environment and the organization's capabilities and therefore, this study will adopt the definition by Hellriegel, Jackson and Slocum (2005).

According to Pearce and Robinson (2008), Strategic planning process entails formation of vision and mission, undertaking of analysis of the environment, and lastly strategy formulation and choice. With no strategy, an organization is like a rudderless vessel (Thompson, Strickland and Gamble, 2008). In order to manage contingencies, firms whether for-profit or not-for-profit are implementing strategies that allow them to quickly reconfigure and redeploy their assets. Gode (2009) notes that it is critical for organizations to employ strategies that would enable them to alleviate the risk of being eliminated. This can only be possible if organizations embrace the practice of strategic planning.

According to Ansoff's (1991) affirmation, strategic planning in a school setting is manifested through strategic direction as depicted from a well-articulated school mission, vision, core values and departmental targets, slogan and their mastery among students and staff; SWOT analysis through PESTEL factors; departmental and general school budgets and targets. In a school situation, the strategic planning process can be operationalized by evidence of school vision, mission and core values for strategic direction. Environmental analysis manifests through benchmarking initiatives, results comparison with past years and with other schools while resource analysis by RBV. There appears to be an agreement among scholars on the nature of strategic planning, who seem to contend that strategic planning involves internal, external and industry environmental analyses, analysis of the gap, identification of strategic options, strategy identification, evaluation and strategic choice.

There exist significant concepts that are associated and key components to the concept of strategy and strategic planning- mission, vision, goals and objectives. A strategic plan starts with a well-stated mission that highlights the central purpose of an organization; give a brief description of its existence and its activities towards achievement of its vision. Pearce and Robinson (2008) defines a mission as a statement that defines the reason for an organization's existence -its core objective. The vision describes what the firm aspires to be. Goals and objectives form the other key

components to the strategic planning concept. Goals are thus the general directions to action that expound what the organization aim to realize.

### **1.1.2 Concept of Organizational Performance**

Various scholarly definitions have been suggested for the concept. Ansoff (1990) defines performance generally as the extent to which an organization attains desired results in other areas such as operations to gauge efficiency and effectiveness, and in marketing to gauge customer satisfaction. Advancing his argument, Ansoff (1991) adds that organization performance is a measure of the level to which aims of a firm have been attained. Ansoff (1991) further notes that performance is not merely seeking an outcome, but rather the result of a comparison between the outcome and the objective. A school performance is the achievement of the organizational unit called 'school', in terms of an output of the school that in essence is a measure of the mean success of learners at the end of a specific time of formal schooling (Purkey and Smith, 1983). Overall, organizational performance can be seen as a set of both financial and non-financial indicators that can assess the extent to which a firm's goals have been achieved (Kaplan and Norton, 1992). In their view, performance is significant to firms, be it private, public, profit or non-profit oriented.

Practitioners and theorists have put forward various arguments on how to effectively measure organizational performance. Organizational performance can be determined using parameters such as annual turn-over, organization's total assets and equity in the organization's statement of financial position, profitability index and market share controlled (Mazzarol and Rebound, 2009). The most specific conception of performance with regards to business revolves around simple result-based financial measures which are considered to mirror the achievement of the wealth goals of an organization. This concept is called financial performance, and has dominated many empirical researches in strategic management as a model (Hofer, 1983). An example of this approach is to carefully inspect measures as profitability, sales growth and earnings per share. Buzzell, Gale, & Sultan (1975) argues that Market-share position, which is largely determines profitability would also be a critical parameter of performance.

Hrebiniak and Snow (1982) pored over the correlation between senior management consensus about the strengths and weaknesses of organizations and strategic planning practices and organizational performance. In her argument, Kobia (2018) contends that strategic planning is not



the lone contributing factor to excellence of firms and therefore this means performance is not the only indicator of strategic planning.

Aggarwal-Gupta and Vohra (2010) suggested a multiple stakeholder perspective to measure school performance. They observed that multiple factors like the principal of the school, the students, parents, and the teachers determine a school's effectiveness and performance. Indicators of school performance can be school-related like student-teacher ratio, top achievers population from other institutions in the same admission cohort or firm-related like learner completion rate. Other indicators include academic performance, the state of school infrastructure, discipline and school culture, the extent of satisfaction of stakeholders, excellence in non-academic activities and financial position of the school (Okwako, 2013).

### **1.1.3 Public Secondary Schools in Kakamega south sub-County**

Kakamega South is among of the twelve sub-Counties in Kakamega county, the latter being one of the forty-seven counties in Kenya (The constitution of Kenya, 2010). A majority of the residents of this sub-county are peasant farmers, with a high unemployment rate. According to the MoE Report (2017), the sub-county faces a high teacher-student ratio of about 1:70. Curved out of the larger Kakamega district in 2009, Kakamega South, sub-County has 31 public secondary schools as at January 2019. Some of the schools are boarding while others are day schools. The enrollment stood at 5989 boys, representing 46.3% and 6944 girls, representing 53.7% with 131 female teachers and 231 male teachers (The Ministry of Education, Kakamega County Report, 2018). The sub county has no schools of national level; it has only sub-county, county and extra-county level schools.

The government of Kenya introduced free day secondary school in 2008. This policy came with a lot of quality challenges in public school education Kakamega south sub-County. The increased enrolment in these schools as a result of the government's 100% primary to secondary policy has placed pressure on resources, both infrastructure and human resource. Many schools are in deplorable conditions; they have inadequate physical infrastructure hence hampering access to quality education especially by the most vulnerable children. The poor road infrastructure and lack of critical social amenities like electricity, health facilities and security has been a serious impediment in attracting and retaining staff in these schools. Most teachers in these schools are also demoralized due to poor working conditions as some schools lack adequate learning

environment to facilitate reasonable instructional delivery. This has contributed to understaffing with high student- teacher ratio (The Ministry of Education, Kakamega County Report, 2018). These factors coupled with high poverty level, extreme cultural activities and inter- clan politics in this sub-County are the motivation behind this study.

The government of Kenya developed the Education Sector Strategic Plan (2003), and through the MoE, it requires each school to develop its internal strategic plans cascaded from the sub-County education strategic plans. The schools' strategic plans are to be aligned to the overall Education Sector Strategic Plan (2003). To improve school performance, both academic and co-curricular and hence meet stakeholder satisfaction, amidst the backdrop of the ever changing policy, steady declining school resources against increased pressure as a result of increase in student enrolment aggravated by the government's 100% transition policy and the highly turbulent competitive schools' environment, strategic planning in public secondary schools is indispensable.

## **1.2 The Research Problem**

Argument on the role of strategic planning in improving performance of firms is ongoing. The immense performance demand placed upon organizations by stakeholders amidst the increasing turbulent and dynamic complex environmental changes places firms in a precarious state. This is why the idea of strategic planning has emerged in as a means to improve organizational performance. Ansoff (1990) contends that organizational performance compares positively with strategic planning activities. The connection between the two is conflicting and thus inconclusive (Thompson et al, 2007). It is thus imperative that more studies need to be done in this area.

Public Secondary Schools in Kakamega South operate in a turbulent environment occasioned by dynamism in PESTEL factors. The continuous drop in sub-County mean scores from 7.5643 in 2009 to the present 3.2417 in 2019 has led to increased pressure from stakeholders. High poverty index, poor road infrastructure, extreme cultural orientation with little value on education, high clan politics, frequent changes in national and county education policies are among issues of motivation of this study. The question of concern is whether strategic planning, as suggested by scholars could help improve performance in these schools in light of their contextual uniqueness. In accordance with the MoE strategic plan, every public secondary school in Kakamega south sub-

County is expected to develop a strategic plan as a guide towards realization of their mission. This research sought to find out the presence of strategic planning in these schools and its impact on schools' performance.

Several global, regional and local researches have been done in the area of strategic planning and performance, which have shown mixed results. Some empirical studies have shown a direct connection between the two concepts (David, 1997). Strategic planning improves business processes and eventually reduces the internal operation costs (Njoroge, 2018). Other studies (Ansoff and McDonald, 1990; Bell, 2002; Wilfred, 2009; Omae et al, 2009) showed a positive correlation between strategic planning and performance. However, other scholars have shown the inconsistent nature of strategic planning in improving performance (Greenley, 1986; French et al., 2004). Falshaw et al., (2006) established no correlation between formal planning process and firm performance. Ouakouak & Ouedraogo (2013) established no direct connection between strategic planning and organizational performance, but found a positive impact on financial and non-financial performance by means of employee strategic alignment.

Globally, Bell (2002) study established that strategic planning had a significant influence on performance. Bell (2002) studied schools in England in the United Kingdom to establish whether strategic planning and school administration prompted performance. Regionally, Omae et al. (2009) on strategic planning practices in public secondary schools in western Uganda established that a significant number of schools had only developed vision, mission and core values. Other local studies done have shown a positive influence of strategic planning on performance though in different contextual settings (Kimemia, 2006; Opiyo, 2011; Okwako, 2013; Mugure, 2014; Nyongesa, 2014 and Kariuki et al., 2016). Kimemia (2006) focused on strategic planning routines in public Secondary Schools in Nairobi city and established that a majority of them applied the practice of mission, vision and SWOT to achieve their set objectives.

In a study by Okwako (2013), it was found that many of the schools in Rarieda district carry out organized, well-structured and planned strategic planning. Kariuki et al (2016) carried out research on the relationship between Strategic Planning and Performance of public Secondary schools in Kangundo, Machakos County, Kenya. The research found that most the schools in Kangundo never practice formal Strategic Planning. For those schools that had formal plans in place, there

was better performance than their counterparts with informal strategic planning practices. Although a study by Kobia (2017) found a direct correlation between Strategic Planning and performance, the study revealed that the former was not the only contributing ingredient to performance but it assists to improved performance.

Some of the cited studies dwelt on documenting the strategic planning practices in various organizations (Nyongesa, 2014 and Omae et al., 2009) while others (Kariuki et al, 2016 and Kobia, 2017) concentrated on the how strategic planning and performance relate. Bell (2002); Kimemia (2006); Opiyo, 2011 and Kobia (2017) studies depict contextual differences. In this respect, and in consideration that no or limited research has been done on strategic planning and performance in public Secondary Schools in this study's setting, clearly shows a knowledge gap to be addressed. In a bid to address this gap, this study seeks to address the following question: What is the influence of strategic planning on organization performance in public secondary schools in Kakamega South sub-County?

### **1.3 Objectives of the Study**

This study addressed the following two objectives:

- i. To determine the strategic planning practices by public secondary schools in Kakamega south sub-county, and
- ii. To determine the influence of strategic planning on performance of public secondary schools in Kakamega South sub-County, Kenya.

### **1.4 Value of the Study**

This study sought to contribute to theory and knowledge through establishing if there exist a correlation between strategic planning and performance. The research asserted the postulated theoretical prepositions underpinning this research. In particular, the study has established the contribution of the open system theory, contingency theory and the Stakeholder theory towards strategic agenda and synergy.

Secondly, policy developers including MoE and other regulatory bodies in the education sector could use the recommendations from the study to formulate feasible, progressive and relevant

policies in addressing performance challenges in public secondary schools in Kenya. Furthermore, the school's BoMs will use the findings and recommendations to come up with carefully formulated policies on crafting strategic plans for their institutions and effectively implement them for the desired result. Schools' administrations and managements should keenly consider each of the strategic planning practices to ensure overall better school performance.

Lastly, Sub-County Quality Assurance and Standards Officer (SCQASO) in the area under study and MoE will utilize the outcome of the study to introduce effective strategic Planning practices to mount within the sub-County for performance realization.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter lays down the theoretical foundation of the study and broadly looks over the conceptual and the empirical literature on how strategic planning and organizational performance relate. The aim is to find out the knowledge gaps and therefore enable the study address the research question and thus the objectives of the research.

### **2.2 Theories Underpinning Study**

Theories are tools of analysis used in comprehending, explaining and giving meaning to various predictions about a given subject matter (Kumar, 2015). Various theories explain the environment where organizations operate and means by which the strategies can be aligned to fit in to ensure they enhance performance. The open systems theory, contingency theory and the stakeholders' theory provided the anchorage of the study.

