

**INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN MAARA SUB COUNTY, THARAKA NITHI COUNTY,  
KENYA**

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## DECLARATION

This research project is my original work and it has not been presented by any person for any academic award.



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This research project proposal has been submitted for examination with our approval as University supervisors;



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## **DEDICATION**

**This Research Project is dedicated to my husband Kennedy Wafukho, daughter Lavonne, son Eddy, Mum Gladys and my siblings; Hon. Kareke, Josephine, Lucy, Peter, Ken, Jasper and in remembrance of my late Dad Mbiuki M'Mugambi and late Brother Linus Karani.**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	-	Analysis of variance
<b>BOM</b>	-	Board of Management
<b>CA</b>	-	Continuous Assessment
<b>FDSE</b>	-	Free day secondary school
<b>HODs</b>	-	Heads of Department
<b>IIEP</b>	-	International Institute for Educational Planning
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>L&amp;MICs</b>	-	Low and middle-income countries
<b>MOE</b>	-	Ministry Of Education
<b>NCCA</b>	-	National Council for Curriculum and Association, Canada
<b>NESP</b>	-	National Education Sector Plan
<b>PA</b>	-	Parents Association
<b>P.I.P.S</b>	-	Performance Indicators in Primary Schools
<b>SP</b>	-	Strategic Planning
<b>SPSS</b>	-	Statistical Package for Social Scientist
<b>SWAP</b>	-	Sector Wide Approaches
<b>UNESCO</b>	-	United Nations Educational, Scientific and Cultural Organization
<b>USA</b>	-	United States of America

## ABSTRACT

The purpose of this study was to establish the influence of strategic plan implementation on students' academic performance at public secondary schools in Maara-Sub County. This research project was guided by the following objectives: To establish the extent to which mission and vision statement influence students' academic performance at public secondary schools in Maara-Sub-County; To examine influence of Continuous Assessment strategy on students' academic performance at public secondary schools; To evaluate the extent to which physical facilities development strategy influence academic performance at public secondary schools; To assess the extent in which syllabus coverage strategy influence on students' academic performance at public secondary schools. The study was guided by the Education Production function Theory proposed by Mace (1979). To ensure these objectives were achieved the researcher administered three categories of questionnaires to principals, Heads of Departments and students. Selected by random sampling the researcher used sample size ten (10) for principals, thirty four (34) for HODs and one hundred seventy three (173) for students were perceived rich respondents for this study. The results and findings of this study revealed that there is a statistically significant relationship between the vision and mission statement on student's academic performance, ( $p < 0.05$ ). The findings also demonstrated that there is a statistically significant relationship between the administration of continuous assessments and student academic performance in Maara Sub County, ( $P < 0.05$ ). The study also shows there is a statistically significant relationship between syllabus coverage and students' academic performance, ( $P < 0.05$ ). The fourth objective indicated that there is a statistically significant relationship between the physical facilities and student's academic performance as indicated by ( $P < 0.05$ ). The study concluded that, the school strategic plan should be reviewed after every two years; this is because the results for the last three years were going downwards yet the schools confirmed that strategies were well outlined in the schools strategic plans. Interpersonal relationship between the stakeholders and the students was critical; this is because majority of students attested that the communication from parent association and BOM in regard to schools strategic plans strategies was not in Maara Sub County. The Ministry of Education should be involved in establishment of the schools strategic plan strategies to ensure that they are achievable and are in line with national goals. The study recommends that public secondary schools stakeholders, principals, teachers and students need to be educated on the importance of well document strategic plan and their impacts to school managements in Maara Sub County. The study recommended that the National treasury to enhance budgetary allocation to infrastructure development in education sector especially in public secondary in Maara Sub County. The study recommends that schools' strategic plan need to be accompanied with proper managerial approaches such as leadership styles in enhancing quality of education in Maara Sub County. The study suggests similar study to be carried out on private secondary schools in same Sub County to examine the influence of strategic plan on students' academic performance in Maara Sub County.

# **CHAPTER ONE**

## **INTRODUCTION**

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

Strategy is a fundamental management tool defined as a set of plans from management to achieve results consistent with the organizational objectives (Wright, Kroll & Parnell, 1997). Ketokivi and Castañer (2004) describe strategic planning as a periodic process that includes annual assessment of performance goals, budgeting, and translating priorities into resource allocation decisions. A strategic plan is a document that establishes the direction of an organization, and its components include: vision, mission, strategy, and action (Aktan, 2003).

The need for educational planning moved to centre stage when United Nations Educational, Scientific and Cultural Organization (UNESCO) initiated and developed regional educational plans such as the Karachi Plan for Asia in the early 1960s (Ishumi, 1984). In the United States (US), Strategic Planning (SP) in the education sector emerged in the late 1970s but mainly at university and college level. In the mid-1980s, an estimated 500 districts were practicing SP. Strategic Planning was introduced in many other countries as part of the broader decentralization and school-based management reforms of the 1980s (IIEP, 2010). According to Cook (1988) the practice of preparing strategic education sector plans was intimately linked to the gradual introduction of Sector Wide Approaches (SWAP).

In Europe, there have been some strides made in school development planning (Deal, 2008), for instance in the United Kingdom, SP was embraced leading to Performance Indicators in Primary Schools (P.I.P.S). The indicators were designed to assess all Tasmanian state school preparatory students, to identify those requiring specific intervention in order to achieve expected standard of literacy and numeracy (Kache, 2018). In developing countries, SP attempts to promote development in four main ways; increasing overall rate of development, carrying out special type of programs and trying to improve coordination between different stages of planning process (Lawrence, 2001). According to Finlay (2000) and Katsioloudes (2002), SP provides significantly better performance than unplanned, opportunistic adaptive approach.

Worldwide, education and training is critical in promoting political, social and economic development of any country. In Kenya, Education and training is expected to be the principle catalyst towards realization of the big four agenda and Vision 2030. In order to realize the development goals, quality education and training is required to meet the human development needs of a rapidly changing and a more diverse economy.

The Ministry of Education (MOE) developed the National Education Sector Plan (NESP) 2013-2018, outlining the education sector reform implementation agenda. NESP underscores the importance of schools adopting specific strategies' to enhance attainment of quality grades. In examining secondary school academic performances, schools are expected to identify key strategies to implement their objectives. These strategies may include; vision and

mission statement, continuous assessment, syllabus coverage, and development of physical facilities. Vision is defined as a look towards the unknown to define the future, which combines current facts, hopes, dreams, threats and opportunities (Efil, 2004). Mission statement is defined a set of goals that help the organization reach its aims and express its strategic objectives (Tutar, Yılmaz & Erdönmez, 2004).

In the US according to a study done by Slate (2008), vision and mission statement of high performing schools focused on providing a challenging environment dedicated to academic success. A study by Chimuka (2016), in Eastern Province, Zambia, established that there was minimal influence of vision and mission statement on academic performance in a number of schools that had formulated mission statement in their three year strategic plans. In Kenya, according to Genevieve (2010) when a school has a clear vision of high-performing and a long-term plan for reaching it, then the school administration and teachers take ownership of school improvement. Further, a study by Kache (2018), established that mission statement helps schools to tailor their policies and programs towards academic performance.

Greaney (2001) defined assessment as any procedure designed to collect information about the knowledge, attitude, or skills of the learner. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects and field studies. In the US, Hayes (2008) argued that perhaps as a result of a strong focus on improving achievement, high-



achieving schools have put great stock in continuously assessing students' progress above and beyond the annual testing required by the law. Importantly in the US, a study by Onihunwa (2018), on roles of continuous assessment scores in determining the academic performance, found out that the higher the forms / frequency of C.A the higher the performance of the students. In Nigeria a study by Onuka and Oludipe (2005), on comprehensive implementation of CA revealed that there was significant remediation for poor performance as a result of the application of feedback mechanisms resulting from formative evaluation of learners. In Kenya, Kwaka, Dennis and Kirima (2012) indicated that continuously assessed students produces better scores at the end of term examinations by 30 percent.

Schools use syllabus coverage strategy program to influence students' academic performance. In the USA, Thomas (2008) acknowledged that implementation of the curriculum improved the test scores of majority of students. Whilst a study by National Council for curriculum and Association, Canada, schools that adequately cover the syllabus, had their students perform well (NCCA, 2010). In Zambia, a study conducted by Chimuka (2008), noted that Biology syllabus coverage on time affected students' academic performance. Timely syllabus coverage is critical to learner's performance of secondary school course examinations (Amadalo, Shikuku & Wasike, 2012).

The Department for International Development (DFID), 2007, research evidence confirms that the most consistent characteristics in improving student performance are the availability of adequate physical facilities. A study carried

out by SACMEQ (2005) indicated that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. In Nigeria a study by Adeogun (2001) discovered a positive relationship between physical resources and students' academic performance. He asserted that, schools endowed with more resources performed better than schools less endowed. In Kenya, Eshiwani (1993) identified lack of school plant as a policy factor that may cause poor academic performance.

Globally, evidence shows that large numbers of children are in school but are not learning (Pritchett, 2013). According to Average Harmonized Learning Outcome Score report, in academic performance, Asian countries seem to outperform countries from other regions, followed by North America and Europe; Latin America and the Caribbean and Northern Africa are the next best performers, and Sub-Saharan Africa ranks last (Altinok, N., N. Angrist and H.A. Patrinos. 2018). In the same report, the top-performing country in Sub-Saharan Africa has a lower average score than the lowest-performing country in Western Europe. Low achievement arises from poor complementary inputs among other reasons (Altinok, N., N. Angrist and H.A. Patrinos. 2018). A systematic review on the impact of education programmes on learning and school participation in low and middle-income countries (L&MICs), underscored that improved access to education has failed to translate into increased learning (Pritchett, 2013).

The Education for all global monitoring report also established that approximately 250 million children in L&MICs cannot read, write or do basic mathematics (UNESCO, 2014). In Kenya, low attainment of quality grades of C+ and above in Kenya Certificate of Secondary Education (KCSE) still remains a major concern. In the year 2016, 2017 and 2018 only 16%, 11.5% and 14% respectively of the total registered KCSE candidates attained university entry grade of C+ and above. Thus, the study will focus on establishing the influence of inputs/strategies such as vision and mission statement, continuous assessment, physical facilities and syllabus coverage to students' academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County. Maara Sub-County has posted an average of mean score of below (C+) in the last three years as underscored in Table 1.1.

**Table 1: 1: Analyses of KCSE Results in Maara Sub-County**

<b>Sub County</b>	<b>2018</b>		<b>2017</b>		<b>2016</b>	
	<b>Mean Score</b>	<b>Grade</b>	<b>Mean Score</b>	<b>Grade</b>	<b>Mean Score</b>	<b>Grade</b>
<b>Maara</b>	<b>4.341</b>	<b>D+</b>	<b>4.075</b>	<b>D+</b>	<b>4.66</b>	<b>C-</b>

**Source: Maara Sub County Director of Education**

## **1.2 Statement of the Problem**

In Kenya, education and training is expected to be the principle catalyst towards realization of the big four agenda and Vision 2030. However, with the current KCSE performance in secondary schools, this dream may not be achieved.

For instance, in the year 2016, 2017 and 2018 only 16 %, 11.5% and 14% respectively of the total registered candidates attained university entry grade of C+ and above in KCSE. Thus, three quarters of candidates were not able to achieve the minimum grades considered desirable for admission to University. Just like the National level, secondary schools in Maara Sub-county have posted mean score below the average(C+) in the last three years. The study assessed the extent to which inputs/strategies such as vision and mission statement, continuous assessment, physical facilities and syllabus coverage influence academic performance in public secondary schools in Maara Sub-County. This is in line with NESP recommendations on the need to analyze inputs to schools in relation to academic achievement.

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

The purpose of this study was to establish influence of strategic plan implementation on students' academic performance in public secondary schools in Maara-Sub County

### **1.4 Research Objectives**

This research proposal was guided by the following objectives:

- i. To establish the extent to which mission and vision statement influence students' academic performance in public secondary schools in Maara-Sub-County;
- ii. To examine the influence of Continuous Assessment strategy on students' academic performance in public secondary schools;

- iii. To evaluate the extent to which physical facilities development strategy influence academic performance of public secondary schools;
- iv. To assess the extent in which syllabus coverage strategy influence on students' academic performance in public secondary schools.

### **1.5 Research Questions**

- i. What is the influence of the vision and mission statement on students' academic performance in public secondary schools in Maara Sub-County?
- ii. How does continuous assessment strategy affect students' academic performance in public secondary schools?
- iii. What is the influence of physical facilities development strategy on students' academic performance of public secondary schools?
- iv. How does syllabus coverage strategy influence students' academic performance of public secondary schools?

### **1.6 Significance of the Study**

The MOE may use the findings of this study to formulate policies on formulation and implementation of strategic plans in line with National Goals. The findings from this study would be valuable to education policy makers in identifying areas that need improvement in the current strategic plans employed by secondary schools. Scholars in education may also be able to identify areas for further research based on the findings.

### **1.7 Limitation of the Study**

The major challenge of the study was to ensure the presence of the respondents in schools during the interview sessions from the tight school schedule for both teachers and students. To mitigate this, the researcher explained fully the purpose of the study to the respondents also booked appointments with the respondents before visiting the selected schools. The study was also faced by insufficient information on the influence of strategic plan in public secondary schools as few studies were found related to the study in Kenya. This challenge was checkmated through wider coverage of existing related studies within Kenyan and world at large.

### **1.8 Delimitations of the Study**

The study was carried out in public secondary schools in Maara Sub County this because the secondary schools are in the helm of implementing the strategic plans. A strategic plan is formulated through the development of a number of strategies but as much as the other strategies may affect academic performance in a secondary school the study did not explore all. Academic performance in a school is also affected by other extraneous factors such as students' social economic backgrounds, entry behavior among others which the study did not investigate.

