STRATEGIC PLANNING: A REFORM TOOL FOR IMPROVING PERFORMANCE MANAGEMENT PRACTICES BY PRINCIPALS OF PUBLIC SECONDARY SCHOOLS IN NYAMIRA COUNTY- KENYA

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DECLARATION

'This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.'

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DEDICATION

This thesis is dedicated to my late mother, Sarah Seje, who single handedly struggled and facilitated my education under very difficult circumstances; and to Judith, Christine; Channey, Wystan and Sarah for their patience during the period of study.

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ABBREVIATIONS AND ACRONYMS

CBE- Curriculum Based Establishment

CQASO- County Quality Assurance and Standards Officer

DEMA- Devolved Education Management Activity

EFA- Education for All

CfBT- Center for British Teachers

GOK- Government of Kenya

KCSE- Kenya Certificate of Secondary Education

KCPE- Kenya Certificate of Primary Education

PA- Parents Association

UPE- Universal Primary Education

BOM- Board of Management

KESSP- Kenya Education Sector Support Programme

KEMI- Kenya Education Management Institute

DEB- District Education Board

PBM -Performance Based Management

SP- Strategic Planning

DACEO- District Adult and Continuing Education Officers

EMIS- Education Management Information System

SPPP - Self-Propelled Performance Process

HODs- Heads of Departments

CDF- Constituency Development Fund

PA- Parents Association

TFDSS- Tuition Free Day Secondary School

USAID – United States Agency for International Development

SPRED- Strengthening Primary Education

PRISM- Primary School Management

DFID- United Kingdom Department for International Development

PPBS -Planning Programme Budget Systems

PMP- Performance Management Practices

PESTEL- Political, Economic, Social, Environmental and Legal analysis

SWOT- Strengths, Weaknesses, Opportunity and Threats analysis

ABSTRACT

Performance management practices in most public secondary schools in Kenya over the years have failed to achieve the desired levels thereby creating a 'performance improvement zone' which required intervention measures. Strategic planning was adopted and embraced by many schools by 2014 and was seen as a reform tool that could be used to improve performance management in schools. Even though there was an intervention by the Ministry of Education (MOE), by 2015, notable gaps still exist and many schools are still experiencing low achievement levels in management practices. Despite secondary school principals having been trained on strategic planning, there is scanty documented literature on the implementation of the reform tool for improving performance management practices in public secondary schools in Kenya, specifically in Nyamira County. This study therefore, sought to: establish the development of strategic plans, explore the levels of strategic plan implementation, determine the levels of strategic plan control and evaluation, and, explore the extent to which strategic planning was being used. A survey research design was used in this study. The sampled population was 135 public secondary schools in the County. Purposive sampling was used to select, Nyamira county, public secondary schools and Simple random sampling further used to select 45 secondary schools. 45 principals, 45 Board of Management (BOM) and Parents Association (PA) heads of departments were purposively sampled. Slovin formula was further used to determine the number of HODs (3) per school giving a total of 315 respondents. Data was collected through questionnaires for principals, deputy principals and HODs while interview schedules for PA and BOM chairpersons. Document analysis was also used in obtaining secondary data from Schools Strategic plans, Standards assessment and Audit reports. The validity of the instruments was established through scrutiny by the study supervisors. The data from questionnaires were analyzed using the statistical package for social sciences (SPSS) computer programme version 22.0 and descriptive and inferential statistics generated. Qualitative data from interview schedules were analyzed thematically and reported in a narrative and direct quote. Data was quantified using descriptive statistics like frequencies and percentages and findings presented in charts, tables and graphs. The major findings of the study indicated that although all the schools had developed strategic plans with clear designs and structures for strategic direction, most Principals were not effectively implementing the strategic plans and strategies were not effectively controlled and evaluated and thus, all these affected improvements in performance management practices. It was therefore concluded that the challenges noted in the performance management practices in the secondary schools were as a result of failure to use strategic planning as a tool for improving performance. Strategic planning, if effectively used by Principals can be a reform tool for driving performance improvement in management practices and it was therefore recommended there is need to strengthen the usage of strategic planning to improve performance management to the desired levels. Finally, further research should be carried out in more counties to determine correlation between strategic planning tool and performance improvement practices.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter focuses on the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and definition of terms

1.2 Background to the Study

The concept of performance has gained increasing attention in recent decades, being pervasive in almost all spheres of the human activity. Performance is a subjective perception of reality, which explains the multitude of critical reflections on the concept and its measuring instruments. The multitude of studies at international level in the field of performance is also due to the financial crisis that swept the economy globally, which has led to a continuing need of improvement in the area of performance of entities, (Ion, 2016). According to Brudan (2010), performance management is a ubiquitous term in today's business environment, being embedded in the body of knowledge of various disciplines and being used at all organizational levels while Corina (2011) argues that continuous performance is the objective of any organization because only through performance, organizations are able to grow and progress. A clear understanding the determinants of organizational performance is important. This is especially in the context of the current economic crises because it enables the identification of those factors that should be treated with an increased interest in order to improve the organizational performance.

Performance improvement involves measuring the output of a particular business process or procedure, then modifying the process or procedure to increase the output, increase efficiency, or increase the effectiveness of the process or procedure. Performance improvement can be applied to either individual performance, such as an athlete, or organizational performance, such as a racing team or a commercial business. According to Luthans and Stajkovic(2009),Performance improvement at the individual or employee level can be addressed through formal or informal recognition. Many studies have shown that to achieve performance improvement, there has to be a plan or structures put in place to help institutions arrive at this improvement. Briscoe and Claus (2008) see performance management as a system through which organization set work goals, determine performance standards, assign and evaluate employees' work, provide performance feedback to employees, determine training and development needs and distribute rewards to employees. This study sought to establish the extent to which the implementation of the strategic planning was being effected in the sampled schools.

Armstrong and Baron (2004) argue that performance management is a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. At the Centre of any performance improvement, are individuals who carry out the task in the organization where performance improvement zone exists. Russel (2016) supports this view by identifying performance management best practices as developmental plans for the future, providing training to managers, measuring the quality of performance appraisals, resolving poor performance, ensuring that feedback happens regularly, support the performance evaluation process and including ongoing goal review and feedback.

In summary, the best practices revolve around goal setting, strategic alignment, coaching and development (management style), feedback and recognition or reward. The present study sought to explore if this was the case in the study population and to what extent the above views could be applicable.

A number of studies have identified strategic planning as a tool to guide schools' improvement initiatives in the future (Fullan 2004; Steyn &Wolhuter 2010; Quong& Walker 2010). According to Ong (2019), a strategic plan defines how success is measured and in order to achieve success, it is important to know what success means. A school with a strategy can monitor its progress toward key outcomes and evaluate where and how it may have gotten off track and that strategic plan aids a school's board with governance decisions and provides direction for the future. With a plan in place, the board has a roadmap which it can track, evaluate and modify to facilitate better governance decisions and provide direction for the future of the school. It is therefore arguable that, in modern management and administration of schools, there has to be a framework of managing performance to achieve desirable goals and objectives. The findings of above studies helped to establish to what extent the principals in the study schools were guided by the tool in their management practices.

Academic institutions must therefore perform in order to survive in the ever changing world as noted by Maleka (2014) without a strategy, an organization lacks direction and becomes incompetent.

The use of strategic management particularly in this era, when public organizations are considered under- performing and uneconomical in their use of public resources, could, among other things, help to enhance public organizations' image and legitimacy.

The general mood of the public has been that public managers must 'do more with less', the situation that requires strategic thinking in order to 'reduce wastes'.

The above claims by Maleka were used to evaluate the status of the implementation of the strategic planning by the school managers in their respective secondary schools. This resonates with a study by Robert (2011) who explained the relationship between strategic planning and performance management stating that, performance management is really about setting and achieving goals at the employee level, and identifying and fixing barriers related to achieving those goals. But where do the goals come from? That is where strategic planning comes in. Strategic planning are methods a company, and its individual work-units define their goals and objectives. In turn, those goals and objectives are used to determine and analyze the goals and objectives of each employee in a work unit and this is called cascading of goals. When done properly, setting employee goals should rely on the goals of the particular work-unit, which gets its goals from the planning done by the next bigger work unit, and so on. That is why the setting of individual goals and objectives should be done once the goals and objectives of the work-unit are established.

This therefore indicates a strong connection between strategic planning and performance based management practices, improvement in performance cannot be achieved without effective strategies put in place, meaning that for performance to be improved, there must be strategies put in place to arrive at the improvements.

Managing employee or system performance and aligning their objectives facilitates the effective delivery of strategic and operational goals. This is also consistent with (Fullan, 2004) and Lane, Bishop and Wison-Jones (2005).

Thus, keeping objectivity when it comes to delivering results is critical, the focus must be on performance based on strategic goals and objectives of the organization. Strategic planning therefore becomes a necessary tool for improving performance management practices which in turn improve organizational performance. From the above explanations, performance improvement still remains a challenge to many organizations today including educational institutions.

The challenge to achieve the desired levels of performance has therefore created a need to establish structures that would ensure improvement in performance management practices for organizations to survive. In order to achieve continuous improvement in organizational performance and performance management practices, many organizations including schools have embraced the concept of strategic planning as tool to achieve improvement in performance.

This study therefore set to establish whether and how schools in Nyamira County have developed a strategic planning in order to improve performance management practices in all the aspects of the school context. All these claims mentioned above formed the basis for this research.

Fullan (2004) states that research on change management advocates for strategic planning as a viable process to lead school reforms and change the way people work. This approach is pegged on the involvement of the whole school community. Therefore, the process provides an inclusive way for school planning, which is vital for soliciting higher commitment to the implementation of change (Fullan, 2004; Lane, Bishop & Wison-Jones, 2005).

Most governments, including Kenya therefore established policies that require schools to undertake thoughtful, comprehensive strategic planning aimed at setting key strategies for sustainable improvement and determination of resource priorities (UNESCO, 2010).

According to Evans (2003), strategic planning in educational institutions, just like many successful organizations in the world today has become a very crucial tool that is used to improve performance management to ensure survival and competitive advantage. Performing organizations therefore rely heavily on the strategies put in place and how well the strategies are executed. Strategic planning has been adopted by many organizations worldwide with proven successes, and presently, schools too have developed strategic planning to improve performance management. In recent years, strategic planning theory in schools has moved away from the traditional business model towards a 'strategic thinking' approach. This is a strategy that is a less fixed design and more a flexible learning process that assumes that any official plan is open to change and refinement, so the school leader is always open to responding to rapid change. The strategic plan arises from pragmatic, flexible strategic thinking that relies on judgment as much as on spelling out action steps and the measurement of benchmarks.

In USA, Strategic planning follows a four step process for planning a school wide programme, conducting a comprehensive needs assessment, managing the inquiry process, designing the school wide programme, and evaluating the programme (Cook, 2006). Reeves (2008) suggest that school leaders need guidance to engage in strategic planning processes that lead to improved student results. In his analysis of hundreds of strategic plans from schools in the USA, he found that school leadership's high expectations and leadership practices contributed to successful planning and hence student achievement.

In Europe, there have been some major strides made in school development planning although the sector is still faced with major challenges such as learning skills and attitudes in planning education and practice, role of new technologies in planning education (e-learning, e-tools and e-networking) and place of ethics in planning education (Deal & Peterson, 2008).

According to Fonseca (2003), Brazil prepared an official document that shows the training necessity for school directors, and it was a determining factor for the effectiveness of school attendance. One of these documents suggested the need for intensive training of the school managers in strategic planning area in order to improve the quality and expanding access to schools without increasing the cost of investing in education, being advisable, therefore, financing options and strategies to achieve the system without increasing costs. The school management is also a central theme in Brazilian official constitution. In the chapter of the Brazilian constitution dedicated to education is established that the management systems of public education should be democratic and should be equal conditions of access to education for all, and in addition to quality assurance in teaching.

Lawrence (2001) noted that in developing countries, strategic planning attempts to promote school development by assessing the current state of the school development plan and providing information about it, increasing the overall rate of development, carrying out special types of programmes and trying to improve the co-ordination between different stages of the planning process. He further stated that the main problem lies with the implementation of these strategic plans.

Lawrence's claims were relevant in this study as they were used to find out if schools in Nyamira County had developed a strategic planning as a tool for improving performance management practices. They further helped to unfold how the principals of the secondary schools had implemented the strategic planning in their management practices.

Before 2012, most public secondary schools in Kenya had not embraced the concept of strategic planning, and this was seen as one of the shortcomings in the effective management of schools in the country. (Ngware, Wamukuru &Odebero 2006).

Wanjala & Rarieya (2014) in their study on strategic planning in schools in Kenya found out that there was evidence of the myriad challenges that strategic planning in schools in the country still faced. The study identified factors that had facilitated or hindered schools' engagement in strategic planning and which all originate from both within and outside the schools. The study also clearly demonstrated two important things. First, leadership as pivotal to the successful implementation of strategic planning and second, due to contextual challenges presented to schools in Kenya, a more creative and innovative approach to strategic planning needed to be adopted by the country's schools. Despite the foregoing identified strengths of strategic planning, it was relatively new in developing contexts, including Kenya, and therefore was still a challenge to many school stakeholders, thus, a motivation for this study.

The above studies by Ngware et al. (2006) and Wanjala and Rarieya (2014)identified the challenges faced by schools in strategic planning and being a new concept, was still not yet deeply entrenched in Kenyan schools.

Either way, as a Ministerial directive, there was a need for the schools to develop strategic planning to improve management and performance as was seen in a study by Florence (2016), who found out that Strategic planning can be one of the most effective tools for driving school reforms in education sector if the process involves key stakeholders.

To improve performance management practices in Kenyan schools, many interventions had been put in place as noted by Randall (2017) that performance management is critical to successfully executing an effective organizational strategy. It requires a commitment from those in charge of strategy to continuously monitor and analyze how each area of the organization is performing compared to expectations. For many leadership teams, this commitment is easier said than done.

From 1990, the Kenyan Ministry of Education in partnership with many International bodies initiated capacity building programmes whose main objectives were intended to strengthen curriculum implementation programmes, school health, administration and management programmes in both primary and secondary schools. These included (SPRED) Strengthening Primary Education Project I and II (1992- 2001); (PRISM) Primary School Management (1996-2001). (PRISM) Project was an education development project which was jointly funded by the UK Department for International Development (DfID) and the Government of Kenya (GoK) for primary schools in Kenya. The project aimed at improving the quality of education by enhancing head teachers and school Inspectors' management skills according to Open Learning through Distance Education (2003).

In 2012, the Ministry of Education in partnership with United States Agency for International Development (USAID), having identified management gaps in secondary schools in line with the 2010 new constitution, developed Devolved Education Management Activity (DEMA) to train school managers on strategic planning as a reform tool in education at school level to improve- performance based management. The primary objective was to improve the quality of administration and performance management levels in line with current approaches and trends in education. The programme was implemented by Centre for British Teachers (CfBT), now Education Trust (USAID, 2013).

The DEMA training was a five-year programme from 2010 to 2014 in which districts and schools were trained on strategic planning and performance-based management. Under this USAID project, CfBT with its consortium partners supported the Ministry of Education in the implementation and decentralization of the Kenya Education Sector Support Programme (KESSP) to district and secondary school levels. The project assisted in the preparation of District Education Development Plans and Secondary School Development Plans.

It empowered districts and schools to collect, analyze and use data for improved decision-making, planning and management. As a result, CfBT assisted the then 285 District Education Officers to develop District Education Development / Strategic plans, trained 6000 secondary school principals, 6000 Heads of Department and 6000 Board of Governors, 285 District- Educations officers, 285 District Quality Assurance and Standards Officers, 285 District Education Board members and 285 District Adult and Continuing Education members on Strategic planning, performance based- management and use of data to improve decision-making, planning and management. (CfBT, 2010).

The data-based decision making that is inherent to strategic planning enables a holistic appraisal of a school's strengths and weaknesses (Davies & Davies 2006; Cheng 2008).

To provide a framework for implementing KESSP, the Ministry of Education developed its own Strategic Plan 2006-2011 that was to provide the strategic direction to the MOEST with regard to resource targeting and implementation. Strategic planning would, in turn, be cascaded down to the school level as a means of improving performance based management in schools.(MOEST, 2012).
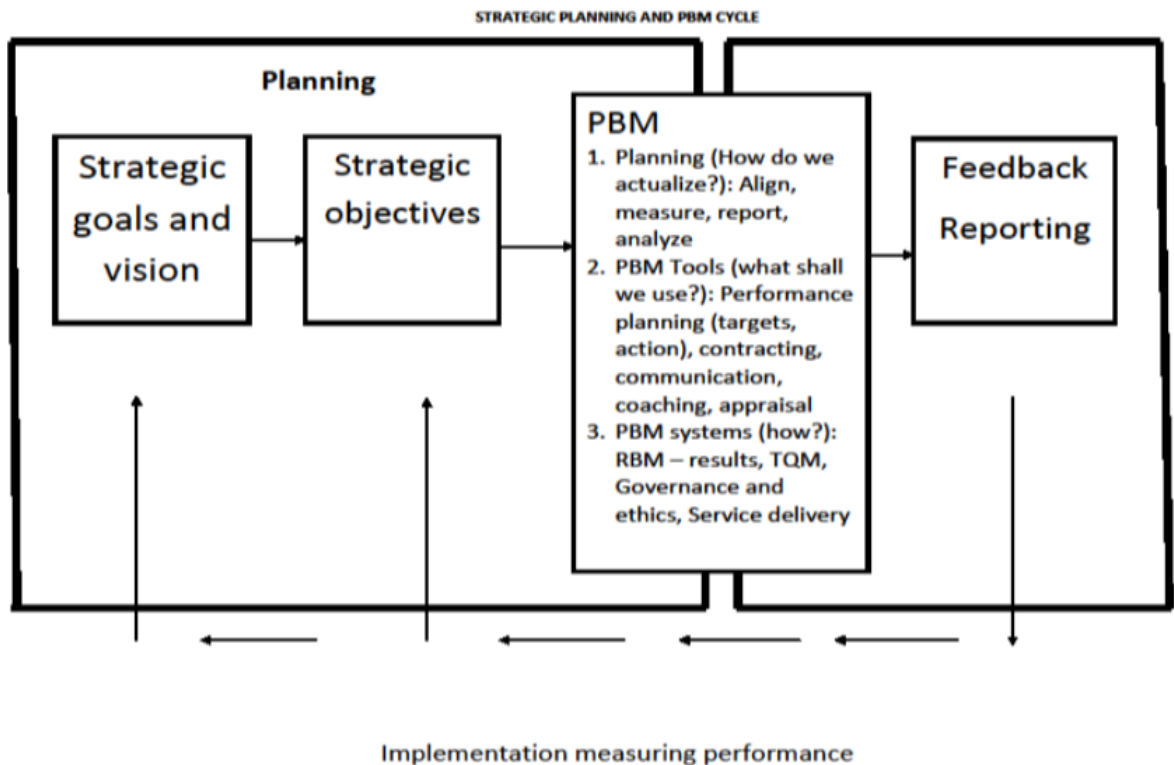
Figure 1.1: Strategic Planning and PBM cycle CfBT 2012

The DEMA training was, therefore, necessary as a way forward for improving administration and performance management of secondary schools.

Strategic Plans set the foundation for effective performance measurement systems, targets for the various entities/departments with associated budgets to be derived from the organization's Strategic Plan, departmental and individual work-plans are thereafter developed and entities or departments are then measured against the set targets. In Kenya, since 2008, the Ministry of Education had been advocating for training, preparation, adoption and use of strategic plans in secondary schools and seven years down the line, there exists scanty information on how strategic planning as a tool had contributed to improvement of performance based management practices in secondary schools. This study therefore sought to examine the extent to which strategic planning had been used by secondary schools as a tool to improve performance management practices.

This study was undertaken in Nyamira County, Kenya. All the 47 counties including Nyamira underwent training on strategic planning and performance based management. Most schools in Nyamira County had over the years been experiencing many challenges in management of their institutions, the key ones being influencing the appointment of institutional managers (Principals and BOM Chairpersons) based on clan and being a member of the sponsoring church as indicated in the figure below.
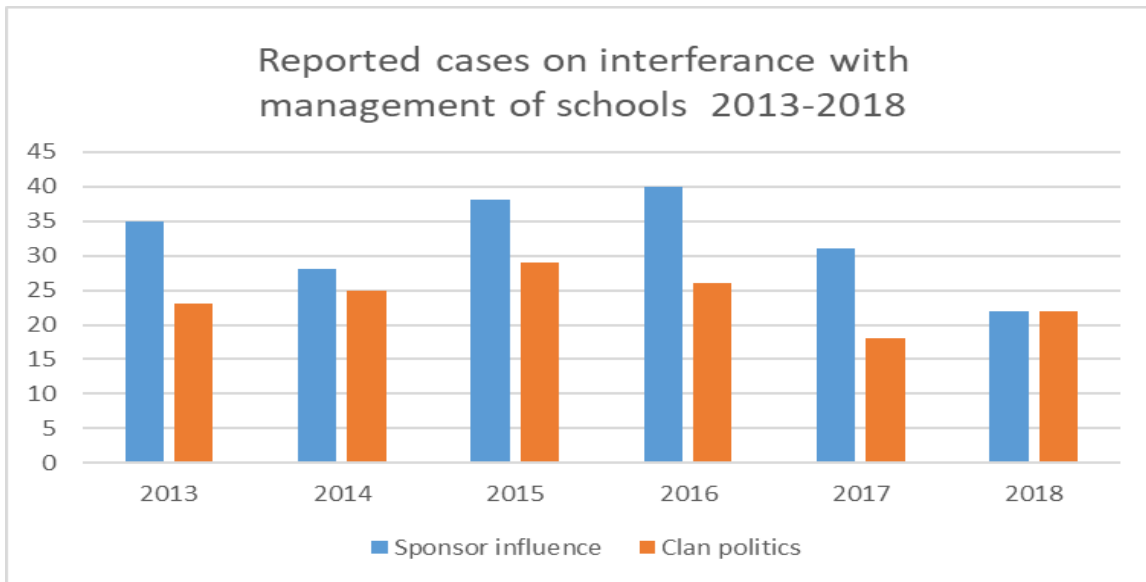
Figure 1. 2: Reported cases of interference with management of secondary schools by some stakeholders

Source: CDE Nyamira 2018

The above figure 1.2 shows the extent of reported incidences of impediments to performance management practices, there were instances in which principals were blocked from taking over a school following a transfer simply because, either they did not belong to that particular clan or the sponsoring faith.

Reported cases of offices locked by villagers or sponsoring faith on the same were noted to be many, and in some circumstances when dialogue had failed, force was used as a stop gap measure by the education office and law enforcement agents to intervene and restore order. Delegations from the community to the education offices demanding changes based on clan and faith factors presented many challenges in the performance management practices of education in Nyamira County.

This kind of scenario had adversely affected management and performance output of many schools in the county and in some cases led to decline in performance in the national exams and subsequently in enrolment, to the extent that about 30% of the schools which had an enrolment of about 1000 students in the past 10 years by 2019 had less than 100 students. Performance in the national exams(KCSE) had been declining in about 70% of the schools in the county and this was attributed to poor performance management practices (MOE 2016-2018) Standards Assessment Reports, Nyamira County). Despite the training in 2012 and the expectations, standards assessment reports and education briefs from schools in Nyamira County between 2014 and 2019 revealed that most schools were still experiencing performance management problems.

This study, therefore, sought to find out why performance management was still a challenge in most schools, why many schools were still under-performing despite exposure to training in strategic planning as a tool for improving performance management practices in public secondary schools in Kenya, a case of Nyamira County.

1.2 Statement of the Problem

Performance has remained a challenge to many organizations including educational institutions majority of which have been experiencing difficulties in achieving desired levels in performance management which in most cases remain below average low due to several challenges. Despite school managers having been trained on strategic planning, there is scanty literature on the implementation of the tool for improving performance management practices in secondary schools. In particular, over the years, in many secondary schools in Nyamira County, there is still a big gap that exists between the actual results obtained compared to the desired results.

According to Education briefs, Standards Assessment and Audit reports and KCSE exam analysis, Nyamira County between the years 2014 to 2019, about 80 percent of secondary schools in Nyamira County had developed performance improvement programmes from strategic planning. But despite the interventions, the schools were still under-performing as 79 percent of schools continued to record an average of mean standard score of 3.0 in KSCE results (2014- 2019), 86 percent of the schools continued to experience management problems resulting from either clan politics or sponsor related challenges, 26 percent of the schools were experiencing conflicts between Board of management and Principals, 8 percent of the Principals had been rejected from taking over some secondary schools after transfer while there was a demand by stakeholders that 33 percent of the Principals be transferred by education authorities, and 35 percent of the schools had recorded serious drop in enrolment.(CDE Nyamira County Standards Assessment Reports 2014-2019).

The above management problems and unsatisfactory performance practices occurred against a background of school managers who had been trained in strategic planning by DEMA in 2012 and therefore they had a tool which they were expected to effectively use in improving performance. This indicated that the actual performance management practices in the schools in Nyamira County had not been meeting desired or expected levels, and hence there existed a 'wide improvement zone' which required making adjustments in the strategic operational plan to address.

In order to improve performance management practices in the schools therefore, the Principals needed to address the 'Improvement zone' through continuous improvement efforts.

This could be done by putting in place workable structures that would help them move from the actual levels of unsatisfactory performance to the desired levels of good practices in performance management, which why this study was conducted to show that strategic planning can be effectively used as a reform tool for improving performance management practices by Principals of public secondary schools in Nyamira County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine how strategic planning was being used by Principals as a reform tool for improving performance management practices in public secondary schools in Nyamira County, Kenya.

1.4 Objectives of the Study

1. To establish evidence of the development of strategic planning as a reform tool for improving performance management practices by principals of public secondary schools in Nyamira County

2. To explore the status of implementation of the strategic planning as a tool for improving performance management practices by principals of public secondary schools in Nyamira County

3. To determine the levels of control and evaluation of the strategic planning tool on improving performance management practices of public secondary schools in Nyamira County

4. To examine how strategic planning is being used as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements in public secondary schools in Nyamira County.

1.5 Research questions

1. How evident it is that the schools in Nyamira County developed strategic planning as a reform tool for improving performance management practices by principals of public secondary schools?

2. What is the status of implementation of strategic planning as a tool for performance management practices of public secondary schools in Nyamira County?