The open systems theory, contingency theory and the stakeholders' theory combined are critical in explaining the management and interactional operations among key organizational stakeholders like employees, shareholders, creditors, investors, government, customers, owners, financiers, managers and communities, in a contingent manner in light of the various forces impacted both from within and outside the organization. The external environmental forces, PESTEL and the internal environment factors as summarized by The McKinsey 7S model are to be carefully managed for firm survival in these turbulent times and therefore this makes strategic planning indispensable for performance.

#### **2.2.1 The Contingency Theory**

The Contingency theory by Lawrence & Lorsch (1967), postulates that the success of an organization depends upon the organization's conformity to the demands placed on it by the environment. Lawrence & Lorsch (1967), giving reference to the contingency theory, reiterate that there is no a single excellent manner of managing organizations. Organizational factors such as culture and structure, size, complexity level and type against the prevailing factors that shape the industry, causes superb practices and strategy in a firm in a given industry at a particular time inappropriate in a different kind of environment.

Describing the Contingency theory, Scott (2008), opined that the nature of the situation or environment in which a firm exists informs it the appropriate ways to organize. In conclusion, it can be argued that there is ‘no one excellent style in management; different circumstances call for varied management styles. For performance enhancement, therefore, schools should be managed and administered in a manner congruent to the environments in which they operate. These environments encompass politics of people in and out of the schools, economic realities prevailing, socio-cultural aspects of surrounding population that supply students to the schools, the ecological factors in the area like climate and weather patterns and legal factors.

### **2.2.2 The Open Systems Theory**

The theory postulates that firms are largely affected by their environment (Bastedo, 2004). The environment has other firms that impact diverse forces of political, economic, or social nature. The environment avails essential resources to the firm for its survival and sustenance. The theory suggests that firms are open entities that receive different environmental contributions, convert them into yield and get back the results to the environment. Organizations obtain raw materials, labour, market, capital goods and finances from the outside environment and they provide the outside environment with finished products.

Open systems theory has to a great extent altered how schools are perceived as organizations and the demands placed upon educational leadership (Bastedo, 2004). Considering schools as if they are detached from their environment is a misconception that would lead to inability to understand the driving factors behind organizational change. Open systems approach help in comprehending environmental demands and adaptation in school policy and its adaptation through contemporary studies of teacher professionalism, accountability, and instructional leadership.

### **2.2.3 The Stakeholders Theory**

The Stakeholder Theory postulates that agile management of business relationships, environment, and promotion of shareholders’ interests is critical for a firm’s success (Taylor and Sparkes, 1977). The Stakeholders theory stresses dynamism in administrative practices of organizational conditions, connections and enhancement of common interests (Kobia, 2017). The theory suggests that with turbulence and dynamism, the concern of key partners must be lined into the mission and goal of the organization. Freeman (1984) contends that incorporation of key stakeholders’ opinion in managerial and administrative decisions is indispensable. In view of this, a characterized

stakeholder is any entity, party or an individual who is influenced or can influence the attainment of a firm's success (Kobia, 2017).

The stakeholder theory is applied to show how various stakeholders intersect with many reforms in school aspects and strategies such as leadership teams that seek to increase the people involved in making key decisions related to a school organization and therefore strategy and performance. For instance, shared leadership comprises coming up with leadership duties and avenues for decision-making for teachers, students, parents, and community at large.

### **2.3 Strategic planning and organizational performance**

No agreement exists as to whether strategic planning positively impacts performance (Kobia, 2017). David (1997) contends that improved performance by firms is realized once the firms effectively embrace strategic planning. Mixed findings on the connection between strategic planning and firm performance causes the argument on its use a management tool continuous (Wagner, 2006). Ansoff and McDonnel (1990), contend that firms that engage in strategic planning accomplish their objectives faster and outperform those that do not.

Many researches around strategic planning and performance have been done. Globally, studies by Bell (2002), Thune et al (1970), Ansoff et al (1970), Ansoff (1990), Omae et al (2009) and Wilfred (2009) affirms that strategic planning correlates positively with organizational performance. Other studies (Greenley 1986 and French et al., 2004) have shown inconsistent results while Falshaw et al., (2006) found no relationship. Bell (2002) studied schools in England in the United Kingdom to find out whether strategic planning and school administration prompted performance. Regional studies include research by Omae et al (2009) in western Uganda that established that a significant number of schools have only developed vision, mission and core values.

Locally, a study by Kimemia (2006) focused on strategic planning practices in public secondary schools in Nairobi in which it was established that a majority of the schools applied the practice of mission and vision and SWOT to achieve their set objectives. Opiyo (2011) investigated the impact of strategic planning on performance of public secondary schools in Kisumu East district. The study found that less than 50% of the schools in the then district practiced formal planning



and that it resulted in improved performance. Okwako (2013) focused on strategic planning and performance of public secondary schools in Rarieda district. The research found out that a majority of the schools practiced organized structured planning and that it positively correlates to performance. Other local studies (Mugure, 2014; Nyongesa, 2014; Kariuki, et al, 2016 and Kobia, 2017) have been done in strategic planning and organization performance. The study by Mugure (2014) on strategic planning and performance in investment groups in Nairobi found that a majority of investment groups in Nairobi that practiced Strategic Planning had an impressive performance record than those that did not.

## **2.4 Summary of Literature and Knowledge Gaps**

A review of past studies reveals existence of conceptual, methodological and contextual gaps in past studies relating to strategic planning and organization performance. Contextual gap as a result of different settings are evidenced in studies by Mugure, (2014) and Nyongesa (2014) on Commercial Banks in Kenya. This study will focus on school setting and more particularly public secondary schools in Kakamega South. Whereas earlier studies (Bell, 2000; Wilfred, 2009; Omae et al, 2009; Kimemia, 2006; Opiyo, 2011; Okwako, 2013; Kariuki, et al, 2016 and Kobia, 2017) focused on school settings, none of them focused on Kakamega South sub-county and therefore the findings of these prior studies cannot apply to this study.

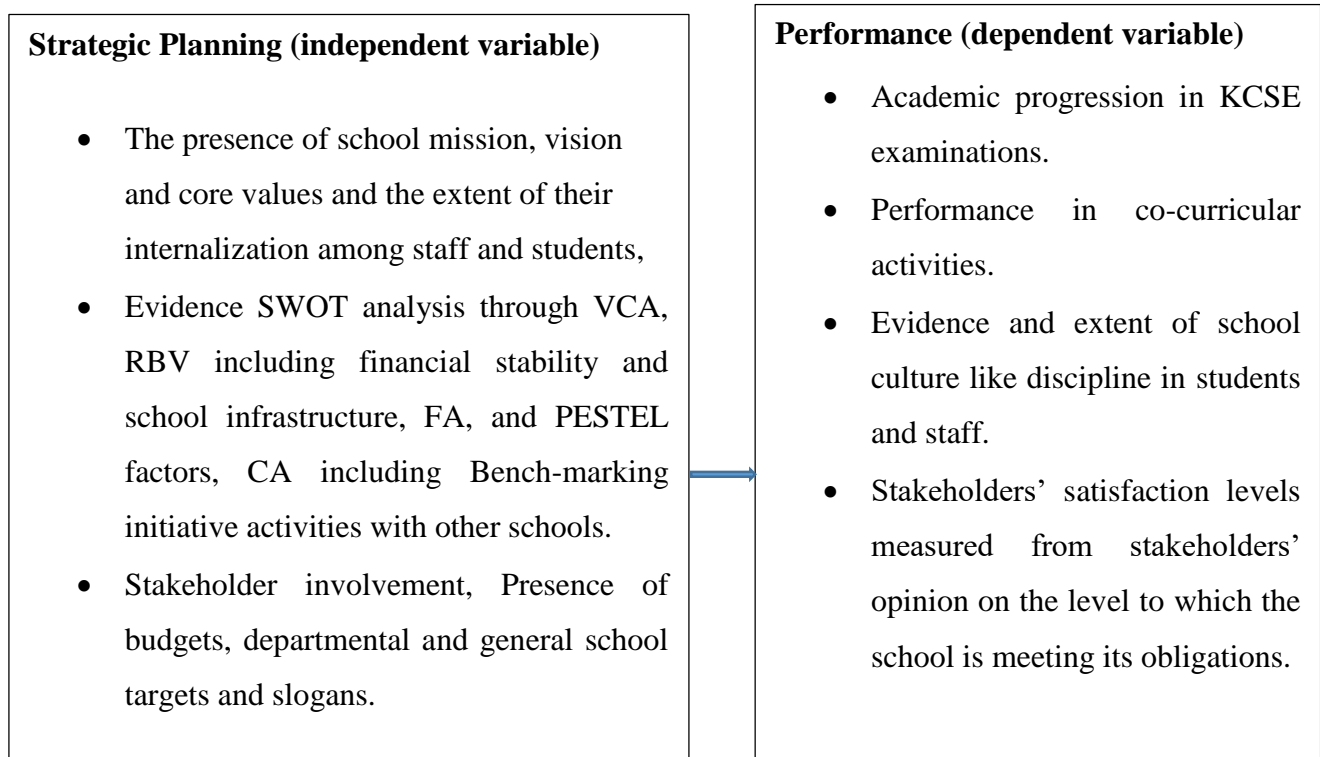
Okwako (2013) study operationalized strategic planning practices in a school setting as strategic direction: vision, mission, environmental analysis: PESTEL and SWOT, Stakeholder involvement, and goals, Strategic choices and Implementation while performance indicators were operationalized as academic excellence, school culture and discipline, land and infrastructure development, stakeholder satisfaction, financial stability and excellence in non-academics. Studies by Omae et al (2009) and Kariuki, et al, (2016) show similar operationalization. Whereas these studies considered financial stability and land as performance indicators, this study will not and will instead incorporate VCA, RBV, FA, CA and PESTEL factors, budgets and departmental goals and slogans in strategic planning activities. Studies in non-school setting contexts (Mugure, 2014; Nyongesa, 2014) used competitive advantage, market share, profitability ratio and firm performance, making it different from this study's conceptual operationalization. Whereas studies

by (Mugure, 2014; Nyongesa, 2014; Kariuki, et al, 2016 and Kobia, 2017) used survey design, this study used census design.

## **2.5 Conceptual Framework**

Conceptual framework aims at showing the connection between the two variables under study: strategic planning and performance. The former is the independent variable while latter is the dependent variable. In the framework, strategic direction (vision, mission and core values), environmental analysis through SWOT analysis, VCA, RBV, FA, and PESTEL framework and CA through bench-marking initiative activities) stakeholder involvement as evidenced from meetings between the administration and parents, students and MoE officers and presence of budgets, departmental and general school targets, slogans, are used as strategic planning indicators. Academic excellence, discipline and school culture, stakeholders' satisfaction, and co-curricular are used as indicators of performance.

Strategic direction in a school setting is defined through a well-articulated school mission, vision and core values. The impact of strategic planning in secondary school can be gauged through the school's performance indicators including academic progress in external examinations in particular KCSE, retention rates, wastage rates, the level of discipline and school culture that is evident by student discipline record books and students' performance in co-curricular areas like sports and games, clubs and societies. The extent to which school values and norms are cherished and internalized in students and staff indicate the school culture. Lastly, school performance can be assessed by stakeholders' satisfaction level towards the school in terms of the extent to which school is meeting its core obligations. The conceptual framework is as below.



**Figure 1.0 Conceptual framework**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The chapter addresses the research design, population, data collection and analysis. It presents the research design, describes the population of the study and describes the data collection method and explains how the collected data was analyzed.

### **3.2 Research design**

The study used cross-sectional descriptive census survey design. Sounders et al. (2007), reiterates that the technique reveals facts about the parameters under study as they are during the time of study and also their emerging trends. As opposed to time series and case study, cross-sectional census approach was used since the population of study was large and observation was made over a relatively short duration.

In an effort to justify the prevailing conditions and practices by use of data or to come up with smarter plans of improving them, Wangila (2011), argues that a survey research is conducted to collect detailed descriptions of the existing phenomena. Most researchers in social sciences (Akinyi, 2010; Opiyo, 2011; Wangila, 2011; Okwako, 2013; and Kobia, 2017) among others, targeting quantitative data have used this research design.

### **3.3 Population of study**

The population of research was public secondary schools in Kakamega South. As at January, 2019, the sub- County had 31 public secondary schools (Kakamega South KCSE Analysis, 2018). Therefore, the population of this research was 31 public secondary schools in Kakamega South. (See Appendix V).