## **1.9 Basic Assumptions**

This study was carried out based on the following assumptions:

- i. All the schools had prepared and operationalized their strategic plan as required by the Ministry of Education.
- ii. The strategic plans of schools had parameters that included vision and mission statement, continuous assessment, physical infrastructure, and syllabus coverage that study was measuring.

## **1.10 Operational Definition of Terms**

**Academic Performance** refers to KCSE, taken at the completion of Secondary Education

**School Vision and Mission** refers to envisioning and identification of the purpose of existence of each public secondary school

**Continuous Assessment** refers to any procedure that is designed to collect information about the knowledge, skills and attitudes of learner

**Strategic Plan** refers to a document that establishes the direction of a secondary school in regard to its academic performance

**Syllabus coverage** refers to topics covered in the course of study

**Physical Facilities** refers to physical space and equipment that supports teaching and learning programmes

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter evaluated what was written relevant to influence of implementation of strategic plans on students' academic performance. Term strategy, strategic plan, strategic plan and their usefulness in schools will be discussed. The influence of vision and mission, Continuous assessment, physical facilities, and syllabus coverage strategies on academic performance will also be discussed.

#### **2.2 Concept of Strategic Plan and its Usefulness in Schools**

Strategy is defined as a set of plans to achieve results consistent with the organizational objectives (Wright, Kroll & Parnell, 1997). Ketokivi and Castafier (2004) describe SP as a periodic process that includes annual assessment of goals, budgeting, and translating priorities into resource allocation decisions. A strategic plan is a document that establishes the direction of a company or work unit and according to Aktan (2003), its components' includes: vision and mission statement, strategy, and action.

Performance is the goal of every organization and it refers to the end result of activities. Studies on the relationship between planning and organizational performance have proved inconclusive. Early studies suggested that SP enhanced performance (Herold, 1972; Thune & House, 1970). However, empirical evidence for a positive relationship between planning and firm performance remains inconclusive, particularly with respect to the role of



environmental and organizational contingencies (Andersen, 2004; Miller & Cardinal, 1994).

Strategic planning in the education sector emerged in the United States in the 1970s but mainly at the university and college level. In the mid-1980s, an estimated 500 districts were practicing some form of strategic planning. Strategic planning at the school level was introduced in many other countries as part of the broader decentralization and school-based management reforms of 1980s (IIEP, 2010). Strategic planning has been identified as a valuable framework for effective implementation of reforms and empowers schools to effectively respond to their needs (Fullan, 2004; Gamage, 2006; Steyn & Wolhunter, 2010). Other authors' have also argued that strategic plan is not the sole cause of success in educational institutions' because schools may be using other management practices such as organization structure, good human resource practice, to steer performance (Robin & Coulter, 2012). This study was informed by the inherent knowledge gap in the relationship between strategic plan and students' academic performance.

### **2.3 Schools Vision and Mission Statement on Students' Academic Performance**

Vision is defined as "a look towards the unknown to define the future, which combines current facts, hopes, dreams, threats and opportunities". This has been collaborated by Efil (2004) who defined vision has what the organization wants to become in the future and which position it desires to acquire. In the US according to a study done by Slate (2008), vision and mission statement of

high performing schools focused on providing a challenging environment dedicated to academic success. A study by Chimuka (2016), in Eastern Province, Zambia, established that there was minimal influence of vision and mission statement on academic performance in a number of schools that had formulated mission statement in their three year strategic plans. In Kenya, according to Genevieve (2010), when a school has a clear vision of high-performing and a long-term plan for reaching it, then the school administration and teachers take ownership of school improvement. Mission statement is a set of goals that help the organization reach its aims and that express its strategic objectives (Tutar, 2004). A study by Kache (2018), established that schools mission statement helps the schools to tailor their policies and programs towards academic performance. However, Campbell and Yeung (1991) noted that there is little research into mission statements nature and importance. School vision and mission are strategies that are used to define the ideal position of the school. Through vision and mission, it is possible to create a link between all stakeholders.

#### **2.4 Continuous Assessment Strategy on Students' Academic Performance**

Greaney (2001) defined assessment as any procedure designed to collect information about the knowledge, attitude, or skills of the learner. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects and field studies. The World Bank (1988) Policy Paper, "Education in Sub-Saharan Africa", recommended a renewed commitment to

academic standards principally through strengthening examination systems (Kellaghan & Greaney, 1992)

In the US, Hayes (2008) argued that perhaps as a result of a strong focus on improving achievement, high-achieving schools have put great stock in continuously assessing students' progress above and beyond the annual testing required by the law. Importantly in the US, a study by Onihunwa (2018), on roles of continuous assessment scores in determining the academic performance, found out that the higher the forms / frequency of C.A the higher the performance of the students. In Nigeria a study by Onuka and Oludipe (2005), on comprehensive implementation of CA revealed that there was significant remediation for poor performance as a result of the application of feedback mechanisms resulting from formative evaluation of learners.

Kellaghan and Greaney (2003) noted that, "when CA has important consequences attached to performance, they are likely to impact directly on teaching and learning". Naidoo and Jemieson (2004) noted that up to high school level, the assessment of students is done through terminal, half yearly and annual examinations at the schools.

The provision of quality education requires an effective quality assessment mechanism so as to ensure competencies spelt out in the curriculum are attained (MOE, 2015). In Kenya, Kwaka, Dennis and Kirima (2012) indicated that continuously assessed students produces better scores at the end of term examinations by 30 percent. A study carried by Kwaka, Dennis and Kirima (2012) on CA practice in enhancing preference of mathematics among

secondary school students in Mombasa district, revealed that teachers assessed students mainly for formative and summative reasons and those who used diagnostic assessment produced better scores at the end of term examination. Studies have indicated that CA has an influence on students' academic performance. However, the studies did not state the extent to which CA as a strategic program area of the strategic plan influenced students' academic performance.

### **2.5 Physical Facilities Strategy on Students' Academic Performance**

On the importance of school facilities, the Department for International Development (2007), research evidence shows that the most consistent characteristics in improving student performance are the availability of adequate physical facilities. Similarly, a study carried out by SACMEQ (2005) indicated that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. In Nigeria a study by Adeogun (2001) discovered a very positive relationship between physical resources and students' academic performance. He asserted that, schools endowed with more resources performed better than schools less endowed. Fonseca and Conboy (2006) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. Eshiwani (1993) identified lack of school plant as a policy factor that may cause poor academic performance.

Furthermore, the goal of infrastructure system in secondary schools is to seek increase attendance of students, enhance staff motivation and to improve academic achievement of students (Alimi, 2004). However, a study by Owoeye and Yara (2011) noted that there was no significant difference between students in secondary schools with and without adequate instructional facilities. Structures are very important in every school. Delivery of content and attainment of curriculum goals is dependent of available resources.

## **2.6 Timely Syllabus Coverage Strategy on students' Academic Performance**

Robinson (2011) describes syllabus design as the compilation of decisions regarding units and their sequence of performance In the United States of America, Thomas (2008), acknowledges implementation of the curriculum improved the test scores of majority of students. According to a study by National Council for curriculum and Association, Canada, schools that adequately cover the syllabus, had their students perform well (NCCA, 2010). In Zambia, A study conducted by Chablenga (2008), noted that Biology syllabus coverage on time affected students' academic performance. Comber and Keeves (2014) stated that within limits, the more hours allowed for instruction in subjects the higher the achievement. Timely syllabus coverage is critical to learners as pertains to performance in end of secondary school course examinations (Amadalo, Shikuku & Wasike, 2012). Shikuku (2009) discovered that content coverage has a major effect on how much children learn in first grade even when initial aptitude is satisfactorily controlled.

Academic performance is mainly achieved through successful implementation of developed school curriculum and mainly involves coverage of syllabus (Chinyani, 2013). Kananu (2011) found that there was inadequate syllabus coverage in Kenyan schools and whatever was covered was not done effectively, leading to poor performance in the subjects. However, Mutegi (2014) found that 68.1% of University students do not agree that syllabus coverage affects their performance in their final examinations. A syllabus is a tool that links goals of education at different levels in order to break them down and come up with individualized goals.

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

A number of studies have underscored that vision and mission statement, syllabus coverage strategy, continuous assessment strategy and physical infrastructure strategy have an influence on students' academic performance. A study carried out by Kache (2018) on influence of strategic plan on students' academic performance in public secondary schools in Marsabit central Sub county, revealed that school mission statement greatly influenced students' academic performance as indicated by 98.2% . However, Campbell and Yeung (1991) noted that there is little research into mission statements nature and importance. A study carried by Kwaka, Dennis and Kirima (2012) on CA practice in enhancing preference of mathematics among secondary school students in Mombasa districts, revealed that teachers assessed students mainly for formative and summative reasons and those who used diagnostic assessment produced better scores at the end of term examination.

However, the study did not state the extent to which continuous assessment as a strategic program area of the strategic plan influence students' academic performance. A study by Owoeye and Yara (2011) noted that there was no significant difference between students in secondary schools with and without adequate instructional facilities. Timely syllabus coverage is critical to learners as pertains to performance in end of secondary school course examinations (Amadalo, Shikuku & Wasike, 2012). However, Mutegi (2014) found that 68.1% of University students do not agree that syllabus coverage affects their performance in their final examinations. This study will fill this gap in the body of knowledge on the influence of implementation of strategic plans on students' academic performance in Maara Sub-county.

## **2.8 Theoretical Framework**

The study was guided by the Education Production function Theory proposed by Mace (1979). In the production function theory, education process is looked at as where inputs are converted to outputs. Education is a kind of industry where people enter as raw materials and come out as finished products. The function shows relationship between two or more variables. These variables are vision and mission statement, continuous assessment strategies, physical facilities strategies and syllabus coverage strategy which are part of the schools' strategic plan and their effect to performance. A linear equation in the form of a production equation can be used to express this relationship as follows:

$$A_i = f_1X_1 + f_2X_2 + f_3X_3 + f_4X_4 + U$$

**Where,**

**$A_i$  = students' academic performance;**

**$f_1 \dots f_4$  = Represents all variable elements that affect performance (vision and mission, continuous assessment, physical facilities, syllabus coverage).**

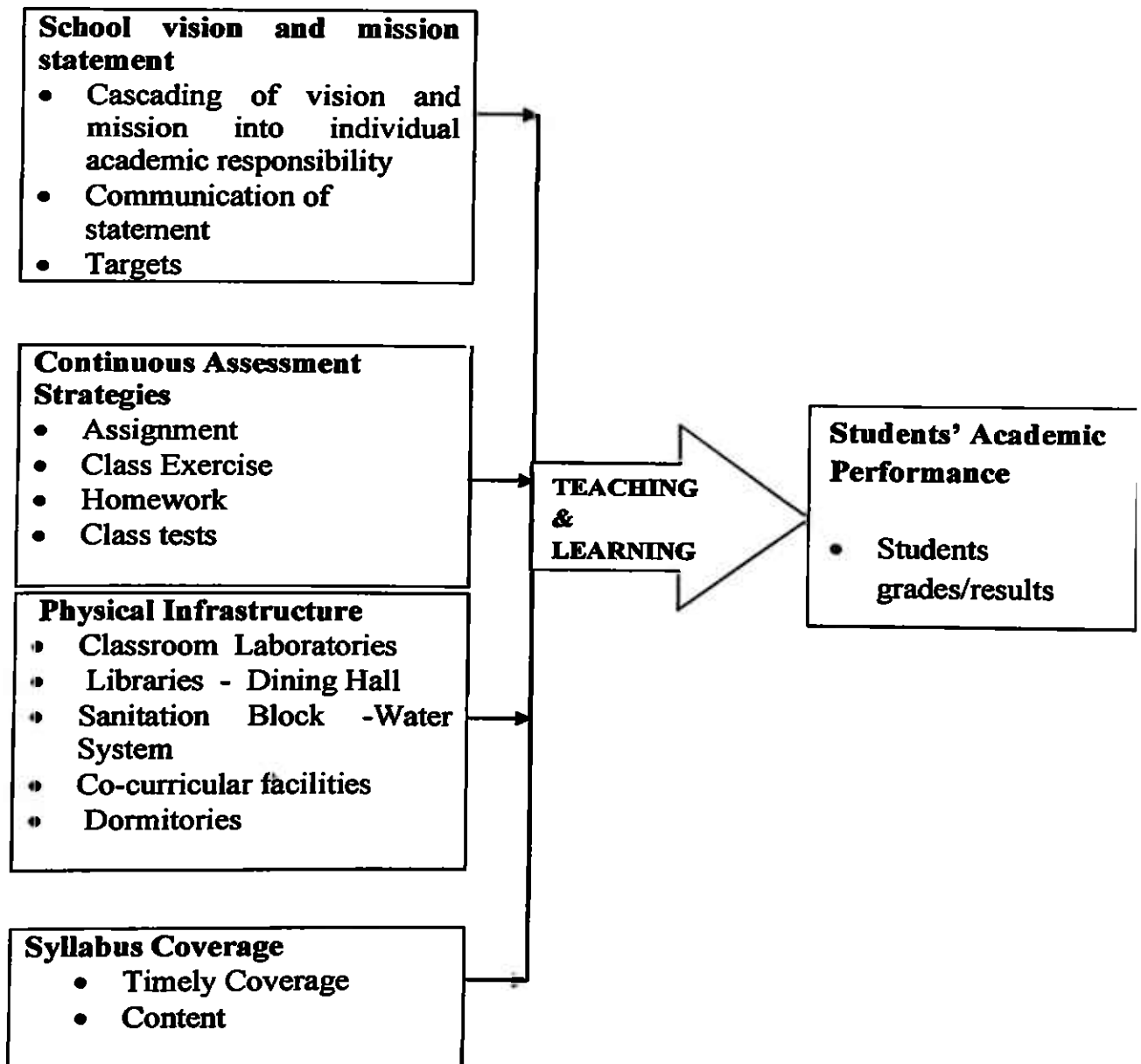
**$u$  = extent of application for these variants and  $x_1 \dots x_4$  represents the constant elements which in our case will be taken as extraneous variables.**

**These include but are not limited to social factors and student's attitudes. The Education Production function theory suits this study in understanding the influence of the inputs to the outputs. In this study, Schools' vision and mission statement, continuous assessment, physical facilities and syllabus coverage are key strategies of strategic plan to meet schools' strategic issue on academic performance.**

## **2.9 Conceptual Framework**

**Mugenda and Mugenda (2003) describes Conceptual framework as a model that shows the existing relationship between two variables. Therefore this model was used in identifying the independent variables and dependents variables and their existing relationship of this study.**





**Figure 2.1: Diagrammatic Representation of Strategic Plan Implementation that Influence Students' Performance at Public Secondary Schools**

Figure 2.1 shows the relationship between the influences of different components of strategic plan implementation on students' Academic Performance in Public Secondary Schools in Maara Sub-County. Further it demonstrates inputs; Schools' vision and mission statement, strategies in continuous assessment, syllabus coverage and physical infrastructure.