3. What are the levels of control and evaluation of the strategic planning as a tool for improving performance management practices by Principals of public secondary schools in Nyamira County?

4. To what extent is the strategic planning used as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements levels in public secondary schools in Nyamira County?

1.6 Significance of the Study

This study was undertaken to examine the usage of strategic planning as a reform tool for improving the levels of performance management practices by principals of public secondary schools in Nyamira County, Kenya.

The findings of the study were expected to generate valuable information which would be beneficial to policy makers, educational administrators and managers, teachers, parents and learners. The study findings were expected to help addressing ways in which improvement in performance management practices could be realized through strategic planning as a tool for continuous improvement because effective performance and management of educational institutions is crucial for improvement of performance, curriculum implementation and outcomes, administration and financial management.

The study was also expected to help the education stakeholders by providing a feedback on how strategic planning could be effectively used to improve performance management practices in administration of educational institutions.

The results of the study were equally expected to help the head teachers and teachers to recognize and utilize new approaches to performance improvement in management of their institutions. The findings of the study were expected to help the school board of management and sponsors to have a paradigm shift from controversial and biased traditional management styles to modern management and administration of their schools.

This could be achieved by strictly adhering to government policies and guidelines and at the same time adopting the best practices that come with embracing effective strategic planning to improve performance management.

The students would also benefit from the study findings in the sense that a school with a tradition of well-established strategic direction and performance structures is likely to cater for their physical, academic and psychological needs which will, in turn, improve performance, and therefore help them to develop confidence in obtaining the best grades. Lastly, future researchers are expected to utilize the findings of this study to carry out related studies.

1.7 Scope of the Study

The study was carried in public secondary schools in Nyamira County because the managers of secondary schools had been trained in strategic planning by the Devolved Education Management activity in 2012. Nyamira County was sampled because of many reported cases of challenges in performance management practices which were still below the expected-

levels. All the Sub-Counties in Nyamira County were sampled because the training covered all the secondary schools in all the five Sub-Counties.

The County had 190 secondary schools; the study covered 135 out of 190 secondary schools given the fact that these were the schools whose managements were trained in strategic planning by DEMA in 2012. The study covered public secondary schools whose managers benefited from the DEMA training, private secondary school managers were not covered because they were not trained in Strategic planning. The study covered aspects relating to strategic planning and improvement in performance-based management practices in secondary schools.

These included development, implementation, control, evaluation and use of strategic planning in improving performance management practices in administration, finance, infrastructure as well as quality of education provided and learner achievement levels. The required information and statistics were readily available and could be easily accessed from the education offices and schools. The study did not cover schools which were started or registered after 2012 because the managements were not trained in strategic planning. The study did not address the readiness and abilities of the principals to develop and use strategic planning tool to improve performance and management of their institutions.

1.8 Limitations of the study

The study was limited to Nyamira County and not any other counties because it faced a lot of management challenges and this affected other school operations. The study was further limited to managers of public secondary schools and only those whose managers were trained in strategic planning by Devolved Education Management Activity.

Since 2012, many changes in headship and boards of management had taken place meaning that by 2015, some schools were headed by new Principals and managed by new BOM members who may not have been trained in strategic planning.

Similarly, due to the changes and transfers, some schools which were started in 2012and were left out in the study may have had new Principals and BOM members who had been trained in strategic planning while serving as members in other schools. Careful consideration was taken after selection of the schools for the study and a follow- up was made to ensure that management of the schools understood the concept of strategic planning and had strategic plans.

Secondly, questionnaires for data collections are difficult to construct, responses are limited, and the respondent is compelled to answer questions according to the researcher's choices.

Careful steps were taken to ensure that data collection procedures were accurate and appropriate modalities were put in place to win cooperation of the respondents. Similarly, reasonable time was taken to construct the structured questions and use of simple language and coding to categorize the responses to achieve quantitative analysis.

1.9 Assumptions of the Study

In this study, it was assumed that:

    i.   Schools had developed strategic plans and principals effectively used them for performance improvement

    ii.   The strategic plans were effectively implemented, controlled and evaluated

    iii.   Performance management improvement structures were based on the schools' strategic goals and objectives

iv. The schools had in place implementation matrix, and performance measurement tools for strategy evaluation

v. Records Management and filing systems were up-to-date for document analysis

1.10 Operational Definition of Terms

Infrastructure are the buildings and ground that house and support the instructional programmes in schools.

Learner achievement levels- For this study refers to the expected outcome of performance by learners in secondary schools after evaluation

Likert Scale rating structure is a psychological measurement device which is used to gauge attitudes, values and opinions.

Performance Based Management- Is a systematic approach to performance improvement through an ongoing process of developing strategic performance objectives, measuring performance, collecting, analyzing, reviewing, and reporting performance data and using that data to drive performance improvement in secondary schools

Planning Programme Budget Systems Financial plan recommended for school managers to put in place to improve management of funds so as to ensure effective and efficient utilization of available resources for the schools to achieve their strategic goals and objectives

Public Secondary Schools are schools managed, maintained and supported by the government.

Quality is the degree of goodness or worthiness of teaching and learning processes provided in educational institutions.

Resource mobilization is the process of acquiring resources to finance performance frameworks on priority areas of strategic plans

Standards Assessment- refers to periodical evaluation of curriculum and policy implementation in schools undertaken by Quality Assurance officers from Ministry of Education

Stakeholders people who are directly or indirectly involved in supporting an educational institution. These include the government, parents, guardians, students, sponsors, BOM and PA members Political leaders and the community surrounding the school.

Strategic Planning – Series of activities that the manager uses to achieve the goals and objectives of institutions

Self-Propelled Performance Process (SPPP) - when people are inspired to perform better, a self- propelled performance process is set in motion, methods for increased motivation, productivity, growth, performance and profitability both for the individual and the organization. It is about how good the schools or organizations are with getting people to perform exceptionally well.

The learning environment is the environment for education which includes the physical and human aspects of the school that affect the teaching and learning process.

Vision - Refers to a mental image of a preferred possibility of a high achievement level desired in an educational institution.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on related literature review and performance based management. The chapter presents theoretical and empirical literature with particular focus on development of strategic planning, performance management, institutional leadership and management, linking strategic planning and performance management. The gap in the literature was examined in relation to the present study.

2.2 Development of Strategic planning as a tool for performance management improvement in schools

According to Briscoe and Claus (2008), performance management is the system through which organization set work goals, determine performance standards, assign and evaluate employees' work, provide performance feedback to employees, determine training and development needs and distribute rewards to employees. In most organizations and institutions, there exits performance management practices and plans or structures put in place to maintain and improve performance to ensure survival and continuous improvement. In a school set up, most of these practices include good administration, financial management and procurement procedures, supervision of curriculum organization and implementation, departmental organization, good practices in teaching and learning processes, good results in internal and external examination, school infrastructure development among many others.

Most of these schools had however over the years failed to reach the expected or desired levels in achievement of these practices creating and gap and improvement zone which must be filled so that the schools can perform to the expected standards. Improvements can be gradual, elusive and hard to achieve, creating a need for workable structures which can be put in place to facilitate realization in performance. It is against this background that this study set to examine if school in Nyamira had developed strategic planning to help in improving performance management practices to meet the expected levels.

According to Evans (2003), Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. It is owned and driven by line management. (Armstrong,2006).This supports the view of the PBM SIG's Fourth Annual Spring Meeting (June, 1997) that defined Performance based management as a systematic approach to performance improvement through an ongoing process of establishing strategic performance objectives; measuring performance; collecting, analyzing, reviewing, and reporting performance data; and using that data to drive performance improvement.

This present study established that the secondary school principals had put in place strategic planning mechanisms that could be used in performance improvement.

Robert (2011) asserts that the main idea behind the development and implementation of strategic planning is to create structures which can be used to improve performance in an organization or improve organizational performance and effectiveness.

The present study established the extent to which the strategic planning as a tool was used in improving management practices. This was tested against in administration, infrastructure and learner achievement among others, meaning that for performance to be achieved or to be improved to the desired levels, there must be carefully thought strategies to drive the improvements, which is why strategic planning is seen as crucial a tool that can be effectively used to drive performance to the desired levels.

Robert (2011) further explains why performance must be managed and argues that as institution managers, there is need to adopt performance management practices that will facilitate continuous review and ongoing development of departments or teams in order to deliver departmental or faculty and institutional objectives. The underlying assumption is that by managing the performance of the individual and team, departmental and organisational performance will follow and by raising individual and team levels of performance, organisational performance will also improve. Equally when performance of individuals is not managed, this can lead to frustration and discontent amongst team members. These claims formed the motivation for the present study where it sought to determine the extent to which strategic planning was used as a tool to improving performance management practices is secondary schools.

According to Bert, Richard and Walker (2019), strategic planning improves organizational performance. The Strategic plan and the planning process are the tools to deliver what is needed for performance management.

They define the changes needed to positively impact your key indicators and answers why the changes are important. Without a clear strategy, units of the organization will define their own agenda, there will be uncoordinated, unfocused efforts to improve, and the impact on performance will be dramatically diluted. In short, strategic plan defines both how and why there is likelihood of achieving performance management goals.

Strategic planning was identified as a significant step towards the realization of improved performance based management in secondary schools. To achieve this, training of school managers in strategic planning was therefore necessary as argued by (Hewlett, 2004) who asserts that effective institutional planning requires appropriate management and teacher training to steer the educational institution in the right direction.

The present study sought to examine if the secondary school principals applied the skills of the strategic planning training to manage their schools. The study too sought to find out the level of achievement by the key stakeholders in relation to the strategic planning control and evaluation process.

Pulakos (2004) argues that the possible outcomes from effective performance management include, clarifying job responsibilities and expectations, enhancing individual and group productivity, developing employee capabilities to their fullest extent through effective feedback and coaching, driving behaviour to align with the organization's core values, goals and strategy, providing a basis for making operational human capital decisions (for example pay) and improving communication between employees and managers.

Performance-based management therefore is supposed to improve service quality, productivity and efficiency, transparency of allotted means and achieved results, and to better focus the activity of employees and of the whole organization.

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These claims were used to examine and evaluate the quality of services provided in the secondary schools in Nyamira County, productivity, efficiency and the results achieved was evident in the study population.

Pulakos further asserts that in spite of the difficulties that do often arise in management of institutions, performance management is an essential tool for high-performing organizations, and it is one of a manager's most important responsibilities, if not the most important responsibility. Furthermore, if done correctly, performance management can result in numerous important outcomes for an organization, its managers and employees. The researchers explored how performance was managed and how strategic planning was used as a tool in improving performance management practices in schools in Nyamira County.

Performance based management recognizes that deficiencies exist and focuses on those things that first-line managers and supervisors can do to be more effective. It helps managers not only understand what people require to be effective in the workplace, but it also provides them with tools to assess organizational factors, identify barriers to performance, and convene and direct the appropriate resources to improve workplace performance (Judith, 2003).

Performance management improvement is driven through well developed and executed strategies and this concurs with Wirth (2010) who asserts that strategic planning is the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future.

He further notes that in the strategic planning process, there is need of a planning consultant whose roles as a trainer range from being an outsider expert on planning to being actively involved with the planning results.

Wirth adds that the critical point is that the roles be clearly defined up- front so as not to cause any organizational confusion during the planning period. He suggests that if necessary the roles can shift as different needs arise during planning process. He adds that ideally, the outsider consultant can team with someone inside the organization to guide the planning team though the process together. He further suggests that the possible roles of a planning consultant are: Trainer to explain the process, Facilitator, to provide assistance in moving though difficult phase; Coach to provide active direction through the process, Strategist, to actively help set strategy, Advocate to actively pursue certain ideas and stakeholder with vested interest in results. This study examined how strategic planning process was carried out and the extent to which stakeholders were involved in the preparation of strategic plans and how performance improvement was executed using the strategies

Glen (2011) asserts that performance-based management helps in the improvement of organizations. This remains a key area that must be effectively addressed to ensure survival and competitive advantage. Wirth's and Glen's views helped this study to unfold the status of implementation of the strategic planning for performance management practices in the study population.

To achieve realistic improvement index through continuous efforts, strategic planning has been adopted by many organizations as well as education institutions as a tool which if effectively used would lead the organizations to achieve desired levels of performance.

Roney (2004) asserts that comprehensive planning refers to a systematic procedure for selecting goals and strategies that defines respectively standards for future success of a corporation and the deliberate pursuit of these standards through objective seeking work.

This is further supported by Wirth (2010) who argues that strategic management has a content and process side to it.

Content is about the issues that are dealt with by those who are responsible for strategy whereas process is about how decisions are arrived at. Roney's and Wirth's claims helped in establishing if schools in Nyamira county developed the strategic planning and how it helped in arriving at decisions the implementation level.

McKeown (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". Performance management as in earlier definitions is a systematic approach to performance improvement through an ongoing process of developing strategic performance objectives; measuring performance; collecting, analyzing, reviewing, and reporting performance data; and using that data to drive performance improvement. This therefore means that strategic planning entails a list of actions so ordered as to attain over a particular time period, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect the organization. These will move the organization from where it is to where it wants be, directly affecting performance improvement practices. This was relevant to this study in the sense that achievement of strategic objectives depends on the implementation structures that lead to where the organization wants to be and this forms the structure through which performance is improved to realize the objectives. This study aimed to explore this claim from the study population.

This is in agreement with Mintzberg, Henry, Quinnand and Brian (1996) who saw strategic planning as an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy.

It may also extend to control mechanisms for guiding the implementation of the strategy. It is executed by strategic planners or strategists, who involve many parties and research sources in their analysis of the organization and its relationship to the environment in which it competes.

According to Eric (2018), strategic planning is the process of documenting and establishing a direction of your small business by assessing both where you are and where you're going. The strategic plan gives you a place to record your mission, vision, and values, as well as your long-term goals and the action plans you will use to reach them. A well-written strategic plan can play a pivotal role in your small business's growth and success because it tells you and your employees how best to respond to opportunities and challenges. He further states that the future success of an organization depends on effective strategic planning. It is a process of looking ahead that should involve your entire business, and the discussions can lead to meaningful changes in your business. Strategic planning consists of analyzing the business and setting realistic goals and objectives. This leads to the creation of a formal document that lays out the company's views and goals for the future.

Evans (2007) sees strategic Planning as the process of looking at all aspects of your school and planning how you wish to move the school forward. It provides the 'big picture' of where you are, where you are going and how you are going to get there. Evans further asserts that Strategic Planning looks at three main questions: Where is the school now? Where does the school want to be in 3, 5, 10, 20 years? How are we going to get there?

The point of a strategic plan is to improve your school or organization by outlining the direction you wish the school to take, identifying issues impacting on your school and deciding on the priorities for action.

All schools should have a strategic plan. Without one, the school's key stakeholders (parents, students, staff and the community) don't know where you are going. With a strategic plan, everyone is working towards the same vision, trying to reach the same goals, and building commitment to the organization.

Evan's claims were very key in this study because they guided the researcher to establish if the study schools had functional strategic plans and how best they had implemented them. The study further sought to find out the challenges the implementers faced in the process of implementing the strategic plans. This is in agreement with Alves (2011) who states that Strategic Planning can be defined as a "Managerial Methodology that allows establishing the direction to be followed by the Organization". It determines and reveals the organizational purpose as a whole (Mission, Vision, Values and Objectives), and it proposes Strategic Actions to reach these objectives, prioritizing the allocation of resources. He describes the Environmental conditions (Internal and External) in the Organization and the way to modify them or to adapt them, with views to the invigoration of the Organization. It should be elaborated by the top management of the company. After having elaborated and approved for the direction, it becomes a commitment instrument that involves and committed all the organization.

According to Ong (2018), a strategic plan helps a school define what it intends to achieve when it comes to their student success objectives and organizational goals. A combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals. Nickol (2008), states that strategic planning is a defined, recognizable set of activities.

Techniques vary with the particular author but the substantive issues are essentially the same across authors. These include: establishing and periodically confirming the organization's mission and its corporate strategy (what has been termed "the context for managing"), setting strategic or enterprise-level, financial and non-financial goals and objectives, developing broad plans of action necessary to attain these goals and objectives.

Kvint (2009) defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully". Strategic planning is disciplined effort intended to produce decisions and actions that shape and guide an organization's purpose and activities, particularly with regard to the future. Strategic planning is a fundamental component of organizational management and decision making in public, private, and non-profit organizations. It is a structured approach to establishing an organization's direction and to anticipating the future.

Through strategic planning, resources are concentrated on a limited number of objectives, thereby helping an organization to focus its efforts, to ensure that its members are working toward the same goals, and to assess and adjust its direction in response to a changing environment. Strategic planning clearly defines the purpose of the organization and establishes realistic goals and objectives consistent with that mission in a defined time frame within the organization's capacity for implementation. It communicates those goals and objectives to the organization's constituents.

According to Corina (2011) there are major determinants of performance that help in management practices. Strategic planning develops a sense of ownership of the plan and ensures that the most-effective use is made of the organization's resources by focusing the resources on key priorities. It provides a base from which progress can be measured and establishes a mechanism for informed change when needed.

The study sought to establish the major factors that influenced the implementation of the strategic planning in the sampled schools and if it was a major determinant in performance improvement practices in secondary schools in Nyamira County.

Davis (2006) values processes and not plans as key to strategic development. Strategic management offers a means of systematically thinking about and reviewing an organization's direction, environment, and strategies. Strategic planning is essential and continues the process for public organizations that wish to determine their own vision and mission. But strategic planning and continuous change require committed leadership, a supportive organizational culture, an established structure for coordinating and managing the implementation process, and the ability on the part of organizational members to participate in the planning process. Participation can be a powerful device for directing the energy of participants in the public organization. This same view was supported by Porter (2008), who argued that the strategic planning process involves 5 stages: Mission and objectives, Environmental scanning, Strategy formulation, Strategy implementation and Evaluation and control. Organizations cannot be effective unless they know where they are headed. Effectiveness is not random; it begins with a clear vision, mission, and goals. Formal strategic-planning approaches establish those missions, goals, and visions.

The above claims were relevant in this study as they helped to establish how the process of strategic planning in schools was conducted and whether the key players were involved in the implementation of the strategic planning.

According to Robert (2011) improved performance consists of innovation, a better growth strategy, and or improved execution. The strategic plan should define the best combination of these for sustained improved performance and therefore, the plan targets growth strategies, innovation and/or improved execution. This is done through two assessments, the strategic and the internal. The strategic assessment defines priority opportunities and threats to innovation/growth of the business.

The outcome is the list of priority, executable strategies for growth. The internal assessment defines priority opportunities to improve performance through better quality, better consistency, lower cost, better fulfillment, better systems, better morale, better leadership etc. Put together, the strategic or change agenda that spurs improved performance, in short, you have the change agenda for performance management.

Previous studies have shown that the complexity of strategic planning requires effective leadership that can motivate stakeholders to accomplish the required tasks associated with it (Quong& Walker, 2010; Ugboro, Obeng, & Spann, 2011). The process requires strategic leadership, which calls for leaders to forfeit reactive and conservative leadership approaches and instead develop reflective, visionary and innovative thinking among all stakeholders (Quong & Walker, 2010). The claims were used to assess the situation in schools in the study region and if the various stakeholders embraced the strategic planning in the schools' operations.

The above studies outlined the importance of strategic plans, if effectively used in organizations and institutions provide a roadmap for success and improvement (Kvint, 2009),which is why this study examined the importance of strategic planning as a tool for improving performance based management practices in schools.

According to Fatemeh (2019), Performance management can provide many benefits for employees, supervisors, and organizations. The performance management approach utilizes meticulous and systematic evaluations, provides specific performance feedback to improve employee performance, identifies the training requirements needed for employee development and promotion, and facilitates individual and organizational development.

Employee decision making and performance establish a close relationship and ultimately increase employee motivation and productivity. From an organizational perspective, by applying this approach, organizational values are reinforced staff and supervisors communicate more easily and the goals of the organization are better met. Organizational goals and priorities are clearly made available to everyone and it also balances short-term pressures for production and the long-term need for staff professional development. Lastly, is creates a lasting organizational commitment to rewarding the best in the workplace. These claims were relevant in this study because the research sought to explore whether the school stakeholders could identify with the strategic plan and apply its tenets in a variety of areas within a school setting.

From the perspective of the staff, enmity between staff and the risk of staff violence is reduced. Focus on paying salaries and benefits, bonuses and other compensatory payments based on the performance value and performance of individuals. Besides, employees better understand their duties and work with supervisors to achieve the organization's goals. The study evaluated the outcomes of the implementation of the strategic plans and assessed the effects of non-conformity by schools that did not support best management practices.

Maleka(2014) argues that, without a strategy, an organization lacks direction and becomes incompetent. The use of strategic management particularly in this era, when public organizations are considered under- performing and uneconomical in their use of public resources, could, among other things, help to enhance public organizations' image and legitimacy. The general mood of the public has been that public managers must 'do more with less', the situation that requires strategic thinking in order to 'reduce wastes'. Davis (2004) also points out that it is important to develop a strategically focused school.

Staff performance is measured and guided in a tangible and clear manner, evaluating staff performance enhances and encourages professional growth and facilitates the transfer of its culture. Employees are given the opportunity to comment on issues, goals, and plans, as well as to discuss them in an intimate setting and receive adequate and continuous feedback from various sources (supervisors, customers, colleagues, etc.) to gain insight into their expected performance status. From the point of view of supervisors, evaluating employees is easier done and the impact of evaluations is to increase employee productivity. Supervisors, by directing employees, align their goals with those of the organization, providing the right environment for open, unbiased and mutually beneficial communication and dialogue between supervisors and employees.

The implementation of the performance management evaluation system is the responsibility of supervisors who are fully aware of the actual performance of their subordinate staff. Performance management practices in schools therefore require improvement structures derived from effective strategies put in place to improve performance. (Fatemeh, 2019)

Strategies and performance improvement therefore can never be divorced because the data obtained from strategic designs and directions are used to drive performance improvement based on strategic goals and objectives of the organization. Strategic performance objectives must be developed first, performance is then measured and data obtained is used to drive performance improvement. It is clear from the literature above that Strategic planning is an important tool in administration that enhances performance improvement and productivity. Therefore, this study sought to find out whether principals in Nyamira County had strategic plans in their schools that assisted them to offer the best management practices.

The studies reviewed had limitations in addressing strategic planning in schools and laid emphasis mainly on non- educational institutions. This study filled the literature gap by establishing the development and benefits of strategic planning as a tool for improving performance management in particularly in educational institutions. This study benefited from studies done in supporting the importance of making adjustments in the strategic operating plan to address unsatisfactory performance. The study examined the performance management practices that school principals had adopted in relation to strategic planning to improve overall organizational performance. It also examined how school managers, teachers and workers reconciled their personal goals with the goals of their schools to improve on curriculum delivery and performance management in their respective departments.

2.2.1 Linking strategic planning and performance management practices

According to Armstrong and Baron(2004) performance management is a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors', while Olsen (2012), sees a strategic plan as the formalized road map that describes how your company executes the chosen strategy.

Robert (2011) explains the relationship between strategic planning and performance management stating that, performance management is really about setting and achieving goals at the employee level, and identifying and fixing barriers related to achieving those goals. But where do the goals come from? That is where strategic planning comes in. Strategic planning (and also tactical planning), are methods a company, and its individual work-units define their goals and objectives. In turn, those goals and objectives are used to determine and analyze the goals and objectives of each employee in a work unit.

This is called cascading of goals. When done properly, setting employee goals should rely on the goals of the particular work-unit, which gets its goals from the planning done by the next bigger work unit, and so on. That's why the setting of individual goals and objectives should be done once the goals and objectives of the work-unit are established.Robert further explains why performance must be managed and argues that as institutional managers, there is need to adopt performance management practices that will facilitate continuous review and ongoing development of departments in order to deliver departmental and institutional objectives.

Robert further states that the underlying assumption is that by managing the performance of the individual and team, departmental and organisational performance will follow and by

raising individual and team levels of performance, organisational performance will also improve. Equally, when performances of individuals are not managed, this can lead to frustration and discontent amongst team members.Strategic plan and the planning process are the tools to deliver what is needed for performance management. They define the changes needed to positively impact your key indicators and answers why the changes are important. In order to make strategic planning to be successful, the planning team needs to possess requisite management skills to overseeing the process to success, allocating specific responsibilities to key stakeholders, and availing necessary resources coupled with effective communication to enhance meeting set timelines. However, it can only succeed if school management is willing to be honest and transparent in revitalizing their institutions and committing to creating their future and when effectively implemented, strategic plans give leaders in the education sector a very focused and clear process of leading change initiatives for improved organizational performance and growth in desired direction.

According to Reeves (2008) school leaders need guidance to engage in strategic planning processes that lead to improved student results. In his analysis of hundreds of strategic plans from schools in the USA, he found out that school leadership's high expectations and leadership practices contributed to successful planning and hence student achievement. This claim was particularly important in establishing the levels of control and evaluation of the strategic planning tool in secondary schools sampled for the study in Nyamira County.

This agrees with Robert (2011) who argues that without a clear strategy, units of the organization will define their own agenda, there will be uncoordinated, unfocused efforts to improve, and the impact on performance will be dramatically diluted.

In short, strategic plan defines both how and why there is likelihood of achieving performance management goals. He further explains that improved performance consists of innovation, a better growth strategy, and improved execution.

The strategic plan should define the best combination of these for sustained improved performance, that is, the plan targets growth strategies, innovation and improved execution. This is done through two assessments, the strategic and the internal. The strategic assessment defines priority opportunities and threats to innovation or growth of the business. The outcome is the list of priority, executable strategies for growth. The internal assessment defines priority opportunities to improve performance through better quality, better consistency, lower cost, better fulfillment, better systems, better morale, and better leadership among others. It also assists to put together, the strategic or change agenda that spurs improved performance; in short, you have the change agenda for performance management.

According to Puja, (2020), performance management is defined as the process of continuous communication and feedback between a manager and employee towards the achievement of organizational objectives. Traditionally, performance management has been a forward-looking solution based entirely on hindsight. But organizational culture is evolving to one of continuous feedback powered by technology, where managers can foresee problems based on current employee performance and initiate any form of course correction to bring the employee back on track.

Muhammad (2013) argues that organizations need to be efficient in doing right things, in the optimum use of their resources and in the ratio of outputs to inputs. Organizations must also be effective in doing the right things and in their outputs related to some specific purpose, objectives.