### **3.4 Data Collection**

The study involved both primary data and secondary data. Primary data was collected using a structured questionnaire comprising closed-ended items intended at measuring objective responses without subjectivity in the respondents' views. The questionnaires was issued to principals or

deputy principals in the schools under study. ‘Drop and pick later’ system will be used since the principals and the deputy principals, who are the respondents, are often on tight schedules considering the nature of their job. The researcher used principals and the deputy principals because they are the ones directly in-charge of formulating and implementing strategic plans for schools.

The study adapted the questionnaire used by Kobia (2017) and Okwako (2013) upon modification in line with the study context. Secondary data was be collected by reviewing at least past five years records on the results in various aspects of performance measures like KCSE results, performance in co-curricular activities like sports, music festivals, activity of clubs, extend to which school culture is entrenched in students, discipline record books, data on changes on school enrolment and staff and stakeholders’ satisfaction levels. To ensure validity of data collected, credible sources were sought. Data on KCSE results for the schools under study were obtained from KNEC website, while sports results was sought from the Kakamega South Secondary Schools Sport Association (KSSSSA) files at the sub-County offices.

### **3.5 Data Analysis**

This study involved collection of data that was to a great extend quantitative in nature. Thus, both descriptive and inferential statistics were used in the data analysis. Descriptive statistics was be used to come up with frequency tables, computation of mean and percentages in order to organize, simplify and analyze the findings using Excel.

Inferential statistics was applied to find out the relationship between the independent variable (Strategic planning) and the dependent variable (performance). Regression analysis was employed to describe the relationship between two variables while correlation helped to find out the extent of the relationship if any. The regression equations that were used are:

$$Y_1 = a + c_1X_1 + c_2X_2 + c_3X_3 + \epsilon$$

$$Y_2 = a + c_1X_1 + c_2X_2 + c_3X_3 + \epsilon$$

$$Y_3 = a + c_1X_1 + c_2X_2 + c_3X_3 + \epsilon$$

$$Y_4 = a + c_1X_1 + c_2X_2 + c_3X_3 + \epsilon$$

$$Y \in (Y_1, Y_2, Y_3, Y_4)$$

Where:

a is a constant term, while  $c_1$ ,  $c_2$ , and  $c_3$  are the coefficients.  $X_1$  is the presence of school vision, mission and core values and school slogan depicting strategic direction;  $X_2$  is the presence of aspects of SWOT analysis in school as depicted by the presence of VCA, RBV including financial stability and school infrastructure, FA, CA through benchmarking initiatives and PESTEL factor analysis.  $X_3$  stakeholder involvement, the presence of budgets, departmental and general school slogans.

Y is a composite dependent variable which reflect the overall measure of performance comprising of:  $Y_1$  which is the academic progression in KCSE examination,  $Y_2$  which is performance in co-curricular activities,  $Y_3$  which is the extent to which school culture like discipline is entrenched in students and staff and  $Y_4$  which is the extent of stakeholder satisfaction.  $\epsilon$  is the margin of error. The size of the coefficients for each independent variables  $X_1$ ,  $X_2$ , and  $X_3$  gave the size of the effect that variable has on schools' performance. The sign on the coefficient  $c_1$ ,  $c_2$ , and  $c_3$  on the other hand gave the direction of the effect. The values of the coefficients  $c_1$  to  $c_3$  informed the percentage of that particular independent variable that can attribute to a unit increase in a particular dependent variable, holding all other independent variables constant.

## CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.1 Introduction

The chapter deals with research findings. The presentation is carried out in tandem with the objectives of this study. The data was gathered through research questionnaires, interview schedule and content analysis. A total of twenty eight (28) questionnaires were filled by school managers and all were returned.

### 4.2 Response Rate

The study used questionnaires to collect data from school managers who were selected from schools in Kakamega South sub-county. Being a census survey, all the 31 public secondary schools were supplied with questionnaires, out of which 28 were returned. This represent a 90.3% response rate which is satisfactory.

### 4.3 Profile of school participating in the study

The social demographic information of the respondents were as follow;

#### 4.3.1 School category

Displayed below are the category of school that took part in the study.

**Table 4.1a: School category**

	Frequency	Percent
Mixed day	15	53.6
mixed boarding	2	7.1
mixed day boarding	5	17.9
boys boarding	2	7.1
girls boarding	2	7.1
girl day boarding	2	7.1
Total	28	100.0

Source: Survey data

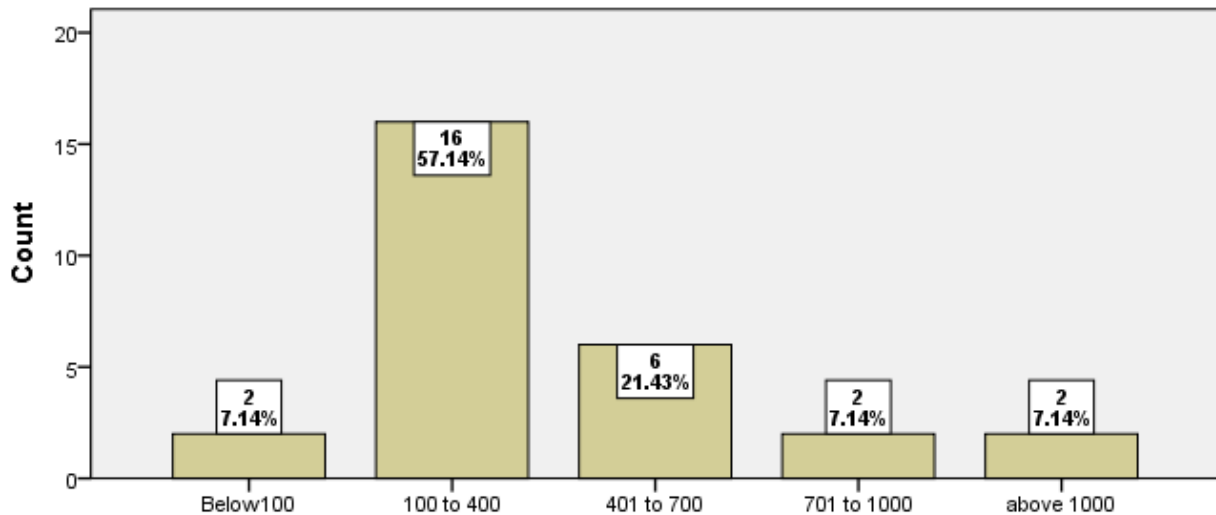
**Table 4.1b: school category**

School category	Frequency	Percent
National	0	0
Extra- county	3	10.7
County	19	67.9
Sub- county	6	21.4
Total	28	100.0

Source: Survey data

53.6% of the school in Kakamega South sub-county are mixed day, followed by 17.9% which are mixed day boarding. The results also shows that, majority of the secondary schools in are county schools with no national school.

#### 4.3.2 Student population



**Figure 4.1: Student population**

From Figure 4.1, the results shows that 57% of the school in Kakamega South have a population of 100 to 400 students, followed by 21% schools with student population between 401 to 700 students. The results further showed that 7% of the institutions under study have a population of below 100, 701 to 1000 and above 1000 each.



#### 4.4 Strategic planning

This paper sought to determine whether the schools in Kakamega South sub-county practice strategic planning. The results below outlines the findings of strategic planning;

##### 4.4.1 School Mission and Vision

The researcher sought to establish whether schools have mission and vision, the results are displayed below;

**Table 4.2: School mission and Vision**

Variable		Frequency	Percentage
Mission	Yes	25	89.3
	No	3	10.7
Vision	Yes	27	96.4
	No	1	3.6
Total		28	100.0

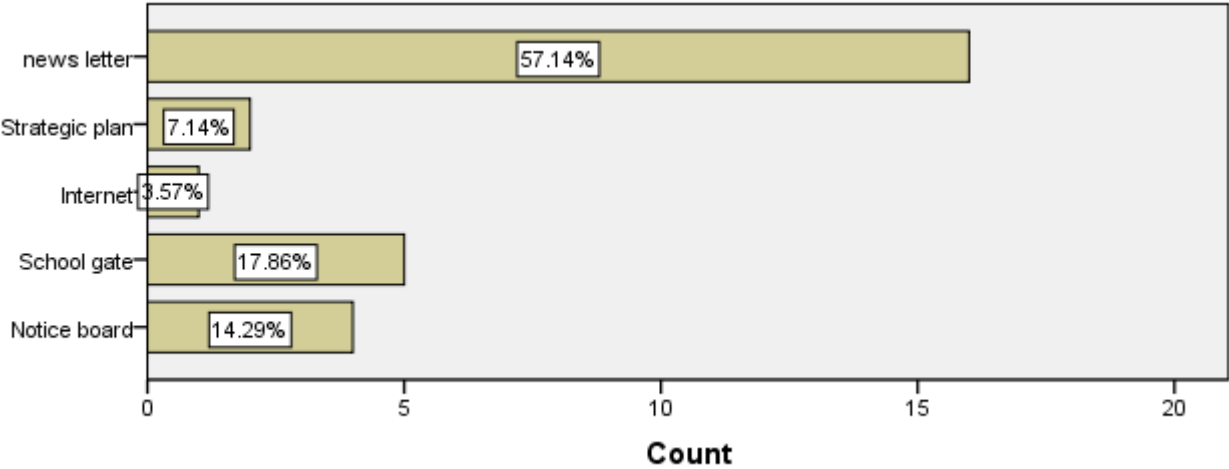
89% of the schools had a mission while 96% had a vision. Regarding the manner in which each school developed its mission and vision, the findings are as below;

**Table 4.3: Drafters of mission and vision**

Variable	Frequency	Percent
By an expert	3	10.7
By the Principal	1	3.6
By consultants and selected teacher	14	50.0
By a strategic planning team	10	35.7
Total	28	100.0

50% of the schools came up with their mission and vision with assistance of a consultant and selected teachers. Only 3.6% of the schools developed their mission and vision using the principal.

The study also sought to establish how the schools communicated their mission and vision to stakeholders. The below figure displays the results.



**Figure 4.2: Communication of mission and vision**

57% of the schools communicated their mission and vision through newsletter. The least method used to communicate mission and vision is internet at 3%.

**4.4.2 School core values**

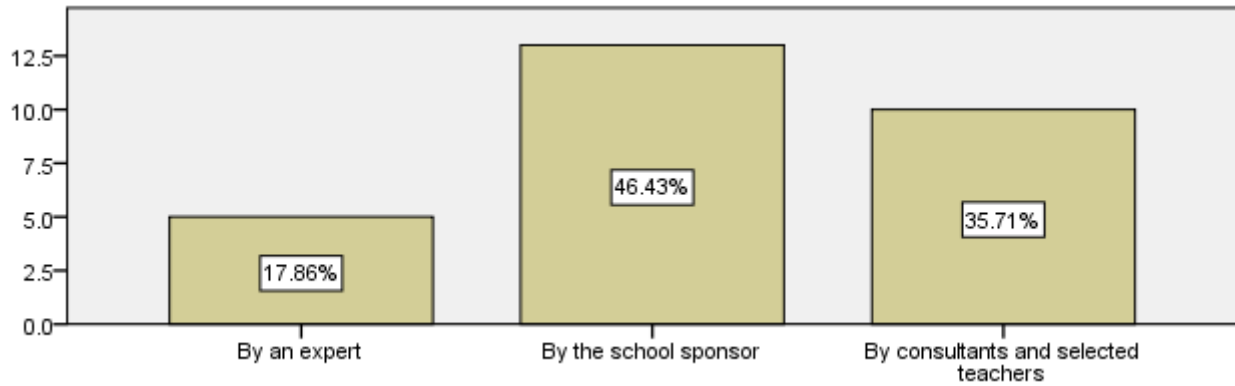
The results findings are displayed below;

**Table 4.4: Core values**

Variables	Frequency	Percentage
Yes	20	71.4
No	8	28.6
Total	28	100.0

The results shows that 71% of the schools have core values while 28% do not have.

With regards to the way core values were developed, the results are as below;



**Figure 4.3: Developing of core values**

46% of the schools developed their core values using school sponsors while 35% of the school used consultants and selected teachers.