The process is the Act of implementing the strategic plan while the students' academic performance is the output. Different variables interact with the dependent variables for their successful implementation and output. The relationship between the independent variables and dependents variables is manipulated in this study to assess their effect on the students' academic performance.

Schools are expected to have vision and mission statement that spells the strategic direction of the school in regard to academic performance. Continuous Assessment strategy is used by schools to gauge how well students are progressing in view of the expected achievement level in performance. A syllabus coverage strategy empowers students to prepare adequately for the final examination hence help in enhancing performance. Physical Infrastructure development strategies better equipped with adequate provision of plant and facilities are more likely to produce a higher level of learning and motivation among the learners as compared to others.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design, target population, research instruments and reliability and validity of instruments used as well as data collection and presentation methods.

#### **3.2 Research Design**

A research design according to Kothari (2004) is the arrangement of conditions for collecting and analysis. The study employed descriptive survey research design because it was an effective method of collecting original data from a wide range of respondents and provides an opportunity for a researcher to study and explore the status of the programme activities in the school (Orodho 2009). Further Orodho (2009), pointed out that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The objective of the study was to establish the influence of variables like vision and mission statement, continuous assessments, physical facilities and syllabus coverage on academic performance, thus descriptive approach would be suitable in this study, since data collection from respondents would assess attitude's and opinions on the influence of schools strategic plans on students' academic performance.

#### **3.3 Target Population**

According to Mugenda and Mugenda (1999), the target population is the entire group a researcher is interested in. According to the data base of Maara Sub-

county MOE office, there are currently 53 registered public secondary schools in Maara Sub-County. The target population included Head teachers, HODs and form four students. Thus, the target population would consist of all the 53 public secondary schools in Maara Sub-County that will comprise of 53 head secondary school teachers, 250 head of departments (HODs) and 2000 form four students. The head teachers were targeted because they were very fundamental in strategic planning within a school. HODs were also targeted because they are in charge of supervising activities in departments while form four students were considered suitable on the basis that this group of students had been in school the longest and hence could identify the benefits of Strategic plan in schools.

**Table 3. 1: Target population**

<b>Sample</b>	<b>Number of respondents</b>
Head teachers	53
HODs	250
Form 4 students	2000
<b>Total sample</b>	<b>2303</b>

### **3.4 Sample Size and Sampling Procedure**

A sample is a proportion or subset of a larger group called a population (Fink, 2013). Stratified sampling will be used to select 11 public secondary schools; representing 19% of the total population. This is in agreement with Mugenda and Mugenda (2003), who recommends that for a sample to be considered as a good representation, it should be between 10% and 30%. Simple random

sampling technique was used to select the final sample from each category of the population. Table 3.2 illustrated a summary of the units that would comprise the final sample.

**Table 3.2: Summary of the Units that Will Comprise the Final Sample**

<b>Respondents</b>	<b>Target Population</b>	<b>%</b>	<b>Sample Size</b>
Head Teachers	53	20%	11
HoDs	250	14%	35
Form Four Students	2000	10%	200
<b>Total</b>	<b>2303</b>	<b>20%</b>	<b>236</b>

### **3.5 Research Instruments**

For the study, questionnaires, interview schedule and document analysis was used as data collection instruments. The use of questionnaire was preferred since it enabled coverage of population with little time, personnel and cost effective. Mugenda and Mugenda (2003) recommend the use of questionnaires as the most commonly used instruments in social sciences research. The questionnaires containing structured questions will be designed to gather information about influence of strategies such as vision and mission statement, CA, physical facilities, and syllabus coverage on academic performance. The interviews would offer room for the respondents to give more information on the influence of strategic plan strategies on academic performance of students. Document analysis is a form of qualitative research in which documents are

interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Thus the researcher would read existing schools strategic plans to check on how they addressed the study's variables.

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

According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Orodho (2008) ascertains that content validity is the degree to which the empirical measure or several measures of the concepts, accurately measure the concept. He further argues that content validity is a non- statistical method used to validate the content employed in the questionnaire. The researcher prepared the instruments in close consultation with supervisors in order to ensure that the items in the questionnaire covered all the areas under investigation. This was in line with Best and Khan (2002) who observed that, content validity of the research instruments could be enhanced through expert judgment. In this case, the researchers' supervisors, who are experts in educational planning, helped to assess the validity of the instruments.

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

Reliability refers to consistence of measurement thus the extent to which the results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error (McMillan & Schumacher, 2009). The researcher used test- re-test method to determine the reliability of the research instruments. The developed

questionnaires were administered twice to the same respondents at an interval of one week. Pearson's Product Moment Formula was used to calculate the correlation coefficient between the readings of the two tests.

The formula for calculating Pearson's Coefficient of Correlation Coefficient was:

$$\frac{N\sum XY - \sum X \sum Y}{$$

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

Where  $r$  = Pearson's Coefficient of Correlations Coefficient

$N$  = The number of respondents to complete questionnaires

$X$  = The scores of the first administration.

$Y$  = The scores of the second administration after one week.

The value of the correlation co-efficient ranges between -1 and +1, the closer the value to  $\pm 1$  the stronger the reliability. Therefore, correlation co-efficient was computed and found to be 0.803 for this study which clearly indicated demonstrates that the research instruments were statistically acceptable for the study as posited by Orodho (2009) that correlation coefficient ( $r$ ) of about 0.7 and above should be considered high enough to accept the reliability of research instruments.

### **3.6 Data Analysis Techniques and Presentation**

The data collected was thoroughly edited and checked for comprehensiveness.

The edited data was then summarized and coded for easy classification. The

tabulated data was then analyzed by calculating different percentages, where possible descriptive research especially frequencies was applied to help establish the relationship between the variables and make it easy for the researcher to understand and interpret implications of the study. This was facilitated by Statistical Package for Social Scientist (SPSS). Presentation of quantitative data in the form of tables and charts provided for clear interpretation of the findings. Inferential statistics like chi-square test, t-tests and ANOVA was used to calculate to see the level of dependence between variables.

### **3.7 Ethical Consideration**

Ethical issues that were emphasized to this study were to obtain introduction letter from the University of Nairobi. The research permit and authorization from National Council for Science and Technology (NACOSTI) were issued for the study. The researcher obtained permission from County and Sub County Education offices. The researcher pre-visited the selected schools and pre-notified the potential respondents on the significance of the study. The respondents were assured that the information they give would be handled with utmost confidentiality and for the purpose of this study only. The respondents were not allowed to give their identities to enhance trust and cooperation during data collection.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter presents data analysis in relation with the research objectives of the study. The chapter consists of questionnaire return rate, demographic information and availability of strategic plans in schools. The chapter also contains data presentation by use of frequency tables, figures, percentages, graphs, and charts and provided data interpretations intended to be achieved based on the variables under study. This section also contained descriptive statistics as well as inferential statistics that were vital in data analysis. Moreover, researcher provided interpretations and discussions based on the data collected after questionnaires were administered and data computation carried out to students, Heads of Departments and school Principals in relation to research objectives and findings.

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. According to Baruch (1999) questionnaire return rate is the proportion of research instruments returned from the field after they have been administered to respondents.

Three sets of questionnaires were administered to the Heads of Department's Principals and students. This is as presented in Table 4.1

**Table 4. 1: Questionnaire Return Rate**

<b>Category of Respondents</b>	<b>Questionnaires Administered</b>	<b>Questionnaires Returned</b>	<b>Percentage (%) Return rate</b>
Principals	11	10	91 %
HOD'S	35	34	97 %
Students	200	173	87 %
<b>Total</b>	<b>246</b>	<b>217</b>	<b>88 %</b>

Table 4.1 shows out of (11) questionnaires administered to principals, (10) of them were dully filled and returned with a response rate of (91%). On the other hand, (35) questionnaires administered to Heads of Departments and (34) of them were dully filled and returned with a response rate of (97%). Finally, (200) questionnaires administered to students and (173) of questionnaires were dully filled and returned marking a response rate of (87%) as illustrated by the study.

The high response rate was highly attributed to the fact that the researcher pre-notified the potential respondents and also applied the drop and pick method, for instance, the research participants were given ample time to fill the questionnaires and later on the dully filled questionnaires were picked immediately and others were collected on later date.

Additionally, the researcher also created awareness to the respondents as well as assuring participants that the information they give will only be treated with confidentially and only used for the purpose of this study.

However, the study did not mark (100%) return rate and this was associated with majority of respondents were working out of their tight schedules. For instances, teachers were busy supervising, marking and others attending the workshops and some respondents had a negative attitude towards research and they felt that the research was for political gains hence some respondents did not gave their responses.

The findings revealed the overall response rate of (87%) as illustrated in Table 4.1 for this study. These findings were in agreement with that of Mugenda and Mugenda (2003) who asserted that a response rate of above (70%) is considered statistically acceptable hence the return rate for principals, heads of department and students was reliable for this study.

### **4.3. Demographic Information of the Respondents**

The first part of the principals' questionnaires and Heads of Departments required that teachers to provide important personal information concerning their titles. On the other hand, student's questionnaire required them to provide student's end of term results for the last three (3) terms. The collected data was presented using frequencies, percentages and graphs.

#### **4.3.1 Distribution of Respondents by Title**

The study was interested in obtaining the personal information of principals and that of Heads of Departments with view of understanding the distribution pattern of respondents by their titles. The results were presented in Table 4.2

**Table 4. 2: Distribution of Respondents by Title**

<b>Title</b>	<b>Frequency</b>	<b>Percentages %</b>
Principals	10	23
HODS	34	77
<b>Totals</b>	<b>44</b>	<b>100</b>

Table 4.2 shows that principals who responded to the questionnaires were 10 making 23%. On the other hand, Heads of Departments who participated in this study were 34 making 77%. This is because each school had one (1) principal as head of school whilst the same school had more than five (5) departments such as department of sciences, mathematics, languages, technical, curriculum or humanities hence resulting to more Heads of Departments than principals as participants of the study.

#### **4.3.2 The End of Term Results for the Last Three Terms by Students**

The study captured data for end of term results for the last three (3) terms with the view of tracing the academic performance trends for form four students in Maara Sub County. The study examined the last three terms; term two (2) 2018 results, term three (3) 2018 results and term one (1) 2018 results by calculating the mean score for each term. The results were presented in Table 4.3

**Table 4. 3: End of Terms Results for the Last (3) Years by Students**

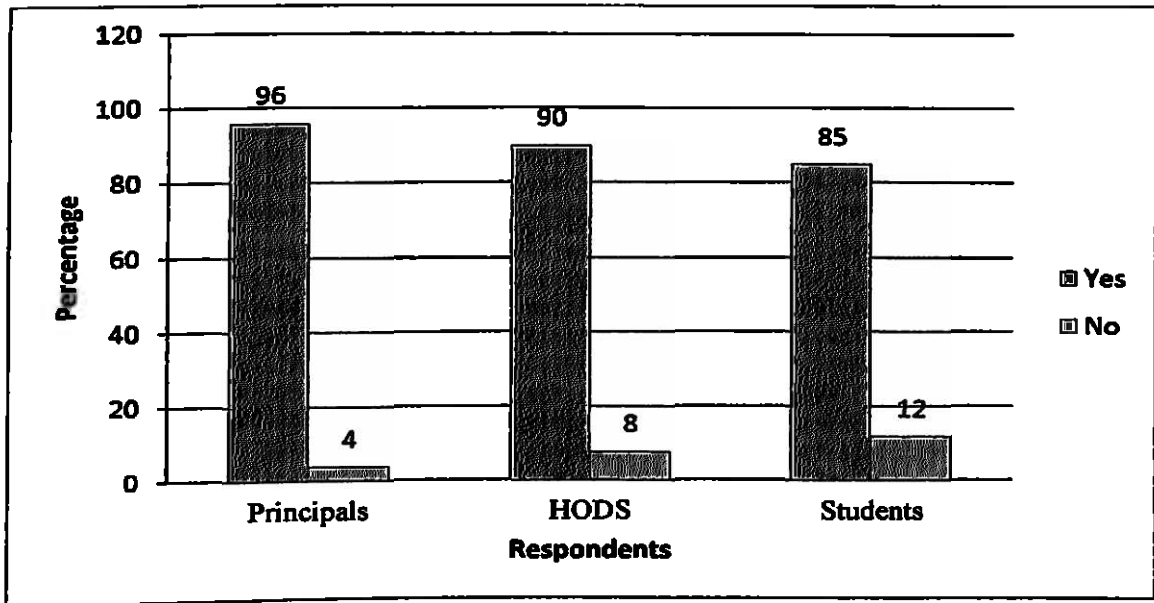
<b>Results for (3) terms</b>	<b>N</b>	<b>Mean</b>
End of term Two 2018 results	173	6.4592
End of term Three 2018 results	173	6.4388
End of term One 2019 results	173	6.4286

Table 4.3 shows that the academic performance for form four in the last three ends of terms was deteriorating. This indicated that the examination results are not corresponding with the strategic plan examination targets for the schools under study. This implied that targets grades by the school strategic plans are not achievable in Maara Sub County, Tharaka County.