Performance should be related to such factors as increasing profitability, improved the results in important areas of organizational activities.Performance management establishes shared understanding of what is to be achieved and provides an approach to leading and developing people that will ensure it is achieved. It brings together many of the elements that make up the practice of people management, including in particular learning and development.

Cook (2010) notes that there is reciprocity between the strategic and the operational. He adds that this does not mean that the plan is developed to-down, but in a system which is strategic must be justified by which that is operational; and the operational must have strategic content in order to be meaningful, while according to Cristina, (2013) Performance-based management brings a lot of benefits for companies and also for managers and employees.

At the company's level performance based management has the following advantages: improved organizational performance due to the fact that employees understand the importance of their contributions to the organizational goals and objectives, improved productivity and costs reduction, benefits from a new organizational culture based on performance, employee retention and loyalty. In performance-based management, the individuals must give results nevertheless; it is done by focusing on performance, because performance is nothing more than behaviour as well as results.

The study utilized these claims to examine the achievements of schools in Nyamira County after implementing the strategic planning.

Artley et al. (2001) argue that Performance-based management programme refers to a formalized framework within an organization for the implementation, conduct, and maintenance of a performance-based management approach to business operations.

Therefore, performance-based management or managing for results, that is, the purposeful use of resources and information to achieve and demonstrate measurable progress toward agency and program goals.

Performance based management is therefore a "strategic and integrated approach to increase the effectiveness of companies by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors." It may be possible to get all employees to reconcile personal goals with organizational goals and increase productivity and profitability of an organization using this process. It can be applied by organizations or a single department or section inside an organization, as well as an individual person. The performance process is appropriately named the self-propelled performance process (SPPP).

The literature reviewed points to a strong connection between strategic planning and performance management improvement. This was important to this study in the sense that it helped in identifying 'performance improvement zone' and strategic designs that could be used to address unsatisfactory performance management practices in secondary schools in Nyamira County.

Improvement in performance cannot be achieved without effective strategies being put in place; meaning that for performance to be improved, there must be strategies put in place to arrive at the improvements, managing employee or system performance and aligning their objectives facilitates the effective delivery of strategic and operational goals. Therefore, keeping objectivity when it comes to delivering results is critical; the focus must be on performance based on strategic goals and objectives of the organization.

2.3 Implementation of strategic plan as a performance management improvement tool

Successful implementation of strategic planning comes with many benefits. Several studies have been conducted that have emphasized strategic planning as a tool to guide schools' performance management improvement. Steyn and Wolhuter (2010) state that strategic planning helps in a school's self-study and evaluation, whereby areas of strengths and future challenges are identified and planned for. This is in agreement with a study by (Katheren, 2003) who argued that in essence, strategic planning process helps leaders to think and act strategically, develop effective strategies, clarify future directions for the organization, establish priorities and establish teamwork to improve performance. Consequently, it's viewed as critical in times of change in school leadership by keeping the organization focused yet flexible to meet the dynamics of the modern society.

In such circumstances, organizational stability is enhanced because established committees still serve as the organizational memory in focusing on the future. The present study sought to find out if this was the case in public secondary schools in Nyamira County.

Eacott (2011) affirms that strategic planning can improve school community relationships, since it is a useful tool for communication across traditional boundaries in the school.

In a nutshell, strategic planning sets the courses and directions for all development and growth within the school. This is because a strategic plan is the schools' avowal to the community of its goals, values and intents for achievements in the next five to ten years. This claim was relevant in the present research as it was used to review the status of the implementation of the strategic planning in the sampled schools.

According to ECRA whitepaper (2015), Strategic planning provides understanding on how schools work, gives insights on how finances are spent, identifies needs of stakeholders and gives an opportunity to set specific data-driven priorities. Also, change in the way of people work is manifested and it is a more democratic way of planning.

Involvement of stakeholders especially at implementation stage creates synergy. It brings onboard partners from private sectors to finance vocational programmes and general infrastructure. Learners' participation is of great importance as their views can help the management in the establishment of priority areas in organizational development. As a result, the achievement of strategic planning's performance and excellence in academics, arts and aesthetics make it worth the effort. Strategic plans allow school management to articulate clear goals and objectives for improving teaching and learning. It is also believed to enhance a healthy working relationship with the community, and elect officials who support education making implementation smooth.

Evidently, strategic planning entails reforming relationship of accountability among various stakeholders and participants in the education sector so that responsibilities are clear, measured, monitored and supported. It is accompanied by clear feedback cycle between financiers, strategy implementers and beneficiaries. These views were considered to be useful as they helped to evaluate the extent of the strategic planning in the study cases.

According to Evans (2003), Strategic planning starts with the formulation of Mission statements which explains reasons for the existence of the organization and a Vision statement which is a mental picture of a preferred possibility, and the dreams the organization intends to be.

This is followed by core values and core functions, situational analysis, Stakeholders mapping, SWOT and PESTEL analysis, defining objectives and developing the strategies to achieve the objectives. In a nutshell, strategic planning will address questions like a) 'Where are we'? This is a situational analysis of where the organization is. b). 'Where do we want to be'? This is a reasonable performing level where the organization intends to achieve. c) 'How do we get there'? This is where Strategies are formulated; strategic decisions are made, performance-based management structures are put in place/ implementation matrix and actions plans are drawn and, resources are mobilized and allocated to achieve the organizational goals and objectives.

d) 'How do we know we have reached there'? This calls for monitoring and evaluation, performance indicators and documentation after which corrective measures are put in place.

Olsen (2012), states that a strategic plan is the formalized road map that describes how your company executes the chosen strategy. A plan spells out where an organization is going over the next year or more and how it's going to get there. Typically, the plan is organization-wide or focused on a major function, such as a division or a department.

A strategic plan is a management tool that serves the purpose of helping an organization do a better job, because a plan focuses the energy, resources, and time of everyone in the organization in the same direction. Olsen further states that a strategic plan is a management tool that C-level managers need to master and is for established businesses and business owners who are serious about growth.

It helps build your competitive advantage, communicates your strategy to staff, prioritizes your financial needs, and provides focus and direction to move from plan to action. Strategic

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plans are often accompanied by parallel implementation plans which outline responsibilities, timelines, resource requirements and organizational or operational changes required in order to deliver on strategic plan activities.

According to Mintzberg (2008), the term 'strategic plan' often is used as an umbrella term covering all these aspects, which is preferably reasonable as they are all critical to the success of a strategic planning effort and are all very much the focus of any such work we do with all our Sharing the same view, Ivan (2016), states that strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward. This study sought to find out the extent to which the various stakeholders were guided by the strategic plans in their respective schools. It further helped to establish the level of understanding and application of the key areas of the strategic plans by the relevant participants.

Olsen (2013) further asserts that some of the benefits that may occur as a result of implementation of strategic planning: makes the management of an organization easier by providing a framework and a clearly defined direction for decision-making, establishes a uniform vision and purpose that is shared among all members of the organization and helps them pull in the same direction, works to create an increased level of commitment to the organization and its goals, can result in improved quality of services for clients and a means of measuring the service.

It also helps everyone in the organization with setting priorities and matching resources to opportunities, increases the ability to deal with risks from the external environment, and improves the decision-making in a number of different areas, including human resources (recruitment, selection), training departments.

Alves (2011) mentions the advantages of strategic planning as follows: to accelerate decisions, to improve the internal communication, to increase the managerial capacity to make decisions, to provide an integrated vision of the organization, to increase the delegation, to improve programmes of the quality and to define an only direction for all. All these advantages lead to a better relationship with the organization with your internal and external atmosphere (employees, shareholders, community and customers). In the school environment, Strategic Planning is considered as disciplined and consistent effort, destined to produce fundamental decisions and actions that guide the institution. Strategic planning therefore as the studies above suggests are important tools in administration that enhance performance management and productivity. Strategic Planning in practice then becomes a simple process as follows: clarify the vision, collect the data, identify the critical issues, choose the strategies and write the plan. The present study examined whether there was evidence of school management being guided by the strategic plan to put in place improvement strategies.

Strategic planning, in the form of school improvement planning, has become the dominant approach to school management in many schools globally. This has evolved from earlier forms of strategic planning and has significant inherent weaknesses that undermine the extent to which school improvement planning can contribute to the effective management of schools.

Strategic planning aids leaders to make decisions, especially to anticipate or to predict change or prepare for them. The emphasis on implementing programmes and projects for school management has increased in the last twenty years (Fonseca, 2003).

Bell (2002) argues that Strategic planning, in the context of school management, has come to encapsulate a range of activities associated with planning that is now required of staff in schools. Such planning has come to be the main legitimate approach to planning, and its use has become the most acceptable way for schools to prepare for their future. The key issue, therefore, is how far it enables schools to be well managed.

According to Eric (2018), the strategic planning has many benefits. The strategic planning process can take some time, but it is beneficial for everyone involved. As the small business owner, you will have a better idea of the goals and objectives you want to accomplish and a path to do that. For your employees, the process can foster an increase in productivity, contributing to the success of the business and this includes communicating your Strategic Plan. The strategic planning process should involve your employees. Your employees are involved in the day-to-day operations and can provide you with a unique view of the company. Employees can share with you what they think is and isn't working with the business today, which can inform your planning for the future. In addition to your employees, it is beneficial to reach out to people outside of your company to get their opinions. Like your employees, vendors have a unique perspective on your industry.

Talk to them about the business, and get their thoughts on how they think the business landscape can change in the future. Eric further states that strategic planning increase productivity. Involving your employees in the strategic planning process also means they receive a sense of accountability that can increase productivity.

Whether they contributed in the process or were informed of the business's goals and objectives after the strategic plan was created, they will be more likely to want to help you achieve those targets.

Devra(2018), argues that a strategic plan is a long term plan of action designed by the top management of a school including all educational stakeholders to achieve a particular goal or objective as differentiated from tactics or immediate actions where resources at hand either financial or human or both. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward. In order to make the most of strategic planning, your company should give careful thought to the strategic objectives it outlines, and then back up these goals with realistic, thoroughly researched, quantifiable benchmarks for evaluating results.

This resonates with a study by Eric (2008) who states that as part of the strategic planning process, you will examine and analyze your entire business. You will take a look at what your business does well and the areas where it still needs to improve. By identifying your business's current strengths and weaknesses, the process gives you and your employees an opportunity to improve in the future and become a durable business by minimizing risks. 'Although you may have a good idea about what your business excels at and areas that need to be improved upon, don't forget to involve your employees. They may tell you something you didn't think of'.

Corina (2011) states Strategic planning helps in setting the direction of the business and fostering a proactive business. 'By the end of the strategic planning process, you and your employees should have a clear direction of where you want the business to go in the future'.

These discussions and the planning process themselves; help put the business in the best position to succeed in the future. Strategic planning gives you and your business time to figure out how to grow over the next few years and how to address new opportunities and challenges. Think about the challenges or issues your business may face in four or five years and plan accordingly, so your business doesn't stumble down the road. Regardless of the size of your business, a strategic plan is beneficial. Whether you are a small business or a large corporation with hundreds or thousands of employees, strategic planning helps you make sure the company is headed in the right direction. But how do you know if you are steering the company in the right direction? The beginning phases of strategic planning focus on research and discussions (Eric, 2008).

The strategic planning process puts everyone's minds together to think of creative ideas. The strategic plan is a living document; it should change over time. Reviewing and evaluating your strategic plan regularly will help keep you accountable and on track to achieve your goals and objectives. These views are also consistent with Quinn, Mabey and Mayon-white (1993) who advises on managing strategic change.

The literature reviewed explored a link between strategic planning and improvement of performance management. This means that for a school to improve in performance, strategic planning is very necessary to produce desired results. Therefore, performance management of secondary schools in Nyamira County was examined in this context to show if strategic plan was beneficial to the secondary schools.

There exists a lot of literature on strategic planning and performance management in organizations but very scarce information about strategic planning and performance management in educational institutions and this is what this study addressed.

This study, therefore, sought to bridge the gap by providing a comprehensive analysis on how strategic planning had been used as a reform tool by school principals to improve performance management practices in secondary schools. The reviewed literature was of great help in the study in examining how strategic planning contributed to the improvement of performance in many successful organizations today, decision making, prediction and preparation for change.

2.3.1 Strategic plan control, evaluation and performance management practices

To achieve performance improvement, the strategy designs and decision must be effectively controlled during the implementation processes and evaluated through performance measurement to gauge the extent to which the strategic goals have been met and if they have produced desired results as noted by Rumelt and Richard (2011). He stated that the output of strategic planning includes documentation and communication describing the organization's strategy and how it should be implemented. The strategy may include a diagnosis of the competitive situation, a guiding policy for achieving the organization's goals, and specific action plans to be implemented. A strategic plan may cover multiple years and be updated periodically.

Devra (2018) argues that on evaluation of progress, strategic objectives are of necessity based on the best information you have at the time and your most realistic assessments of what your company can achieve. Organizations also benefit from building a stage into the strategic planning process that involves evaluating goals and progress after an elapsed period of time in light of the company's success in achieving these goals and developments that have arisen in the interim. The evaluation will therefore gauge the performance levels and measurements of performance based on management.

This is in agreement with a study by Nielsen (2013) who found out that managing employee or system performance and aligning their objectives facilitates the effective delivery of strategic and operational goals. Some proponents argue that there is a clear and immediate correlation between using performance management programmes or software and improved business and organizational results. In the public sector, the effects of performance management systems have differed from positive to negative, suggesting that differences in the characteristics of performance management systems and the contexts in which they are implemented play an important role in the success or failure of performance management. This brings a connection between strategy, planning and the future development of the organization. It is therefore important to note that strategic planning provides the structure for performance-based management improvement and this has become a crucial component of management that schools and organization must embrace in order to enhance effectiveness and increase production. The other critical element, is that the Principal, school board and school staff must be 'on the same page' when it comes to strategic planning and thinking. That is, there must be a shared understanding about the key areas strategic thinking is going to concentrate on, and both staff and the board must have full confidence and trust in the Principal to report accurately about the school, its programmes and trends in education.

According to PBM-AGA CPAG Research Series Report No. 20 (March, 2009), Performance based management provides a structured way of combining all management and operations improvement initiatives and links performance to specific line-item costs, not just overall programme costs.

It affords predictive and forward-looking support for performance-based budgeting and helps assess risk, cost and performance and enables an agile response to changes in demand or

environment. It also enables elements in the enterprise architecture to be better understood and classified and enhances transparency through multidimensional reporting that lets officials and citizens see cost, performance and internal control information in one snapshot.

Performance-based management too improves communication among entity leaders and managers, policy makers, oversight groups, elected officials and citizens and delivers what pilot participants call integrated awareness— the big picture information that decision-makers need to keep their organizations steering in the right strategic direction—and provides the data that managers need to detect and solve performance problems."With new information comes the opportunity to break old paradigms."PBM uses statistical analysis to red-flag areas in need of low- or no-cost improvements that increase productivity. It facilitates "rolling up" or "drilling down" to different levels of cost and performance for root-cause analysis leading to successful change. PBM's fresh insights will inspire a creative approach to organizing and operating programmes, help implement them, and document their progress and success. It is the ideal tool for achieving higher levels of performance, particularly in government. Institutions leaders without PBM may miss opportunities to lower costs while improving performance. Their decisions will be based more on management experience and intuition than facts, instead of the right mix of all three. The chance of poor performance will be higher and this is the gap that this study sought to find out.

Should fact-poor decisions continue to dominate, it will be harder to achieve an adequate return on investment (ROI) and other measures of achievement. This study, therefore, sought to establish linkages between controlled performance management in a school and strategic planning structures set up and to achieve the desired results.

Bell (2002) argues that Strategic decisions evolve from analysis through planning to the achieving of objectives. Thus, strategic planning is predicated on being able to predict the future of the school's environment. It assumes that realistic organizational objectives can be identified. It requires the ability to plan effectively and to exercise sufficient control or influence over the organization and its environment to ensure that planned outcomes can be achieved by the deployment and redeployment of available resources. Thus, strategic planning in schools, if it is to succeed, must be based on an analysis of both the present situation and possible future states. Strategic planning demands that principals and teachers be proactive to the extent that they do not take the external environment to be immutable but seek to influence and shape it by deploying resources to create change.

Bell, further states that to achieve the desired management changes, it must be assumed that schools can be managed so as to respond in a rational way to environmental factors and that organizational acceptable means and desired ends can be rationally linked. This implies that planning and implementation are orderly and sequential and that schools can be shaped and controlled in such a way as to avoid the unintended consequences of change while realizing strategic objectives. The plans into which these targets are incorporated must focus on strategies for bringing about curriculum change that will lead to improvements in student performance.

Schools are now experiencing a focused form of strategic planning, school improvement planning with its emphasis on the curriculum and the improvement of pupil attainment.

Principals of secondary schools are central to the process of strategic planning. They are to lead and manage their schools' improvement by using learner data to set targets for even better performance while being subject to quality assurance and the publication of standards reports. This improvement in performance is concentrated on learner achievement.

Specific targets that form aspects of the strategic planning in individual schools are set in conjunction with the school's needs and performance at national levels. Planning for school improvement, therefore, should rest on a much more fundamental understanding of the nature of schools, the main features of appropriate management and leadership in those schools and of the world in which schools exist, than is the case at present. Such an environment requires an approach to planning which can be based not on a set of immutable, externally imposed targets but on reaching agreement on a series of short-term objectives derived from negotiated and shared common values. At the strategic level, there will be much more emphasis on the collaborative revision of the overall plan.

According to Glen (2011), performance management provides mechanisms for increasing the probability of success and to generate the data necessary to provide actionable information to the decision makers. 1. Know where you are going by defining "done" at some point in the future. This may be far in the future – months or years from now or closer in the future days or weeks from now. 2. Have some kind of plan to get to where you are going. This plan can be simple or it can be complex. The fidelity of the plan depends on the tolerance for risk by the users of the plan.

The plan answers the questions how long are we willing to wait before we find out we are late? 3. Understand the resources needed to execute the plan. How much time and money is needed to reach the destination.

This can be fixed or it can be variable. 4. Identify the impediments to progress along the way to the destination. Have some means of removing, avoiding, or ignoring these impediments. 5. Have some way to measure your planned progress, not just your progress. Progress to Plan must be measured in units of physical percent complete. This study therefore, identified the connection between strategic planning as a tool control and its relevance to the structures put in place to improve performance-based management in educational institutions.

According to a study by George, Walker and Monster (2019), the evidence of practice revealed that strategic planning has a positive, moderate, and significant impact on organizational performance in the private and public sectors, across international settings. The findings suggest that strategic planning should be part of the standard managerial approaches in contemporary organizations and contradict many of the critiques of strategic planning. The formality of the strategic planning processes (that is., the extent to which strategic planning includes internal and external analyses and the formulation of goals, strategies, and plans) is important to enhancing organizational performance. Strategic planning is particularly important in enhancing organizational effectiveness (that is., whether organizations successfully achieve their goals), but it should not necessarily be undertaken in the hope of achieving efficiency gains. These justifications therefore qualify Strategic planning as one of the more popular management approaches in contemporary organizations today.

The strategic planning process in a school set up determines the success of a school in management and performance. As a suggestion for implications for practice, indicates that worldwide, strategic planning has often been engrained in public sector reforms, and our meta-analysis lends credence to these reforms.

Despite the often very vocal and potent criticisms toward SP, based on the current research evidence, it appears that strategic planning "works" across sectors and countries. It should not be marginalized, but rather should be included in the standard managerial approaches of contemporary organizations. Although prejudice toward strategic planning remains, it seemingly lacks empirical validity. The evidence points toward significant performance benefits related to strategic planning's effectiveness. We thus encourage policy makers and managers everywhere to engage with strategic planning and/or ensure their strategic planning processes are formal and comprehensive to enhance the performance of their organizations. However, we would also encourage practitioners to keep in mind "how" they implement strategic planning. (George et al., 2019).

They further stated that their findings indicate that simply having a plan is not enough. Strategic planning should include an informed process during which the internal and external environment are analyzed, clear strategies and goals are defined based on this analysis, and different courses of action are generated and carefully considered before making final decisions. Further, practitioners should take into account that implementing strategic planning in the hope of reaching efficiency gains is not necessarily a good idea. Rather, strategic planning can be particularly helpful to making organizations more effective, meaning that strategies are successfully implemented and goals are achieved.

This also implies that strategic planning requires resources from organizations, both human and financial. Practitioners should not expect relevant strategic plans to emerge from ill-funded strategic planning processes. We also encourage practitioners to think about who should be involved in strategic planning and how.

The Strategic planning team should be able to carefully analyze the internal and external environment of the organization, have the necessary ability to generate many strategic options, and be able to select the most relevant ones. Leaving strategic planning only to the financial department or urban planning department is an unlikely pathway to success. Strategic planning should be a cross-organizational effort involving practitioners with knowledge of the organization and its purposes, employees, finances and, overall mandate. Nevertheless, involving all stakeholders in the same manner is also unlikely to result in success. Using stakeholder management techniques can help ensure that during strategic planning stakeholders are involved in a feasible and relevant manner.

According to Root (2014), strategic planning provides a blueprint for achieving an organisation's goals. When creating a strategic plan, there are certain objectives that the organisation is trying to satisfy during the execution of the strategic plan. Understanding the organisational objectives of a strategic corporate plan will help to create efficient plans to guide the organisation's growth. A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.

However, strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful.

According to Robert (2011), performance management takes on a new meaning when brought up in the context of organization strategy. To fully understand the term in a strategic setting, we must first understand what successful strategy management involves. Ultimately, successful strategy management involves achieving an organization's predetermined vision and goals as stated in their strategic plan. The process of how they go about achieving these desired outcomes is what we call performance management. So, how is this different from the employee-based performance management? Well, it is important to note that performance management in the context of strategy is strictly referring to the performance related to execution of the organization's strategy. In comparing the organization's "actual results" against its "desired results" when the actual results are not meeting the desired results, then a "performance improvement zone exists."

Those in charge of executing the strategy are then responsible for making adjustments in the strategic operating plan to address unsatisfactory performance.

Performance management is critical to successfully executing an effective organizational strategy. It requires a commitment from those in charge of strategy to continuously monitor and analyze how each area of the organization is performing compared to expectations. For many leadership teams, this commitment is easier said than done.

Codrington (2004) suggests that the knowledge and confidence of school leaders to lead and implement strategic planning processes is limited. As a result, principals face challenges in passing on what they have learned in seminars to their staff to aid in strategically planning for the school. This concurs with (Robert, 2011) who states that performance improvement has always remained a big challenge to many organizations including educational institutions. How it is hard to achieve desired levels of performance creates a need to put in place performance improvement framework. Strategic planning therefore is seen as a tool that can be effectively used to improve performance. Roney (2004) asserts that sound administration is vital to the successful management of planning functions. The intellectual effort and administrative work products of many managers in an organization must be coordinated to assemble decision making evidence, select from alternative goals and strategies and ultimately, to implement strategy. Moreover, the large amount of information that must be acquired assimilated and disseminated in planning for all but the simplest of organizations demands that administrative procedures be soundly conceived and skillfully performed.

The reviewed literature shows Strategic planning and performance management practices in schools have become a very crucial component of success and survival in the competitive world. It was helpful to this study in the sense that, performance management depends of strategic designs and objectives set by schools.

To remain relevant, schools' management structures must therefore, be strategically designed to improve performance both in administration, finance academics and infrastructure. This study therefore examined how performance was managed and controlled at various departments and improved through strategic planning in secondary schools.

Performance management was examined in terms of how the school administration performed in respect sourcing and of administration, financial management, curriculum organization, infrastructural developments, academic achievement levels, human resource management and adherence to ministerial policies and guidelines.

2.4. Institutional leadership, Strategic planning and performance management practices

Institutional leadership plays a key role in the implementation of strategy designs and decisions in a school set up. The level of training, commitment and compliance to government policies by the school managers becomes crucial in the development of strategic planning and successful implementation to improve performance management practices.

Wanjala and Rarieya (2014), in their study on strategic planning in schools in Kenya found out that leadership as pivotal to the successful implementation of strategic planning and that due to contextual challenges presented to schools in Kenya, a more creative and innovative approach to strategic planning needed to be adopted by the country's schools. Davies & Davies (2010) further contend that the school leadership should reflect and develop mental images of where the school aspires to go.

Strategic planning has been identified as a valuable framework for effective implementation of school reforms and empowers schools to effectively respond to their needs (Fullan, 2004; Gamage, 2006; Xaba, 2006; Steyn &Wolhuter, 2010).This therefore indicates that the style of leadership in schools to large extent influences the schools' engagement with strategic planning.

According to Armstrong, (2006), the overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Its key purpose is to focus people on doing the right things by achieving goal clarity. Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization. Most importantly, performance management is concerned with ensuring that the support and guidance people need to develop and improve are readily available.

Codrington (2004) suggests that the knowledge and confidence of school leaders to lead and implement strategic planning processes is limited. As a result, principals face challenges in passing on what they have learned in seminars to staff to aid in strategically planning for the school.

According to Evans (2003), in recent years, strategic planning theory in schools has moved away from the traditional business model towards a 'strategic thinking' approach.

This is a strategy that is less a fixed design and more a flexible learning process that relies on school managers constantly listening and synthesizing what they hear and learn from all sources. This does not necessarily rule out a formal strategic planning process, but it assumes that any official plan is open to change and refinement, so the school leader is always open to responding to rapid change.

The strategic plan arises from pragmatic, flexible strategic thinking that relies on judgment as much as on spelling out action steps and the measurement of benchmarks. Evans continues to assert that the 'strategic plan' in this scenario is simple and concentrates on very few targets over a relatively short period of time.

These plans may be developed using a strategic thinking process which occurs over a series of faculty meetings and board retreats; and it may result in the development of a rolling sequence of project-based reviews and change, focusing each year on one or two departments, key focus areas or programme areas. The important focus in this type of planning is the concentration on a few targets at a time. Schools have an approximate ten percent window on students' lives. By concentrating energy and resources on the worthy goals that matter most right now, we can make the most difference to the lives of the students in our care. 'Being truly strategic means being clear about what the school is and what it isn't, about whom it's good for and whom it's not good for, about what it can – and can't become'.

Evans further explains that the other critical element, is that the principal, school Board and school staff must be 'on the same page' when it comes to strategic planning and thinking.