#### 4.4.3 Likert scale on the strategic planning

The researcher sought to gauge the degree to which, the students and the rest of the staff had mastered/internalized the school mission, vision and core values. A five point Likert scale was used and the results findings displayed below;

**Table 4.5: Likert scale mission, vision and core values**

	1	2	3	4	5
School vision	6(21%)	11(39%)	9(32%)	2(8%)	-
School mission	11(39%)	6(21%)	6(21%)	5(18%)	-
School core values	3(11%)	11(39%)	7(25%)	7(25%)	-

From the Likert scale in Table 5.4, the findings of the study shows that 39% of the students and staff have mastered the school mission to less extent, 32% at moderate extent, and 21% have not mastered it at all while 8% have mastered to a large extent.

#### 4.4.4 Likert scale on strength, weakness, opportunities and threats

With regards the degree to which the schools conducts assessment of their strength in the internal systems, weaknesses in its operations, existing opportunities for growth, and threats from its

external environment, a five point Likert scale (1- Not at all; **2**-Less extent; **3**- Moderate extent; **4** -Large extent; **5**- Very large extent) was used and the results findings displayed below;

**Table 4.6: Likert scale on strength, weakness, opportunities and threats**

	1	2	3	4	5
Strength	3(1%)	11(39%)	-	5(18%)	9(32%)
Weakness	6(21%)	12(43%)	6(21%)	4(14%)	-
Opportunities	7(25%)	8(29%)	10(36%)	3(11%)	-
Threats	1(4%)	9(32%)	4(14%)	12(43%)	2(7%)

From the Likert scale in Table 4.6, the results of the research shows that 32% of the schools conducts assessment of its strength in the internal systems to very large extent, 14% conducts weaknesses in its operations to large extent, 36% conducts existing opportunities for growth moderately extent and 43% conducts threats from its external environment to a large extent.

#### 4.4.5 Likert scale on achievement

Regarding the degree to which the schools under study have achieved with respect to the given aspects within the last five years. A five point Likert scale (1- Not at all; **2**-Less extent; **3**- Moderate extent; **4** -Large extent; **5**- Very large extent) was used and findings displayed below;

**Table 4.7: Achievements**

	1	2	3	4	5
Connection to electricity	1(4%)	3(11%)	6(21%)	9(32%)	9(32%)
Construction of key school infrastructure (dining hall, ICT lab, Science lab or any other)	3(11%)	8(29%)	9(32%)	7(25%)	1(4%)
Water and sanitation system development	3(11%)	3(11%)	13(46%)	6(21%)	3(11%)
School acreage expansion	7(25%)	7(25%)	11(39%)	3(11%)	-
Acquisition of school bus or motor vehicle in general	19(68%)	1(4%)	2(7%)	4(14%)	2(7%)

From the Likert scale in Table 4.7, the results reveal that 64% of the schools are connected to electricity at a large degree and very large degree, 32% of the schools have construction of key school infrastructure (dining hall, ICT lab, Science lab or any other) to moderately extent, 46% of the schools have water and sanitation system development at moderately extent, 39% of the schools have achieved acreage expansion to moderately extent and 68% of the schools do not have ability of acquisition of school bus or motor vehicle.

#### 4.4.6 Likert scale on time interval for review

Regarding the rate of frequency in terms of approximate time intervals within which the schools reviews its performance targets with respect to key departments. A five point Likert scale (1- Never set a target at all, 2- termly, 3- greater than a term but less than one year, 4- One year, 5- more than one year) was used to analyze results as below;

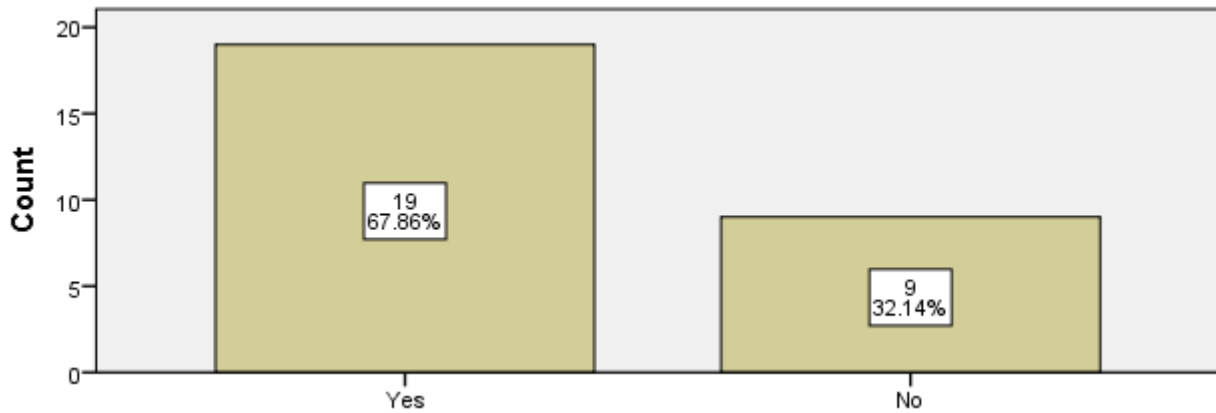
**Table 4.8: Review on performance**

	1	2	3	4	5
Academic department	1(4%)	11(39%)	5(17.9%)	9(32.1%)	2(7%)
Games and co-curricular activities	1(4%)	13(46%)	6(21%)	6(21%)	2(7%)
Extra-curricular	4(14%)	10(36%)	7(25%)	6(21%)	1(4%)
Guidance and counselling	1(4%)	14(50%)	6(21%)	5(17%)	2(7%)

From the Likert in Table 4.8, the results revealed that 39% of the schools reviews their academic department termly. The results also shows that 46% of the schools in Kakamega South sub-county reviews their games and co-curricular activities termly while 36% of the schools reviews their extra-curricular termly. It can also be noted from the results that 50% of the schools reviews their guidance and counselling termly.

#### 4.4.7 School strategic plan

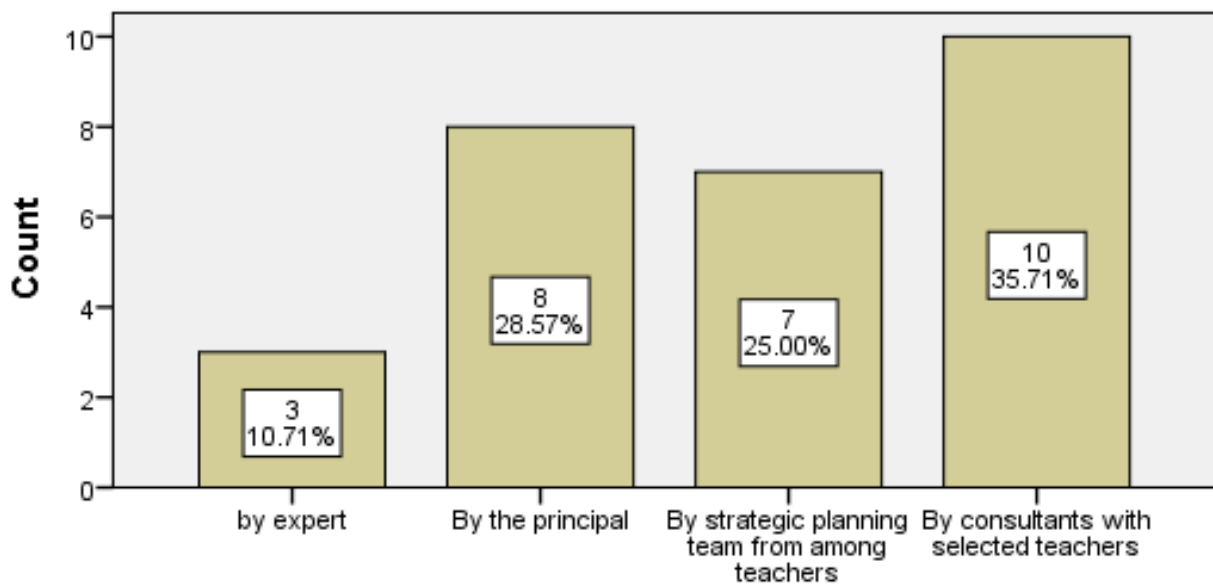
The paper also sought to determine whether schools have formal strategic plans, the results are displayed below;



**Figure 4.4: Formal documented strategic plan**

From the findings in Figure 4.4, the results shows that 68% of the schools have formal documented strategic plan.

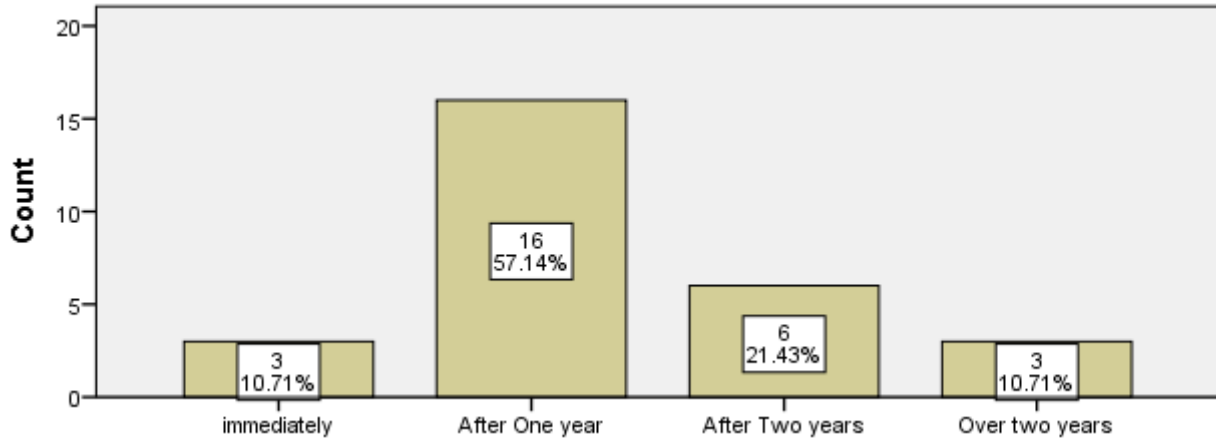
This paper also sought to establish the people who drafted the strategic plans, the findings are displayed below;



**Figure 4.5: Drafters of strategic plan**

The results in Figure 4.5, reveal that 36% of the schools drafted their strategic plans using consultants and selected teachers.

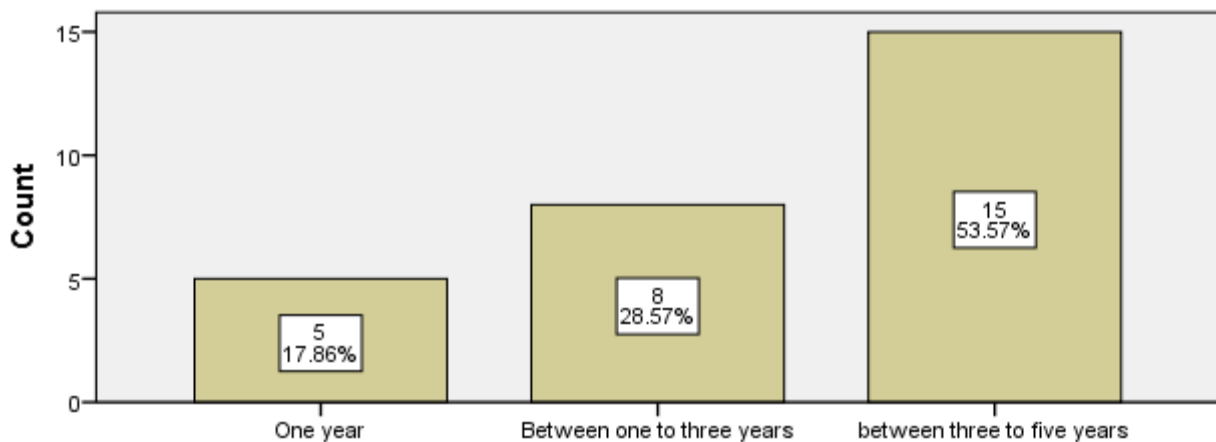
The paper sought to establish the time the schools implemented their strategic plan after drafting.



**Figure 4.6: Implementation of strategic plan**

57% of the schools implemented their strategic plan after one year.