The declining academic performance as established by the study, mirrors the report by UNESCO (2014) which indicated that in Kenya the students' academic performance in secondary schools has been declining in the last three years; 2016, 2017 and 2018 respectively. The report further indicated that (75%) of students do not attain the grade (C+) which is the university cut point hence denying many secondary school graduates a chance to enroll for courses at university. The findings further shows that public secondary schools in Maara Sub-County posted mean score below the average (C+) in the last three years.

#### 4.4 Availability of Schools Strategic Plans

The study was interested in obtaining the data on whether the schools under study had a strategic plan that acted as a blueprint for students' academic performance and vital in overall school management. The responses were presented in Figure 4.1

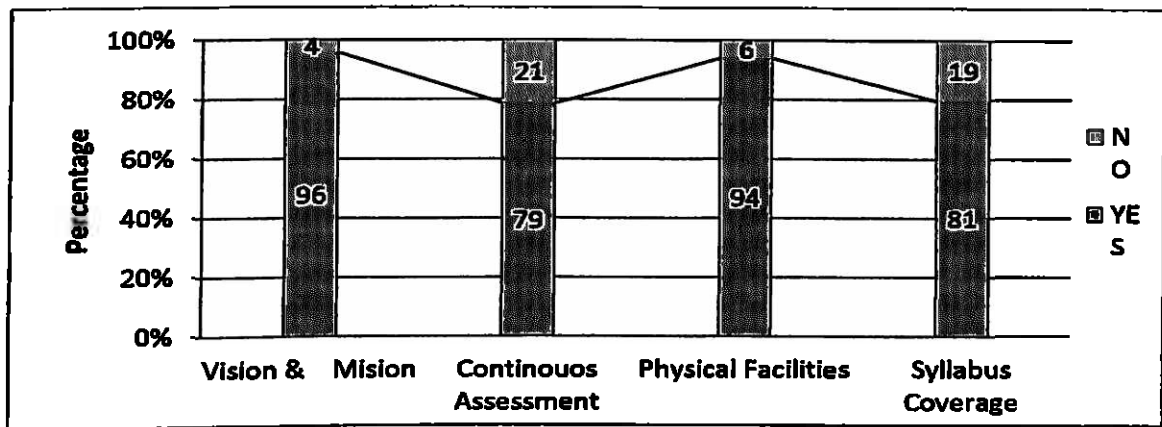


**Figure 4. 1: Availability of Strategic Plan in schools by Respondents**

Figure 4.2 shows that majority of all the respondents; principals, Heads of Departments and students enormously agreed that in their schools a strategic plan was available as illustrated by overall percentage of above 85% of respondents. Therefore, these findings implied that a strategic plan was deemed vital in day to day running of schools activities with the aim of fostering better academic performance and overall school management.

#### 4.4.1 Strategies in Schools Strategic Plan

The study captured data on the strategic plan strategies employed in the schools under study that included; vision and mission, continuous assessment, physical facilities and syllabus coverage. The aim of researcher was to examine the structure of the strategic plan and whether they had an influence on student's academic performance in Maara Sub County. The results were presented in the Figure 4.2



**Figure 4. 2 : Strategies in Schools Strategic Plans**

Figure 4.2 demonstrates that the overall responses for three categories of respondents agreed their schools strategic plan is anchored under the four strategies. For instance, the majority of respondents indicated their school strategic plan had a vision and mission as illustrated by (96%). These findings of this study are in same line with that of Slates, (2008) who asserted that vision and mission statement of high performing schools focused on providing a challenging environment dedicated to academic success.

On the statement, on whether the school strategic plan had continuous assessment, the findings demonstrated that majority of participants as indicated by (79%) agreed that their school's strategic plan had a strategy in relation to continuous assessments aimed at boosting the student's academic performance. Therefore, the study findings concur with that of Onihunwa (2018), who asserted that the role of continuous assessment scores is useful in determining the academic performance.

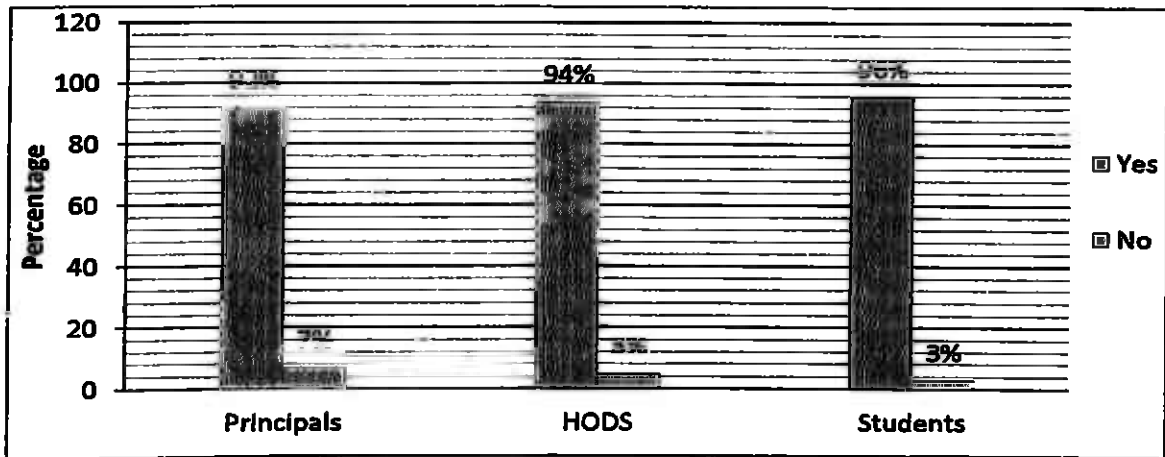
The researcher was also interested in finding out whether school's strategic plan had physical facilities strategy. The findings portrayed that an overall score of 94% of participants agreed with the statement. These results concluded that the schools under study demonstrated their strategic plan embraced the availability of physical facilities in schools.

The study also examined whether the secondary schools under study had a strategic plan with syllabus coverage as a strategy. This was achieved by overall participant responses of 81% where by majority of the participants were on agreement with the statement. Therefore, these study findings are in agreement with Amadalo, Shikuku & Wasike (2012) who pointed out that timely syllabus coverage is critical to learner's performance of secondary school course examinations.



#### 4.4.2 School's Strategic Plan on academic performance in Maara Sub County

The study captured data on whether school's strategic plan had an academic performance target. The findings were presented in Figure 4.3



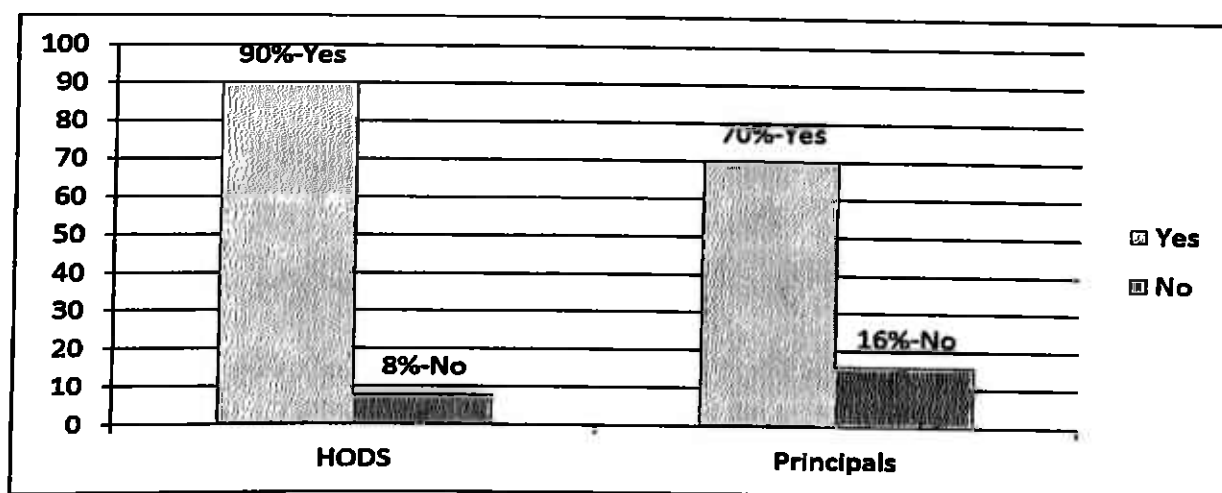
**Figure 4. 3: School Strategic Plan has an academic performance target**

The results in Figure 4.3 indicated that the majority of principals (92%) agreed that their strategic plan had an academic performance target. The same statement was administered to Heads of Departments and majority (94%) agreed that their school strategic plan had an academic performance target. The same statement was administered to students and majority of them (96%) confirmed that their schools strategic plan had an academic performance target.

Thus the findings are in line with Genevieve (2010) who propounded that a school strategic plan with an academic performance target embraced the school administration; teachers and students to take ownership of school

improvement hence fostered a high academic performance when compared to schools that their school strategic plan lacked an academic performance target.

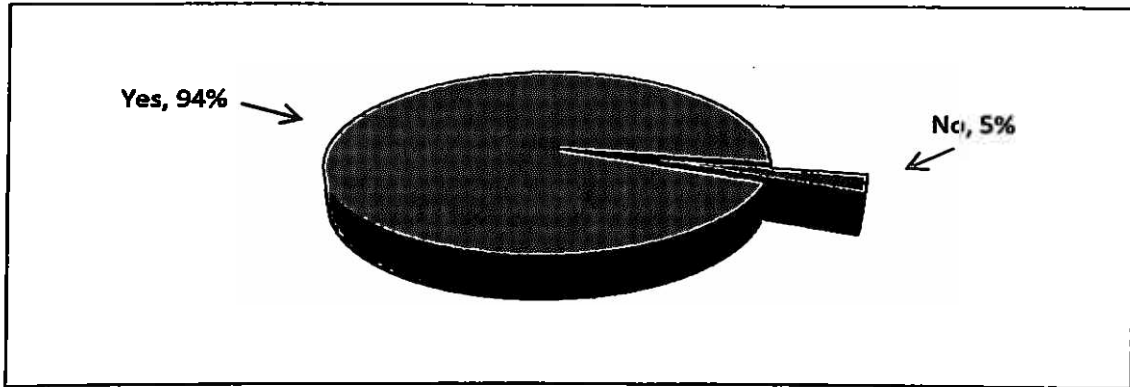
The study also aimed at obtaining information from the principals and Heads of Departments on the whether schools academic departments had performance targets. The responses were presented in Figure 4.4



**Figure 4. 4 : Departmental Academic performance targets**

Based on the results in Figure 4.4, majority of Heads of Departments (90%) agreed that their departments had an academic performance target. On the other hand, the same statement was presented to principals and majority of principals (70%) agreed that their departments had an academic performance target. Therefore, the study concluded that the schools under study had academic department's performance targets. This enhanced principals, heads of department and students' to achieve their academic set targets.

The researcher was also interested in establishing from the form four students, on whether their departments had an academic performance target. The findings were presented in Figure 4.5



**Figure 4. 5: Form four students' academic performance targets**

The findings on Figure 4.5 demonstrates that majority (94%) of students agreed that their departments had an academic performance target. This implied that the students who had academic performance target were to work extra hard and focused on achieving the set academic goals hence students end up fostering better results. However, form four students who lacked academic performance target felt no pressure to perform well hence fostered low grades in Maara Sub County, Tharaka.

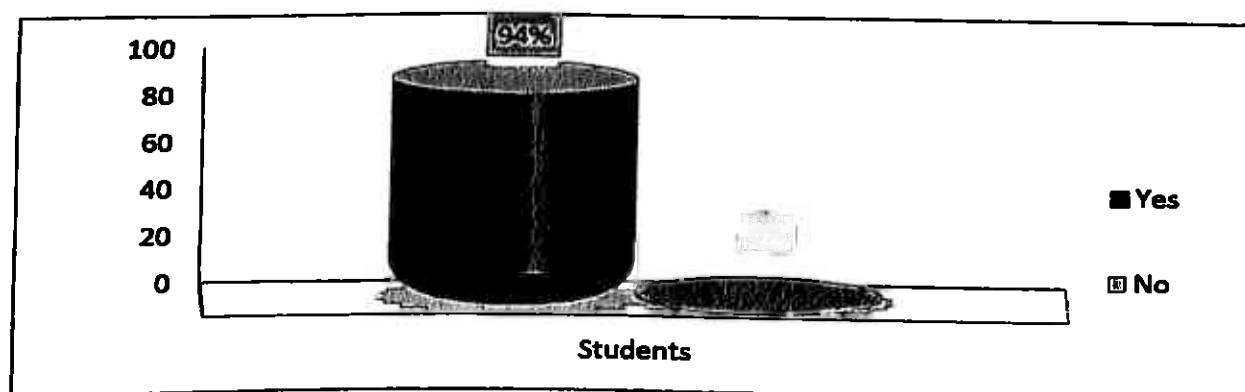
The study also captured the views of both principals and Heads of Departments on whether Form Four students had an academic performance target. The findings were presented in Table 4.4

**Table 4. 4: Responses on form four class academic performance targets**

	<b>Principals</b>		<b>HODS</b>	
	<b>Frequency</b>	<b>Percent (%)</b>	<b>Frequency</b>	<b>Percent (%)</b>
Yes	8	80	27	79
No	2	20	5	15
<b>Total</b>	<b>10</b>	<b>100</b>	<b>32</b>	<b>94</b>

Results in Table 4.4 postulates that majority of principals as indicated by (80%) agreed that the form four students had an academic performance target. The same statement was presented to Heads of Departments and majority of them (79%) attested that form four classes had an academic performance target. Therefore, the study concluded that the schools under investigation embraced an academic performance target that acted as catalyst for schools academic success.