That is, there must be a shared understanding about the key areas strategic thinking is going to concentrate on, and both staff and the board must have full confidence and trust in the principal to report accurately about the school, its programmes and trends in education. Evans further explains that a Strategic Plan also makes everyone's work easier. For example: It reduces the number of decisions senior management has to make since most decisions are made on the basis of whether or not they fit the school's vision and goals; It ensures the school staff focus on the essentials as determined by key stakeholders.

It provides direction, so all stakeholders have a clear vision of what the school is trying to achieve and some understanding of the strategies agreed upon.

Davies (2006) asserts that the actual strategic planning phase is technical and demands training in skills and know-how to successfully carry out the process. Therefore, education authorities need to play a key role in building the capacity of school leaders to effectively implement reforms they desire. In essence, these reforms, though usually well-intended, are poorly implemented, resulting in more chaos in schools (Xaba, 2006).Perhaps this is because strategic planning enhances a paradigm shift from short-term planning approaches that are crisis-driven to broader strategic processes essential for sustainability (Davies, 2002).

Catherine, Emily and Jane (2015), argue that most school leaders lacked relevant skills, leadership qualities and commitment to strategic planning; that strategic planning in schools is greatly hindered by inadequate resources in terms of physical facilities, finances and human resources; that ignorance of existing policies, high headship turnover and lack of training hinders strategic planning in schools.

These studies indicate that principals are ill-equipped with skills to effectively execute leadership and managerial duties, including budgeting, planning, and prioritizing to effectively utilize the available resources for effective implementation of strategic plans to improve performance. It is therefore apparent that most of the school leaders' time is spent responding to government requirements and less on educational leadership (Onguko et al., 2008). This often limits the principals' capacity to design strategies for school improvement.

Alves (2011) mentions advantages of the implementation of a strategic planning: accelerate decisions, improve the internal communication, and increase the managerial capacity to make

decisions, provide an integrated vision of the organization, increase the delegation, improve programmes of the quality and define an only direction for all.

All these advantages lead to a better relationship of the organization with your internal and external atmosphere (employees, shareholders, community and customers). In the school environment, Strategic Planning is considered as disciplined and consistent effort, destined to produce fundamental decisions and actions that guide the institution, in the way of being and doing, guided for results, with strong future vision (Luck, 2000).

Fonseca (2003) states that Strategic planning, in the form of school improvement planning, has become the dominant approach to school management in many schools globally. This has evolved from earlier forms of strategic planning and has significant inherent weaknesses that undermine the extent to which school improvement planning can contribute to the effective management of schools. The Strategic planning aids leaders to make decisions, especially in order to anticipate or to predict change or prepare for them. The emphasis on implementing programmes and projects for school management has increased in the last twenty years.

Roney (2004) asserts that sound administration is vital to the successful management of planning functions. The intellectual effort and administrative work products of many managers in an organization must be coordinated to assemble decision making evidence, select from alternative goals and strategies and ultimately, to implement strategy. Moreover, the large amount of information that must be acquired assimilated and disseminated in planning for all but the simplest of organizations demands that administrative procedures be soundly conceived and skillfully performed. Otherwise, substantive planning functions (no matter how elegant) may be executed ineffectively.

This is supported by Jasparro (2006) who argues that school principals are best placed to shape the conditions of the schools that are necessary for successful engagement in strategic planning because of their leadership position. Principals have the task of developing shared goals, establishing collaborative work structures and climate, and developing procedures for monitoring results.

In Brazil, as noted by Fonseca, IBRD – "International Bank for Reconstruction and Development" prepared an official document that shows the training necessity for school directors, and it was a determining factor for the effectiveness of school attendance. One of these documents suggests the need for intensive training of the school managers in strategic planning area in order to improve the quality and expanding access to schools without increasing the cost of investing in education, being advisable, therefore, financing options and strategies to achieve the system without increasing costs. The school management is also a central theme in Brazilian official constitution.

The Brazilian constitution dedicated to education is established that the management systems of public education should be democratic and should possess equal conditions of access to education for all, and in addition to quality assurance in teaching.

The strategic planning was associated directly to the managerial ambit. By virtue of that, its use in the educational scope ends being visualized, by the academics of the area, as inappropriate, once, for them, your employment in the educational area would transform the educational institution in a company and the students and parents as customers of that company. Successful strategic plan implementation requires proper management of budgetary and time resources, the creation of high-output teams and the consistent monitoring of all progress.

Strategic planning designs, decisions and objectives provide the structure through which performance based management practices is improved in schools. The Strategic Planning is a management practice that has been studied since the 60's (Mintzberg, 2004).

Magalhães (2006) asserts that the articulation between the process of planning of the political-pedagogic project and the strategic planning is not found easily in the literature, except in studies dedicated to the critic of the use as a tool in process planning of the pedagogic political project. It was verified, however, that the concepts related to the available political-pedagogic project in the literature are not in conflict with the process of strategic planning, but a complement.

In this way, the strategic planning can link with all the contexts of the society, with the political, economic and social ambits, and, if this is the result of the interaction of a team in order to reach an objective, could also be used in the educational area, aligned to the development of the pedagogic-political project. The political-pedagogical project (PPP) was one of the main results of the changes that have been occurring in the Brazilian educational policy in the last 20 years.

These changes are expressed in the new Law of Directives and Bases on National Education (No.9.394/96). In general, all these elements have converged to the adoption of new models of education management and planning, supported by more flexible and decentralized forms of administration. The preparation of the PPP, as a planning process requires a thorough knowledge of theoretical and methodological tools for the professionals of the educational institution.

Embracing modern performance and management practices in schools had over the past years presented challenges to many school managers, leading to uninformed decision making and inability to predict and prepare for changes needed for improvement to achieve the expected performance output or desired levels. The success of strategic plan implementation depends on structures put in place to achieve strategic goals and objectives geared towards improving performance. Performance management improvement framework therefore can only be initiated from strategic directions of an educational institution.

From the above literature reviewed, successful implementation of strategic planning has a lot of benefits in performance management improvement and that the Principal as an institutional leader must be in the forefront in implementation of strategic plans. The studies reviewed had limitations in addressing the challenges that affect strategic plan implementation by school managers, which in turn affect performance improvement. This study filled the literature gap by identifying challenges in implementation of strategic plans and how this affected performance improvement in schools. Strategic plan implementation is an essential element in school development and focuses on improving the quality of learning by strategizing, setting priorities, targets and resource allocation.

With the commitment of all stakeholders to school improvement through application of best management practices, this can go a long way in improving the quality of education in schools.

2.5 Theoretical Framework

This study was guided by two theories namely, Quantitative management theory and Michael Porter Generic Strategies Theory. Quantitative Management theory was used to explore mathematical and statistical techniques in performance management and focuses on finding

right answers to management problems, which are solved through decision making. Michael Porters Generic Strategies theory was used to examine the strategic options available to organizations in improving performance.

2.5.1 Quantitative Management Theory

This study was based on Quantitative Management Theory. Quantitative Management Theory came into focus during and after World War II.

According to Hodgetts (1990), the Quantitative School, which is also called Management Science School, consists of those theorists who see management as a body of quantitative tools and methodologies designed to aid today's manager in making the complex decisions related to operations and productions.

The critical exigencies of war necessitating the building of optimal solutions to military and logistics problems were sought to be solved through a mathematical model building by inter-disciplinary scientists. They applied scientific research in their bid to find most suitable answers to problems of strategic and tactical military operations and optimal decisions about the deployment of military resources.

Extensive application of Operations Research brought forth new techniques like Linear Programming, Queuing theory, Game theory, Probability theory, Sampling theory, critical path, Programme evaluation and review techniques. The theory postulates at the development of a prototype decision situation, by presenting the variables in the form of a mathematical model.

The model consists of a set of functional equations setting out the quantitative interrelationship of the variables, theories and symbols to solve organizational problems.

Whenever management has a problem, it calls a team of experts from relevant disciplines which analyses business problems and frames a mathematical model by collecting the relevant data (like cost of machine, cost of raw material, selling price of the product among others) and tries to maximize the output and minimize the cost, computers have simplified application of these models to deal with various problem-solving situations. By changing values of variables in the model, different equations can be solved through computers and the OR team can find the effect of each change on the dependent variable to arrive at the optimum and rational solution to managerial problems. This theory expresses mathematical models and measurable data.

It emphasizes the use of mathematical and statistical techniques in management and focuses on finding the right answers to managerial problems, which are solved through decision making. The customers' attitudes, ideas, assessment and familiar use of certain goods or products can be mathematically calculated and quantified. In other words, this theory advocates the use of mathematical procedures to management problems.

The quantitative theory (or management science theory) considers solving complex business problems in financial management, inventory valuation, inventory control, production scheduling, human resource planning and other areas where quantifiable data can be obtained. The theory is based on the assumptions that organizations are decision-making units which make efficient decisions through mathematical models.

Business problems can be solved through joint efforts of a team that consists of experts from the fields of mathematics, statistics, accountancy, and engineering among others. It also

shows that business problems can be expressed in mathematical models where relevant factors can be quantified in numerical terms. Management is seen as mathematical process expressed in terms of mathematical symbols and relationships.

This theory was relevant to this study in the sense that the process of management consists of series of decision-making and requires the use of statistics and mathematical data to make decisions and drive performance improvement. The need, therefore, is for securing the best inputs for the most appropriate decisions and this is what strategic planning and performance improvement leverages on. Secondly, the theory postulates at the development of a prototype decision situation, by presenting the variables in the form of a mathematical model.

The model consists of a set of functional equations setting out the quantitative interrelationship of the variables. Thirdly, the best solutions to the model are secured, where the model is correctly formulated, and equations are properly solved. This will be relevant as management problems in schools today require strategic approaches in improving performance management.

Fourthly, the study is based on the level of achievement of education institution's strategic goals which should be specific and measurable. These goals can be reached when optimal decisions are needed to be made through formal scientific reasoning backed by quantification. Mathematical models help to derive precise and accurate results by analyzing complex statistical data. This approach is useful in areas of planning and control where data is available in quantitative terms.

Decisions are based on data and logic rather than intuition and judgment. Computers have facilitated analysis of almost every variable that affects the workplace that might otherwise

have been overlooked. Statistical packages are available which facilitate analysis of qualitative data also (dummy variables are used to analyze the non-quantifiable data).

This theory helped in data collection, analysis and explanation of emerging trends. Statistical data was, therefore, very crucial in determining how strategic planning had been used as a reform tool in improving performance management practices in secondary schools in Nyamira County, Kenya.

2.5.2 Michael Porter Generic Strategies Theory

This study was equally based on Porter's generic Strategy Theories. This theory was advanced by Michel Porter in 1980. In his book, 'Competitive Advantage: Creating and Sustaining Superior Performance', Porter introduced many new concepts including; 5 forces analysis,-generic strategies, the value chain, strategic groups, and cluster. Porter's generic strategies can be applied to products or services in all industries to organizations of all sizes (Porter, 1985).

The strategies included; differentiation (creating uniquely desirable products and services), cost leadership (non-frills), and focus (offering a specialized service in a niche market). He then divided the focus into two parts; "cost focus" and "differentiation focus".

Cost focus means emphasizing cost minimization, and differentiation focus means pursuing strategic differentiation. Porter's generic strategies are ways of gaining competitive advantage that is gaining an "edge" that gets you away from your competitors. The cost leadership is exactly that, it involves being the leader in terms of cost. It is important to continuously find ways of reducing every cost. Differentiation strategy involves making your products or services different from and more attractive than those of your competitors.

Figure 2.1: Michael Porter's Three Generic Strategies (1980)
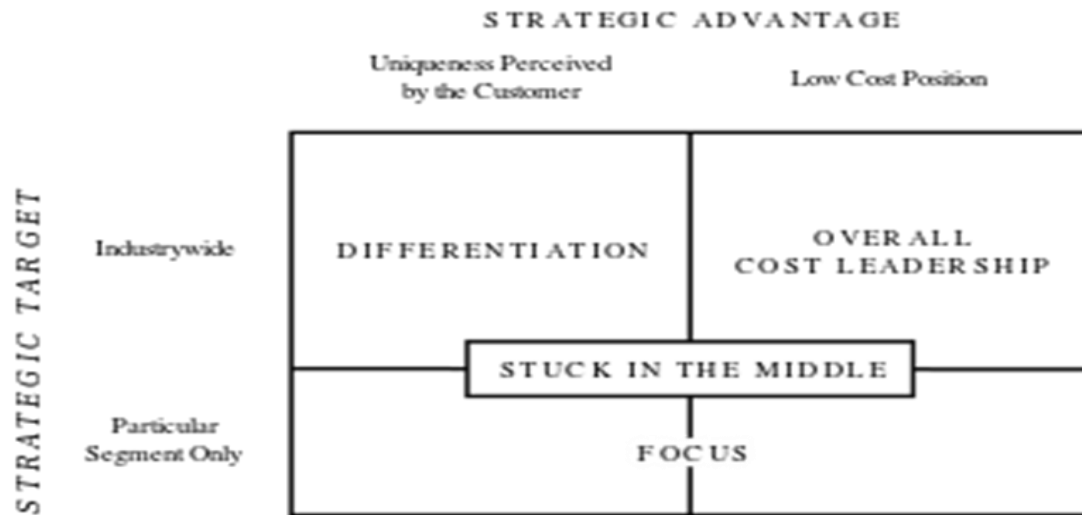
According to Porter's Generic Strategies Model, there are three basic strategic options available to organizations for gaining competitive advantage. These are Cost Leadership, Differentiation and Focus.

Organizations that achieve Cost Leadership can benefit either by gaining market share through lowering prices (while maintaining profitability) or by maintaining average prices and therefore increasing profits. All of this is achieved by reducing the cost to a level below those of the organization's competitors.

Porter's generic strategies were relevant in this study in the sense that the success of an institution in today's world depends on how well the strategies are laid to achieve a higher level in terms of improving performance. This study focused on the strategies which should, therefore, be embraced by educational institutions to improve performance based management. For instance, 'Focused leadership' with well-structured strategized services in

an institution is crucial to improving performance-based management which will eventually determine its success. Porter's generic strategies are ways of gaining competitive advantage – in other words, developing the "edge" that gets you the sale and takes it away from your competitors. Cost reduction strategies are important and to avoid risk and to stay ahead. Cost Leadership requires a very detailed internal focus on processes and it is important for school managers to find ways of reducing every cost and one successful way of doing this is by adopting the Japanese Kaizen philosophy of "continuous improvement."

The theory was supported by Rothaermel (2012) whose study pointed out that the organizations, which has a competitive advantage performs financially much better than other companies in the industry or better than the industry average. Some organizations may achieve it without thorough strategic plan but for the most players out there it is vital to plan strategically, that is analyze, create, implement and monitor, and do this continuously.

It is not guaranteed that organizations will ever achieve competitive advantage conducting strategic planning but it is an essential process if the organizations.

Michael Porter's strategic theory was relevant to this study in the sense that it addresses the specific strategies that can be put in place to improve performance management practices, crucial to survival of educational institutions. This supported Quantitative management theory that stressed on the use of mathematical and statistical data in solving management problems, and both the two theories advocates for use of effective strategies that can be applied in solving management problems and improving performance.

The theory was also used to collect data, analyze it and present the findings of the study. The major tenets of the theory helped to describe and explain the major trend observed.

2.6 Conceptual Framework

A conceptual framework according to Orodho (2009; 120) is a diagrammatic relationship between the dependent and independent variables of a study. In the current study, figure 2.2depicts the envisaged relationship between the dependent and independent variables.

Figure 2.2: Conceptual Framework relating Strategic Planning and performance-based management practices

CONCEPTUAL FRAMEWORK

STRATEGIC PLANNING TOOL

-Development of strategic Planning tool

-Implementation of the Strategic planning tool

-Control and evaluation Strategic planning tool

-Usage of strategic planning as a performance improvement tool

Independent Variables

-Management competencies

-Inadequate funding

-Leadership styles

Intervening Variables

IMPROVED PERFORMANCE MANAGEMENT PRACTICES

-Performance management improvement plan, targets and structures

-Improved management / administration and financial management practices

-Improved school infrastructure and resource utilization

-Improved curriculum supervision, implementation, and practices in teaching and learning processes and learner achievement levels

Dependent Variables

Source: Modified from Orodho (2009:120) model

In developing the conceptual framework for the study depicted in Figure 2.2; the following variables guided the design of the study.

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The variables were; Strategic planning tool was the independent variable while a performance management practice was the dependent variable. Strategic planning was examined in the context of development, strategy designs and levels of implementation, control and evaluation, usage of strategic planning as an improvement tool and how strategic planning contributed to improving various aspects of performance management practices in the schools.

Performance Management practices improvement therefore was determined by a composite of various variables. The aspects of performance management practices were performance management improvement plans, structures and targets, improved management, administration and improved financial management practices, improved school infrastructure and resource utilization, improved curriculum implementation practices/teaching and learning processes and improved learner achievement levels which were examined in both cases. The development of strategic plans in schools, the strategies put in place in a school set up determine the success in improvement of a school performance which in turn determines on how performance could be managed. The performance management improvement structures depend on the performance improvement strategies as contained in the strategic planning tool, general school management and leaner achievement levels.

This rationale resonates with research that points out that the driving force for school improvement should be the desire to enhance quality, effectiveness and efficiency in the delivery of educational services (Hopkins, 2005; Fullan, 2008). Further, Gamage (2006) and Davies (2004) both share the same view that the change in culture and improvement ought to be understood within the context of the schools.

This creates a need to address areas that require improvement hence aligning performance management improvement structures to strategic goals and objectives.

The development of strategic planning also helped in establishing the objectives to be achieved for a given period of time and the appropriate courses of actions that were to be taken. This was crucial as the setting strategic direction that performance-management practices improvement were based on.

Strategic plan implementation or putting the strategy into action is crucial to improvement in performance management practices. Performance management practices improvement depended on how well the strategic plan was effectively executed and implemented Besides, it enables the planners to select the strategic alternative that results in optimal realization of the goals (strategic choice), and this is where performance appraisal systems and score cards come in performance management measurement.

Strategy control and evaluation provides feedback through observable indicators in the extent to which the strategic goals and objectives were being achieved through improvement index in performance management measurement. This was the primary governance mechanism leading to the expected outcomes which is then measurement and feedback systems for evaluation. In this aspect, appropriate systems must be put in place to control the implementation of the strategies and evaluation to examine if outcome was giving the desired results or improvement into performance management practices. This was necessary to ensure that the schools progress towards the desired goals. Strategy evaluation determined performance management measurement levels, which would then show the levels of improvement in management/administration, finance, infrastructure, curriculum implementation and learner achievement levels.

The study was based on the assumption that improved performance management practices depended on the use of strategies designed in the strategic planning tool, and if the achievements realized were based on strategic planning goals and objectives of the schools.

It should however be noted that intervening variables such as management competencies of Principals, leadership styles and inadequate funding affected outcome in the usage of strategic planning as a tool for improving performance management practices.

These were controlled by assessing the extent to which the principals had understood the concept of strategic planning as a tool for improvement, their experience in the implementation processes and styles of management, followed by explanations on what was expected of them as implementers of strategic planning in as far as the questionnaires were designed for data gathering. Inadequate funding was controlled by assessing what they had achieved with the funds already obtained, and how well the funds were used for the intended purposes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, target population, sampling procedures and study instruments. The final part deals with data collection procedures and data analysis techniques.

3.2 Research Design

A research design is the main plan used by the researcher that provides solution to the four issues; what questions, relevance, data collection and analysis of the findings (Yin, 2003). Creswell (2004) states that there are two general types of methodology called qualitative and quantitative research methods. The survey design was adopted in this study to assess the use of strategic planning as reform tool in improving performance management practices of secondary schools in Nyamira County, Kenya. This was relevant in that it enabled the researcher to collect data from a sample of informants that was used to assess if strategic planning was being used as a tool for improving performance management practices by principals of public secondary schools in Nyamira County, Kenya.

According to Orodho (2009), survey design is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. The design concurs with the views Abagi (1995), who argues that a survey design gives a description of how things are.

In a survey design, data specified in the problem are obtained from a sample selected from a well-defined population to describe the population in terms of the variables to be studied. The purpose of descriptive research is to determine and report the way things are. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics, Mugenda and Mugenda (1999). Apart from just describing, surveys can be used for explaining or exploring the present status of two or more variables at a given point in time.

The study sought to understand and describe the status of strategic planning and performance management practices. The researcher reported the findings of the state of affairs as they existed.The respondents in the study included: Principals, Deputy Principals, Heads of Departments, BOM Chairpersons, and PA chairpersons. In data collection, questionnaires were administered on the school Principals, Deputy Principals and HODs, while the interview schedule was administered on BOM chairpersons and PA chairpersons. Documents analysis were used to give a view of strategic plans, KCSE results and minutes files. These instruments yielded statements of references concerning the population; which enabled the researcher to draw valid and objective answers to research problem. Data analysis was done using descriptive statistics such as measures of central tendency and graphs in which case statistical computations were done using frequencies, percentages, means, modes and standard deviations and all the problems noted were corrected before computations were done. Therefore, the design was used to collect information from Principals and their Deputies, Heads of Departments, Chairpersons of BOM and PAs of public secondary schools in Nyamira County, Kenya.

3.3 Location of the study

The study was conducted in Nyamira County, Kenya. Nyamira County is one of the 47 counties that were formed under devolution in line with the new constitution which was adopted in Kenya in 2010. Nyamira County comprises five sub-counties namely Nyamira South, Nyamira North, Masaba North, Borabu and Manga. It is found in the Western part of Kenya, part of what was formerly Nyanza Province. It borders Kericho County to the North, Bomet County to the east, Narok County to the South East, Kisii County to the South and Homa Bay County to the west.

Figure 3.1: Reported cases of interference in management of secondary schools

Reported cases on interferance with management of schools 2013-2018
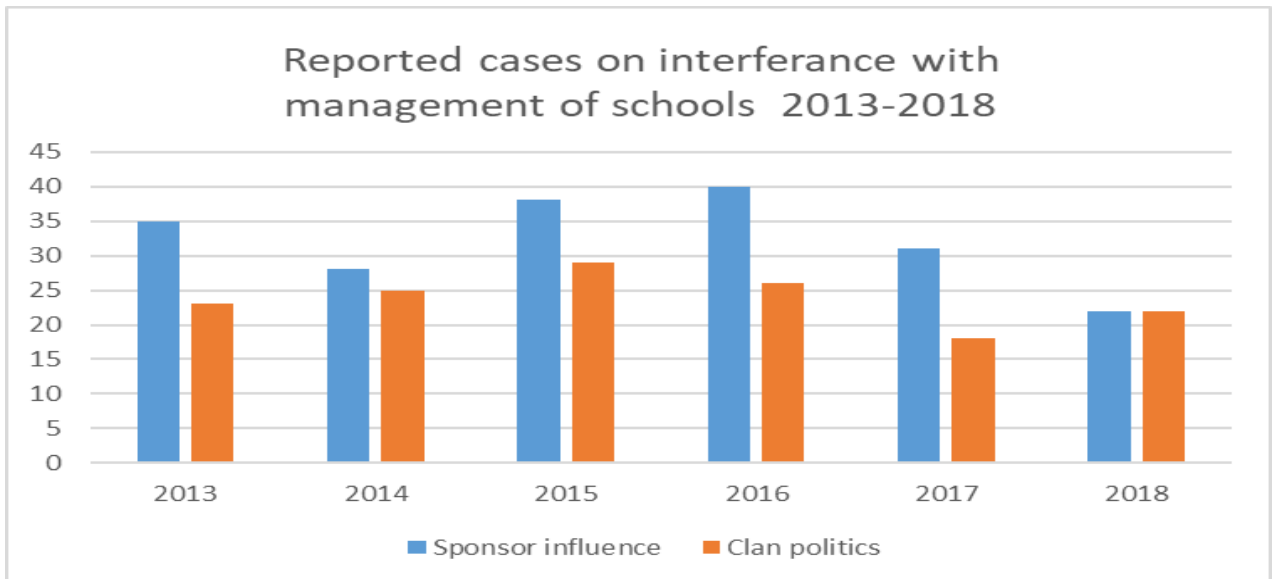
Source: CDE Nyamira 2018

Nyamira County was selected for the study because of the high number of reported cases of management challenges which included low levels of performance in national exams, many extreme cases of interference by sponsors and clan politics.

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(Quality Assurance Standards Assessment Reports, Nyamira County, 2014-2019), (Dialogue on Education Quality Nyamira County Forum, 14th March 2018). Secondly, Nyamira County was considered for the study because so far little was known about the extent to which strategic planning had been used as a tool for improvement of performance based management practices of public secondary schools in the county.

3.4 Target Population

According to Mugenda and Mugenda (2003), target population refers to the population which the researcher wants to generalize results of a study. Barton (2001) noted that a target population is a group of subjects from which information can be extracted for the purpose of collection of data through instruments like questionnaire. These individuals have the desired characteristics where the researcher will source the information needed for the research findings and conclusion Creswell (2004).

The target population for this study included all the Principals of public secondary schools, Deputy Principals, heads of Departments, Chairpersons of the Board of management and Chairpersons of Parents association in all the schools in Nyamira County. The Principals and the management were responsible for administration, management and implementation of strategic plans. Nyamira County had a total number of 190 public secondary schools but only135 were targeted for the study. The study sampled the 135 secondary schools because only the managers of the schools under study were trained on strategic planning by Devolved Education Management Activity in 2012 and therefore had some background in strategic planning as a performance improvement tool.

3.5 Sampling Procedures and sample size

A sample is a small group obtained from the available population, Mugenda and Mugenda (2003). Gay, Mills and Airasian (2006) recommend that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for an educational research. Mulusa (1999)suggest that one-third of the target population is representative enough to make an estimate of characteristics being investigated; therefore, the sample of public schools which were studied was based on one third of the target population.

Purposive sampling was used to select Nyamira County because it had management challenges and academic performance was low. Purposive sampling was further used to select 135 schools whose principals attended DEMA. Purposive sampling was also used to select 135 principals because they are the ones who attended the training. Hence out of 135public secondary schools in Nyamira County whose managers attended the DEMA Strategic Planning Training were deliberately selected. According to Kothari (2011) purposive sampling is where items of the sample are selected deliberately by the researcher. Mugenda and Mugenda (2003) also states that purposive sampling is a sampling technique that allows a researcher to use cases that have the required information on the objectives of his or her study. Deputy Principals, Heads of Departments, BOM and PA chairpersons were also purposively sampled because they came from the schools whose principals had attended the training.