The researcher also sought to establish the time horizon of the strategic plan after implementation, the results are displayed below;



#### **Figure 4.7: Time horizon**

54% of the school in Kakamega south sub-county have between three to five years' time horizon for strategic plan.

#### **4.4.8 Engagement with other schools**

This paper also sought to find out the extent to which the school engages other schools of various levels in benchmarking initiatives activities. A five point Likert scale (use 1-not at all, 2-rare, 3-sometimes, 4-often, 5-always) was used and results displayed below;

**Table 4.9: Engagement with other schools**

	1	2	3	4	5
National schools	14(50%)	9(32%)	4(14%)	1(4%)	-
County schools	-	4(14%)	15(54%)	8(29%)	1(4%)
Sub-County schools	-	-	4(14%)	9(32%)	15(54%)

From the Likert scale in the above table, the findings reveal that 50% of the schools do not engage national schools at all, 54% of the schools sometimes engages the county schools while 54% of the schools always engages the sub-county schools.

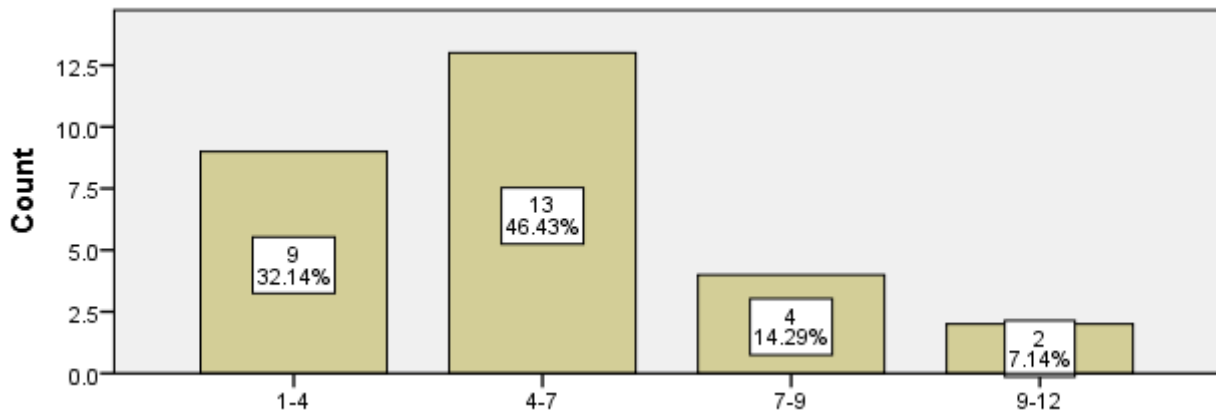
#### **4.5 Performance measures**

Regarding the performance of the schools in. The results below outlines the findings of performance;

##### **4.5.1 School Mean score**

In determining the mean scores the schools attained in KCSE, the results are displayed below;





**Figure 4.8: Mean score**

From the findings in Figure 4.8, 46% of the schools had a mean score between 4 to 7 while 32% had a mean score between 1 and 4.

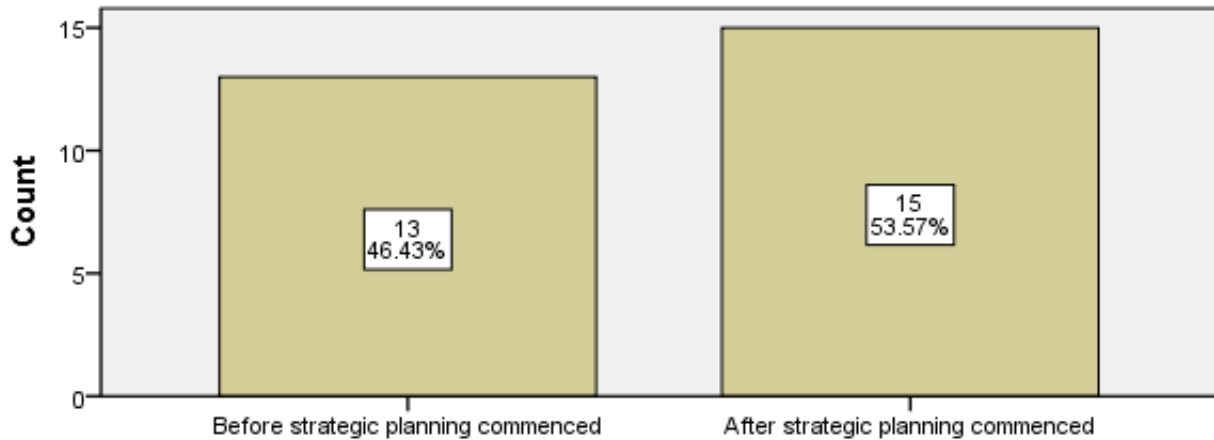
Regarding the number of students that qualified and have been considered for direct entry to University, the outcomes are shown;

**Table 4.10: Number of students qualified to the university**

	Frequency	Percent
0	11	39.3
1-5	3	9.7
6-9	10	35.7
10-14	1	3.6
over 20	3	11.7
Total	28	100.0

From Table 4.10, the results reveal that 39% of the schools did not have students who qualified directly to the university, 36% of the school had 6-9 students while 11% of the school had over 20 students with direct entry to the university.

The researcher also sought to find out whether the mean score obtained was before or after the implementation of the strategic planning. The outcomes are as shown;

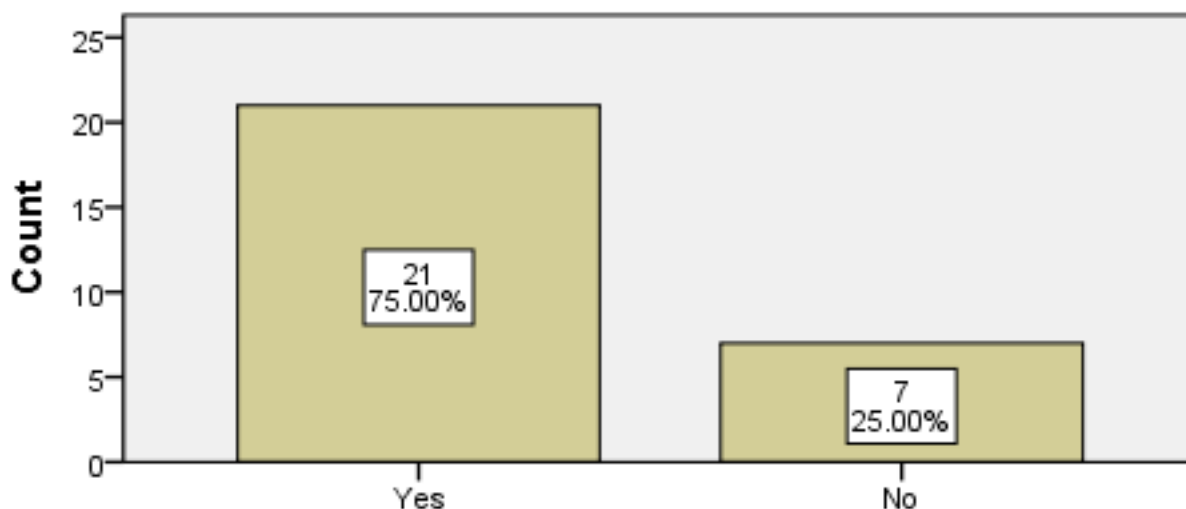


**Figure 4.9: Impact of strategic plan on mean score**

From Figure 4.9, the results shows that 54% of the mean score obtained by the schools in Kakamega south was after the implementation of the strategic plan while 46% was before the implementation of the strategic plan.

#### **4.5.2 Co-curricular activities**

This paper sought to determine whether the schools in Kakamega south participate in co-curricular activities. The outcomes are displayed in the below figure;



**Figure 4.10: Participation in co-curricular activities**

75% of the schools in Kakamega south sub-county participate in co-curricular activities.

Regarding the highest level the school had taken part in the co-curricular activities, the results are shown.

**Table 4.11: level of co-curricular activities**

	Not participate	Zonal	Sub county	County	Regional	National
Soccer boys	2(7%)	4(14%)	15(54%)	5(18%)	1(4%)	1(4%)
Soccer-girls	1(4%)	6(21%)	10(36%)	9(32%)	1(4%)	1(4%)
Volleyball	8(29%)	5(18%)	12(43%)	3(11%)	-	-
Netball	6(21%)	5(18%)	11(39%)	5(18%)	-	1(4%)
Drama	6(21%)	6(21%)	5(18%)	6(21%)	1(4%)	1(4%)
Athletics	4(14%)	2(7%)	6(21%)	8(29%)	7(25%)	1(4%)

54% of the schools in Kakamega south participated in co-curricular activities up to sub-county level in soccer boys and 32% of the schools up to county level in soccer girls. The findings also shows that 43% of the schools participated up to sub-county level in volleyball, 39% up to sub-

county level in netball, 21% up to county level while 29% of the schools participated in drama 29% up to county level in athletics.

#### 4.5.3 Achievements

The researcher was also interested to find out some aspects which have been achieved for the last five years. A five point Likert scale was used and the results displayed below;

**Table 4.12: Achievements**

Aspect	Rating	1	2	3	4	5
Support from community	-		5(18%)	19(68%)	3(11%)	1(4%)
Support from sponsors		1(4%)	4(14%)	11(39%)	10(36%)	2(7%)
BOM support		1(4%)	3(11%)	8(32%)	10(36%)	6(21%)
School enrolment	-		3(11%)	11(39%)	10(36%)	4(14%)
Support from Parent Association	-		4(14%)	11(39%)	12(43%)	1(4%)
Staff loyalty level		2(7%)	6(21%)	13(46%)	6(21%)	8(32%)

From Table 4.12, the findings reveal that for the last five years, 68% of secondary schools in Kakamega South sub-county have received moderate support from the community whereby 39% of the moderate support was from the sponsors. The findings also shows that 36% of the schools had great support from BOM whereas 43% of the school had great support from parent associations. On the enrolment, 39% of the public secondary schools in Kakamega south have achieved moderate enrolment whereas 32% of the staff were very loyal to the school.

#### 4.5.4 School aspects

The researcher sought to find out about some aspects that permeate in the school. A five point Likert scale (1- Not at all, 2- low degree, 3- moderate degree, 4- great degree, 5- very great degree) was used and the results displayed below;

**Table 4.13: School aspects**

	1	2	3	4	5
Students' survival rate	1(4%)	1(4%)	9(32%)	14(50%)	3(11%)
School's reward system	-	4(14%)	14(50%)	7(25%)	3(11%)
Students' intrinsic motivation to hard-work	1(4%)	11(39%)	9(32%)	6(21%)	1(4%)
Average students' truancy	2(7%)	10(36%)	14(50%)	1(4%)	1(4%)
General students' adherence to school rules and regulations	1(4%)	1(4%)	13(36%)	8(29%)	5(18%)

The findings of Table 4.13 shows that 50% of the schools in Kakamega South sub-county had great degree of students' survivals rate and at the same time 50% of the schools have moderate reward system. On students intrinsic motivation to hard work 39% of the schools in Kakamega South sub-county had low degree. The average students' truancy was found to be 36% at low degree while 36% of the schools in Kakamega south have moderate degree towards with respect to adherence to school rules and regulations.

#### **4.6 Influence of strategic planning on performance**

##### **4.6.1 Normality test**

Before the inferential statistics was carried out, the researcher first sought to carry out the test for normality so as to find out whether the data follows the normal distribution or not i.e. whether parametric test or non-parametric test would be used for inferential analysis.

Both the Shapiro-Wilk and Kolmogorov-Sminorv tests offer an opinion on the normality of the data. If the p-values in the Sig. column is below 0.05, then the non-parametric test is used.

**Table 4.13: Tests of Normality**

Variables	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Strategic planning	.345	3	.200	.708	3	.607
Performance	.539	6	.404	.149	6	.215

a. Lilliefors Significance Correction

From Table 4.13, the results shows that the p-values are above 0.05 (p-value >0.05) implying that the data follows the normal distribution, therefore parametric test are used for inferential analysis.