The researcher was interested at obtaining responses from the form students on whether they had their individual student's academic performance target. The responses were presented in Figure 4.6

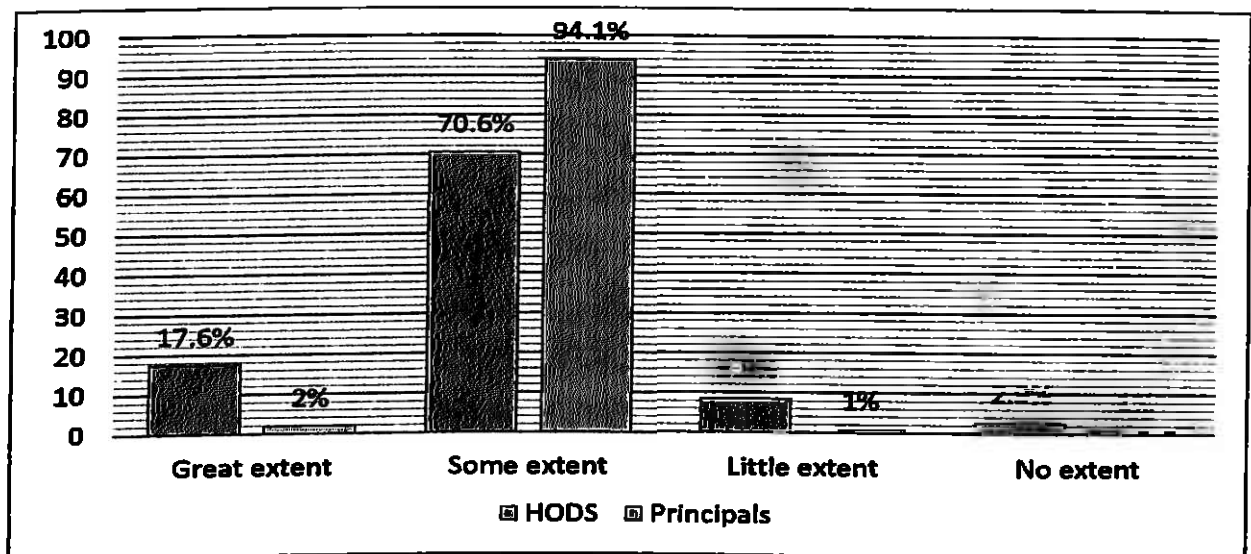


**Figure 4. 6: Students Responses on Academic Performance Targets**

Findings in Figure 4.6 shows majority of the students as illustrated (94%) agreed that they had their individual academic performance targets. This implied that majority of students in Maara Sub County had an individual academic performance target that enabled students to remain committed in achieving academic set goals.

#### 4.4.3 The Extent to Which Schools met Academic Performance Targets in the Last 3 years

The study aimed at getting information from both the principals and Heads of Departments. This was accomplished by the researcher administering questionnaires to principals and HODs and findings are presented in Figure 4.7 below.



**Figure 4. 7: School Met Its Academic Performance Target for the Last (3) Years**

Results in Figure 4.7 portray that majority of the Heads of Departments (70.6%) and principals (94.1%) agreed that schools met academic

performance target in the last three years in Maara Sub County. Therefore, the study concluded that the schools under study had made significant steps towards implementation of strategic plan in teaching and learning in a bid to improve academic performance as set in the strategic plan.

The study captured the responses of students on to what extent students at individual level met their academic performance target in the last three years.

The responses were presented in Table 4.5

**Table 4. 5: The Individual Academic Performance Target for the Last 3 Years by Students**

<b>Statement</b>	<b>Frequency</b>	<b>Percent %</b>
No extent	14	8.7
Little extent	17	10.4
Some extent	85	51.3
Great extent	49	29.6
<b>Total</b>	<b>165</b>	<b>100.0</b>

Table 4.5 shows majority (51.3%) of students to some extent achieved individual academic performance target. This implied that strategic plan enabled students to set their own performance targets. Further, (29.6%) of students to great extent confirmed that they had set their own academic performance target. This meant that academic performance was viewed with greater accomplishment in lives of students.

#### 4.4.4 KCSE Mean Score for last Three Years in Maara Sub County

The study was interested in obtaining the views of Heads of Departments and principals on KCSE mean score for the last three years in Maara Sub County.

The findings were presented in Table 4.6

**Table 4. 6: KCSE Mean Score for Last Three by Principals and HODS**

<b>Statements</b>	<b>N</b>	<b>KCSE Mean</b>	<b>N</b>	<b>KCSE Mean</b>
KCSE mean score in year 2016	7	3.5438	18	3.6513
KCSE mean score in year 2017	8	3.4953	19	3.5038
KCSE mean score in year 2018	9	3.6688	20	3.6496
<b>Total</b>	<b>8</b>	<b>3.7219</b>	<b>18</b>	<b>3.6015</b>

According to the findings in Table 4.6, principals' responses indicated that schools had an overall KCSE mean score of 3.7219 (D+) for the last three years in Maara Sub County. According to the Principals, KCSE mean in 2016 was (3.5438), and in 2017 the schools KCSE mean was (3.4953) with a negative index of (-0.0485). However, in year 2018 the schools under study had KCSE mean score of (3.6689) with a positive index of (0.173). This implied that there was a slight improvement in KCSE mean in 2018 compared to the last two years.

This was attributed to implementation of strategic plan in schools. On the other hand, the Heads of Departments indicated that KCSE mean in year 2016

was (3.6513) and in year 2017 the schools had registered a KCSE mean of (3.5038) with a negative index (-0.1475) and in the year 2018 Heads of Departments indicated that the schools under study had a KCSE mean of (3.6496) with a positive index of (0.1461). This implied there was an improvement in the year 2018 when compared to last two years. This implied that implementation of a strategic plan had a positive influence on the academic performance.

#### **4.5 Influence of Vision and Mission Statement on Students' Academic Performance**

The first objective of this study was to establish the extent to which mission and vision statement influence students' academic performance in public secondary schools in Maara-Sub-County. The results were presented in Table 4.7

**Table 4. 7: Communication of Vision and Mission Statement to Students**

<b>Statements</b>	<b>Principal</b>		<b>HODS</b>	
	<b>Frequency</b>	<b>percent (%)</b>	<b>Frequency</b>	<b>percent (%)</b>
Great extent	-	-	10	30.3
Some extent	2	66.3	18	54.5
Little extent	1	33.3	7	15
<b>Total</b>	<b>3</b>	<b>99.6</b>	<b>25</b>	<b>99.8</b>



The findings in Table 4.7 indicates majority of the principals (66.3%) agreed that communication of school vision and mission statement was communicated to students in accordance to school's strategic plan. This implied that school's vision and mission statement was well communicated to students as principals portrayed that their schools toiled to achieve the vision and mission as anchored in their school strategic plan.

The results in Table 4.7 further postulates that majority of Heads of Departments at (84.8%) confirmed that there was communication of school vision and mission statements to students. Therefore, these findings are in line with Kache, (2018) that stated, "Schools' mission and vision statements enabled the schools to tailor their policies and programs towards academic performance". The researcher was interested on obtaining the students responses on how often the school vision and mission statements were communicated to students by the teachers, principals, Parent Association (PA) and Board of Management (BOM). The findings were presented in Table 4.8

**Table 4. 8: School Vision and Mission Communication Statement to Students**

<b>BOM Statements</b>	<b>Teachers</b>		<b>Principals</b>				<b>PA</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
No extent	11	6.8	2	1.2	40	60	61	40.1
Little extent	12	7.4	20	12.2	17	11.3	21	13.8
Some extent	53	32.7	32	19.5	32	21.3	34	22.4
Great extent	86	53.1	110	67.1	14	2.7	21	13.8
<b>Total</b>	<b>162</b>	<b>100</b>	<b>164</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>137</b>	<b>100</b>

The findings in Table 4.8 demonstrates that majority of the teachers (53.1%) communicated schools' vision and mission statement to students promptly in accordance to the school strategic. The results in Table 4.8 further, indicated that principals (67.1 %) communicated the schools vision and mission statement to students in relation to the schools strategic plan. The results further revealed that 60% of the members of parents association did not communicate the schools' vision and mission statement to students.

This implied perhaps that parents associations were not involved in the process of developing schools' strategic plans. Therefore, the study concluded that majority of parents association were not involved in school strategic plan implementation in Maara Sub County. Finally, the results on Table 4.8 showed that majority of BOM (40.1%) did not communicate schools' vision and mission statement to students. Hence the study concluded that BOM were not involved in process of implementation of schools strategic plan.

#### **4.5.1 The extent to which schools vision and mission statement influence student's academic performance from the view of the Principal and HODs**

The researcher was interested on getting the views of Principals and Heads of Departments on whether schools vision and mission statement influenced student's academic performance in Maara Sub County. The collected data was presented in Table 4.9

**Table 4. 9: School Vision and Mission Statement on Student’s academic Performance as Viewed by the Principal and HODs**

<b>Statement</b>	<b>Principals</b>		<b>HODS</b>	
	<b>Frequency</b>	<b>Percent%</b>	<b>Frequency</b>	<b>Percent%</b>
Great extent	2	22.2	11	36.7
Some extent	6	66.3	14	46.7
Little extent	1	11.1	4	13.3
No extent	-	-	1	3.3
<b>Total</b>	<b>9</b>	<b>99.6</b>	<b>30</b>	<b>99.7</b>

Results in Table 4.9 shows that majority of principals at (66.3 %) agreed that schools’ vision and mission statement influenced student’s academic performance positively in Maara Sub County. On the other hand, the results revealed that majority of the Heads of Departments (46.7%) agreed that schools’ vision and mission statement influences students’ academic performance positively in Maara Sub County. This implied that both the principals and Heads of Departments in the selected schools confined with spirit of schools’ strategic plan in the realization of improved student’s academic performance.

#### **4.5.2: The Extent the School Vision and Mission Statement Influences Student's Academic Performance**

The researcher sought to obtain the views of students on whether the school vision and mission had positive or negative influence on student's academic performance in Maara Sub County. The results were presented in Table 4.10

**Table 4. 10: School Vision and Mission statement influence on student's academic performance from the students' perspective**

<b>Statement</b>	<b>Frequency</b>	<b>Percent %</b>
No extent	16	9.9
Little extent	14	8.6
Some extent	53	32.7
Great extent	79	48.8
<b>Total</b>	<b>162</b>	<b>100.0</b>

The findings in Table 4.11 portrays that the majority of students at (48. 8 %) agreed that the school vision and mission statement had a positive influence on student's academic performance. This implied that the school vision and mission statement was in line with schools' strategic plan bid to actualization school academic success.

Therefore, these findings contradicts Chimuka (2016), in Eastern Province, Zambia, who established that there was minimal influence of vision and mission statement on academic performance in a number of schools that had formulated mission statement in their three year strategic plans.

Further data analysis on inferential statistics for students was carried out to establish the relationship between the school vision and mission and student's academic performance in Maara Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. As presented in Table 4.11.

**Table 4. 11: Chi-square Tests on Relationship Between Vision and Mission Statement and Student's Academic Performance**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.389	9	.000
Likelihood Ratio	43.153	9	.000
Linear-by-Linear Association	9.416	1	.002
N of Valid Cases	152		

The results in Table 4.11 demonstrates that there is a statistically significant relationship between the vision and mission statement and student's academic performance as illustrated by ( $p < 0.05$ ). This implies that the school vision and mission statement was well communicated to majority of students in Maara Sub County by majority of the principals and teachers in the implementation of the schools strategic plan whose vision and mission statement was anchored on academic success. These findings implied that majority of principals, Heads of Departments and students agreed to a great extent that school vision and mission statement had a positive influence on student's performance in Maara Sub Country.

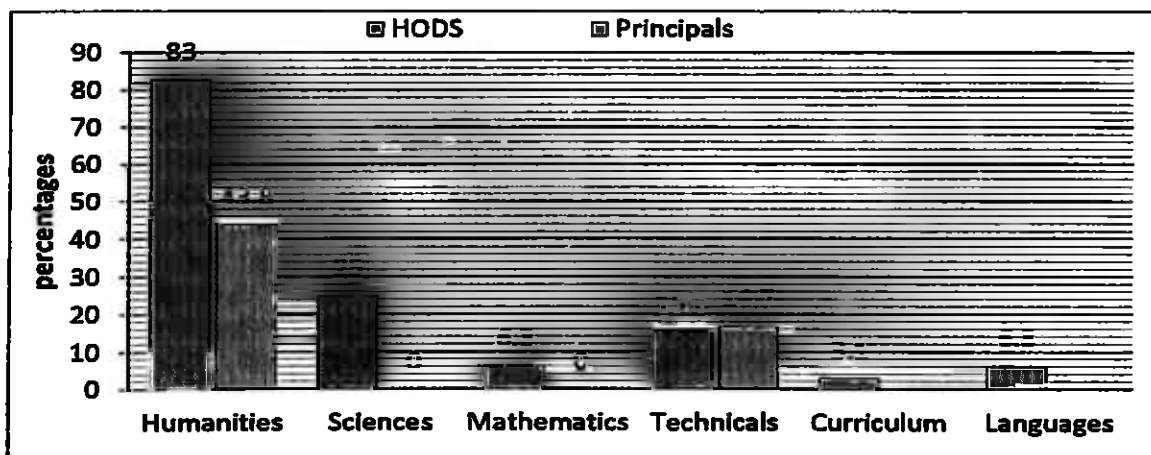
Therefore, the findings contradicts Chimuka (2016), in Eastern Province, Zambia, who established that there was minimal influence of vision and mission statement on academic performance in a number of schools that had formulated vision and mission statement in their three year strategic plans. However, these findings concurs to Slate (2008), who carried out a study in USA and observed that a vision and mission statement of high performing schools focused on providing a challenging environment dedicated to academic success.