Stratified sampling method was then applied and this involved dividing population into different subgroups (strata). According to Kothari (2011), the population is divided into several sub-groups that individually more homogeneous than the population and then items from each stratum is selected to represent a sample.

The respondents were therefore selected by dividing population into Boys' Boarding, Girls' Boarding, Mixed Day and Mixed Day and Boarding secondary schools in order to achieve equal representation of both categories in the sample group. The population was first subdivided into four groups, based on categories of the schools. This was in agreement with (Mugenda and Mugenda, 2003), who observed that, stratified sampling means that the sample consists of two or more sub-groups.

She further argued that the apparent advantage of stratified sampling is that it ensures inclusion in the sample of the sub-group, which otherwise would be omitted entirely by other sampling methods because of their small numbers in the population. The goal was to achieve desired representation from various sub-groups in the population. In this respect therefore, the 135 public secondary schools were categorized into Boys Boarding, Girls Boarding, Mixed Day and Mixed Day/Boarding Schools. By dividing the population into different strata, the results were assumed to be more reliable and detailed. This enabled the researcher to get more accurate or precise estimates for each stratum (Kothari, 2011).

Simple random sampling technique was used to select schools which were sampled in each category. It was further used to select the principals from among all the ones who had attended the training. Kothari (2011) defines random sampling as a method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population has an equal chance of being included in the sample. Allocation of sample size among the group was selected from each group for the sample by use of sampling fraction. Therefore, each category was divided by the target population and multiplied by the sampling fraction to obtain the corresponding sample size of each school type as shown in the table below

Table 3.1: Category of schools under study

School type	Number of schools	Percentage	Sample size
Boys Boarding	11	8.1	4
Girls Boarding	18	13.3	6
Mixed Day	40	29.6	13
Mixed Day and Boarding	66	48.8	22
Total	**135**	**100**	**45**

Source: Author 2018

The researcher made prior arrangements and attended CDE's meeting with Principals of secondary schools at the County headquarters. Drawing insights from Kothari (2000), the lottery technique was applied where a symbol of YES was placed on 45 out of 135 public secondary schools. Small pieces of paper (of equal size, color and texture), folded into equal size and shape, was placed in a container, mixed well and divided by the four category of schools as per the above table.

Then each principal was allowed to pick one piece of paper at a time in their respective categories (Boys Boarding Schools 8.1 percent, Girls Boarding Schools 13.3 percent, Mixed Day schools 29.6 percent and Mixed day and Boarding 48.3 percent). In this case, the 45 principals who picked a 'yes' had their schools selected for the study.

The sample size comprised 45 Principals, 45 Deputy Principals, 135 Heads of Departments, 45 BOM and 45 PA chairpersons of public secondary schools giving a total of 315 respondents selected for the study. The Deputy Principals were selected for the study because in most schools, administration was delegated to the deputy Principals.

Purposive sampling was used to select 45 chairpersons of BOM and PA from the schools sampled because the 45 Principals who had picked a 'yes' were automatically included in the sample as recommended. The chairpersons of BOM and PA were picked because they bore the responsibility of ensuring implementation of the strategic plans in their schools.

Slovin, (1984) observes that due to limitations of time, funds and energy, a study can be carried out from a carefully selected sample to represent the entire population. Since the population size of HODs was 225, and for this case, Slovin formula was more relevant so as to take into account confidence levels and margins of error, and was used to calculate appropriate sample size of a population required for the study (HODs).

Table 3.2: Population of HODs

$$n = \frac{N}{(1+N\,e2)}$$

n = Number of samples

N = Total population

e = error of tolerance = (0.052)

$$n = \frac{225}{(225 \times 0.0025+1) = 1.5625}$$

hence 225/1.5625 = 144. 144/45 = 3.2

Actual number	225
Sample	135

Source: Author 2018

After Purposive sampling was used to select HODs from schools whose principals had attended the training, they were further subjected to the lottery technique to choose the HODs proportionately from the 45 schools sampled.

Table 3.3 above shows the actual cases who participated in the study from the sampled schools

Table 3.3: Respondents of the study

Category	Total Target Population [N]
Principals	45
Deputy Principals	45
Heads of Departments	135
BOM Chairpersons	45
PA chairpersons	45
Total	**315**

Source: Author 2018

3.6.0 Research Instruments

The researcher used the following research instruments to elicit information for the study:

3.6.1 Questionnaire

The study used questionnaires as instruments of data collection. Best and Khan (1999), noted that a questionnaire enables the person administering it to explain the purpose of the study and give meaning of items that may not be clear.

Furthermore, a questionnaire has the ability to collect a large amount of information in a reasonably quick span of time, ensure anonymity, permit use of standardized question and have uniform procedures besides being easier to complete, (Orodho, 2009).

The main reason why the researcher used a questionnaire was because of practicality and that large amount of information that can be collected from a large number of people in a short period of time and in a relatively cost effective way.

The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package and can be analyzed more 'scientifically' and objectively than other forms of research. The researcher administered the questionnaires to the Principal, as seen in (Appendix IIIa) Deputy principals as seen in (Appendix III b) and HODs (Appendix III c) They were required to provide responses to the questionnaires on how strategic planning as a tool assisted in improving performance management practices of their institutions. Structured questionnaires were used to obtain quantitative data. Likert Scale type of questionnaires was used in most sections because it presents the best way to collect data as it is user friendly, easier to administer and analyze as responses are based on a prescribed rating scale. This is a psychological measurement device which is used to gauge attitudes, values and opinion. It functions by having a person completing a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements.

3.6.1 Interview Schedules

Orodho (2009) defines an interview schedule as a set of questions that an interviewer asks when interviewing respondents.

He adds that an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study and that they are used to standardize the interview situation so that interviewers can ask the same question to many respondents in the same manner. He further argues that semi- structured interviews are based on the use of an interview guide and notes. However, the exact order and wording of the questions may vary from respondent to respondent.

The interviewer may still follow leads and new topics that arise in the course of the interview, but the interview guide is a set of clear instructions concerning the main questions to be asked or topics to be probed. In such interviews some structured questions are asked, together with some open-ended ones while note taking is done during the interviews because when responses are noted as the interview progresses, it facilitates data analysis since the information is readily accessible and already classified into appropriate categories by the interviewer (Mugenda & Mugenda, 2003).

The interview schedules were considered appropriate for collection of data from BOM chairpersons and PA chairpersons, as seen in Appendix IV (a) and were used to gather information on the development and use of strategic planning tool to improve performance management practices in their respective secondary schools, infrastructural developments and academic improvement structures, their opinions and recommendations that assisted principals to improve performance management practices, as seen in appendices IV (a).

The interview schedules were used to gather information about   strategic planning development, implementation, sources of funds for implementing strategic plan and adequacy, strategic control and evaluation and usage.

They were equally used to gather information on the levels of infrastructure development and the levels of learner achievement in relation to performance improvement resulting from strategic planning.

3.6.2 Document Analysis

This involved analyzing information contained in the schools' documents. These included strategic plans availability, implementation processes, control and evaluation structures, BOM and PA minutes, levels infrastructure development; (see Appendix VI).

KCSE results analysis to determine learner achievement levels. Other relevant documents like BOM, PA, Staff and Departmental meeting minute books were also analyzed. Through this, the information pertaining to school enrolment, use of strategic plans, teacher preparation of professional records, evaluation and results, learner achievement levels, infrastructure developed as per the strategic plans as well as management structures for performance improvement were collected (see Appendix IV a and b). This gave further information on the strategy designs and decisions put in place to improve performance management practices in respect to the strategic planning tool.

3.7Piloting of Research Instruments

According to Kombo and Tromp (2006) and Orodho (2009), piloting enables the researcher to find out if the items in the instruments not only measure what they are supposed to measure but are also consistent across repeated measures of the same constant. Four schools of similar characteristics with the schools sampled were piloted. Piloting was important because it helps in revealing deficiencies in a questionnaire, Mugenda and Mugenda, (2003).

Therefore, this ensured classification and improvement of content in the instruments administered for the study, and also enhanced the ability of the researcher to attain a good art of conducting interviews.

Therefore, before collecting data, the researcher carried out a pilot study in four schools, one in each category which was part of the sample. The schools were randomly selected for piloting. In this case four head teachers, four deputy principals, four BOM chairpersons, four PA chairpersons and four HODs were involved. The schools involved for the piloting were not included among the schools for the main study. The researcher administered a checklist on the four schools. The pilot study was necessary to refine the research instruments before administering them to the respondents.

3.8.0 Validity of the Research Instruments

According to Singh (1986), Kothari (2011) and Orodho (2012), validity refers to the degree to which a test measures what it purports to measure. Validity is an important characteristic of a scientific instrument. Singh (1986) and Orodho (2009) tend to concur that validity is concerned with general ability. Kothari (2011) further points out that validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. When a test is valid, it means its conclusion can be generalized in relation to the general population sample. To ensure validity of the instruments, a pilot study was carried out on four out of the 45 selected secondary schools in Nyamira County; the four schools were excluded in the final study sample of schools. From the pilot school, the Principal, BOM and PA chairperson was given the instruments and the relevant items in the questionnaire and interview schedule were considered.

The instruments were examined by the two supervisors and selected professionals in the School of Education, Department of Curriculum Instruction and Education Management at Maasai Mara University who were authorities in the area for scrutiny and advice. The contents and impressions of the instruments were improved based on the authorities' comments and advice. The questionnaires and in the interview schedules yielded consistent results in the study thus validity was established.

3.9 Reliability of the Research Instruments

Reliability also refers to the extent to which a test in the research is internally consistent and yields consistent results upon testing and retesting (Koul, 1996; Orodho, 2012). Mugenda & Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

The pilot study was conducted to enable the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. The main purpose of the pilot study was to check the suitability and the clarity of the questions on the designed instruments, relevance of the information being sought, the language used and the content validity of the instruments from the responses given.

Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophesy formula, giving a correlation value of 0.70. According to (Orodho, 2012), a correlation value of greater than 0.80 can be considered as high, indicating acceptable reliability.

Therefore, the instruments were considered suitable for research use. The questionnaire and interview items were constructed in a way that they related to the questions. This ensured that the research questions were well constructed.

The results of the study too were assumed to be representative of the whole population and thus this increased reliability of the measuring instruments.

3.10 Data Collection Procedures

An introductory letter was sought from the Department of Curriculum Instruction and Education Management; School of Postgraduate studies Maasai Mara University to carry out the research. (Appendix I).Research Authorization: In order to be able to collect data from the sampled schools, the researcher obtained research authorization letter and research permit from the National Council for Science, Technology and Innovation (see Appendix II). Permission from the County Commissioner and County Director of Education was sought by the researcher to acquire a research permit to legally conduct the study.

The researcher then made preliminary visits to the principals of the selected schools to explain the purpose of the study and made the necessary arrangements for the administration of the questionnaire and actual data collection.

Data was collected using questionnaires which administered to each of the respondents as seen in (Appendix III) and collected at a later date. Data was also collected using interview schedules as seen in (Appendix IV). This ensured achievement of a good return ratio and helped respondents to get a chance to seek clarification on items which may have proved difficult. The researcher administered the instruments to the Principal, Deputies and HODs during breaks from normal class hours on a day agreed with the school administration.

The schools were requested to invite their BOM and PA chairpersons and selected members who gave their responses on the interview schedules (Appendix IV). This was done on agreed dates with the school administration.

All the 225 questionnaires were returned indicating a response rate of 100percent, and according to Mugenda and Mugenda (1999), many authors feel that the response rate or 50 percent is adequate for analysis and reporting, a response rate of 60 percent is good and a response rate of 70 percent and above is very good. However, a non-response of 30 percent or more non-respondents who are similar in characteristics that could be critical to the study could affect the result and they should be acknowledged as a limitation. The response rate for this study 100% meaning that it was very good.

3.11 Data Analysis

According to Kombo and Tromp (2006), data analysis refers to examining the information that has been collected in a survey or experiment and making deductions and inferences while Kerlinger (1973) defines data analysis as categorization, ordering, manipulation and summarizing of data to obtain answers to research questions.

Therefore, on completion of data collection the researcher checked for completeness of the filled questionnaires and coded them accordingly. Both quantitative and qualitative data were collected. The data generated by interview schedules were of qualitative nature and was analyzed through interview transcriptions and thematic analysis. The dominant themes were captured and presented through narrative and direct quotes. Data collected was analyzed based on descriptive statistics and comparative analysis. Collected raw data was sorted and edited. Questionnaires were organized and classified according to the research objectives.

The questions were coded for purposes of allocations of the magnitude of what was being measured. Qualitative data was analyzed by arranging them according to the research questions and objectives. The data collected from questionnaires and documents analysis were of quantitative nature and were coded and tabulated for computer analysis. The procedure for data analysis entailed the following steps: first the researcher collected the questionnaires, secondly, a data code book was prepared by the researcher for data coding and was analyzed using frequency distributions and percentages.

This facilitated the entry of the data into the computer data entry sheets. Third, data were keyed into statistical Package for social sciences (SPSS) software package version 22.0. Quantitative data from questionnaires was analyzed by computing various statistics such as the mean, percentages, mode, averages and standard deviation. After completion of data entry, data cleaning was done in order to ensure that there were no outliers or improper entries which could contaminate the results. Then the data was sorted, coded for statistical analysis.

3.12 Data presentation

Descriptive methods of data analysis were used in the presentation of the findings. The descriptive statistical procedures were used to describe the characteristics of the participants and summarize the data collected. Means and standard deviation, percentages, averages were used in analyzing the collected data. The data analyzed was presented in tables, figures and graphs. A discussion of emerging trends was then made based on research objectives and certain themes in the study.

3.12 Logistical and Ethical Considerations

Familiarization Meeting: After obtaining the research permit, the researcher visited the sampled schools and conducted familiarization meeting with each school principal. The researcher explained the purpose of the study and the anticipated benefits of the research to the school and an appropriate day and time for collecting data was booked. On the day of data collection, the following ethical considerations were made: The purpose of the research was thoroughly explained to the participants and their consent to participate in the study was sought.

The participants were assured of confidentiality and anonymity of their responses, and the researcher assured the participants that there would be no risks involved and by not requiring the respondents to indicate their names. The principals were advised to seal the questionnaires in individual envelopes and this ensured confidentiality of their responses.

The information collected from the respondents was treated with strict confidentiality and was only used for the purpose of this study. The researcher's citations from the original sources were recognized appropriately.

According to Creswell (2008) in research, individuals participating need to know the purpose and aims of the study, how the study will be used and the likely consequences the study will have on their lives. When they participate and provide information, their anonymity should be protected and guaranteed by the researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analyses, presentation and discussion of the findings of the study. Analysis was done using thematic analysis; the descriptive statistics tabulated using statistical package for social sciences (SPSS) 22.1. The contents of the findings were presented in the form of tables and graphs based on the research questions that guided the study as stated below: -How evident it is that the schools in Nyamira County developed strategic planning as a reform tool for improving performance management practices by principals of public secondary schools? What were the levels of strategic planning tool implementation and how did this effect performance based management practices improvement structures of secondary schools? What were the levels of strategic planning tool control measures and evaluation on improvement of performance management practices and to what extent was the strategic planning used as a tool for improving   performance management practices in administration, finance, infrastructure and learner achievement levels?

4.2 Strategic Planning

The first research question focused on the development of strategic planning tool for improving performance management practices by principals of public secondary schools. The purpose of this question was to enable the researcher establish if the schools had developed strategic planning tool and improvement strategies as contained in strategic planning for the schools.

It also sought to establish if there was adequate involvement of stakeholders in the strategic planning process and how strategic plans were developed.

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4.3 Development of Strategic planning as a tool for improving performance

The study sought information of compliance by the schools in the development of strategic plans. The respondents were required to indicate the extent to which they agreed or disagreed that their schools had developed strategic plans and the results of their responses were presented in table 4.1 below:

Table 4.1 Development of strategic plans in schools

Compliance in the development of strategic plans		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	21	24	0	0	45	3.47	2.5
	%	46.7	53.3	0	0	100		
D/Principals	Freq.	17	28	0	0	45	3.38	2.5
	%	38.0	62.0	0	0	100		
HODs	Freq	43	92	0	0	135	3.32	2.5
	%	32.0	68.0	0	0	100		

The results presented in table 4.1 above shows compliance in the development of strategic planning as a tool for improving performance management practices. The level of compliance was noted to be high as indicated by 46.7 percent of the principals strongly agreeing and 53.3 percent agreeing.

This was also indicated by responses from Deputy Principals in which 38 percent strongly agreed and 62 percent agreed that strategic plans had been developed and was available in

schools. This was further indicated by 32 percent and 68 percent of the HODs strongly agreeing and agreeing respectively.

All the schools had developed strategic plans as reflected in the following percentage points: Strongly agree (32.0%-46.7%), Agree (53.3%-68.0%) Disagree and strongly disagree(0%). This indicated that the level of compliance by the school principals in the development of strategic plans was high and that all the schools had a plan in place which they could use to improve performance management.

From the interview of BOM and PA chairpersons, the study also established that all the schools had developed strategic plans which they intended to use for improving performance management in their schools. For example, one BOM chairperson in a Girls' boarding school stated that:

> *Our school has a five-year strategic plan which is going to help us to make many improvements to boost our performance, and we are proud to have a strategic plan, our vision is to make this school to be a star in the bush.(Interview, 10th June 2019)*

Document analysis of all the schools sampled for the study also indicated that the schools had in place a strategic plan. This indicated a higher level of compliance meaning that 100 percent of the schools observed had in place strategic planning tool to give strategic directions in achieving their strategic goals and objectives. All the schools therefore had fully complied in the development of strategic plans as a tool for improving performance management practices and it was expected that the schools would get the benefits associated with strategic planning.

The Principals therefore had in place an improvement tool which they could use to drive performance management practices to the desired levels.

The high levels of compliance in the development of strategic plans was probably due to prior training in the development of strategic plans by Devolved Education Management Activity which equipped them with necessary skills and knowledge, therefore development of strategic plans may not have been was not a complex issue because they had some basic idea in strategic planning. It was also probably due to the fact that, as a directive from the Ministry of Education, schools were required to have in place strategic plans for improvement, and partly because prior to strategic planning, the schools had in place School Development Plans so strategic planning though a new concept, was not entirely new as it was closely related to school development plans

The findings are in agreement with Eric (2018) who found out that successful strategic planning involves a team effort among you and your employees, as well as among you and your vendors and other outside people. The more you engage your employees with strategic planning, the better they will understand the strategy you want to have for your business. A number of studies have identified strategic planning as a tool to guide schools' improvement initiatives in the future (Fullan 2004; Steyn & Wolhuter, 2010; Quong & Walker, 2010). This also agrees with a study by Florence (2016), who found out that Strategic planning can be one of the most effective tools for driving school reforms in education sector if the process involves key stakeholders.

In order to make strategic planning to be successful, the planning team needs to possess requisite management skills to overseeing the process to success, allocating specific responsibilities to key stakeholders, and availing necessary resources coupled with effective communication to enhance meeting set timelines.

This is also in agreement with Alves (2011) who states that Strategic Planning is a managerial methodology that allows establishing the direction to be followed by the Organization. It determines and reveals the organizational purpose as a whole (Mission, Vision, Values and Objectives). It also proposes Strategic Actions to reach these objectives, prioritizing the allocation of resources.

The study sought information on why schools developed the strategic plans. The respondents were required to state the reasons why their schools developed strategic plans and their responses were presented in table 4.2 below:

Table 4.2: Why schools developed Strategic plans

Reasons for the development of strategic plan		To assist in improving performance	To give the school strategic direction	To assist the school to achieve strategic goals and objectives	MOE directive	Total
Principals	Freq.	42	40	41	45	45
	%	93.3	88.9	91.1	100	
D/Principals	Freq.	43	44	39	45	45
	%	95.5	97.8	86.6	100	
HODs	Freq	130	129	131	135	135
	%	96.3	95.5	97.04	100	

Results from table 4.2 above show the main reasons why schools developed strategic plans. It was observed that 93.3 percent of the Principals indicated that the schools developed strategic plans to assist in performance improvement. This was also indicated by 95.5 percent responses from Deputy Principals and 96.3 percent HODs.

This meant that most schools performance had improvement zone which strategic planning was developed to address. Performance improvement was therefore one of the key reasons for development of strategic plan as indicated by (93.3%-96.3%) of responses from the respondents.

From the interview of BOM and PA chairpersons, most schools were not performing well as expected and therefore the strategic plan was seen a reform tool that would be used to improve performance management practices as one PA chairperson a Mixed day secondary school remarked as seen below:

> *We have been invited many times to come to school for academic days to discuss performance of our children which has not been good and to discuss development projects. Strategic planning will help us address and improve this unsatisfactory performance and improve our school. (Interview, 11th June 2019)*

The findings are in agreement Reeves (2008) who suggests that school leaders need guidance to engage in strategic planning processes that lead to improved student results, and Kvint (2009) who states that organizations cannot be effective unless they know where they are headed. Effectiveness is not random; it begins with a clear vision, mission, and goals. Formal strategic-planning approaches establish those missions, goals, and visions. Strategic management offers a means of systematically thinking about and reviewing an organization's direction, environment, and strategies.

The second reason why the schools developed strategic plans was to give the schools strategic direction in which 88.9 Principals attested to, further indicated by 98.7 responses from Deputy Principals and 95.5 percent responses from HODs.

The same views were also noted in responses from BOM and PA chairpersons during the interview where they stated that they developed strategic plans to give their schools strategic direction. As one of the BOM chairperson said:

> *Our school didn't have any plan before, so we didn't know where we were and we are going. We have now developed a strategic plan to give us direction on where we are going. (Interview, 11th June 2019)*

This implied that most schools lacked a clear strategic focus and therefore, to improve performance management practices, the idea of giving the schools strategic direction was one of the major reasons why strategic plans were developed. The findings are consistent with Olsen (2013) whose study found out that strategic planning makes the management of an organization easier by providing a framework and a clearly defined direction for decision-making and helps them pull in the same direction. This is also in agreement with Cook (2010) who noted that there is reciprocity between the strategic and the operational. He adds that this does not mean that the plan is developed to-down, but in a system which is strategic must be justified by that which is operational; and the operational must have strategic content in order to be meaningful.

Another reason why schools developed strategic plans was to assist them achieve strategic goals and objectives as indicated by 91.1 responses from the Principals, 86.6 Deputy Principals and 97.04 percent responses from HODs.

The interview of PA and BOM chairpersons showed that strategic plans would assist their schools in achieving strategic goals and objectives, this implied that that the schools' aspirations, desire for improved performance, goals and objectives could be realistically achieved through strategic planning.

The findings are in line with Robert (2011) who states that strategic planning are methods a company, and its individual work-units define their goals and objectives. In turn, those goals and objectives are used to determine and analyze the goals and objectives of each employee in a work unit. This also resonates with McKeown (2011), who argues that "strategy is about shaping the future" and are the human attempt to get to "desirable ends with available means". This therefore means that strategic planning entails a list of actions so ordered as to attain over a particular time period, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect the organization, which will move the organization from where it is to where it wants be through strategic performance improvement efforts. Achieving strategic goals and objectives translates into performance improvement in management practices. This is also in congruent with a study by Katheren (2003) who argued that in essence, strategic planning process help leaders to think and act strategically, develop effective strategies, clarify future directions for the organization, establish priorities and establish teamwork to improve performance.

Further, the schools developed strategic plan because it was a requirement by Ministry of Education that all schools develop strategic plans. This was attested to by 100 of responses from Principals, 100 percent Deputy Principals, and 100 percent HODs.

From the interview of BOM and PA chairpersons, they indicated that they were aware the Ministry of Education required all schools to develop strategic plan as one PA chairperson remarked:

> *During our Devolved Education management Activity training strategic planning in 2012, the MOE officials told to go back to our schools and prepare a five year strategic plan. (Interview, 13th June 2019)*

This was probably due to high level of compliance by school Principals to the implementation of state education policies as pointed out by Wanjala and Rarieya (2014) that strategic planning had not been embraced fully in schools. School leaders viewed strategic planning as an external ministerial policy that must be adhered to by schools.

The above reasons indicate that strategic plans were developed by the schools to serve a purpose of improving performance practices at various management levels as noted by (Davies, 2006; Bryson, 2011) that schools interested in growth must therefore show strategic intents, strategic thinking and strategic conversations, which are core to successful strategic planning.

The main reasons why the schools developed strategic plans were reflected in the following percentage points: To assist in improving performance (93.3%-96.3%), to give the school strategic direction (88.9%-97.8%),to assist the school to achieve strategic goals and objectives (86.6%-97.04%) and as a Ministry of Education directive (100%). This meant that the schools had valid reasons for developing strategic plans to improve performance management practices and that the level of compliance to MOE directive was very high.

The researcher sought information on the extent to which stakeholders were involved in the strategic planning process and the respondents were required to state if they agreed or disagreed that stakeholders were involved in the strategic planning process. Their responses were presented in table 4.3 below.

Table 4.3: Involvement of stakeholders in the development of strategic planning tool

Stakeholders involvement in the development of strategic planning tool		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	1	13	29	2	45	2.14	2.5
	%	2.2	28.9	64.4	4.4	100		
D/Principals	Freq.	0	14	24	7	45	2.16	2.5
	%	0	31.1	53.3	15.6	100		
HODs	Freq	0	22	74	39	135	1.86	2.5
	%	0	16.3	54.8	28.9	100		

Table 4.3 above indicates the extent to which stakeholders were involved in the development of strategic planning tool as required in the strategic planning process. The results above show that 68.8 percent of the principals disagreed that they involved all stakeholders in strategic planning process. This was also indicated by 68.9 percent of the deputy principals and 83.7 percent of the Heads of departments. The extent of involvement of stakeholders in the strategic planning process was expressed in the following percentage points: Strongly Agree (0%-2.2%), Agree (16.3%-31.1%), Disagree (53.3%-64.4%)   Strongly Disagree (4.4%-28.9%), meaning that in most schools, stakeholders were not involved in the development of strategic plans.