#### 4.6.2 Impact of strategic planning on performance

Y<sub>1</sub> was determined by computing the average for the KCSE mean scores (academic performance) achieved in 5 years back and the performance in games. Its regression against the independent variable (strategic direction, SWOT analysis and stakeholder involvement, presence of budgets, departmental and general school targets and slogans) were as shown;

**Table 4.14: Correlation between strategic planning with academic performance**

		Academic	Games	Stakeholder
Strategic planning	Pearson Correlation	.201	.268	.451
	Sig. (2-tailed)	.994	.168	.139
	N	28	28	28

From Table 4.14, the findings shows that there is positive correlations between academic progression and strategic planning, SWOT analysis and stakeholder involvement, presence of budgets, departmental and general school targets and slogans. The findings further shows that the findings are significant.

To find out the influence of strategic planning on performance of the schools in the area under study, a multiple linear regression analysis was carried out and findings displayed.

**Table 4.15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.541 <sup>a</sup>	.292	.204	1.90193	1.874

- a. Predictors: (Constant), strategic direction, SWOT analysis and stakeholder involvement, presence of budgets, departmental and general school targets and slogans.
- Dependent Variable: Academic progression

0.541 as R value is the connection between academic progression and the predicated value (strategic direction, SWOT analysis and stakeholder involvement, presence of budgets, departmental and general school targets and slogans). The R-Square value of 0.292 implies that 29.2% of variance in academic progression can be predicted from the independent variables used. To assess the autocorrelation, the Durbin-Watson value of 1.874 showed that the residuals are positively correlated.

**Table 4.16: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.862	3	11.954	3.305	.037 <sup>b</sup>
	Residual	86.816	24	3.617		
	Total	122.679	27			

a. Dependent Variable: Academic progression

b. Predictors: (Constant), targets, strategic direction, SWOT analysis

The overall model is significantly useful in explaining the influence of strategic planning on performance,  $F(3, 24) = 3.305, p < 0.05$ .

**Table 4.17: Regression Coefficients**

Model		B	Std. Error	Beta	T	Sig.	Collinearity Statistics	
							Tolerance	VIF
1	(Constant)	1.124	2.708		.415	.042		
	Strategic direction	0.054	.125	-.074	.399	.693	.868	1.152
	SWOT analysis	0.165	.054	.570	3.046	.006	.843	1.187
	Stakeholder involvement, slogans, Targets	0.033	.106	-.055	-.314	.756	.967	1.034

a. Dependent Variable: Academic progression

The overall model explains 20.3% variation of academic progression, and it is significantly useful in explaining academic progression,  $F(3, 24) = 3.305, p < .05$ . With a 5.4% increase in strategic direction, there is a one unit increase in academic progression, which was not found to be a significant change,  $(24) = -0.399, 0.693 > .05$ . With a 16.5% increase in SWOT analysis, there is one unit increase in academic progression, which was found to be a significant change,  $(24) = 3.406, 0.006 < 0.05$ . With a 33% increase in Stakeholder involvement, targets, budgets, slogans, there is a one unit increase in academic progression which was not found to be a significant change,  $(24) = -0.314, 0.756 > 0.05$ . Therefore the model is given as

$$Y_1 = 1.124 + 0.054X_1 + 0.165X_2 + 0.033X_3 + \varepsilon$$

Where  $Y_1$  is the academic progression and  $X_1, X_2$  and  $X_3$  are as per their definitions and  $\varepsilon$  is the error component.



**Table 4.18: Model Summary**

Model	R	R Square	Adjusted R Square	Estimate	Durbin-Watson
1	0.472 <sup>a</sup>	0.222	0.125	4.32983	1.539

a. Predictors: (Constant), strategic direction, SWOT analysis, stakeholder involvement, targets, slogans

b. Dependent Variable: Performance in co-curricular

0.472 as an R value is the correlation between the observed value (performance in co-curricular) and the predicated value (strategic direction, SWOT analysis and stakeholder involvement, targets, slogans). The R-Square value of 0.222 was obtained. To assess the autocorrelation, the Durbin-Watson value of 1.539 showed that the residuals are negatively correlated.

**Table 4.19: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	128.741	3	42.914	2.289	.104 <sup>b</sup>
	Residual	449.937	24	18.747		
	Total	578.679	27			

a. Dependent Variable: Performance in co-curricular

b. Predictors: (Constant), strategic direction, SWOT analysis, stakeholder involvement, targets, slogans targets

The overall model is significantly useful in explaining the influence of strategic planning on performance,  $F(3, 24) = 2.289, p > 0.05$ .

**Table 4.20: Regression Coefficients**

Model		B	Std. Error	Standardized Coefficients Beta	T	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	13.485	6.166		2.187	.039		
	Strategic direction	0.371	.285	-.251	-1.300	.206	.868	1.152

SWOT analysis	0.244	.124	.387	1.972	.030	.843	1.187
Stakeholder involvement, targets, slogans	0.295	.241	.225	1.227	.232	.967	1.034

a. Dependent Variable: Performance in co-curricular

The overall model explains 22.2% variation of performance in co-curricular, and it is significantly useful in explaining performance in co-curricular,  $F(3, 24) = 2.289, p > .05$ . With a 37.1% increase in strategic direction, a 24.4% increase in SWOT analysis, and a 29.5% increase in stakeholder involvement, targets, slogans targets, there is a one-unit increase in performance in co-curricular, which was not found to be a significant change,  $(24) = -1.300, 0.206 > 0.05$  which was found to be a significant change,  $(24) = 1.972, 0.030 < 0.05$ . With one unit increase in targets, the performance in co-curricular increases by 0.295 which was not found to be a significant change,  $(24) = 1.227, 0.232 > 0.05$ . Therefore the model is given as.

$$Y_2 = 13.485 + 0.371X_1 + 0.244X_2 + 0.295X_3 + \epsilon$$

Where  $Y_2$  is the performance in co-curricular, and  $X_1, X_2$  and  $X_3$  are as per their definitions and  $\epsilon$  is the error component.

**Table 4.21: Model Summary**

Model	R	R Square	Adjusted R Square	Estimate	Durbin-Watson
1	.849 <sup>a</sup>	.721	.686	1.25131	1.411

a. Predictors: (Constant), Strategic direction, SWOT analysis, stakeholder involvement, targets, slogans targets

b. Dependent Variable: School culture

An R of 0.849 was obtained and is the connection between the school culture and the predicated value (targets, strategic direction, and SWOT analysis). The R-Square value of 0.721 implies that 72.1% of variance in the dependent variable can be predicted from the independent variables. To assess the autocorrelation, the Durbin-Watson value of 1.411 showed that the residuals are negatively correlated.

**Table 4.22: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	97.135	3	32.378	20.679	.001 <sup>b</sup>
	Residual	37.579	24	1.566		
	Total	134.714	27			

a. Dependent Variable: School culture

b. Predictors: (Constant), Strategic direction, SWOT analysis, stakeholder involvement, targets, slogans targets

The overall model is significantly useful in explaining the influence of strategic planning on performance,  $F(3, 24) = 20.679, p < 0.05$ .

**Table 4.23: Regression Coefficients**

Model		B	Std. Error	Standardized		Sig.	Tolerance	VIF
				Beta	t			
1	(Constant)	5.262	1.782		-2.953	.007		
	Strategic direction	0.535	.082	.750	6.481	.000	.868	1.152
	SWOT analysis	0.064	.036	.212	1.802	.084	.843	1.187

Stakeholder involvement, targets, slogans	0.003	.070	.004	.040	.969	.967	1.034
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a. Dependent Variable: School culture

From Table 4.23, the VIF values are less than 10 meaning that there is no collinearity between predictor values. The overall model explains 72.1% variation of school culture, and it is significantly useful in explaining performance in school culture,  $F(3, 24) = 20.679, p < 0.05$ . With one-unit increase in school culture, the strategic direction increases by 0.532, which was established to be a significant change,  $t(24) = 6.481, 0.001 < .05$ . With one unit increase in SWOT analysis, the school culture increases by 0.064, which was not found to be a significant change,  $t(24) = 1.802, 0.084 > 0.05$ . A one unit increase in school culture is attributed to a 53.5% increase in strategic direction, a 6.4% increase in SWOT analysis and a marginal 0.3% increase in stakeholder involvement, targets, slogans which was not found to be a significant change,  $t(24) = 0.040, 0.969 > 0.05$ . Therefore the model is given as

$$Y_3 = 5.262 + 0.532X_1 + 0.064X_2 + 0.003X_3 + \varepsilon$$

Where  $Y_3$  is the extent to which school culture is entrenched in students and staff, and  $X_1, X_2$  and  $X_3$  are as per their definitions and  $\varepsilon$  is the error component.

**Table 4.24: Model Summary**

Model	R	R Square	Adjusted R Square	Estimate	Durbin-Watson
1	0.672 <sup>a</sup>	0.451	0.383	2.68283	2.129

a. Predictors: (Constant), strategic direction, SWOT analysis, stakeholder involvement, targets, slogans targets

b. Dependent Variable: Stakeholders satisfaction

An R of 0.672 was obtained, (stakeholders' satisfaction) and the predicated value (targets, strategic direction, and SWOT analysis). To assess the autocorrelation, the Durbin-Watson value of 2.129 showed that the residuals are negatively correlated.

**Table 4.25: Analysis Of Variance (ANOVA)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	142.116	3	47.372	6.582	.002 <sup>b</sup>
	Residual	172.742	24	7.198		
	Total	314.857	27			

a. Predictors: (Constant), strategic direction, SWOT analysis, stakeholder involvement, targets, slogans targets

b. Dependent Variable: Stakeholders satisfaction

In Table 4.25, a sig value of 0.002 were found. Therefore, the overall model is useful in explaining the influence of strategic planning on performance,  $F(3, 24) = 6.582, p < 0.05$ .

**Table 4.26: Regression Coefficients**

Model		B	Std. Error	Beta	T	Sig.	Collinearity Statistics	
							Tolerance	VIF
1	(Constant)	9.314	3.820		2.438	.023		
	Strategic direction	0.130	.177	-.119	-.734	.470	.868	1.152
	SWOT analysis	0.316	.077	.678	4.118	.000	.843	1.187
	Stakeholder involvement, targets, slogans targets	0.102	.149	.105	.681	.502	.967	1.034

a. Dependent Variable: Stakeholders satisfaction

Table 4.26, the VIF values are less than 10 meaning that there is absence of collineality between predictor variables. A one-unit increase in stakeholders satisfaction is attributed to 13% increase in

strategic direction, 31.6% increase in SWOT analysis, and a 10.2% increase in stakeholder involvement, targets and slogans which was not found to be a significant change,  $t(24) = -0.734$ ,  $0.470 > 0.05$ . With one unit increase in SWOT analysis, the stakeholders satisfaction increases by 0.316, which was found to be a significant change,  $t(24) = 4.118$ ,  $0.001 < 0.05$ . With one unit increase in targets, the stakeholders satisfaction increases by 0.102 which was not found to be a significant change,  $t(24) = 0.681$ ,  $0.502 > 0.05$ . Therefore the model is given as

$$Y_4 = 9.314 + 0.130X_1 + 0.316X_2 + 0.102X_3 + \varepsilon$$

Where  $Y_4$  is stakeholders' satisfaction, and  $X_1$ ,  $X_2$  and  $X_3$  are as per their definitions and  $\varepsilon$  is the error component.

#### **4.7 Discussion of Research Findings**

The above data analysis has revealed that many of the schools in are mixed day (53.6%) followed by mixed boarding. The findings also show that majority of the schools (67.9%) are county level schools. There is no school of national level in this sub-county. Most of schools under study (57%) have student enrolment of 100 to 400.

Additionally, on practice of strategic planning, the study established a number of findings. First, 89.3% and 96.4% of the schools under study have well developed mission and vision statements respectively while 71% have core values. One half of the schools crafted their mission and vision with the assistance of a consultant while the least number of schools, a mere 3.6% developed them by the principals of the respective schools, while 46% of the schools' core values were developed by the sponsors. The findings also show that 57% of the schools communicate their strategic direction (Mission, Vision and core values) via newsletters while only 3% use internet to communicate the same. The findings further revealed that 68% of the schools have a documented strategic plans in place and 54% of them review their strategic plan within a period of three to five years. About the extent to which students and staff have internalized the mission, vision and core values, the researcher found that either a majority of the schools' staff and students have internalized them to a small extent or not internalized them at all.