#### **4.6 Influence of Continuous Assessment on Student's Academic Performance**

The second objective of this study sought to establish whether continuous assessment had a positive or negative influence on students' academic performance in Maara Sub County. The questionnaires contained questions such as indicate your department, nature of continuous assessment administered in your school, whether continuous assessment target was achieved by the students and Continuous assessment influence on students' performance in Maara Sub County.

The researcher was interested on getting the views of principals and Heads of Departments on their departments. The collected data was presented in Figure

4.8



**Figure 4. 8: Responses on departments**

The results in Figure 4.8 demonstrates that humanity departments was leading at HODs (83%) and (43.8%) of principals. Technical department was represented at (15.6%) Heads of department and (16.7%) of principals, other departments included science with (25%) of Heads of Departments while languages department and mathematics had both (6.3%) of representatives' rates. Finally, curriculum department had lowest representations in the schools under study.

#### **4.6.1 Nature of Continuous Assessment Administered to Students in Schools**

The study aimed at obtaining the information on the nature the continuous assessment administered to schools under study. This was achieved through the administering of questionnaires to students, head of department and the principals. The collected data was presented in Table 4.12

**Table 4. 12: Nature of Continuous Assessment Administered to Schools/Departments**

<b>Assessment</b>	<b>Principal</b>		<b>HOD</b>		<b>Students</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Home Work	2	25	8	23.5	15	9.6
Class Work	6	75	5	14.7	17	10.8
Class Tests	-	-	21	61.8	56	35.7
Assignments	-	-	-	-	69	43.9
<b>Total</b>	<b>8</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>157</b>	<b>100</b>

The results in Table 4.12 demonstrated that according to the nature of assessment administered, assignments was leading by (43.9%) from students responses. However, the most common nature of continuous assessment by all participants findings show that home work at (25%) of principals agreed with the statement, (23.5%) of Heads of Departments confirmed and (9.6% ) of students also agreed with the statement. On the other hand, class work as a form of continuous assessment cut across the respondents. For instance, (75%) of principals affirmed with the statement, (14.7%) of HODS also agreed with class work and (10.8%) students indicated that class work was administered in Maara Sub County.

The study further investigated whether the schools under study had a target on the frequency on administrating continuous assessment to students. The responses were presented in Table 4.13.



**Table 4. 13: School Target on the Frequency of Administrating of Continuous Assessment to Students**

	Principals		HODS		Students	
	f	(%)	f	(%)	f	(%)
Yes	7	70	29	90.6	114	72.6
No	-	-	5	9.4	9	5.7
Not Aware	3	30	-	-	34	21.7
<b>Total</b>	<b>10</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>157</b>	<b>100</b>

Results in Table 4.13 portrays that majority of principals at 70% agreed that the school target on the frequency of administering was met in the schools under study in Maara Sub County. Additionally, (90.6%) of Heads of Departments affirmed that school target was frequently met. On the same statements majority of students (72.6%) confirmed that the school target on administering continuous assessment was observed.

The researcher was also interested on establishing responses on whether school's target on continuous assessment administration to students was achieved. The collected data was presented in Table 4.14

**Table 4. 14: The Achievement of School Target on Administering Continuous Assessment to Students**

	Principals		HODS		Students	
	f	(%)	f	(%)	f	(%)
Yes	4	57.1	27	81.8	111	71.6
No	2	28.6	5	15.2	19	12.3
Not Aware	1	14.3	1	3.0	25	16.1
<b>Total</b>	<b>7</b>	<b>90</b>	<b>33</b>	<b>100</b>	<b>155</b>	<b>100</b>

The findings in Table 4.14 shows that majority of the principals at (57.1%) agreed that the school target on administering continuous assessment was achieved. Majority of the HODs at (81.8%) agreed that the school target on administering continuous assessment was achieved. The results in Table 4.14 further indicated that majority of the students at (71.6%) responded that school target on administering continuous assessment was achieved. This implied that the target was quiet measurable.

#### **4.6.2 The Extent the Administration of Continuous Assessment Influence on Student's Academic Performance**

The study was interested on establishing whether administration of continuous assessment had positive or negative influence on student's academic performance in Maara Sub County. The findings were presented in Table 4.15

**Table 4. 15: The Administration of Continuous Assessment Influence on Students' Academic Performance**

<b>Assessment</b>	<b>Principal</b>		<b>HODS</b>		<b>Students</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
To great extent	2	25	9	26.5	101	66.0
Some extent	6	75	20	58.8	46	30.1
Little extent	-	-	4	11.8	2	1.3
No extent	-	-	1	2.9	4	2.6
<b>Total</b>	<b>8</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>157</b>	<b>100</b>

According to Table 4.15 results demonstrates that majority of the principal as shown by (100 %) agreed that administration of continuous assessment

influences the academic performance. On the other hand, majority of the Heads of Departments as presented by (85.3 %) agreed that administration of continuous assessment had a positive influence on students' academic performance in Maara Sub County.

On the other hand, majority of the students at (96.1%) agreed that the administration of continuous assessment had a positive influence on student academic performance in Maara Sub County.

Further data analysis on inferential statistics for students was carried out to establish the relationship between the administration of continuous assessment and student's academic performance in Maara Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. As presented in Table 4.16

**Table 4. 16: Chi-square Tests on Relationship between the Administration of Continuous Assessment and Students' Academic Performance**

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	17.742	9	.038
Likelihood Ratio	20.199	9	.017
Linear-by-Linear Association	860	1	.354
N of Valid Cases	149		

The results in Table 4.16 demonstrates that there is a statistically significant relationship between the administration of continuous assessments and student

academic performance in Maara Sub County as illustrated by ( $P < 0.05$ ). This implied that the majority of students were well conversant with continuous assessments that were administered in the school. Additionally, students confirmed that teachers prepared students through giving them, class exercise, homework, class tests and assignments.

Furthermore, students affirmed that the school target on the frequency of administering continuous assessment was adhered to by teachers in the Maara Sub County. The findings in Table 4.17 revealed the school target on administering continuous assessment to students was achievable. Therefore, the study findings concluded that the school continuous assessment was in line with strategic plan in Maara Sub County, Tharaka. The findings of this study concur to Onihunwa (2018), on roles of continuous assessment scores in determining the academic performance; found out that the higher the forms / frequency of Continuous assessment the higher the performance of the students.

#### **4.7 Influence of Physical Infrastructure on Academic Performance**

This was the third objective of the study that aimed at establishing whether physical infrastructure had any impact on student's performance in Maara sub County, Tharaka. The objective was to examine whether the adequacy of the infrastructure used in schools affected the learners performance in one way or the other. The questionnaires had the following questions; does the school have physical facilities development target and assess to the current status of the physical infrastructure in schools. Additionally, the participants were to

give their responses on how the physical facilities affect student's academic performance in Maara Sub County, Tharaka.

#### 4.7.1 Availability of Physical Facilities Development Targets

The researcher sought to establish whether schools had a plan of facilities development for use in teaching and learning processes in Maara Sub County.

The collected data was presented in Table 4.17.

**Table 4. 17: Availability of Physical Facilities Growth Targets**

	Principals		HODS Students			
	f	(%)	f	(%)	f	(%)
Yes	5	83.3	26	92.9	123	86.0
No	1	16.7	2	7.1	20	14
<b>Total</b>	<b>6</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>143</b>	<b>100</b>

The findings in Table 4.17 shows that (83.3%) of the principal agreed that schools had physical facilities development growth target. Majority of the HODs at (92.9%) agreed that the schools had a physical facilities development target. The results further indicated that the majority of students at (86%) agreed that there was availability of physical facilities growth target in Maara Sub County.

The study aimed that obtaining the views of Heads of Departments; principals and students on assess the current status of the physical infrastructure in the schools under study. Therefore the questionnaires were administered to HODs, principals and students. The results were presented in Table 4.18

**Table 4. 18: The assessment on current status of the physical facilities infrastructure**

Facilities	Principals				HODS			
	Highly adequate f %	Adequate f %	Inadequate f %	Not available f %	Highly adequate f %	Adequate f %	Inadequate f %	Not available f %
Class room	3 33	5 56	1 11	0 0	6 18	24 71	4 19	0 0
Laboratories	1 11	5 56	0 0	1 11	7 21	14 41	12 35	1 20
Libraries	0 0	2 22	1 11	6 66	3 9	7 23	10 31	12 38
Dining Hall	1 11	2 22	3 33	3 33	5 15	19 36	5 15	5 15
Sanitation	1 11	5 57	2 22	1 11	5 15	21 64	7 21	0 0
Water system	5 56	3 33	0 0	1 11	9 27	20 59	4 12	1 3
Dormitories	0 0	4 50	1 13	3 38	3 10	14 47	8 27	5 18

The findings in Table 4.19 portrays that the majority of principals at (89%) agreed that classrooms are available. This implied the physical facilities were in relation to school strategic plan in Maara Sub County. The results further, confirmed that the majority of Heads of Departments at (88%) demonstrated that classrooms were available enhancing student's performance. The findings also indicated that both principals and HODs over (60%) postulated that laboratories were available and that enhanced teaching and learning of students in Maara Sub County.

Further, the study sought to establish the responses of the students on whether the physical availability of physical facilities in Maara Sub County. The findings were presented in Table 4.20.

**Table 4. 19: Availabilities of physical facilities**

Facilities	Students							
	Highly adequate		Adequate		Inadequate		Not available	
	f	%	f	%	f	%	f	%
Class room	82	48	59	34.5	29	17	1	0.6
Laboratories	36	21.2	70	41.2	56	32.9	8	4.7
Libraries	27	15.8	32	18.7	40	23.4	72	42
Dining Hall	46	27.4	50	29.8	42	25	30	17.9
Sanitation	52	30.1	68	39.3	29	16.8	24	13.9
Water system	83	49.7	49	29.3	26	15.6	9	5.4
Co	48	28	64	37.6	34	20	24	14
Curricular								
Dormitories	39	23.5	50	30.1	28	16.9	49	29.5

Findings in Table 4.19 depicted that the majority of students at (82.5%) agreed that the class rooms were available to facilitate teaching and learning in Maara Sub County. The results showed that majority of the students over (55%) were on contrary views when compared to majority of principals and HODS in regard to availability of physical facilities.

#### **4.7.2 Physical facilities effect on students' academic performance**

The study was interested on establishing whether the physical facilities had effect on student's academic performance in Maara Sub County. The responses were presented in Table 4.21

**Table 4. 20: Physical facilities effect on students’ academic performance**

Facilities	Principals								HODS							
	Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Class room	7	78	2	22	0	0	0	0	13	33	15	46	2	6	13	39
Laboratories	7	78	2	22	0	0	0	0	15	46	15	46	3	9	0	0
Libraries	1	11	6	67	2	22	6	66	9	29	20	66	2	7	0	0
Dining Hall	0	0	6	67	3	33	3	33	3	9	22	67	5	15	3	9
Sanitation	2	22	7	79	2	22	1	11	8	24	20	61	3	9	2	6
Water system	3	33	6	67	0	0	1	11	12	36	15	46	4	12	2	6

The findings in Table 4.20 demonstrate that physical facilities such as classrooms, libraries, sanitation, dining hall and water system had an effect on students’ academic performance. This was evidenced by the majority of the principals at (100%) and Heads of Departments at (88.8%) who attested that physical facilities such as classroom had a positive influence on students’ academic influence in Maara Sub County. These findings therefore concur with Adeogun, (2001) who discovered a positive relationship between physical resources and students’ academic performance. The results further indicated that overall physical facilities had over (70%) influence on the students’ academic performance as denoted by the majority of principals and



Heads of Departments in Maara Sub County. This meant that physical facilities were available and in accordance to provisions of school strategic plan thus enhanced students' academic performance in the schools under study. Therefore, the study finding concur with the Department for International Development (2007), research evidenced that the most consistent characteristics in improving student performance are the availability of adequate physical facilities such as classrooms, water or libraries.

#### 4.7.3 Influence of physical facilities on students' academic performance

The study was interested at establishing whether physical facilities had an influence on student's academic performance in Maara Sub County. The collected data was presented in Table 4.21

**Table 4. 21 : The influence of Physical Facilities on Students' Academic Performance**

Facilities	Students							
	Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
Class room	57	34.5	49	29.7	20	12.1	39	23.6
Laboratories	61	35.9	59	34.7	29	17.1	21	12.4
Libraries	75	44.1	42	24.7	23	13.5	30	17.6
Dining Hall	48	29.3	48	29.3	39	23.8	29	17.9
Sanitation	55	32.7	48	28.6	36	21.4	29	17.9
Water system	59	34.9	46	27.3	18	10.7	46	27.2
Co Curricular	57	33.3	46	26.9	34	19.9	34	19.0
Dormitories	44	26.5	51	30.7	18	10.8	53	31.9

The findings in Table 4.21 demonstrates that the majority of students opined that physical facilities had a positive influence on students' academic performance in Maara Sub County. For instance, the results revealed that (64.4%) of students postulated that availability of classrooms had a positive influence on the students' academic performance. Additionally, (70.6%) of students depicted that laboratories had a positive influence on student's academic performance. The overall percentages revealed that over (55%) of students revealed that physical facilities had a positive influence on student academic performance in Maara Sub County, Tharaka. The study findings concur to Alimi, (2004) that the goal of infrastructure system in secondary schools was to seek increase attendance of students, enhance staff motivation and to improve academic achievement of students.