The researcher also established from the interview of the Board of Management and Parents Association chairpersons that most of them were not involved in the preparation of the strategic plan as was indicated by one BOM chairperson who said that:

We were trained in Strategic planning process by Ministry of Education, but in our school, we were not involved in the development of strategic plan. One day, I was informed by the Principal that there would be a meeting which was intended to discuss the adoption of strategic plan which was already developed among other issues. (Interview, 14th June 2019)

This therefore indicates that in most schools, stakeholders were not fully involved and did not participate in the strategic planning process. The implication was that, if schools' stakeholders are not adequately involved in the strategic planning process, they are likely to resist, disown and fail to support it making implementation difficult for the schools to achieve performance management improvement initiatives.

The findings are in agreement with ECRA whitepaper (2015) which indicated that involvement of stakeholders especially at implementation stage creates synergy. It brings onboard partners from private sector to finance vocational programmes and general infrastructure. The findings are also in congruous with Hendrick (2003) in 'Integrative stakeholder participation theory' who argues that stakeholder participation during the process of decision making generates beneficial outcomes. This also agrees with a study by Johnson et al.(2008) that strategic planning also facilitates collaboration. Nowadays, most companies involve middle managers of functional areas into the process of formulating strategic plan. Middle level managers are the people who implement the strategies set out in a plan and if they are not involved in making the plan, then they will not be so committed to support it.

Thus, strategic planning is used to achieve the competitive advantage and to integrate all the functional areas of the company by facilitating the communication between the managers of all levels. This affirms that strategic planning is viewed as collaborative and encompasses all stakeholders (Eacott, 2011). This is further facilitated by the ample forums for the

communication among stakeholders that is necessary for strategic planning (Fullan, Hill & Crevola, 2006). Hence, it has the potential to enhance collaborative and collegial working relationships among school community members. The findings also resonate with Ong (2018) who argues that a combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals.

The study sought information on how the schools developed their strategic plans and the respondents were required to state how their schools developed their strategic plans. Their responses were presented in table 4.4 below.

Table 4.4: How schools developed strategic plans

How SP was developed		Hired Professionals to develop SP	Developed own SP	Borrowed and modified other schools SP	Total
Principals	Freq.	31	12	2	45
	%	68.8	26.6	4.4	100
D/Principals	Freq.	31	12	2	45
	%	68.8	26.6	4.4	100
HODs	Freq	93	36	6	135
	%	68.8	26.6	4.4	100

Table 4.4 above indicates the schools developed their strategic plans. The results show that68.8 percent of responses from the Principals indicated that they hired professionals to develop their strategic plan. This was also indicated by 68.8 percent responses from Deputy Principals and 68.8 percent Heads of departments' responses.

It was observed that 26.6 percent of the principals, 26.6 percent of the responses from Deputy Principals and a similar percentage of responses from Heads of departments indicated that they developed their own strategic plans.Only4.4 percent of the Principals, Deputy Principals and Heads of Departments indicated that they borrowed and modified other schools' strategic plans.

The results therefore showed that 68.8 percent of the schools hired professionals to develop their strategic plans while 26.6 percent of the schools developed strategic plans on their own and only 4.4 percent of the schools borrowed and modified other schools' strategic plans.

How the schools developed their strategic plans was reflected in the following percentage points: Hired Professionals to develop SP (68.8%), Developed own SP (26.6) and Borrowed and modified other schools SP (4.4%). This indicated that most schools hired professionals in the development of their strategic plans while few schools developed their own strategic plans and very few copied and modified other schools' strategic plans. Performance improvement structures were therefore based on strategic plans which were complex and abstract to most school Principals, teachers, BOM and PA members.

Similar responses were noted in the interview of BOM and PA chairpersons which also indicated that most schools hired professionals to develop for them their school's strategic plan as remarked by one BOM chairperson that:

> Our school's strategic plan was developed by professionals; we approved the budget in one of our BOM meetings which was to be paid to a firm that was hired to develop our strategic plan. (Interview, 21st June 2019)

The results presented indicated that the number of schools that hired professionals to develop their strategic plans were higher that the schools that developed their own strategic plans meaning that in most schools, the principals hired professionals to develop their strategic plans.

Document analysis of the strategic plans revealed many similarities between the strategic plans. This indicated that in some cases, the developers simply copied and modified strategic plans they had developed for other schools. It was observed that strategic plans for some schools did not reflect their currents status, future development and improvement goals and objectives, meaning that such strategic plans were not tailored to the needs of those schools whose main objective was to improve performance.

The implications of hiring of professionals to develop the strategic plans was that the improvement areas needed to be studied and mastered first by both the managers, teachers and other stakeholders before they could be customised and implemented, this was likely to make internalization difficult and putting the strategic planning into use to improve performance management practices. This also resulted into some schools having plans which were too ambiguous to be implemented.

This finding is consistent with Schmoker (2004)who pointed out that some schools set impossible goals and that the monitoring and evaluation of the strategies is not well spelled out.The strategic plans were therefore prepared out of excitement of having a 'Strategic plan' without deeply considering the responsibilities that came with it, and this affected the strategies put in place to improve performance improvement.

The hiring of professionals was probably because the most Principals, despite training, did not fully understand the concept of strategic planning as a performance improvement tool, the time and processes involved. It may also have been a rush to meet the deadline for preparation of strategic plans or simply an easy way of having in place a strategic plan.

The findings are in agreement with a study by Mbugua and Rarieya (2014) who affirmed that not all schools in Kenya have embraced strategic planning fully, despite a ministerial directive. They cited cases of some schools hiring consultants to make strategic plans for them and of others borrowing and adopting strategic plans from other schools, irrespective of variation in contextual needs. This raises questions about schools' capacity and capability to successfully engage in strategic planning processes.

This indicated that school leaders' inadequate capacity to seek alternative sources of knowledge could be a sign of lack of commitment to strategic planning in the school (Xaba, 2006) and the lack of understanding concerning processes and the importance of strategic planning made it difficult for such schools to embrace it fully (Conley, 1993).

The study sought information on whether the schools' strategic plans had strategy designs and structures and the respondents were required to indicate the extent to which they agreed or disagreed that their schools' strategic plans had strategy designs and structures. Their responses were presented in table 4.5 below:

Table 4.5: Strategic plan designs and structures

Strategic plan designs and structures		S A 4	A 3	D 2	S D 3	Total	Mean	Weighted Mean
Principals	Freq.	8	30	7	0	45	3.06	2.5
	%	17.7	66.6	15.5	0	100		
D/Principals	Freq.	8	32	0	0	45	3.07	2.5
	%	17.7	71.1	11.1	0	100		
HODs	Freq	43	92	0	0	135	3.32	2.5
	%	31.9	68.1	0	0	100		

Table 4.5 above indicates the component of the schools' strategic designs and structures as contained in the strategic plans to give direction on improvement of performance management practices. The results indicate that 84.3 percent of the principals agreed that the institution's objectives and goals were based on the strategic plan and priorities and that strategic plan implementation structures were also based on the strategic plan designs. This was also indicated by 89.4 percent responses from the deputy principals and 100 percent of responses from HODs.

The availability of strategy designs and structures were reflected in the following percentage points: Strongly Agree (17.7%-31.9%) Agree (66.6%-71.1%) Disagree (11.1%-15.5%) Strongly Disagree (0%) meaning that most of the schools' strategic plans had in place strategy designs and structures meant to improve performance management practices.

The document analysis of the strategic plans also indicated that the available strategic plans had designs and structures meant to improve performance management practices, and this included administration and management improvement structures, financial, curriculum implementation, individual teacher, student and departmental yearly targets, and learner achievement levels improvement structures as shown Appendix VI. The results presented therefore indicate that the schools had in place strategic plan designs and structures, meaning that strategic planning as a tool in almost all schools had clear strategy designs and structures. These could be effectively used to improve performance management practices at different levels in the school, ranging from academic improvement structures, administration and management, financial management, infrastructure and learner achievement improvement strategy designs.

The implication was that the principals had in place a clear and structured framework which they could effectively use to improve performance at various departmental levels in their schools. To improve performance, strategic planning requires a well-developed framework for implementation that would translate the strategies into actions and hence strategy designs and structures must be clearly put in place.

Strategy implementation must be based on the strategic plan designs and structures, implementation matrix to guide on the implementation framework, indicating that the action plan with a scheduled time frame and actors. To ensure that the schools were in the right strategic direction, the Principals had a tool at hand with clear designs and structures which they could use to address the needs and levels of the schools to drive performance improvement.

The study findings concur with Ong (2019) who states that a school with a strategy can monitor its progress toward key outcomes and evaluate where and how it may have gotten off track and that strategic plan aids a school's board with governance decisions and provides direction for the future. With the plan in place, the board has a roadmap which it can track, evaluate and modify to facilitate better governance decisions and provide direction for the future of the school. This is also in agreement with Olsen (2012), who asserts that a strategic plan is the formalized road map that describes how your company executes the chosen strategy. A plan spells out where an organization is going over the next year or more and how it is going to get there.

The respondents were required to indicate the extent to which they were using strategy designs measurement tools to improve performance. Their responses were as presented in fig. 4.1 below:

Fig 4.1Strategy designs and performance management measurement tools
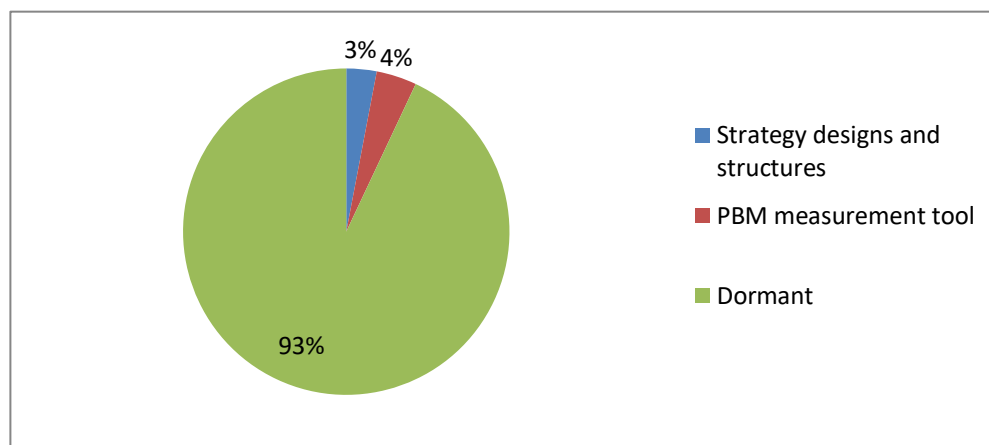
From document analysis of the schools' strategic plans results from fig 4.1above, shows that,

despite the schools having in place strategy designs and structures, there was no evidence

that they were being put into use to improve performance as no performance   measurement

rating was available to gauge the extent to which strategy designs and structures were being

used to help the schools improve performance. Only 3 percent of the schools observed   had

evidence   of   using strategy designs and structures implementation matrix and 4 percent

performance management measurement tools. It was indicated that 93 percent of the schools

observed were dormant with no evidence that they   were   putting into   use   the   available

strategy designs and structures as well as performance management measurement tools. This

meant that the performance management measurement tools were available but the remarks

column was not filled,   probably they were not being used. This implied   that the progress

made in improving   performance   management   could not be established, an indication that

strategy   designs   and   structure   were not   being   used   by the   principals in improving

performance management practices.

This apparently could have been as a result of difficulty in understanding the complex nature

of strategic planning processes and implementation structures. This concurs with a study by

Xaba (2006)who associates schools' failure to successfully engage in strategic planning with

leaders' inadequate knowledge of the processes. In fact, learning should be the starting point

for schools effectively engaging in strategic planning.

The process requires strategic leadership; previous studies have shown that the complexity of strategic planning requires effective leadership that can motivate stakeholders to accomplish the required tasks associated with it (Quong & Walker, 2010).

The researcher sought to know the main areas   in performance management practices that required improvement. The respondents were asked to identify major areas in performance management practices in their schools which required improvement and their responses were presented in table 4.6 below:

Table 4.6 Major areas of improvements in Performance management practices

Areas of improvements in Performance management practices		General school administration and financial management	Curriculum organization, supervision ,teaching and learning processes	Quality of education provided and standards achieved by learners in KCSE	Infrastructure developments	Total
Principals	Freq.	40	43	45	45	45
	%	88.8	95.5	100	100	
D/Principals	Freq.	45	42	45	45	45
	%	100	93.3	100	100	
HODs	Freq	135	127	135	135	135
	%	100	94.07	100	100	

The analysis of data presented in table 4.6 above on major areas in performance management practices which required improvement reflected the following percentage points: General school administration and financial management (88.8%-100%), Curriculum organization, supervision, teaching and learning processes (93.3%-95.5%), Quality of education provided and standards achieved by learners in KCSE (100%) and infrastructure developments (100%). This indicated that in all schools, there was unsatisfactory performance which created 'performance improvement zone' in administration and financial management practices, curriculum organization and implementation, quality of education and KCSE results and school physical facilities.

These were the major areas in performance practices which strategic planning was developed to address. The results above indicate that the first area that required improvement was general school administration and financial management as attested to by 88.8 percent response from the Principals, 100 percent responses from Deputy Principals and HODs respectively. From the interview of BOM and PA chairpersons, the results indicated that the administration, management and finance of most schools required improvement. Document analysis of standards assessment/ Audit reports (2014-2019) for Nyamira County also indicated management and financial lapses in most school assessed, meaning school management, and finances was an area which was being underperformed and therefore needed to be improved. The second identified area that required improvement was curriculum organization, supervision, teaching and learning processes as shown by 95.5 percent responses from the Principals and also indicated by 93.3 percent deputy Principals and 94.07 percent responses from HODs.

Document analysis of standards assessment reports (2014-2019) for Nyamira County also indicated weak supervision of curriculum organization and lapses teaching and learning processes which showed that syllabus coverage in most schools were below average. The reports schools and recommended that there was need to intensify supervision of curriculum and that effective strategies be put in place to improve performance. This should be implemented, evaluated and feedback given on a regular basis. These meant that in most schools, supervision of curriculum implementation and teaching and learning processes were below the expected levels and therefore required improvement to achieve the desired level in performance.

This was probably due to lapses in departmental organization, inadequate teacher preparation, ineffective co-ordination of curriculum implementation and lack of or inability to effectively use curriculum monitoring tools to ensure adequate syllabus coverage, teacher and students' curriculum discipline. This also pointed out to low levels of supervision of curriculum implementation, ineffectiveness in assessment mechanisms which is why most schools were still far from achieving the expected outcomes.

The third identified area that required improvement was the quality of education provided and standards achieved by learners in KCSE as indicated by 100 percent responses from Principals. This was also indicated by 100 percent responses from Deputy principals and Heads of departments. Document analysis of standards assessment reports (2014-2019) for Nyamira County also indicated that most schools over the years had posted dismal results in KCSE with an average mean standard score of 3.0, far below the national average mean of 6.0, meaning that the quality of education provided by the schools was still far from producing the desired results and hence required improvement.

Comparing the actual results and the expected results posted in the schools over the years, learners achievement levels in most schools were below the expected standards or satisfactory levels. This also indicated weaknesses in the implementation structures put in place that would ensure good practices in the quality of education provided in the schools in order to produce or achieve the desired results, thereby raising the standards achieved by learners.

The fourth area that was identified as requiring improvement was the development of school infrastructure as indicated by 100 percent responses from Principals. This was also indicated by 100 percent responses from Deputy principals and Heads of departments.

Document analysis of standards assessment reports (2014-2019) for Nyamira County also indicated that most schools had inadequate infrastructure indicating that physical facilities in almost all the schools were inadequate or needed to be improved. The report indicated that many schools lacked administration blocks, adequate tuition facilities (classrooms), dormitories for boarding schools, dining halls, laboratories, libraries, play grounds, adequate water, sanitation facilities and land among others. In some schools where physical facilities were adequate, they were too old or dilapidated and therefore needed major renovations for improvement. Equally, some schools may have recorded increase in enrolment and were operating beyond the approved establishment as per their registration certificate.

This had seriously strained the existing facilities and therefore creating a need to put up more structures to accommodate the increase in student population, majorly in classrooms and dormitories. The overstretched and inadequate physical facilities made it difficult for the school managers to effectively implement strategies meant to improve performance.

Thompson et al.(2007) emphasize that schools need to embrace strategic planning to set strategic direction, define competitive moves, satisfy stakeholders, compete successfully and achieve targeted levels of performance. This also concurs with Glen (2011) who states that performance management provides mechanisms for increasing the probability of success and generates the data necessary to provide actionable information to the decision makers. The process of strategic planning is an essential element in school development and focuses on improving the quality of learning by strategizing, setting priorities, targets and resource allocation. With the commitment of all stakeholders to school improvement through application of best planning practices, this can go a long way in improving the quality of education in schools as successful strategic planning leads to school effectiveness.

This also concurs with Robert (2011) who explains why performance must be managed and argues that as institution managers, there is need to adopt performance management practices. He further says that this will facilitate continuous review and ongoing development of departments or teams in order to deliver departmental or faculty and institutional objectives.

4.4 The implementation of strategic planning as a tool for performance improvement

The study sought information on the levels of the implementation of performance improvement strategies by principals. The respondents were required to indicate the extent to which they agreed or disagreed that strategic planning was effectively implemented in their schools and the results were presented in table 4.7 below:

Table 4.7: Strategic plan implementation levels

Levels of Strategic plan implementation		S A 4	A 3	D 2	S D 3	Total	Mean	Weighted Mean
Principals	Freq.	0	4	22	19	45	1.67	2.5
	%	0	8.9	48.9	42.2	100		
D/Principals	Freq.	0	5	27	13	45	1.82	2.5
	%	0	11.1	60.0	28.9	100		
HODs	Freq	0	23	99	13	135	2.07	2.5
	%	0	17.0	73.3	9.6	100		

Results from table 4.7 above indicate the levels of strategy implementation in schools. It was observed that48.9 percent of the responses from Principals disagreed while 42.2 percent strongly disagreed that there was effective implementation of strategic planning to improve performance management practices.

This was also indicated by 88.9 percent responses from Deputy Principals and 82.9 responses from Heads of departments. The analysis of data presented in table 4.7 on the levels of strategic plan implementations in the schools reflected the following percentage points: Strongly agree (0%) Agree (8.9%-17.0%), Disagree (48.9%-73.3%) Disagree (9.6%-42.2%).

This indicated that implementation levels of strategic planning were low in most schools meaning that there was dissatisfaction on how strategic designs meant to improve performance were being implemented.

From the interview of chairperson of BOM and PA, the results from the responses indicated that their schools were not effectively implementing strategic plans and therefore improvement of performance to the desired levels was still far from being achieved, as noted by one BOM member who remarked that:

> *We have not succeeded in effectively implementing our strategic plans and our school's performance is still low in many areas. We still require many years to effectively implement our strategies to help us get improvement in performance to satisfactory levels. (Interview, 14th June 2019)*

From the foregoing, it was evident that the levels of strategic plan implementation by most Principals were ineffective meaning they were low and unsatisfactory.

This further indicated that although there were clear implementation structures in the schools' strategic plans designs, most Principals did not effectively implement strategies designed to improve performance management practices implying that performance improvement work plans in the schools had not been used to effectively implement the strategies; hence strategic plan implementation was weak and ineffective.

This affected the improvement processes expected in management practices because when strategies are not implemented or poorly implemented, it is not possible to realize improvement in designated areas in management. Any successful implementation of strategic plans helps the schools to identify good and bad strategies. This helps in making a decision of adopting good strategies and discarding or making adjustments to bad strategies so as to drive performance improvement.

The findings are in agreement with Florence (2016) who found out that strategic planning can only succeed if school management is willing to be honest and transparent in revitalizing their institutions and committing to creating their future and when effectively implemented, strategic plans give leaders in the education sector a very focused and clear process of leading change initiatives for improved organizational performance and growth in desired direction. This also concurs with (Xaba, 2006) who argues that in essence, these reforms, though usually well-intended, is poorly implemented, resulting in more chaos in schools.

Rumelt and Richard (2011) state that the output of strategic planning includes documentation and communication describing the organization's strategy and how it should be implemented. The strategy may include a diagnosis of the competitive situation, a guiding policy for achieving the organization's goals, and specific action plans to be implemented. A strategic plan may cover multiple years and be updated periodically.

Perhaps this is because strategic planning enhances a paradigm shift from short-term planning approaches that are crisis-driven, to broader strategic processes essential for sustainability (Davies, 2002).

The views are also in line with Alves (2011) who argues that strategic planning can only succeed if school management is willing to be honest and transparent in revitalizing their institutions and committing to creating their future. When effectively implemented, strategic plans give leaders in the education sector a very focused and clear process of leading change initiatives for improved organizational performance and growth in desired direction.

The researcher sought to know from the Principals the sources of funds received by the schools for implementation of school programmes and the respondents were required to identify the sources of funds that their schools received. Their responses were presented in table 4.8 below:

Table 4.8: Sources of school funding

Sources of schools funding		Government	Parents	IGA	Bank loan	CDF	Sponsors	Donors
Principals	Freq.	45	45	6	8	45	4	2
	%	100	100	13.3	17.7	100	8.8	4.4
D/Principals	Freq.	45	45	6	8	45	4	2
	%	100	100	13.3	17.7	100	8.8	4.4
HODs	Freq	135	135	18	24	135	12	6
	%	100	100	13.3	17.7	100	8.8	4.4

Data from Table 4.8above revealed the types of funding received by the schools. It was observed that the main sources of funds received by the school were from the government, Parents and Constituency Development Funds, attested to by 100 percent responses from the Principals.

This was further indicated that 100 percent responses from the Deputy Principals and 100 percent responses from Heads of Departments. The funds received by the schools from the government were Tuition Free Day Secondary funds and grants, while the funds received from the Parents were in the form of school fees.

CDF provided development funds and bursary for students. It was further observed that 17.7 percent of the funds received were borrowed from the banks by few schools in the form of loans, while13.3 percent of the funds received came from the school income generating activities, meaning that very few schools had in place IGAs. Sponsors and donors were the least contributors at 8.8and 4.4percent respectively.

This meant that the main sources of income for the schools came from Government, PA/Parents and CDF. Few schools secured loans from the banks to supplement funds received in the schools, meaning that the government was not providing money for development of physical infrastructure. This created a necessity for acquisition of bank loans as the only option to deficits in the schools' budget like purchase of a school bus, construction of modern administration or tuition complex among others. Donor and sponsor funding were minimal in provision of funding to the schools while most schools did not engage in income generating activities as an alternative source of additional funding either due to lack of interest, inadequate land or lack of entrepreneurship skills.

The implication was that, to effectively implement the school programmes from the strategic plans, funding is a necessity as no programmes can be implemented without funds. Effective implementation of the strategic plan requires funding and prudent utilization of these funds for intended purposes. The respondents identified the source of school funding as the Government of Kenya, parents, IGA, Bank loan, Sponsors, and CDF.

To a given extent therefore, the schools received some funding which could assist them to implement some of the strategy designs to improve performance.

The findings show that financial resources play an important role in ensuring the successful implementation of strategic plans indicating a need for school leaders to think of and source financial resources creatively.

This point out the importance of prioritizing and efficiently utilizing available resources to meet institutional needs (Davies & Davies, 2006; Snyder, Acker-Loceron& Snyder, 2008; Bryson, 2011). Ong (2018) states that successful strategic plan implementation requires proper management of budgetary and time resources, the creation of high-output teams and the consistent monitoring of all progresses.

The researcher under the same objective sought to ascertain whether the various income sources were adequate to facilitate implementation of the school programmes and the respondents were required to indicate if funds received by the schools were adequate or inadequate for implementation of school programs. Their responses were presented in table 4.9 below:

Table 4.9: Adequacy of funding

Adequacy of school funds	Extremely adequate		Very adequate		Adequate		Inadequate	
	Freq	%	Freq	%	Freq	%	Freq	%
Government	0	0	0	0	10	4.44	215	95.56
PA/Parents	0	0	0	0	30	13.3	195	86.67
School IGA	0	0	0	0	5	2.22	220	97.8
Bank loan	0	0	0	0	5	2.22	220	97.8
Sponsors	0	0	0	0	2	0.88	223	99.12
CDF	0	0	0	0	81	36.0	144	74.0
Donors	0	0	0	0	2	0.88	223	99.12

Source: Author 2019

Results from table 4.9 above shows that 95.56 percent of responses from the Principals, Deputy Principals and HODs indicated that funds from the government were inadequate to meet their budgetary needs.

Funds provided by parents in the form of school fees to supplement the TFDSS were also noted to be inadequate as indicated by 86.6 percent of the responses from Principals, Deputy Principals and HODs. It was also observed that 97.8 percent of the responses from Principals, Deputy Principals and HODs indicated that funds from school income generating activities were inadequate meaning that even for the schools with IGAs, the funds generated from such enterprises were not enough to meet the schools' financial needs. Funds from CDF, Sponsors, Donors and bank loans were also noted to be inadequate.

The analysis of data presented in table 4.9 on adequacy of school funding reflected the following percentage points: Extremely adequate (0%), Very adequate (0%) Adequate (0.88%-36.0%) and Inadequate (74.0%-99.12%).

This indicated that funds received by the schools were not enough to enable them to effectively implement strategies designed to improve performance and other school programmes thereby undermining the achievement of desired results in performance.

The researcher also established from BOM/PA interview that although the government through the Ministry of Education provided money to schools as TFDSS, these were inadequate to meet the financial needs of the schools as per their strategic plans and financial needs.

Fees obtained from parents, CDF, income generating activities and Bank loans were inadequate as one PA chairman said:

Our school does not have enough funds to enable us run school programs successfully, the money we receive from the Government, CDF and school fees are not enough to help us meet our financial needs. We do not have enough teachers and this is the same money we use to pay BOM employed teachers. As a result, we are not able to implement our programs successfully and this seriously affects our performance output as a school. (Interview 21st June, 2019)

The responses above indicated that the funds received by the schools were not enough to facilitate them to meet their financial needs including implementation of strategic plans meaning that inadequacy of funds was adversely affecting implementation of strategic plans, as most strategies could not be implemented due to lack of funds. This also meant that performance improvement practices in many school departments could not be fully realized in the wake of inadequate funding.