Regarding SWOT analysis, stakeholder involvement, targets, benchmarking and slogans, the study's findings revealed that a many of the schools undertake assessment of their strength at 39% less extent, weakness at 43% less extent, opportunities at 36% moderate extent and threats at 43% large extent. A majority of the schools (54%) undertake benchmarking activities with schools of their level, mostly county and sub-county schools. From the above findings it is vivid that most public secondary schools in Kakamega south sub-county use strategic planning to establish and clarify their mission, be able to achieve their set objectives, identify their strengths and weaknesses that are relevant to the school. A majority of the schools use strategic plans as a tool in improving performance. The researcher established that a 46% of the schools attained a KCSE mean-score between 4.0 to 7.0 and a 36% of the schools were able to take 6 to 9 students on direct entry to university. These figures compare favourably with those of strategic planning activities in the sub-County.

In trying to establish whether strategic planning activities impact on performance, the researcher carried out correlation and regression analysis. The study's findings were first subjected to a normality test with an aim to determine whether the results follows the normal distribution or not i.e. whether parametric test or non-parametric test would be employed for inferential analysis. Both the Shapiro-Wilk and Kolmogorov-Sminorv tests carried out yield a p-value > 0.05 as per table 4.13, which implied that the data follows the normal distribution and therefore parametric test were used for inferential analysis.

The study's findings yield four regression equations as shown below.

$$Y_1 = 1.124 + 0.054X_1 + 0.165X_2 + 0.033X_3 + \varepsilon$$

$$Y_2 = 13.485 + 0.371X_1 + 0.244X_2 + 0.295X_3 + \varepsilon$$

$$Y_3 = 5.262 + 0.532X_1 + 0.064X_2 + 0.003X_3 + \varepsilon$$

$$Y_4 = 9.314 + 0.130X_1 + 0.316X_3 + 0.102X_3 + \varepsilon$$

In the above regression equations, the positive signs on the coefficients of  $X_1$ ,  $X_2$  and  $X_3$  shows the direction of the impact of the independent variable on performance ie as the independent variable increases, the performance indicator also increases.

#### **4.7.1 Comparison with Theory**

The findings are in line with the theories underpinning the study that is, the contingency theory, the open system theory and the stakeholder theory. The contingency theory proposes that the management style in an organization should be sensitive to the organization's environment, both internal and external. The internal environment encompasses the type and nature of staff in terms of capability and expertise knowledge, internal resource base among other factors within the organization. In view of this theory, the management behavior of heads of schools and principals is dependent of the school's staffing levels, resources available both financial and material and the school's infrastructure. The study's findings show that 68% of the schools under study came up with written strategic plans in an effort to comply with the M.O.E's demand that each school should formulate a strategic plan in line with the MOE's strategic plan in light of the realities within their environmental localities. This is because schools like any other firms interact with environmental realities thus need to place themselves in a unique strategic space to survive.

Like any other organization, schools are open systems as they are largely influenced by their environments. The Open System Theory postulates that firms are largely influenced by their environment (Bastedo, 2004). The theory has impacted on how to understand environmental demands and adaptations in policy, and operations within various schools. Activities of benchmarking as a critical component in SWOT analysis helps in establishing best practices in other schools and how they can be domesticated in other schools for performance realization. This study's findings show that 54% of the public secondary schools in Kakamega South engage in benchmarking activities with other schools which is in agreement with theory, which is critical in light of the open system theory. In an effort to compete successfully and therefore serve the societal demands, amid the high turbulent internal and external environment, most of the schools under study have adopted strategic planning.

The findings agree with the postulations of the stakeholder theory. The extent to which the school administration led by the principal manages key stakeholders' interests is vital for performance realization. The stakeholder involvement in management of schools has a bearing on the schools' performance as evident from this study's findings. Some of the key stakeholders in school environment include educational officers within the MOE, the TSC and its agents, development partners, non-governmental organizations, political leadership, teachers, parents and learners. In each of the



regression equation obtained, the coefficient  $c_3$  for the independent variable  $X_3$  representing stakeholder involvement are positive, a clear emphasis that the variable  $X_3$  vary directly with performance indicators in the model.

#### **4.7.2 Comparison with other Studies**

This study's findings are in congruence with some of those of similar studies done earlier. For instance, this study's findings relate directly to those of the study by Okwako (2013). In the research, it was found that a many of the schools under study practice formal strategic planning and that the latter directly correlates to performance. Kariuki, et al (2016) paper established that most public secondary schools in Kangundo did not practice formal Strategic Planning. For those schools that had formal plans in place, there was better performance that their counterparts with informal Strategic Planning practices.

Similarly, the findings of this research are in convention with those of Kobia (2017) Other studies regionally (Kimemia, 2006; Omae et al, 2009 and Wilfred, 2009) also established a positive relationship between strategic planning and performance. Other similar studies although in non-school setting (Bell, 2002; Mugure, 2014, Nyongesa, 2014) show similar conclusions.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The chapter presents the summary of the findings, conclusion, recommendations, limitations of the study and suggestions for further research.

### **5.2 Summary of the Findings**

This research targeted all the 31 public secondary schools in Kakamega south. However, the response rate was 28, representing a 90.3%, which according to study, it was satisfactory enough. Questionnaires from three of the public secondary schools targeted were not returned, for reasons beyond the scope of the researcher. The findings obtained show that 53.6% of the schools are mixed day, without any school of national level. Further, based on the collected and analyzed data, it was established that most of the schools under study have a student enrolment of between 100 and 400.

#### **5.2.1 Strategic planning practices by public secondary schools in kakamega south sub-county**

Based on the first study's objective, the key finding was that many of the schools in the study engage in strategic planning practices. The independent variables in the conceptual framework for strategic planning practices are evidence of mission, vision and core values (depicting strategic direction), benchmarking activities (SWOT analysis) and stakeholder involvement, targets and slogans. The findings show that 89.3%, 96.4% and 71.4% of the schools have mission, vision and core values respectively. Further from figure 4.4, the findings reveal that 68% of the schools have a documented strategic plan, although there is least involvement of strategic planning experts in its formulation.

Although the extent to which the school mission, vision and core values are internalized in students and staff is largely to a less extent, it is clear enough that there is some strategic direction in most of the schools. This study's findings showed that a majority schools under study undertake SWOT analysis either at less, moderate or large degree (Table 4.6). Furthermore, the findings show that

the schools sometimes carry out benchmarking practices with county schools at 54%, but always with sub-county at 54%. The study revealed that a majority of the schools included stakeholders in planning although to an average degree.

### **5.2.2 Influence of strategic planning on performance of public secondary schools in Kakamega south sub-county**

The research found existence of a positive correlation between strategic planning and performance. All the calculated correlation coefficients (Table 4.14) for all the three indicators of performance, academic progression, performance in co-curricular and stakeholder satisfaction, are positive. This shows that the strategic planning practices in the schools under study and performance vary positively. This study's findings could not however establish as to whether strategic planning is the lone contributing factor to performance although it enhanced performance improvement.

The research also revealed that each of the independent variable had a varying contribution to the observed variance in each of the performance indicators. In determining the impact of the independent variables in the model on academic progression in the schools, the findings showed that strategic direction contributes 5.4%, SWOT analysis 16.5% and stakeholder involvement, target setting and slogans 3.3% as per the regression equation established. Cumulatively, the strategic planning practices contributes and therefore explains 25.2% of the variance in academic progression in the schools under study. In investigating the impact of the three independent variables on performance in co-curricular, the study revealed that strategic direction contributes 37.1%, SWOT analysis 24.4% and stakeholder involvement, target setting and slogans 29.5%. In total, it was found that strategic planning initiatives contributes 91% of the variance in performance in co-curricular activities.

Basing on the findings, it was found out that the indicators of strategic planning practices affected the other two dependent variables, school culture like discipline and stakeholder satisfaction differently. On school culture, strategic direction impacted at a magnitude of 53.2%, SWOT analysis 6.4% and stakeholder involvement, target and slogan 0.3%. Cumulatively, strategic planning practices explains 60% of the variance in the quality of the schools' culture. Lastly, on the degree of stakeholder satisfaction, strategic direction contributes 13%, SWOT analysis 31.6%

and stakeholder involvement, target setting and slogans 10.2%. In total, strategic planning initiatives explain 55% of the variance in stakeholder satisfaction.

### **5.3 Conclusion**

This research's findings established that practices of strategic planning are indispensable in public secondary school, and therefore need to be undertaken and enhanced. For firms to realize their missions, amidst the turbulence, dynamic, and non – linear nature of the external environment, strategic planning is indispensable (Ansoff & McDonnell, 1990). A strategic plan as a product of planning becomes a vital tool for schools to use to dissect their external environment and come up with the best practices for survival and enjoy competitive edge. Strategic planning would also aid the schools in appropriate ways of dealing with myriad challenges towards performance improvement amidst dwindling resources- both physical and human capital emanating from high student-teacher ratio due to the government's 100% transition policy. Strategic planning also helps in attracting and retaining best students to favourably compete with those of other schools; enhancement of best school culture and forge towards realization of the school mission and therefore improve stakeholders' satisfaction among others.

The widespread practice of strategic planning activities in schools under study can be attributed to the MoE's requirements. The government of Kenya developed the Education Sector Strategic Plan (2003), and through the MoE, it requires each school to develop its internal strategic plans cascaded from the sub-County education strategic plans. The schools' strategic plans are to be in tandem with the overall Education Sector Strategic Plan (2003). All these is geared towards the government's effort towards its agenda.

Finally, this study established that strategic planning is positively correlated to performance. Although the study could not conclusively establish whether or not strategic planning is the only contributor to good performance in schools, the fact that the cumulative percentages in the equations obtained was not 100%, it means in deed it is not. It is critical to note that the above percentages in 5.2.2 represent regression variances while. This study's findings are in agreement with findings of similar studies done earlier, highlighted in section 4.7.2. The other organizational factors unrelated to strategic planning yet play a critical role in performance could include the individual school's resource base including physical infrastructure like land for expansion,

presence of laboratories, library, adequate classrooms; technological infrastructure like information systems, Internet connectivity; human resource adequacy and its knowledge capability like teacher to student ratio, number of support staff, their experience and level of training among others.

#### **5.4 Recommendations for policy and practice**

The research recommends that all public secondary schools in Kenya to embrace and engage in strategic planning practices. This will enable them not only be compliant with the government policy through the MoE's overall strategic plan, and therefore positively contribute towards the achievement of government's vision 2030 and the Millennium Development Goals (MDGs), but also enhance performance. With regards to policy, the findings provides critical information to the sub-county education office regarding the extent to which strategic planning initiatives are carried out in schools under study. In view of this, the education officers including the SCQUASOs both from the Ministry and from TSC should use the findings to come up with the strategic planning practices that greatly impact on performance of the schools, recommend and emphasize such in their schools' inspection reports, preparation of heads manuals and schools' Quality policy statements, identification of training needs assessment for schools' administrators and Senior Management Teams (SMTs) on emerging strategic managerial and administrative issues and on policy guidelines.

The study's findings show the impact of various independent variables on various aspects of performance (dependent variables) as indicated by the regression equations. Further, it is evident that strategic planning positively correlates with school performance. In terms of practice, therefore, the study recommends that all public secondary schools should engage in strategic planning practices so as to establish strategic direction and allocate resources to significant programmes to compete favourably with other schools. This will help in effectively and proactively tackling the turbulence in the ever-changing dynamic educational sector thereby placing the schools in a unique strategic space. In identifying appropriate strategic practices, schools should select those strategic planning variable that greatly impact performance. Basing on the findings, SWOT analysis should be emphasized for academic progression and stakeholder satisfaction and strategic direction for improvement in co-curricular. Schools' management should

emphasize aspects of strategic planning that cumulatively have the greatest impact on performance.

The study showed a low level of stakeholder involvement and scanty environmental scanning through SWOT analysis, despite their immense contribution to successful strategic planning as showed by the regression coefficients. Theorists and practitioners in strategic planning argue that SWOT analysis including industry analysis and PESTEL factors and involvement of key stakeholders are vital ingredients in strategic planning. School managers and administrations should ensure adequate environmental analysis and elaborate extensive stakeholder involvement in the entire planning process to enhance formulation of best strategic plans to harness the desired results.