Further data analysis on inferential statistics for students was carried out to establish the relationship between the physical facilities and student's academic performance in Maara Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. The findings was presented in Table 4.22

**Table 4. 22: Chi square tests on physical facilities influence and student's Academic Performance**

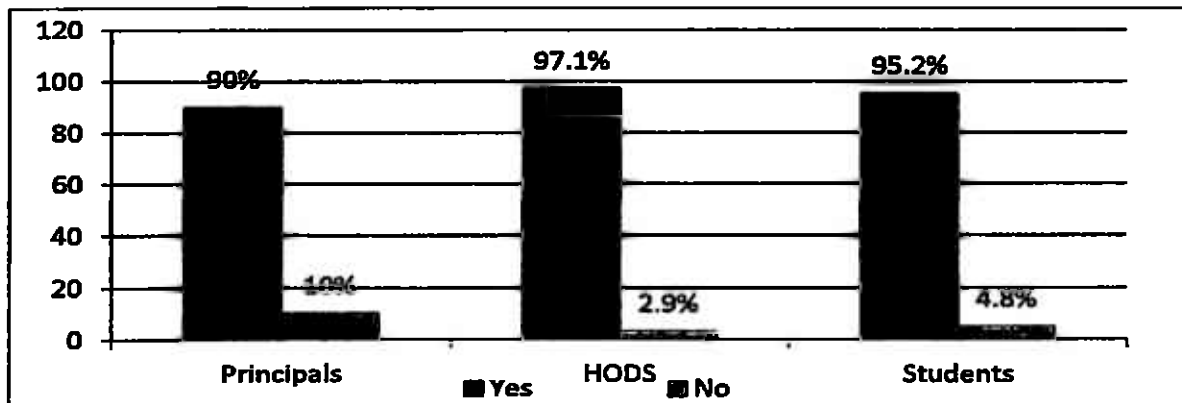
	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig.(2-sided)</b>
Pearson Chi-Square	20.817	9	.013
Likelihood Ratio	20.559	9	.015
Linear-by-Linear Association	6.454	1	.011
N of Valid Cases	151		

The results in Table 4.22 shows that there is a statistically significant relationship between availability of physical facilities and students' academic performance as indicated by  $P < 0.05$ ). This implies that majority of students confirmed that most physical facilities such as classroom, water system, laboratories, libraries or sanitation. This was evident by the responses of majority of the Heads of Departments and principals who agreed that most of physical facilities were accessible to students' thus had a positive influence on the students' academic performance in Maara Sub County, Tharaka. This meant that the physical facilities were in conformity with the school strategic plan in schools under study. These findings contradict Owoeye and Yara (2011) that there was no significant difference between students in secondary schools with and without adequate instructional facilities.

#### **4.8 Influence of Syllabus Coverage Strategy on students' Academic Performance in Maara Sub County, Tharaka**

This was the fourth objective of this study that sought to establish whether there was syllabus coverage influence on the students' academic performance. The objective was comprised of the availability of syllabus target in the schools under the study, the rates of coverage in the last three years and the contribution of syllabus coverage on students' academic performance in Maara Sub County, Tharaka County.

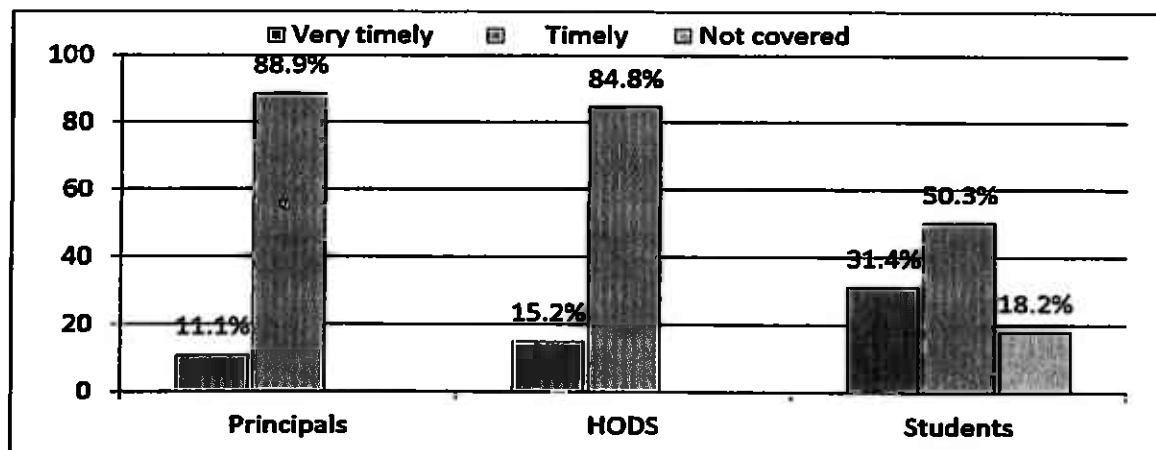
The study was interested on obtaining the opinions of the principals; Heads of Departments and students on the availability of syllabus coverage in the schools under study. The collected data was presented in Figure 4.9



**Figure 4. 9: Availability of Syllabus Coverage**

Results on Figure 4.9 portrays that the majority of principals at (90%) indicated the syllabus coverage target was available in accordance to school strategic plan strategy. The same statement was administered to Heads of Departments and majority of the HODS at (97.1%) attested that the syllabus coverage target was available hence enhanced the students' academic performance. The Figure 4.9 further revealed that the majority of students at (95.2%) agreed that syllabus coverage target was available and was anchored in the school strategic plan in Maara Sub County.

The study aimed at establishing the rate of syllabus coverage in Maara Sub County. The collected data was presented in Figure 4.10



**Figure 4. 10: Rates of Syllabus Coverage in the Last Three Years**

Based on Figure 4.10 the findings demonstrates that majority of principals at (88.9%) agreed that syllabus coverage was timely. On the other hand, majority of Heads of Departments at (84.8%) revealed that syllabus coverage was timely. The same statement was presented to students and majority of students at (50.3%) depicted that syllabus coverage was timely. These findings implied that the school strategic plan implementation was successful in sense that schools were thriving in school syllabus coverage in Maara Sub County, Tharaka.

#### **4.8.3 The Extent Syllabus Coverage Influence Students' Academic Coverage**

The researcher aimed that getting the views of students, principals and principals on whether the syllabus coverage had a positive or negative influence on students' performance in the selected school for study. The collected data was presented in Table 4.24.

**Table 4. 23: Syllabus Coverage Influences on Students’ Academic Performance**

<b>Assessment</b>	<b>Principal</b>		<b>HODS</b>		<b>Students</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Great extent	9	90	21	63.5	114	66.7
Some extent	1	10	10	30.8	44	25.7
Little extent	-	-	2	6.1	7	4.1
No extent	-	-	-	-	6	3.5
<b>Total</b>	<b>10</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>171</b>	<b>100</b>

The findings in Table 4.23 demonstrate that the majority of principals at (90%) agreed that the syllabus covering influenced students’ performance positively in Maara sub County. On the other hand, majority of HODS at (63.5%) agreed that syllabus coverage had a positive influence on the students’ academic performance. Further, findings revealed that majority of students as portrayed by (66.7%) of students affirmed that syllabus coverage had a positive influence to students’ academic performance in Maara Sub County. Therefore, the study concluded that syllabus coverage was in relation to school strategic plan. These findings concurs to (Amadalo, Shikuku & Wasike, 2012) who found that timely syllabus coverage was critical to learners as pertains to performance in end of secondary school course examinations.

Further data analysis on inferential statistics for students was carried out to establish the relationship between syllabus coverage and students’ academic performance in Maara Sub County. The researcher was then prompted to use

Chi-Square tests using SPSS software in order to achieve this objective. The collected data was analyzed and presented in Table 4.24

**Table 4. 24: Chi-Square Tests on Relationship between Syllabus Coverage and Students' Academic Performance**

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig.(2-sided)</b>
Pearson Chi-Square	30.834	9	.000
Likelihood Ratio	30.247	9	.000
Linear-by-Linear Association	9.394	1	.002
N of Valid Cases	156		

Based on the findings in Table 4.24 shows that there is a statistically significant relationship between syllabus coverage and students' academic performance as illustrated by ( $P < 0.05$ ). This implied that majority of students agreed that there was availability of syllabus coverage target in the schools under study. Furthermore, majority of students indicated that the syllabus coverage was timely achieved. Additionally, most of students revealed to great extent that syllabus coverage had a positive influence on students' academic performance in Maara Sub County. These sentiments of most of students were echoed by majority of principals and Heads of Departments in Maara Sub County. The study concluded that syllabus coverage was in relations to school strategic plan that was anchored on academic success in Maara Sub County, Tharaka.

**The findings of this study concurs to Chinyani,(2013) who propounded that academic performance is mainly achieved through successful implementation of developed school curriculum and mainly involves coverage of syllabus. However, the study contradicts Kananu (2011) that there was inadequate syllabus coverage in Kenyan schools and whatever was covered was not done effectively, leading to poor performance in the subjects.**



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

**This chapter mainly comprises of summary, conclusion and recommendations of the study carried out. The researcher carried out study in relation to the following four objectives: To establish the extent to which mission and vision statement influence students' academic performance in public secondary schools in Maara-Sub-County, to examine influence of Continuous Assessment strategy on students' academic performance in public secondary schools in Maara sub county; to evaluate the extent to which physical facilities development strategy influence academic performance of public secondary schools in Maara Sub County; to assess the extent in which syllabus coverage strategy influence on students' academic performance in public secondary schools in Maara Sub County.**

**The study can be used by MOE to use the findings of this study to formulate policies on formulation and implementation of strategic plans in line with National Goals. The findings from this study will be valuable to education policy makers in identifying areas that need improvement in the current strategic plans employed by secondary schools. Scholars in education will also be able to identify areas for further research based on the findings.**

## **5.2 Summary of the Study**

**This section contributes to main purpose of study which is to access influence of strategic plan implementation on students' academic performance in public secondary schools in Maara Sub County, Tharaka Nithi County, Kenya.**

**Three sets of questionnaires were administered to the three categories of the respondents: the principals, Heads of Departments, and the students to collect data for this study. The dully filled questionnaires were coded, analyzed and presented in various forms suitable for variables under study.**

**The research aimed on achieving the target of study and research objectives using the research samples size; 10 for principals, were dully filled and returned with a response rate of (91%), 34 for head of departments, were dully filled and returned with a response rate of (97%). Finally, 173 for students were dully filled and returned marking a response rate of (87%) as illustrated table 4.1 in the study.**

**Finally, the dully filled questionnaires were coded and data entry was carried out, data analysis on descriptive statistics and inferential statistics was achieved through the Statistical packages for social science (SPSS). Therefore, data was analyzed and presented in forms of charts, percentages, tables, figures and frequencies and summarized in accordance with the conceptual framework to establish the relationships and their linkages with the variables under study**

**Principals and heads of department were required to provide information concerning their titles. On the other hand, student's questionnaire required to**

give end of term results for the last three (3) terms. The respondents provided the required information in relation to the objectives of the study. The results demonstrated that majority of head of departments were more as compared to principals, it was represented by (77%) in the study. On the other hand, the number of principals who participated in the study was (22%) as portrayed in the study. This is highly attributed to fact that principals were fewer since each school had one (1) principal as head of school whilst the same school had many departments because of the many categories of the subjects of which there is a head of department for each and every category of subject.

Students gave information that portrayed that academic performance for form four in the last three years in ends of term in Maara Sub County Tharaka was scaling downwards as illustrated by the mean of (6.4388) which is C plain according to the grading system, (6.4592) which is C plain and (6.4286) C plain respectively. In short, the mean grade for three consecutive terms was a C plain. Therefore, the findings concluded that there was need to establish the influence of schools' strategic plan on their influence on students' academic performance in Maara Sub County Tharaka Nithi.

The study was keen on obtaining the data on whether schools under study had a strategic plan that acted as a blueprint for students' academic performance and vital in overall school management. The results showed that majority of all the respondents that is, principals, heads of department and students agreed that in their schools had a strategic plan as illustrated by overall percentage above (85%). Therefore, it is a clear indication that most schools considered a

**strategic plan a helpful tool in giving quality education and improving academic performance for schools in Maara Sub County**

**The study also captured data on the strategic plan strategies employed in schools under study that included; vision and mission, continuous assessment, physical facilities and syllabus coverage. The findings demonstrated that the overall responses for three categories of respondents agreed that their schools strategic plans are anchored under the four strategies. In this case, (96%) of the respondents agreed that there was vision and mission in their school strategic plan. This indicated the improvement of academic performance and the general success of the schools in quality education.**

**On the statement, does your school strategic plan has a continuous assessment, the findings demonstrated that majority of participants (79%) agreed that schools strategic plan had a strategy in relation to continuous assessments that would boost the students' academic performance. However, only 21% of participants had contradicting views that their school strategic plan lacked continuous assessment strategy. This showed that the continuous assessment test prepared the learners for final exams for they become familiar with questions asked and the most appropriate way of answering them hence posing good results.**

**The study revealed that (94%) of the respondents agreed that their strategic plan had physical facilities and only (5%) disagreed. The study also examined whether the secondary schools under study had a strategic plan with syllabus coverage as a strategy, (81%) agreed that they had a strategic plan with**

syllabus coverage and only (19%) disagreed. The study also captured the data on whether the school had strategic plan on academic performance target. The results indicated that majority of principals at (92%) agreed that their strategic plan had an academic performance target.