The implications of inadequate funding on strategic plan implementation was that, to implement the strategies, adequate funding is required and therefore inadequacy of funds hindered and slowed down the schools' implementation programmes hence affecting the achievements of goals and objectives put in place to improve performance management practices. This meant that in most schools, the funds provided were not enough to adequately facilitate the full implementation of the strategic plans. This affected administrative support from the schools for strategic plan implementation, leading to lack of support from the administrators in many areas resulting to ineffective implementation and subsequently affecting performance management practices improvement in most schools.

This also indicated that strategy implementation was low meaning that from the available funds, in the implementation processes, priorities were not given to critical areas as per the strategic plan and this hampered improvement in performance management at various departments in the schools.

The findings concur witha study by Catherine et.al(2015), who found out that that strategic planning in schools is greatly hindered by inadequate resources in terms of physical facilities, finances and human resources. This also concurs with Muhammad (2013) argues that organizations need to be efficient in doing right things, in the optimum use of their resources and in the ratio of outputs to inputs.

This also concurs with Georgeet.al (2019) that strategic planning requires resources from organizations, both human and financial. Practitioners should not expect relevant strategic plans to emerge from ill-funded strategic planning processes. This implies that effective use of strategic planning leads to good performance management practices.

The study sought to get information if there were challenges encountered in the processes of implementation of the strategic plans. The respondents were required to indicate the extent to which they agree or disagree that there were challenges in the process of implementing strategic plans. Their responses were presented in table 4.10 below:

Table 4.10 Challenges in the implementation of the strategic plan

Challenges to strategic plan implementation on Performance improvement practices		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	11	33	1	0	45	3.22	2.5
	%	24.4	73.3	2.3	0	100		
D/Principals	Freq.	6	36	3	0	45	3.07	2.5
	%	13.3	80.0	6.7	0	100		
HODs	Freq	0	103	7	0	135	3.13	2.5
	%	0	76.3	5.2	0	100		

Results from table 4.10 above indicate the challenges encountered by school managers in the process of implementing the strategic plan. 97.7 percent of the Principals agreed that the schools faced challenges in the implementation of strategic plans to improve performance management practices. This was supported by 93.3 percent responses from Deputy Principals, 76.3 percent responses from HODs, 91.2 percent. The analysis of data presented in table 4.10 on challenges encountered by school managers in the process of implementing the strategic plan reflected the following percentage points: Strongly Agree (13.3%-24.4%), Agree (73.3%-80.0%) Disagree(5.2%-6.7%) Strongly Disagree (0%). This indicated that most Principals experienced or encountered challenges in the process of implementing strategies as they aspired to improve performance in their schools and this was an impediment in the achievement of desired results in performance management practices.

From the interview of Board of Management and Parents Association chairpersons, it was established that the school managers were experiencing many challenges in the process of strategic plan implementation. A BOM chairperson stated that:

We have many challenges affecting implementation of our strategic plans alongside many school programs; this school cannot show remarkable improvement in many areas due to these challenges. Our students cannot do well in exams because they in learning in a school with many challenges. (Interview, 19th June 2019)

The above results indicated that implementation of strategic plans in schools were faced with challenges which were affecting performance improvement structures. This concurs with Davies (2005) who noted that strategic planning in schools still poses a challenge and therefore a leader's role in creating a strategic mindset and culture in the school is critical to its success.

The findings also concur with Conley (1993) who argues that strategic planning in schools faces challenges because a number of school leaders lack knowledge of the strategic planning processes as well as of how to convert strategic plans into action plans for effective implementation. This implied that the challenges as noted to a great extent affected the implementation of strategic plan in schools and therefore impacting negatively in the improvement of performance management practices.

The researcher sought information on constraints to effective implementation of strategic plans and the respondents were required to identify the constraints impeding effective implementation of strategic plans in schools. Their responses were presented in table 4.11 below:

Table 4.11 Constraints to effective strategic plan implementation

Constraints to effective strategic plan implementation		Inadequate funding	Misuse of funds	Lack of technical skills/training in strategic planning	Interference from some BOM/Sponsor and Community members	**Total**
Principals	Freq.	45	26	38	32	45
	%	100	57.8	84.4	71.1	
D/Principals	Freq.	45	45	36	35	45
	%	100	100	80.0	77.8	
HODs	Freq	135	135	111	98	135
	%	100	100	82.2	72.6	

The analysis of data presented in table 4.11 above on constraints to effective implementation of strategic plans reflected the following percentage points: Inadequate funding (100%), Misuse of funds (57.8%-100%), lack of technical skills /training (80.0%-84.4%) interference from some BOM, Community and Sponsors (71.1-77.8%). These indicated that effective strategic planning implementation was constrained by inadequate funding (100%), Misuse of funds (85.93%), Lack of technical skills and training (82.2%) and interference from some BOM, Community, and Sponsors (73.83%).

This meant that in most schools, achievement of desired improvement in performance management practices could not be realized due to the identified constraints which were impediments in the implementation of the strategic plans.

The results indicate that 100 percent responses from the Principals, 100 percent responses from Deputy Principal and Heads of Departments identified inadequate funding as an impediment to the implementation of the strategic plans.

The researcher also established from BOM and PA interviews that inadequate funding was a constraint in the implementation of strategic plans as remarked by one BOM chairperson that:

> *The main constraint that we face in the implementation of our strategic plan is lack of funds, the money we receive is not enough to help us implement our school programmes and therefore we cannot achieve much improvement in our school programs and academic performance. (Interview, 20th June 2019)*

Inadequate funding was therefore one of the identified constraints that was affecting the levels strategic plan implementation. This was probably due to deficits in the government budget and arrears owed to schools in the form of unpaid school fees and lack of prioritization in the schools' development plans by the school management.

The implication was that, for strategy implementation to succeed, adequate funding must be provided; prioritization and prudent use of funds must be taken into consideration. The findings were consistent with Hayward, (2008) whose study on the challenges of strategic planning in higher education in developing countries suggests that institutions in these contexts find it challenging to engage in the process because of two reasons: limited financial resources and high competition for the scarce resources available.

Conley (1993) argues that strategic planning does not provide the financial resource deficit that accrues from mapping out strategies required for improvement, thereby making implementation a challenge.

The second constraint identified to be affecting the implementation of strategic plans was improper use of school funds as attested to by 57.8 percent of the Principals, 100 percent of the Deputy Principals and 100percent of the Heads of Departments.

This was possibly so because the funds received by the schools were not prudently used or were not used for the intended purposes. Majority of the Principals who are the managers of school funds also contended that the funds received were not properly used, but 42.2 percent of the Principals indicated that the funds received were well used.

The researcher also established from document analysis that misuse of funds was clearly pointed out by the School Audit reports for Nyamira County (2014-2018). This indicated that most school funds were not properly used as per MOE guidelines on vote heads, some projects implemented were overprized, much expenditure were not approved, there were cases of double expenditure in some schools. There were also many cases of over drafts, while some schools had accrued debts to the tune of over five million Kenya shillings. Most schools also had uncollected fees of between nine hundred thousand and four million Kenya shillings over the years. This pointed out to problems in receipt, collection and management of school funds and this probably affected improvement of performance management practices in many departments. This was in agreement with some studies which attributed the challenge of financing in secondary schools to poor governance and management of the available resources (Mulkeen, 2007; Rarieya, 2007; Onguko et al. 2008; World Bank 2008).

The third constraint identified was lack of technical skills in strategic planning as evidenced by 84.4 percent of the Principals, 80 percent of the Deputy Principals and 82.2 percent of the Heads of Departments.

Although most school managers were trained in Strategic planning, the actual implementation process was still a challenge and this was attributed to inadequate training. Most Principals indicated that the duration for DEMA training was two days, hurriedly done and this was not enough to enable them acquire required knowledge and skills to develop and implement strategic plans successfully.

Further still not everyone in the schools was trained, some of the schools' personnel were still lacking technical skills in strategic planning and all these led to poor strategy implementation, strategy control and evaluation due to lack of proper training. This also meant that the two-day training given to the school managers was too brief to equip them with necessary skills in strategic planning; implying that the duration of the training should have been weeks or months.

This implies that training is a very important component in strategic planning; teachers and managers therefore must be trained as they play a key role in the planning, implementation, control and evaluation processes of strategic planning. The key players also require appropriate training to equip them with relevant technical skills in strategic planning.

The findings are consistent with a study by Catherine et al.(2015), who found out that most school leaders lacked relevant skills, leadership qualities and commitment to strategic planning. This confirms that training in strategic planning is necessary for all school managers and stakeholders. The same is also noted by Hewlett (2004) who asserts that effective institutional planning requires appropriate management and teacher training to steer the educational institution in the right direction.

Cook (2010) supports this by saying that training in strategic planning is very important to the management and development of strategic planning in schools. This also resonates with a study by Davies (2006) who found out that the actual strategic planning phase is technical and demands training in skills and know-how to successfully carry out the process.Mulkeen (2007) and World Bank (2008) also noted that school leaders also need to be provided with continuous practical professional development in creative thinking, innovativeness and resource mobilization. Eacott (2011) observes that it is important that the training involves all stakeholders; training leaders alone is not enough since school improvement depends on the understanding of all.

The fourth constraint identified was interference by some BOM, Sponsor and community as indicated by 71.1 percent of the Principals, 77.8 of the deputy Principals and 72.6 Heads of departments. These were impediments to strategy implementation in most schools, implying that some schools were experiencing management problems due to BOM, sponsor and community politics.

The researcher established from Document analysis of Education Briefs and Reports Nyamira County (2015-2019) some of the drawbacks to the process of implementing the strategic plans in schools were interference from some BOM members, sponsors and community. The report showed that in some schools, there were rifts between the Principal and BOM chairpersons and some cases where board members were divided into two opposing camps. Where there were cases of differences between Principals and BOM chairpersons, sometimes culminated in to the latter refusing to sign cheques, making it difficult to access funds to run school programmes.

The reports also mentioned cases in which BOM chairpersons who reside or work in distant places from the schools would insist that the cheques be taken to them in person for signing or sent by courier services and this caused unnecessary delays in school strategic plan implementation programmes. The rifts within the Board of management in such schools made approval of annual budgets difficult and eventually affected implementation of strategies meant to improve performance.

The Education Briefs and Reports also cited sponsor and community interference. First, sponsor influence; specifically, faith- based sponsored schools where there was a strong desire to influence the entire school programme to comply with their religious beliefs and doctrines, placing tough conditions that the Principals appointed to head their sponsored schools must be of their denomination, these in some cases extended to the deputy principals and to some extent even to HODs.

The report further showed that there were a number of reported cases in which Principals or deputy principals were blocked from heading schools because they did not belong to that faith. In some cases, the sponsors demanded total allegiance, access to school funds and employment of school chaplains paid by the schools, many of whom were timetabled to assist in teaching CRE even though they were not trained as teachers. In some extreme cases, principals who failed to comply had their offices locked and denied access to the school or told to leave.

Community interference was also reported to have taken similar trend as that of the sponsors in which some school principals were blocked from taking over because they did not belong to that particular clan where the school was located.

There were cases in which the community would demand that all the employed non-teaching staff in those schools be locals regardless of their qualifications and required technical competencies. This extended to tender awards and construction of school infrastructure in total disregard to strategy designs and decisions and MOE policies and guidelines.

The BOM, Sponsor and Community influence in some schools were therefore impediments to successful implementation of strategic plans in schools. The implication was that actions of some of the sponsors, BOM and the community based on vested interest in the school created a big conflict.

The interests and needs of the learners, school programmes and documented government policies, were greatly affected further affecting strategy implementation in some schools and hence affecting performance management practices. This means that for successful strategy implementation, stakeholders need to work together, minimize conflicts in order to help the schools achieve their strategic goals and objectives in improving performance management practices. Lack of commitment and team work in the management of the schools was therefore a big hindrance to effective implementation of strategic planning as an improvement tool in most schools.

The findings concur with a study by Maleka (2014) who found out that strategy implementation is putting the actual strategy into practice to meet organizational goals. For the successful implementation of a strategic plan, cooperation between management and other personnel is absolutely necessary.

The findings are also in agreement with Ong (2018) who states that successful strategic plan implementation requires the creation of high-output teams and the consistent monitoring of all

progresses. These findings also concur with earlier findings by Nielsen (2013) that in the public sector, the effects of performance management systems have differed from positive to negative, suggesting that differences in the characteristics of performance management systems and the contexts into which they are implemented play an important role to the success or failure of performance management. These findings are equally compatible with Alves (2011) who states that advantages of the implementation of a strategic planning include: to accelerate decisions, to improve the internal communication, to increase the managerial capacity to make decisions, to provide an integrated vision of the organization, to increase the delegation, to improve programme of the quality and to define an only direction for all.

The challenges identified undermined the achievement of goals and objectives meant to improve performance in the secondary schools and this explains why it was still difficult for the schools to achieve the desired results in performance.

4.5 Strategic Plan control and evaluation

The researcher sought to get information regarding the status of control and evaluation of the strategies for improving performance and the respondents were required to indicate the extent to which they agreed or disagreed that there was effective control of strategic designs meant to improve performance management practices. Their responses were presented in table 4.12 below:

Table 4.12: The levels of strategic plan control and evaluation in improving performance management practices

Strategic plan and evaluation on PMP		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	5	24	16	45	1.76	2.5
	%	0	11.1	53.3	35.6	100		
D/Principals	Freq.	0	3	31	11	45	1.82	2.5
	%	0	6.7	68.9	24.4	100		
HODs	Freq	0	18	96	21	135	1.98	2.5
	%	0	13.3	71.1	15.6	100		

The results presented in table 4.12 above shows the levels of control and evaluation of strategic planning tool and its effect on performance management practices.

The results show that 88.9 percent of responses from the Principals disagreed that that there was effective control and evaluation of strategic plans to improve performance management practices. This was also indicated by94.3 percent responses from the Deputy Principals and 86.7 percent responses from HODs meaning that weak and low levels of control of strategic planning as a tool for improving performance management practices in their schools.

The analysis of data presented in table 4.12 above on levels of control and evaluation of strategic planning tool and its effect on performance management practices reflected the following percentage points: Strongly Agree (0%), Agree (6.7%-13.3%), Disagree (53.3%-71.1%) Strongly Disagree (15.6%-35.6%).

This indicated that the levels of strategic plan control and evaluation was low and weak and therefore not strong enough to effectively support performance management improvement strategies to the desired levels.

The researcher also established from BOM and PA chairpersons' interview that there were no control and evaluation mechanisms put in place in the schools to monitor the progress made in performance management practices resulting from the implemented strategies as expressed by one BOM chairperson that:

> *We don't have proper structures to control implementation of improvement strategies, we don't have monitoring tools that we can use to provide a feedback on what is happening with our strategies and therefore we do not know whether our strategies are working or not. (Interview, 19th June 2019)*

This was an indication that the Principals did not have effective control of the strategic plan and improvement strategies. This meant that the levels of strategic control and evaluation were low and weak to have a positive impact on performance improvement practices. It also indicated that there were no periodic reviews or evaluation on the implementation of the strategies.

The implication of this was that the administration, heads of departments and teachers did not effectively control strategy designs and structures at their departmental management levels to improve performance management practices. Any progress made in the schools therefore could not be related to strategic planning or lack of it meaning that there was no alignment of improvements to strategic plans.

The findings are in agreement with a study by Devra (2018) who argues that 'on evaluation of progress, strategic objectives are of necessity based on the best information you have at the time and your most realistic assessments of what your company can achieve. Organizations also benefit from building a stage into the strategic planning process that involves evaluating goals and progress after an elapsed period of time in light of the company's success in achieving these goals and developments that have arisen in the interim'. The evaluation will therefore gauge the performance levels and measurements of performance based management. This also concurs with Ivan (2016), who states that strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward.

The implication is that, to achieve desired levels in performance management, improvement strategies must be effectively controlled and evaluated. Therefore, lack of effective control and evaluation affected the effectiveness of strategic plans as a tool that could be used by the principals to drive performance improvement practices.

The study sought to examine on control of finances in the schools and the respondents were required to indicate the extent to which they agreed or disagreed that there was effective control and management of funds and procurement procedures. Their responses were presented in table 4.13 below:

Table 4.13 Control and management of school funds and procurement procedures

Control of school funds and procurement of goods and services		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	8	24	13	45	1.89	2.5
	%	0	17.8	53.3	28.9	100		
D/Principals	Freq.	0	3	36	6	45	1.93	2.5
	%	0	6.7	80.0	13.3	100		
HODs	Freq	2	24	96	13	135	2.11	2.5
	%	1.5	17.8	71.1	9.6	100		

Table 4.13 above shows the levels of control of funds received in schools and procurement of goods and services. The results in the table show 83 percent responses from Principals indicated disagreement that there was effective control of school funds and procurement procedures. This was also indicated by 93.3 percent responses from Deputy Principals and 90.7 percent Heads of departments.

The analysis of data presented in table 4.13 above on levels control of funds received in schools and procurement of goods and service reflected the following percentage points: Strongly Agree (0%-1.5%), Agree (6.7%-17.8%), Disagree (53.3%-71.1%) Strongly Disagree (9.6%-28.9%). This indicated low levels control of funds and procurement procedures by Principals.

This means that school funds were not effectively controlled by most school managers to achieve the intended purposes of improving performance at various departmental levels.

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It also led to lapses in the control of procurement procedures by most Principals to effectively drive performance management improvement strategies to the desired levels.

The implication was that, if funds in the schools and procurement procedures are not well controlled, there are chances of misuse of funds and flouting of procurement procedures which leads to meeting individual interests and misplaced priorities. This in the long run negatively affects effective implementation of strategies put in place to improve performance. Whereas most schools' strategic plans indicated that adequate strategies had been put in place to control use of funds and development of physical infrastructure as contained in the strategic plans, the results indicated that the Principals were not effectively controlling the use of funds and procurement procedures which was crucial in effective implementation of strategies hence affecting performance improvement practices.

These were probably occasioned by inability of most schools to strictly adhere to strategic planning tool designs and structures and as well as MOE guidelines on financial management. This implied that some of the funds meant for school use was diverted for other purposes, and that the schools' strategic plan designs meant to improve financial management practices were not observed; and that theworkable structures put in place to control use of finances were probably ignored or disregarded by the school managers.

Conversely, the researcher established from the interview of the Board of management and Parents Association chairpersons, that there was effective control of school funds and procurement of goods and services. The implication of this is that they were satisfied with the manner in which school funds were managed and how procurement of goods and services were done.

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One PA chairperson remarked that:

Our school funds are well managed and procurement of goods and services are done according to government regulations.

We always ensure that the Principal is put on check in our BOM meetings to ensure everything is done as required by the Ministry of Education. (Interview 20th June, 2019)

However, document analysis of the School Audit reports for Nyamira County (2014-2018) revealed misuse of funds and flouting of procurement procedures in most schools. This kind of response was probably due to the fact that in most schools, as indicated by the audit report, BOM/PA members were great beneficiaries in the procurement of goods and services due to vested interests they had in their schools. The reports revealed that most school supplies were done by BOM and PA members due to the influence by the chairpersons. The report further revealed that the businesses were conducted either directly or through proxies in which they were awarded most school tenders and supplies and sometimes the Principals had very little choice over the same because failure to comply would lead to sabotage and subsequently a transfer. Most conflicts observed in schools between the BOM and Principals were mainly due to disagreement over tender awards, procurement of goods and services.

This implied that procurement of goods and services were not done in line with the laid down procurement procedures, which were ignored due to vested interest, contrary to the Ministry of Education guidelines.

The ineffective control of school funds and procurement procedures indicated weak financial management systems and this affectedthe laid down strategies; those meant to strengthen and improve good practices in management of school funds and procurement of goods and services, hence affecting achievement of desired levels in performance.

These findings are in agreement with a study by Maleka (2014) who argued that organizations implement strategies through creating budgets, programmes and policies to meet financial, management, human resources and operational goals. This also resonates with Steyn and Wolhuter (2010) whose study found out that strategic planning helps in a school's self-study and evaluation, whereby areas of strengths and future challenges are identified and planned for.

The study sought to explore the levels of control in teaching and learning processes meant to improve performance. The respondents were required to indicate the extent to which they agreed or disagreed that there was effective control of department and teaching and learning processes in their schools and their responses were presented in table 4.14 below

Table 4.14 Departmental control and teaching and learning processes

Departmental control and teaching / learning processes		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	0	29	16	45	1.64	2.5
	%	0	2	64.4	35.6	100		
D/Principals	Freq.	0	4.4	34	9.	45	1.84	2.5
	%	0	6.7	75.6	20.0	100		
HODs	Freq	0	25	95	15	135	2.07	2.5
	%	0	18.5	70.4	11.1	100		

Table 4.14 above shows the level of control of strategy designs at departmental levels and teaching and learning processes in schools. The results show that 64.4 percent of the Principals disagreed while 35.5 percent strongly disagreed that there was effective control of teaching and learning processes in the schools. The results of the study further showed that 95.6 percent of the Deputy Principals and 81.1 percent HODs, meaning that heads of departments in most schools were not in full control of their departments in terms of organization, teaching and learning processes and achievement levels.

The analysis of data presented in table 4.14 above shows the level of control strategy designs at departmental levels and teaching and learning processes in schools. The results reflected the following percentage points: Strongly Agree (0%), Agree (4.4%-18.5%), Disagree (64.4%-75.6%) Strongly Disagree (11.1%-35.6%). This indicated that departmental control in most school was weak and this interfered with performance improvement strategies hence affecting achievement of desired results.

Document analysis of Standards Assessment reports Nyamira County (2014-2019) revealed that most HODs were not in full control of their departments and therefore most teachers were operating at individual levels.The report also revealed that although curriculum monitoring tools were put in place for effective teaching and learning processes in most schools, they were not effectively used by the teachers. The schemes of work used for curriculum implementation were not updated and used on a regular basis. This revealed lack of coordination for effective curriculum implementation. The assumption is that team work was lacking and that teachers did not effectively employ spirited efforts that could drive good practices in performance improvement.

This is in agreement with a study by Nielsen (2013), who found out that managing employee or system performance and aligning their objectives facilitates the effective delivery of strategic and operational goals.

This also concurs with Muhammad (2013) argues that organizations must also be effective in doing the right things and in their outputs related to some specific purpose, objectives. Performance should be related to such factors as increasing profitability, improved the results in important areas of organizational activities.Performance management establishes shared understanding of what is to be achieved and provides an approach to leading and developing people that will ensure it is achieved. It brings together many of the elements that make up the practice of people management, including in particular learning and development

The researcher sought information on the levels of control of students' discipline as a performance improvement strategy. The respondents were required to indicate the extent to which they agree or disagree that there was effective control of students' discipline as an improvement strategy and their responses were presented in table 4.15 below

Table 4.15 Control of students' discipline as a strategy for improving performance

Control of students' discipline		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	8	29	8	45	2.00	2.5
	%	0	17.8	64.4	17.8	100		
D/Principals	Freq.	2	9	27	7	45	2.13	2.5
	%	4.4	20.0	60.0	15.6	100		
HODs	Freq	2	27	86	20	135	2.08	2.5
	%	1.5	20.0	63.7	14.8	100		

Table 4.15 above shows the levels of control of students' discipline in the schools as an improvement strategy. The results above indicated that 82.2 percent responses from Principals expressed disagreement there was effective control of student discipline as an improvement strategy in their schools, this was also indicated 75.6 responses from Deputy Principals and 78.5 responses from HODs.The analysis of data presented in table 4.15 above indicates the levels of control of students' discipline in the schools as an improvement strategy reflected the following percentage points: Strongly Agree (1.5%-4.4%), Agree (17.8%-20.0%), Disagree (63.7%-64.4%) Strongly Disagree (14.8%-17.8%). This meant that the levels of discipline in most schools were low and control was weak and therefore the rate of indiscipline affected performance improvement strategies and achievement of desired results.

This indicated that there was dissatisfaction with the level of discipline in most schools, meaning that students 'behaviours were not being effectively controlled as a strategy for improving performance.

This implied that in most schools, indiscipline among students was relatively high and that there were difficulties faced by the school administration, disciplinary committees and teachers in controlling students' behaviours and that one of the reasons why some schools were not achieving desired results in performance was indiscipline of learners.

Analysis of Standards assessment reports 2014-2019 for Nyamira County revealed a rise in cases of student indiscipline in most schools. There were reported cases of students setting school buildings ablaze, and from 2014 and 2019, 21 secondary schools in the county had some of their buildings set a blaze by unruly students.

The reports further indicated that teachers attributed difficulty in controlling students' indiscipline cases was due to MOE ban on corporal punishment, the penalties teachers pay in the process of disciplining students who make mistakes. They included interdiction, intimidation by parents, being sued in law courts, attack by students which sometimes lead to death or serious injuries to teachers, overprotection of learners by parents and higher offices among others. This had made the teachers to develop hands off approach in controlling student's behaviour to stay safe, which is why students' unrest was common in schools, sometimes leading to destruction of property, arson and even death of fellow students.

The level of control on indiscipline of students was therefore weak as a strategy in most schools and this had impacted negatively in performance improvement structures. Good performance has always been attributed to high levels of discipline in schools as noted by Omari (1995) who argued that school discipline as one among aspects that influence performance in schools. School discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. Indiscipline in schools, and consequently school strikes, destroy the teaching learning environment.

This implies that indiscipline interferes with achievement levels of learners in examinations; that in order to achieve good performance in examinations, the level of students' discipline in a school must be high. Therefore, effective control of students discipline is as an effective strategy for improving performance in most secondary schools.

This also concurs with Adams (2003) who noted that schools' disciplines are among the strategies designed to instill good conduct of students, this implies self-control, good behavior and obedience to school authority.

Adeyemo (1985), in his study on the level of discipline in secondary schools in Nigeria, established that there is wide spread violation of school rules and regulations which was capable of obstructing the smooth functioning of the school system and thereby affect pupils' performance.

The study explored on how schools were measuring performance to show the level of achievement in strategic goals and objectives. The respondents were required to indicate the extent to which they agreed or disagreed that performance was being measured to show progress made in strategic goals and objectives and their responses were presented in table 4.16 below:

Table 4.16: Performance measurement and strategic goals and objectives

Performance measurement and strategic goals and objectives		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	7	26	12	45	1.89	2.5
	%	0	15.6	57.8	26.7	100		
D/Principals	Freq.	3	5	23	14	45	2.22	2.5
	%	6.7	11.1	51.1	31.1	100		
HODs	Freq	0	25	105	8	135	2.16	2.5
	%	0	18.5	75.6	5.9	100		

Table 4.16 above show the extent to which the schools were measuring performance to show the progress made in the schools' performance management practices in line with strategic goals and objectives.