### **5.5 Limitations of the study**

Conceptual, methodological and contextual limitations are depicted from this study. This study basically involved two concepts; strategic planning and organizational performance. However, the concepts involved were only operationalized within the school setting and non-profit driven firms, and failed to consider the wider conceptualization of strategic planning. This means the concept of strategic planning left out some aspects agreed upon by theorists and practitioners in the field of strategic planning like diagnosing an organization's environment through extensive environmental analysis by way of PESTEL factors. Thus, the study's findings are only relevant and confined to educational organizations. Further, the cumulative percentage of the independent variables was less than 100% since the research did not consider the magnitude of the impact of other organizational factors such as corporate governance, organizational and managerial behavior on performance. Therefore, the study could not offer an explanation for the variance in the dependent variables which could not be accounted for by strategic planning.

In the same vein, the study's operationalization of the performance indicators did not strictly adhere to the recommended Balanced Scorecard (Spenbacker et al. 2003, Braam and Nijssen 2004, De Geuser et al. 2009) system of measuring performance which takes into account a wide spectrum of parameters such as annual turn-over, organization's total assets and equity in the organization's statement of financial position, profitability index and market share controlled (Mazzarol and

Rebound, 2009). Other critical parameter of performance, yet omitted in the study, are sales and turnover, profitability, earnings per share, and market share. The research was confined to school set-up and so restricted itself to organizational performance measures in terms of academic progression, performance in other co-curricular activities and stakeholder satisfaction only.

Secondly, methodologically, the study employed a cross-sectional descriptive census survey. Primary data was collected using a closed ended questionnaire, where the respondents were requested to fill and later be picked by the researcher. In such a situation, the accuracy of the respondents' information could not be totally guaranteed. Before results analysis, the primary data collected was coded, a procedure that may have had some minimal subjectivity.

Lastly, in terms of contextual limitation, this study confined itself only to public secondary schools in Kakamega south in 2019. Therefore, the findings may not be generalized for other sub-Counties in the country. A similar research but in a different geographical jurisdiction or sub-county for that matter and at a similar or different time period may lead to different findings.

## **5.6 Suggestion for Further Research**

In view of this study's limitations, future studies should concentrate on other managerial performance-related aspects other than strategic planning, which have a bearing and implication on organizational performance. For instance, more research need to carried out on the influence of organizational aspects like managerial capability and behavior, aspects of staff motivational and reward systems, corporate governance and their impact on performance. Research on comparison of the relevance of strategic planning against the other organizational factors of performance in school environment also need to be done. Such studies together with this study's findings can help to establish the degree to which the practice of strategic planning is relevant in public secondary schools.

Future researchers should endeavor to conduct similar studies but employing different methodology. Such studies should adopt a different research design, for instance use interview schedules, open-ended questionnaires and data capture forms to ensure in-depth collection of the qualitative data, assess the accuracy of the responses and capture the respondents' subjective

feelings and responses. Finally, there is need for more of similar studies but in different contexts. Similar researches in different sub-counties in Kenya and beyond will enable comparison of this study's finding to findings of similar studies carried out in different contexts to establish a consensus on the relationship between strategic planning and performance and therefore justify the costs of investing in such activities by the institutions.



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## APPINDICES

### APPENDIX I: INTRODUCTORY LETTER



# UNIVERSITY OF NAIROBI

## FACULTY OF BUSINESS & MANAGEMENT SCIENCES

### KISUMU CAMPUS

Telegrams: "Varsity" Nairobi  
Fax: 4181650  
Kisumu, Kenya  
Telex: 22095Varsity  
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P.O Box 825-40100  
Kisumu, Kenya

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DATE: 17<sup>TH</sup> SEPTEMBER 2021 REF: UON/CHSS/SOB – KSM/ D61/7962/2017

### **TO WHOM IT MAY CONCERN** **RE: ELIAS LISUTSA ALUBISIA- D61/7962/2017**

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on **"Strategic Planning and Performance of Public Secondary Schools in Kakamega South Sub-County, Kenya."**

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study. The exercise is strictly for academic purposes and your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,



**DR NIXON OMORO**

**COORDINATOR, FoB&MS, KISUMU CAMPUS**

Cc File Copy

APPENDIX II: RESEARCH PERMIT

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **336906** Date of Issue: **16/November/2021**

**RESEARCH LICENSE**



**This is to Certify that Mr. ELIAS LISUTSA ALUBISIA of University of Nairobi, has been licensed to conduct research in Kakamega on the topic: STRATEGIC PLANNING AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY KENYA for the period ending : 16/November/2022.**

License No: **NACOSTIP/21/14373**

Applicant Identification Number **336906**

Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



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## APPENDIX II: RESEARCH QUESTIONNAIRE

This questionnaire consists of three sections: section A-Background information, section B-strategic planning exercises and section C – performance measures. Kindly fill the questionnaire with utmost honesty by ticking appropriately. The information collected from this questionnaire will be used exclusively for this academic purpose.

### Section A: Background information

1. Name of the school.....
2. Year of establishment.....
3. Please tick all the category representing your school
4.
  - a. Mixed day
  - b. Mixed boarding
  - c. Mixed day boarding
  - d. Boys Boarding
  - e. Girls boarding
  - f. Boy day boarding
  - g. Girl day boarding
  - h. County
  - i. Sub-County
  - j. Extra-county
  - k. Other (specify
5. How many students does your school have? Please tick appropriately
  - Below 100
  - 100 to 400
  - 401 to 700
  - 701 to 1000
  - Above1000

### Section B: strategic planning

1. Does your school have a vision?  
Yes  No
2. Does your school have a mission?  
Yes  No
3. If yes in 1 and 2 above, how were they developed?  
By an expert  By a strategic planning team   
By the Principal  Other (specify).....  
By consultants and selected teacher ()
4. If yes in 1 and 2 above, how are they communicated to the stakeholders? Tick appropriately
  - Notice board
  - School gate
  - Internet
  - Strategic plan
  - Newsletter
  - Other (specify)
5. Does the school have core values?  
Yes  No

6. If yes in 5 above, how were they developed?

- By an expert ( )
- By the school sponsor i.e. the church ( )
- By consultants and selected teachers ( )
- Other (specify) .....

7. In a scale of 1 to 5, gauge the extent to which you, the students and the rest of the staff have mastered/ internalized the school mission, vision and core values ( where **1**- Not at all; **2**-Less extent; **3**- Moderate extent; **4** -Large extent; **5**- Very large extent

	1	2	3	4	5
School vision					
School mission					
School core values					

8. To what extent do you think your school has been and still conducts assessment of its strength in the internal systems, weaknesses in its operations, existing opportunities for growth, and threats from its external environment? Use the scale 1 to 5 (1- Not at all; **2**- Less extent; **3**- Moderate extent; **4** -Large extent; **5**- Very large extent

	1	2	3	4	5
Strength					
Weakness					
Opportunities					
Threats					

9. In a scale of 1 to 5, indicate the extent to which your school has achieved with respect to the given aspects within the last five years. (where 1- Not at all 2- Low degree 3- Moderate degree 4- Large degree 5- Very Large degree)

	1	2	3	4	5
Connection to electricity					
Construction of key school infrastructure (dining hall, ICT lab, Science lab or any other)					



Water and sanitation system development					
School acreage expansion					
Acquisition of school bus or motor vehicle in general					

10. In a scale of 1 to 5, rate the frequency in terms of approximate time intervals within which your school reviews its performance targets with respect to key departments below. (1- Never set a target at all, 2- termly, 3- more than a term but less than one year, 4- One year, 5- more than one year)

	1	2	3	4	5
Academic department					
Games and co-curricular activities					
Extra-curricular					
Guidance and counselling					

11. Does your school have a formal documented strategic plan?

Yes ( ) No ( )

12. If yes in 11 above, how was it developed?

By an expert ( ) By consultants with selected teachers ( )

By the principal ( ) ( )

By strategic planning team from among teachers ( )

13. If yes in 11 above, since when did your school commence strategic planning

- Last year ( )
- One years ago ( )
- Two years ago ( )
- Three years ago ( )
- Four years ago ( )
- Over 4 years ( )

14. What is the time horizon of the school strategic plan?  
Less than 1 year ( )

- One year ( )
- Between One to three years ( )
- Between three to five years ( )
- Other specify).....

15. In your assessment and in a scale of 1 to 5, rate the extent to which your school engages other schools of various levels in benchmarking initiatives activities. (use 1-not at all, 2-rare, 3- sometimes, 4-often, 5-always)

	1	2	3	4	5
National schools					
County schools					
Sub-County schools					

**Section c: Performance measures**

1. What is the highest mean score ever attained in KCSE in your school?  
1 – 4 ( ) 4 -7 ( ) 7 – 9 ( ) 9- 12 ( )
2. How many students have qualified and considered for university direct entry from the school in the last five years?  
0 ( ) 1-5 ( ) 6-9 ( ) 10 – 14 ( ) 15- 19 ( ) over 20 ( )
3. When the mean was in 2 above achieved?
  - Before strategic planning commenced ( )
  - After strategic planning commenced ( )
4. Does your school participate in co-curricular activities?  
Yes ( ) No ( )
5. If yes in 5 above, please tick to indicate the highest level ever participated in each of the following co-curricular activities.

	Not participate	Zonal	Sub county	County	Regional	National
Soccer boys						
Soccer-girls						
Volleyball						
Netball						
Drama						
Athletics						

6. By ticking, indicate the degree to which the following aspects have been achieved for the last five years. (1- Not at all, 2- low degree, 3- moderate degree, 4- great degree, 5- very great degree).

1.

Aspect	Rating	Not at all	Low degree	Moderate degree	Great degree	Very great degree
Support from community						
Support from sponsors						
BOM support						
School enrolment						
Support from Parent Association						
Staff loyalty level						

7. In a scale of 1 to 5 below, indicate the degree to which the following aspects permeate your school.

1- Not at all 2- Low degree 3-Moderate degree 4- Large degree 5- Very Large degree

	5	4	3	2	1
Students' survival rate					
School's reward system					
Students' intrinsic motivation to hard-work					
Average students' truancy					
General students' adherence to school rules and regulations					

## APPENDIX IV: LETTER OF ACCEPTANCE

### REPUBLIC OF KENYA



#### MINISTRY OF EDUCATION STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 056 -30411  
Fax: 056 – 31307  
E-mail: rceducation2016@gmail.com  
When replying please quote our Ref.

County Director of Education  
Kakamega County  
P. O. BOX 137 - 50100  
KAKAMEGA

**REF: KAKA/GA/29/17/VOL VI/36**

**31st March, 2022**

Elias Lisutsa Alubisia  
University of Nairobi  
**KISUMU CAMPUS**

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

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/21/14373 dated 16<sup>th</sup> November, 2021 to carry out research on "**Strategic Planning and Performance of Public Secondary schools in Kakamega South Sub-County of Kakamega County**" for the period ending 16th November, 2022.

Please accord him/her any necessary assistance he may require.

**COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY**

*for* **DICKSON O. OGONYA  
COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY**

**CC  
The Regional Director of Education  
WESTERN REGION**

**APPENDIX V: LIST OF PUBLIC SECONDARY SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY**

1. Burendwa Secondary School
2. Bushiangala Secondary School
3. Eregi Girls High School
4. Fr.Otnah Isulu Girls Sec School
5. Imalaba Secondary School
6. Imbale Secondary School
7. Imusali Secondary School
8. Iremele Secondary School
9. Ivonda Secondary School
10. Kaluni Secondary School
11. Lirhembe Girls High School
12. Lirhembe Mixed Secondary School
13. Lusiola Secondary School
14. Lusui Secondary School
15. Makhokho Secondary School
16. Malinya Girls Secondary School
17. Musingu High School
18. Musoli Girls' High School
19. Mutao Girls Secondary School
20. Shamusinjiri Secondary School
21. Shichinji Secondary School
22. Shiduha Secondary School
23. Shikokho Secondary School
24. Shikondi Girls Secondary School
25. Shikumu Secondary School
26. Shikunga Secondary School
27. Shimanyiro Secondary School
28. Shisesia Secondary School
29. Shitoli Secondary School
30. Shivagala Secondary School
31. Shiveye Secondary School

**Source:** *Ministry of Education County Booklet- Kakamega County (2019)*