The same statement was administered to students and majority of students at (96%) confirmed that their school strategic plan had an academic performance target. However, only (3%) of students in the schools under study disagreed with statement that their school strategic plan lacked an academic performance target. This showed that the schools with academic performance target records high academic performance compared to schools without.

The question on whether schools under study had physical facilities growth target. Most of respondents over (70%) indicated their schools had a physical growth targets in Maara Sub County. On the same note, majority of all participants agreed that over (60) of the physical facilities were available hence accessible for achieving students' academic performance. The study concluded that the physical facilities had a positive influence on students' academic performance. This implied that the physical facilities such as classrooms, library, Laboratories, water or dormitories were readily available in selected schools for study.

The study revealed that most of respondents agreed that syllabus coverage target was readily available in the schools under study and the rates of syllabus coverage was timely and that the syllabus coverage had a positive influence on students' academic performance in Maara Sub County.

### **5.3 Conclusion of the Study**

Based on the analysis of data, this study concluded that schools strategic plan should be reviewed after every two years; this is because the results for the last three years are scaling downwards yet the schools confirmed that strategies in the plans were well outlined.

The study concluded that interpersonal relationship between the stakeholders and the students, this is because majority of students attested that the communication from parent association and BOM was not effective in term of communicating the school vision and mission statement to them. The study further concluded that Ministry of Education should be involved in establishment of the schools strategic plan strategies that are achievable and are in line with national goals. As this will enhance the development of holistic students who can address the societal needs in Maara Sub County.

### **5.4 Recommendations of the Study**

Based on the main findings, the study recommends the following,

- i. The study recommends that public secondary schools stakeholders, principals, teachers and students need to be educated on the importance of strategic plan to schools in Maara Sub County.
- ii. The study recommends that the schools' strategic plan should be formulated in relation to school vision and mission statement in order to enhance students' academic performance in Maara Sub County.

- iii. The study recommends the national treasury to enhance infrastructure allocation in public secondary schools in Maara Sub County
- iv. The study recommends that school strategic plan need to be accompanied by with proper managerial approaches such as leadership styles to enhance quality of education in Maara Sub County.

### **5.5 Suggestions for Further Research**

- i. The study suggests a similar study to be carried out in private secondary schools in Maara Sub County to examine the influence of strategic plan on students' academic performance
- ii. The study suggest there is a need for other studies to be carried out to establish on whether other factors have effects on student's academic performance in Maara Sub County.
- iii. The study recommends the National Treasury to enhance budgetary allocation in the education sector especially in public secondary in Maara Sub County.
- iv. The study recommends that school strategic plan need to be accompanied by with proper managerial approaches such as leadership to styles in enhancing quality of education in Maara Sub County.

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## **APPENDICES**

### **APPENDIX 1: LETTER OF CONSENT**

University of Nairobi,

Department of Educational Administration and Planning

P.O. Box 92, Kikuyu.

30<sup>th</sup> April, 2019

Dear Sir/Madam,

#### **RE: REQUEST TO COLLECT DATA**

I am a final year Master in Educational planning at the University of Nairobi. I am currently carrying out a research to investigate the influence of strategic plan implementation on students' academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County for the purpose of examination leading to the award of a degree of Master in Education Administration and Planning. The purpose of this letter is to request you to allow me to collect data for the purpose of this research. I submit that all data that will be collected will be used for research purpose and that all data will be treated with utmost confidentiality. Your support will be highly appreciated.

Yours faithfully,

Annceta Gacheri

## **APPENDIX II: QUESTIONNAIRES FOR FORM FOUR STUDENTS**

This is a questionnaire on an investigation on the influence of strategic plan on students' academic performance of public secondary schools in Maara Sub-County. The questions are for academic analytical purposes only. Confidentiality will be upheld.

### **Instructions**

Indicate with a tick or filling in the space(s) and do not write your name

### **SECTION A: PERSONAL INFORMATION**

Fill the table below with your end of term results for the last 3 terms

Term 2 2018 Marks	Term 3 2018 Marks	Term 1 2019 Marks

### **SECTION B: STRATEGIC PLAN**

1. Does the school have a strategic plan? Yes  No

2. Are the below strategies in your schools strategic plan? Tick appropriately

Name of the Strategy	Vision and Mission statement	Continuous assessment	Physical facilities	Syllabus Coverage
Yes				
No				

3. Does the strategic plan have an academic performance target?

Yes  No

4. Does each of the form have an academic performance target?

Yes  No

5. Do you have an individual academic performance target? Yes  No
6. To what extent have you met your individual academic performance target in the last three years? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**SECTION C: INFLUENCE OF THE VISION AND MISSION STATEMENT ON STUDENTS' ACADEMIC PERFORMANCE**

1. How often is the vision and mission statement of the school communicated to the students by the teachers, Principal, PA and BOM?

	To great extent	Some extent	Little extent	No communication at all
Teachers				
Principal				
P.A				
B.O.M				

2. To what extent does the vision and mission statement influence your academic performance? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**SECTION D: INFLUENCE OF CONTINUOUS ASSESSMENT ON STUDENTS' ACADEMIC PERFORMANCE**

1. What is the nature of continuous assessment administered by the teachers?
2. Class exercises [ ] Homework [ ] Class tests [ ] others specify.....
3. Does the school have target on the frequency of administering continuous assessment to the students? Yes [ ] No [ ]  
Not aware [ ]
4. Is the school's target on continuous assessment administration to the students achieved? Yes [ ] No [ ] Not aware [ ]



5. To what extent does the administration of continuous assessment influence your academic performance? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**SECTION E: INFLUENCE OF PHYSICAL INFRASTRUCTURE ON ACADEMIC PERFORMANCE**

1. Does the school have physical facilities development targets?

Yes[ ]

No [ ]

2. How would you agree or disagree on how the below facilities affect your academic performance? 4-Strongly agree, 3-Agree, 2 - Disagree, 1 - strongly Disagree

Facilities	4	3	2	1
Classroom				
Laboratories				
Libraries				
Dining Hall				
Sanitation Block				
Water System				

	Co-curricular activities Facilities'				
	Dormitories				

**SECTION F: INFLUENCE OF SYLLABUS COVERAGE STRATEGY ON STUDENTS' ACADEMIC PERFORMANCE**

1. Do you have syllabus coverage target? Yes[  ] No [  ]
2. How can you rate your school in terms of syllabus coverage in the last 3 years? Very timely [  ] Timely [  ] Not covered on time [  ]
3. To what extent does syllabus coverage contribute to your academic performance? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**APPENDIX III: QUESTIONNAIRES FOR PRINCIPALS/ HOD'S**

This is a questionnaire on an investigation on the influence of strategic plan implementation on students' academic performance of public secondary school students in Maara Sub-County. The questions are for academic analytical purposes only. Confidentiality will be upheld.

**Instructions**

Indicate with a tick or filling in the space(s) and do not write your name anywhere on this questionnaire

**SECTION A: PERSONAL INFORMATION**

Title of the respondent

Principal [ ] Heads of Departments [ ]

**SECTION B: STRATEGIC PLAN**

1. Does your school have a strategic plan? Yes [ ] No [ ]
2. Are the below strategies in your schools strategic plan?

Name of the Strategy	Vision and mission statement	Continuous assessment	Physical facilities	Syllabus Coverage
Yes				
No				

1. Does the school's strategic plan have an academic performance target?  
Yes[ ] No[ ]
2. Does your department have an academic performance target?  
Yes[ ] No [ ]
3. Does each form have an academic performance target? Yes [ ] No [ ]

4. To what extent has the school/ department met its academic performance target in the last three years? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

Fill the table below with KCSE mean of your school for the last 3 years

KCSE MEAN 2016	KCSE MEAN 2017	KCSE MEAN 2018

**SECTION C: INFLUENCE OF THE VISION AND MISSION STATEMENT ON STUDENTS' ACADEMIC PERFORMANCE**

1. How often do you communicate the vision and mission statement of the school to the students? In a scale of 1- 4 (4 being to a great extent)

	To great extent	Some extent	Little extent	No communication at all
HOD				
Principal				

2. To what extent does the vision and mission statement of the school influence students' academic performance? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**SECTION C: INFLUENCE OF CONTINUOUS ASSESSMENT ON STUDENTS' ACADEMIC PERFORMANCE**

1. What is the name of your department?
2. Humanities [ ] Sciences [ ] Maths [ ] Technical [ ]
3. What is the nature of continuous assessment administered to the students in your department / school?
4. Class exercises [ ] Homework [ ] Class tests [ ] Assignment [ ]
5. Does the school have target on the frequency of administering of continuous assessment to students? Yes [ ] No [ ] Not aware [ ]
6. Is the school's target on continuous assessment administration to the students achieved? Yes [ ] No [ ] Not aware [ ]

7. To what extent does the administration of continuous assessment to students in your department school influence students' academic performance? In a scale of 1- 4 (4 being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				

**SECTION E: INFLUENCE OF PHYSICAL FACULTIES ON ACADEMIC PERFORMANCE**

1. Does the school have any physical facilities growth targets? Yes[ ]No[ ]
2. Assess the current status of the physical Infrastructure in your school.

4- Highly adequate, 3- Adequate, 2- Inadequate, 1- Not available

Facilities	4	3	2	1
Classroom				
Laboratories				
Libraries				
Dining Hall				
Sanitation Block				
Water System				
Dormitories				

3. How would you agree or disagree with the following facilities on how they affect students' performance in your school? 4- Strongly agree, 3- Agree, 2 - Disagree, 1 - strongly Disagree

Facilities	4	3	2	1
Classroom				
Laboratories				
Libraries				
Dining Hall				
Sanitation Block				
Water System				

**SECTION D: INFLUENCE OF SYLLABUS COVERAGE STRATEGY OF THE STRATEGIC PLAN ON STUDENTS' ACADEMIC PERFORMANCE**

1. Do you have syllabus coverage target in your department / school?
2. Yes  No
3. How can you rate your department / school in terms of syllabus coverage for the current form fours in the last three years?  
 Very timely  Timely  Not covered in time

4. To what extent do you think syllabus coverage affect students' academic performance in your department/school? In a scale of 1- 4 (4being to a great extent)

	4	3	2	1
To great extent				
Some extent				
Little extent				
No extent				



#### **APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS / HOD'S**

- 1. Does the school have a strategic plan that it is currently implementing?**
- 2. What is the implementing period of the current strategic plan (if any)?**
- 3. What is the academic performance target in the strategic plan?**
- 4. What are the strategies in the strategic plan to improve on academic performance?**
- 5. When was the strategic plan formulated? Who was involved in its formulation?**
- 6. What has been the mean score of the school's academic performance in KCSE in the last three years?**
- 7. What is the vision and mission statement of the strategic plan?**
- 8. What is the influence of vision and mission of the strategic plan on academic performance?**
- 9. What is the influence of continuous assessment strategy in the strategic plan on students' academic performance?**
- 10. How does syllabus coverage strategy influence students' academic performance?**
- 11. How does physical facilities development strategy influence students' academic performance?**

## **APPENDIX V: STRATEGIC PLAN REVIEW CHECKLIST**

	<b>Verification Category</b>	<b>Checklist Item</b>	<b>Result Y/N</b>
<b>1</b>	<b>Existence of a strategic plan</b>	<b>Existence of strategic plan</b>	
<b>2</b>	<b>Existence of academic Performance Goal as a strategic issue in the strategic plan</b>	<b>Existence of Academic Targets</b>	
<b>3</b>	<b>Presence of following strategies in the strategic plan</b>	<b>Vision and Mission Statement</b>	
		<b>Continuous Assessment</b>	
		<b>Physical Facilities</b>	
		<b>Syllabus Coverage</b>	
<b>4</b>	<b>Targets on administration of Continuous Assessment</b>	<b>Presence of targets on administration of Continuous Assessment</b>	
<b>5</b>	<b>Targets on development of Physical Facilities</b>	<b>Presence of Targets on development of Physical Facilities</b>	
<b>6</b>	<b>Targets on Syllabus Coverage</b>	<b>Presence of targets on Syllabus Coverage</b>	

## APPENDIX VI: RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kileleshwa  
Off Wajyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/83393/31508**

Date: **23<sup>rd</sup> July 2019**

**Annceta Gacheri Mbiuki**  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

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

Following your application for authority to carry out research on *"Influence of strategic plan implementation on students' academic performance in Public Secondary Schools in Maara Sub County, Tharaka Nithi County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Tharaka Nithi County for the period ending 23<sup>rd</sup> July 2020.

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

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

  
**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Tharaka Nithi County.

The County Director of Education  
Tharaka Nithi County.

## APPENDIX VII: RESEARCH PERMIT

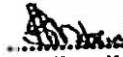
**THIS IS TO CERTIFY THAT:**  
**MS. ANNCETA GACHERI MBIUKI**  
**of UNIVERSITY OF NAIROBI , 2768-200**  
**Nairobi, has been permitted to conduct**  
**research in Tharaka-Nithi County**

**Permit No : NACOSTI/P/19/83393/31508**  
**Date Of Issue : 23rd July, 2019**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF STRATEGIC**  
**PLAN IMPLEMENTATION ON STUDENTS'**  
**ACADEMIC PERFORMANCE IN PUBLIC**  
**SECONDARY SCHOOLS IN MAARA**  
**SUBCOUNTY, THARAKA NITHI COUNTY,**  
**KENYA**



**for the period ending:**  
**23rd July, 2020**

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

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