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The results above show that 57.8 percent of Principals disagreed while 26.7 percent strongly disagreed that performance measurement was being undertaken to evaluate the progress made in line with strategic goals and objectives. This was also indicated by 82.2 percent responses from the Deputy Principals and 81.5 percent responses from Heads of departments meaning that no performance measurement rating was being undertaken to gauge the extent to which strategic goals and objectives were being achieved.

The analysis of data presented in table 4.16 above on performance measurement being undertaken to evaluate progress in strategic goals and objectives reflected the following percentage points: Strongly Agree (0%-6.7%), Agree (11.1%-18.5%), Disagree (51.1%-75.6%) Strongly Disagree (5.9%-31.1%).

This showed that the schools did not have in place performance measurement structures and tools to evaluate the progresses made in achievement of the strategic goals and objectives. This indicated that strategic goals and objectives of the schools were not being pursued by most schools. As a result, the levels of performance in relation to strategic goals and objectives could not be established to show how far the schools were; if they were meeting the goals; what was being achieved; what was not being achieved; what adjustments could be made and what could be done to steer the schools towards the right strategic direction.

Because there were no measurement tools and structures, it was also not possible to tally the progresses made in respect to strategic planning goals and objectives. This would have shown the actual levels of achievement against the pre-set performance targets.

The implication was that the schools Principals were not aware if their schools were in the right strategic direction because strategy designs and decision must be effectively controlled during the implementation processes and evaluated by a performance measurement tool to gauge the extent to which the strategic goals were being met and if they were producing desired results in performance.

These findings are in agreement with a study by Illes (2013), who found out that to understand performance management, there is need to put in place performance measurement, which is the comparison of actual levels of performance to pre-established target levels of performance. Effective performance measures can let us know: How well we are doing, if we are meeting our goals, if our customers are satisfied, if our processes are in statistical control, and if and where improvements are necessary. They provide us with the information necessary to make intelligent decisions about what we do. This is also in agreement with Schmoker (2004) who contended that some schools set impossible goals and that the monitoring and evaluation of the strategies is not well spelled out.

This also concurs with Briscoe and Claus (2008), who argued that performance management is the system through which organization set work goals, determine performance standards, assign and evaluate employees' work, provide performance feedback to employees. A study conducted by Fatemeh (2019) revealed that performance management approach utilizes meticulous and systematic evaluations, provides specific performance feedback to improve employee performance and facilitates individual and organizational development

The researcher sought to find out levels of supervision, monitoring and evaluation of curriculum implementation. The respondents were required to indicate the extent to which they agreed or disagreed that there was effective supervision, monitoring and evaluation of curriculum implementation and their responses were presented in table 4.17 below:

Table 4.17: Supervision, monitoring and evaluation of curriculum implementation

Supervision monitoring and evaluation of teaching and learning processes		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	19	23	3	45	2.36	2.5
	%	0	42.2	51.1	6.7	100		
D/Principals	Freq.	0	2	34	9	45	1.84	2.5
	%	0	4.4	75.6	20.0	100		
HODs	Freq	0	41	89	5	135	2.29	2.5
	%	0	30.4	65.9	3.7	100		

The results in table 4.17 above show that 57.8 percent of the Principals disagreed that there was effective supervision, monitoring and evaluation of curriculum implementation processes while 42.2 percent expressed agreement over the same. This was also indicated by 75.6 percent of the responses from the Deputy Principals who disagreed while 20.0 percent strongly disagreed and 69.6 responses from the heads of departments who also disagreed. This meant that there was laxity in supervision, monitoring and evaluation of curriculum implementation processes in most schools.

The analysis of data presented in table 4.17 above oneffectiveness in supervision, monitoring and evaluation of curriculum implementation processes in schoolsreflected the following percentage points: Strongly Agree (0%), Agree (4.4.1%-42.2%), Disagree (51.1%-75.6%) Strongly Disagree (3.7%-20.0%). This indicated that supervision, monitoring and evaluation of curriculum implementation processes in most schools were ineffective.

The researcher also established from document analysis of (2014-2018) standards assessment reports for Nyamira County which reported weaknesses in monitoring teacher preparations, their laxity in preparing and updating the required professional records which affected improvement in teaching/learning processes and learner achievement levels.

The implication was that curriculum monitoring tools put in place to enhance implementation and monitoring the levels of syllabus coverage as per the strategy designs were hardly put into use. This implied that that the teachers were not effectively using the tools to ensure proper curriculum implementation was being undertaken and this subsequently affected the actual implementation and learner achievement levels in both internal and the national exams. This also meant that supervision and monitoring of curriculum implementation and assessment procedures were weak and below the expected levels.

Thus this negatively impacted on effective supervision that is crucial in controlling teaching and learning processes hence affecting improvement mechanisms meant to enhance effective teaching and learning processes, testing and evaluation outcomes. The findings are consistent with Pulakos (2004) states that Performance-based management is supposed to improve service quality, productivity and efficiency, transparency of allotted means and achieved results, and to better focus the activity of employees and of the whole organization.

This also concurs with Randall (2017) who points out that performance management is critical to successfully executing an effective organizational strategy. It requires a commitment from those in charge of strategy to continuously monitor and analyze how each area of the organization is performing compared to expectations

4.6 Usage of Strategic plan by schools

The study sought information on the extent to which the schools were using strategic plans to improve performance management practices. The respondents were required to indicate the extent to which they agreed or disagreed that strategic planning was being used to improve performance management practices and their responses were presented in table 4.18 below:

Table 4.18 Strategic planning and performance management practices

Usage of strategic plans to improve Performance management practices		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	0	31	14	45	1.69	2.5
	%	0	0	68.9	31.1	100		
D/Principals	Freq.	0	1	31	13	45	1.73	2.5
	%	0	2.2	68.9	28.9	100		
HODs	Freq	0	45	86	4	135	2.30	2.5
	%	0	33.5	63.7	3.0	100		

The analysis of data in table 4.18reflects in the following percentage points: Agree (2.2%-35.5%), Disagree (63.7%-68.9%), Strongly Disagree (3.0%-31.1%).

This reflected that strategic plans were not being used by the Principals to improve performance management practices. The results indicated that 68.9 percent responses from the Principals disagreed while 31.1 percent strongly disagreed that strategic plans were being used to improve performance management practices in their schools.

This was also indicated by 97.8 percent responses from Deputy Principals and 66.7 percent responses from Heads of departments. This could be concluded that strategic planning was not being used to improve performance management practices in most schools and that strategy designs were not being used in the schools to drive performance improvement. Analysis of the schools' strategic plans revealed that there were no documentary evidences to show that planned strategies were being translated into actions.

This meant that the Principals were not seeing strategic planning as a tool that could be used to drive performance improvement. The implication of this was that they could achieve improvement in performance without necessarily using the strategic plan. This further implied that the achievements and failures of the schools had little or no connection to the strategic planning indicating that the strategic goals and objectives of the schools were not being pursued in most schools. This also indicated that although the strategic plans were available in all schools, the usage had not been translated into the purpose for which strategic plans were developed. This was attributed to inability by the Principals to take strategic planning seriously as a significant tool that could be used to create meaningful improvement to their performance. This meant that the value attached to strategic planning was low and insignificant.

The findings match with the views of Eric (2018) who asserts that a strategic plan is a living document and institutions should not spend the time to create a strategic plan and then put it on the shelf to collect dust. They should live by it and regularly update the strategic plan. How often the organizations should update their strategic plan depends on how their business works. Successful strategic planning requires commitment. Your entire team needs to be focused on the business and carrying out the strategic plan.

If the strategic plan is not being used regularly or as the foundation of the business, you and your employees can lose sight of the company's direction and goals.

This also concurs with Ivan (2016), who states that strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward.

McKeown (2011) also argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". The findings also agree with Robert, (2011), who explains the relationship between strategic planning and performance management stating that, performance management is really about setting and achieving goals at the employee level, and identifying and fixing barriers related to achieving those goals. But where do the goals come from? That is where strategic planning comes in.

The study examined on how strategic planning has been used by Principals to improve financial management practices. The respondents were required to show the extent to which they agreed or disagreed that strategic planning was being used to improve financial management in schools and their responses were presented in table 4.19 below:

Table 4.19 Strategic planning and financial management practices in schools

Use of SP to improve financial management practices		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	2	16	25	2	45	2.40	2.5
	%	4.4	35.6	55.6	4.4	100		
D/Principals	Freq.	1	3	38	3	45	2.04	2.5
	%	2.2	6.7	84.4	6.7	100		
HODs	Freq	0	19	84	32	135	1.90	2.5
	%	0	14.1	62.2	23.7	100		

Table 4.19 above shows the extent to which strategic planning was being used to improve financial management practices. The results show that 60 percent responses from the Principals indicated that they were not using strategic plan to improve financial management practices. This was also indicated by 91.1 percent responses from the deputy principals and 85.9 responses from HODs expressing disagreement that strategic planning had been used by the school managers to improve financial management practices.

The analysis of data in table 4.19reflects in the following percentage points: strongly Agree (2.2%-4.4%), Agree (6.7%-35.6%), Disagree (55.6%-84.4%), Strongly Disagree(4.4%-23.7%). This reflected that strategic plans were not being used by the Principals to improve financial management practices. This implied that how funds were managed in most schools were not based on strategy designs meant to improve financial management practices, that funds were well managed by the Principals and did not require any improvement.

The researcher established from document analysis of Audit reports (2014-2019) for Nyamira County that most schools were experiencing financial difficulties as a result of mismanagement, inability to adequately collect school fees leading to huge fee arrears and disregarding some MOE guidelines in the use of school funds. So in essence, financial management in most schools required improvement to embrace good practices that would lead to sound financial management.

Conversely, 40 percent responses from Principals indicated that they were using strategic planning to improve financial management practices while initially they had indicated they were not using strategic plans to improve performance management practices. This was probably because the issues regarding finance in schools and procurement procedures were a bit sensitive and getting the right information could not be easy for fear of being exposed and put on notice. Lack of proper use of funds in schools therefore affected the implementation of strategy designs meant to improve performance management practices.

They could not be effectively improved due to underfunding and disregard of policy guidelines by most school Principals. The implication was that financial management practices undertaken in most schools had little or no connection to performance improvement strategies. This was an indication that strategy designs and structures put in place to improve financial management practices were ignored by most school managers and that adherence to the Ministry of Education guidelines on financial management in schools was not observed.

The researcher sought information on the use of strategic planning in improving curriculum implementation processes.

The respondents were required to indicate the extent to which they agreed or disagreed that strategic planning had been used to improve curriculum supervision and teaching and learning processes and their responses were presented in table 4.20 below:

Table 4.20 Strategic planning, Curriculum supervision and teaching and learning processes

Use of strategic plans to improve curriculum organization, supervision, teaching and learning		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	0	8	24	13	45	1.89	2.5
	%	0	17.8	53.3	28.9	100		
D/Principals	Freq.	0	12	31	2	45	2.22	2.5
	%	0	26.7	68.9	4.4	100		
HODs	Freq	1	34	85	15	135	2.16	2.5
	%	0.74	33.5	63.7	3.0	100		

The analysis of data in table 4.20on the use of strategic planning to improve curriculum supervision and teaching and learning processes reflects in the following percentage points: strongly Agree (0%-0.74%), Agree (17.8%-35.5%), Disagree (53.3%-68.9%), Strongly Disagree (3.0%-28.9%). The results presented indicated that 53.3 percent of responses from Principals disagreed while 28.9 percent strongly disagreed that strategic planning was being used to improve good practices in curriculum organization, supervision, teaching and learning processes in most schools.

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This was also indicated by 73.3 percent of the responses from Deputy Principals and 66.7 percent responses from HODs who also indicated disagreement that curriculum organization, supervision and teaching and learning processes in the schools were being improved by the use of strategic planning. This meant that strategic planning was not being used effectively in promoting good practices in curriculum supervision, teaching and learning processes in the schools.

This indicated that performance practices in curriculum organization, supervision, teaching and learning processes in most schools were not being improved by use of strategic plans. This implied that departmental improvement structures based on the strategic planning were ignored and hence there was lack of alignment between the usage of strategic planning and the schools' strategic goals and objectives. This was concluded that departmental objectives, targets and work plans put in place to improve good practices in teaching and learning were not aligned to improvement based on strategic designs and structures which indicated lack of unified efforts in meeting the schools' strategic goals and objectives.

The document analysis of Standards Assessment Reports (2014-2018) Nyamira County revealed that there was inadequate use of strategic planning tool by teachers and students to meet their individual target. Further a copy of the schools' strategic plan had been availed to relevant departments for implementation, use and alignment to the strategic goals and objectives in most schools. This indicated that individual teachers work plan, objectives and targets were not derived from strategic planning tool. Consequently, this affected implementation and improvement of work performance by teachers at departmental levels in line with the schools' strategic goals and objectives.

The reports also indicated that there was laxity in supervision of curriculum implementation, most teachers did not prepare professional records regularly, most lessons were taught without lesson plans, and schemes of work were prepared but not used by most teachers on a regular basis. The programmes for bringing out curriculum change therefore had little or no connection to strategic planning, thereby affecting structures put in place to improve good practices in performance management.

The findings of the study concur with a study by Bell (2002) which found out that the plans into which targets are incorporated must focus on strategies for bringing about curriculum change that will lead to improvements in student performance. Schools are now experiencing a focused form of strategic planning, school improvement planning with its emphasis on the curriculum and the improvement of pupil attainment. However, some strategic plans reflect ineffective programmes to foster, supervise and evaluate growth in teacher performance and professional development (Baloglu, Karadag & Karaman, 2008), yet this area is imperative in improving classroom practice and teaching methodology, which in turn improves student achievement.

The study sought information on the use of strategic planning in improving the quality of education provided and learner achievement levels. The respondents were required to indicate the extent to which they agreed or disagreed that strategic plans were being used to improve quality of education provided and learner achievement levels in KCSE and their responses were presented in table 4.21 below:

Table 4.21 Strategic planning, quality of education provided and learner achievement levels

Use of SP in improving quality education learner achievement levels in KCSE		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	1	6	23	15	45	1.84	2.5
	%	2.2	13.3	51.1	33.3	100		
D/Principals	Freq.	2	4	30	9	45	1.98	2.5
	%	4.4	8.9	66.7	20.0	100		
HODs	Freq	2	28	91	14	135	2.13	2.5
	%	1.5	2.7	67.4	10.4	100		

Table 4.21above shows how the use of strategic planning had contributed to the improvement in quality of education provided and learner achievement levels in the schools in the past years. The results of the study indicated that 84.4 percent of the responses from Principals expressed disagreement that the use of strategic planning had significant contributions to improvements recorded in quality of education provided and standards achieved by learners.

This was also indicated by 66.7 percent of responses from the Deputy Principals who also disagreed and 20 percent who strongly disagreed that strategic planning had been used to improve the quality of education provided and learner achievement levels. The same responses were expressed by Heads of Departments with 64.4 percent disagreeing and 20.4 percent strongly disagreeing that use of strategic planning had led to improvement in the levels of learner achievements.

The analysis of data presented in table 4.21 above on the use of strategic planning to improve the quality of education provided and learner achievement levels in the schools reflected the following percentage points: Strongly Agree (1.5%-4.4%), Agree (2.7%-13.3%), Disagree (51.1%-67.7%) Strongly Disagree (10.74%-33.3%). This indicated that strategic planning was not being used in the improvement of quality of education provided and improvement of KCSE results. This meant that the strategic goals and objectives put in place to improve performance were not effectively implemented, or were ignored altogether and that the results being achieved by learners in the national examinations had little or no correlation to the use of strategic planning.

The document analysis of Standards Assessment Reports, analysed KCSE results (2014-2018) Nyamira County indicated in most schools, the results being achieved fell short of the desired or expected levels. This is because most schools posted a mean standard score of less than 3.0 in KCSE over the years, far below the national average mean of 6.0. These were attributed to inadequate supervision of curriculum implementation, use of curriculum monitoring tools in most schools, inadequate teacher preparation all of which affected the quality of education provided and learner achievement levels.

The reports further indicated that that the targets set in the strategic plans at both individual and departmental levels in the schools were not being met, and that strategic plans were either ignored or not followed by school administrators and managers in the improvement of learner achievement levels and the quality of education provided.

The 2014-2019 KCSE results that were analyzed results indicated that county average mean in the performance in KCSE for the last five years was 3.0 below the average national average mean of 6.0.

This was a sign that performance in national examinations was still far below the expected standards. This could be attributed to inability to have a clear focus and commitment to performance improvement programmes, weakness in supervision of curriculum implementation and inadequate teacher preparation. This meant that most Principals had not recognized strategic planning as seen as a reform tool that may equip the school stakeholders with the necessary skills and knowledge that could steer the schools towards the achievement of the set targets, objectives and goals geared towards improving performance practices. This also indicated that performance based output was not emphasised in most schools, leading to complacency in teaching and learning processes and outcomes, hence continued achievements was not based on how performance was managed but on how management was performed.

The findings are in agreement with Muhammad (2013) argues that organizations need to be efficient in doing the right things, in the optimum use of their resources and in the ratio of out puts to inputs. Performance should be related to such factors as increasing profitability, improved results in important areas of organizational activities. The findings are also in agreement with the study by Gode, (2009) in the performance of secondary schools in Kisumu East District, which established that strategic planning is positively correlated with performance.

Okwako 's (2013) study affirms that organizations indeed need to engage in strategic planning because it is positively correlated to performance and it is a tool to combat the ever changing internal environment and the turbulent external environment. The findings are also in congruent with Eric (2018) who found out that a strategic plan is a living document and institutions should spend the time to create a strategic plan and not put it on the shelf to collect dust, they should live by it and regularly update the strategic plan.

The findings also concur with George et.al (2019) whose study indicated that simply having a plan is not enough. Strategic Planning should include an informed process during which the internal and external environment is analyzed, clear strategies and goals are defined based on this analysis, and different courses of action are generated and carefully considered before making final decisions. Further, a strategic plan can be particularly helpful in making organizations more effective implying that strategies are successfully implemented and goals are achieved. The results of the study therefore suggest that strategic planning, if effectively used is an important tool in management that enhances performance and productivity, hence promoting good practices.

The researcher sought information on the usage of strategic planning in improving infrastructure development in schools. The respondents were required to indicate the extent to which they agreed or disagreed that strategic plan was being used to improve infrastructure in the schools and their responses were presented in table 4.22 below:

Table 4.22 Strategic planning and infrastructure in schools

Improvement noted in infrastructure as a result of use of strategic plan		S A 4	A 3	D 2	S D 1	Total	Mean	Weighted Mean
Principals	Freq.	2	13	26	4	45	1.73	2.5
	%	4.4	28.9	57.8	8.9	100		
D/Principals	Freq.	1	1	32	11	45	1.82	2.5
	%	2.2	2.2	71.1	24.4	100		
HODs	Freq	1	40	92	2	135	2.30	2.5
	%	0.7	29.6	68.1	1.5	100		

Table 4.22 above shows the extent to which the use of strategic planning had contributed to the development of physical infrastructures in the schools.

The results presented show that 66.7 percent of the responses from Principals expressed disagreement that the strategic planning had been used to improve infrastructure developments in the schools. This was also indicated by 95.5 percent responses from the Deputy Principals and 69.8percent responses from HODs meaning that the strategic planning tool was hardly used in the infrastructural development in most schools.

The analysis of the data presented in table 4.22 above on the use of strategic planning to improve infrastructure in the schools reflected the following percentage points: Strongly Agree (0.7%-4.4%), Agree (2.2%-29.6%), Disagree (57.8%-71.1%) Strongly Disagree (1.5%-24.4%). This indicated that infrastructural developments undertaken in most schools were not done in line with the strategic plans designs, goals and objectives.

This meant the developmental projects undertaken in most schools were not derived from the school's strategy designs and structures, indicating that prioritization in infrastructure developments in the schools by managers had little or no connection with strategic planning. It meant that strategic plans were ignored and not used by the school managers in physical developments in the schools.From the document analysis of Standards Assessment Reports (2014-2018) Nyamira County, it was observed that despite the fact that most schools' strategic plans had clear structures of infrastructural development in order of priority, they were still lacking adequate laboratories, libraries, classrooms, sanitation facilities, dining halls and dormitories.

This equally indicated that control of school development plans based on priority and needs assessment were disregarded, indicating weak or no mechanisms put in place to monitor developmental priorities based on needs and strategic goals and objectives of the schools.

Audit reports in the same period revealed that in some schools, millions of shillings were being used to renovate existing facilities yet as per their strategic plans, most schools required expansion of boarding, tuition, and sanitation facilities due to increase in enrolment.

The standard assessment reports further revealed that most schools lacked adequate land for expansion and playgrounds. This meant that although expansion of school land was a priority in the schools' strategic plans, very little had been done to acquire more land for expansion and provision of playgrounds. Most schools had temporary kitchens and lacked dining halls and, sanitation facilities were still inadequate. The implication was that they had not been expanded as per the strategic plan goals and objectives.

Most schools also lacked adequate boarding facilities in relation to their enrolment and this explained why there was congestion in most boarding schools leading to overcrowding and sharing of beds. This implied that there were good strategy designs which were poorly implemented or not implemented at all, and misplaced priorities by the school managers as observed with evidence of many stalled physical facilities. The audit reports further revealed that that when funds were received from either school fees or grants from MOE, most school managers ignored their priorities in strategic planning in favour of their individual priorities. For instance, in some schools, renovation of existing tuition facilities was given priorities over inadequate sanitation facilities as clearly spelt out in the strategic plans.

Lack of adequate infrastructure in most school to a large extent affected performance improvement practices in most departmental areas especially inadequate laboratories, classrooms, dormitories and sanitation facilities.

The findings are in agreement with Cook (2010) who noted that there is reciprocity between the strategic and the operational. He adds that this does not mean that the plan is developed to-down, but in a system which is strategic and must be justified by which that is operational; and the operational must have strategic content in order to be meaningful. This also concurs with the views of Robert (2011) who asserts that improved performance consists of innovation, a better growth strategy, and or improved execution. The strategic plan should define the best combination of these for sustained improved performance, that is., the plan targets growth strategies, innovation and improved execution. This is done through two assessments, the strategic and the internal.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations. The presentation was done in tandem with the research objectives which was to establish the

development of strategic planning as a tool put in place to improve performance management practices by public principals of secondary schools , to explore the levels of implementation of strategic planning as a tool for improving performance management practices, to determine the levels of control and evaluation of the strategic planning as a tool on improving performance management practices and to examine the usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements in public secondary schools in Nyamira County.

The purpose of the study was to assess the extent to which strategic planning was being used as a reform tool for improving performance management practices of public secondary schools in Nyamira County, Kenya. Descriptive Survey design was used in conducting this study. The sample selected for the study consisted of 45 BOM and PA chair persons, 45 Principals, 45 Deputy Principals and 135 Heads of Departments giving a total of 315 respondents. Data was received from all respondents. The instruments used in the study questionnaires to gather the required information from Principals, Deputy Principals and HODs and Interview schedules administered to BOM and PA chairpersons. In analyzing data, frequencies, percentages, means and standard deviation were used.

5.2 Findings

Based on study objectives and research questions, the findings reveal that:

All the schools had complied in the development of strategic plans and had in place strategic planning tool that were meant to guide the schools' development and performance improvement which all the respondents attested to at 100 percent as seen in table 4.1.

The main reasons why the schools developed strategic plans was to assist in improving performance (96.3%), to give the schools strategic direction (97.8%), to assist the school achieve strategic goals and objectives (97.4%) and compliance to MOE directive that schools develop strategic plans (100%) attested to by 95.3 percent of the respondents as seen in table 4.2. Strategic plans were therefore developed by the schools to facilitate improvement in performance management practices.

The study also revealed that stakeholders were not adequately involved in the strategic planning process in most schools. This was attested to by 68.8 percent responses from Principals, 68.8 percent Deputy Principals and 83 percent of the responses from HODs expressing disagreement as seen in table 4.3. The implication was that if schools' stakeholders are not adequately involved in the strategic planning process, they are likely not to support or own it resulting to difficulties and resistance during the implementation of the improvement strategies. Improvement in performance practices could therefore not be fully achieved as a result of lack of adequate involvement of stakeholders.

The study further revealed that some schools hired professionals to prepare their strategic plans while in some schools, they copied and modified other schools' strategic plans which in the end were not tailored to the needs of such schools attested to by 68.8 percent of the responses from Principals, Deputy Principals and HODs as seen in table 4.4.

The result was that some schools had strategic plans which were too ambitious to be implemented, while others had plans containing misplaced priorities. This resulted into difficulties in understanding and internalising strategic plans in most schools to effectively implementing strategies that would help the Principals improve performance management practices.

The study also revealed that strategic planning as a tool in almost all schools had clear strategy designs and structures which could effectively be used to improve performance management practices at different levels in the schools. This was ranging from academic improvement structures, administration and management, financial management, infrastructure and learner achievement improvement strategy designs, agreed to by 84.3 responses from the Principals, 88.8 percent Deputy Principals and 100 percent responses from HODs as seen in table 4.5. The study however revealed that most principals hardly put into use the strategic designs and structures. Only 3 percent of the schools effectively used strategy designs and structures as seen in figure 4.1. This showed that the schools had well developed structures which they could effectively use to drive improvement in performance management practices, but disregarding these structures continued to pull down performance improvement strategies.

The major areas identified in performance management that required improvement were general administration and financial management(95.4%), curriculum organization, supervision, teaching and learning processes(92.3%), quality of education provided, standards achieved by learners in KCSE (100%) and infrastructure developments (100%) attested to by 96.8 percent of the respondents as seen in table 4.6. The schools therefore had performance improvement zones in their management practices which strategic planning as a tool, if well used would have effectively addressed.

The second objective was to explore the levels of implementation of strategic planning as a tool for improving performance management practices by principals of selected secondary schools in Nyamira County. The findings revealed that although strategic plans were available in all the schools with clear strategy implementation designs and structures, the implementation levels of the strategic plan were low, weak and below the desired levels in most schools as attested by 91.1 percent responses from Principals, 88.9 percent Deputy Principals and 82 of the responses from HODs, who expressed dissatisfaction in the effectiveness of strategic plan implementation as seen in table 4.7. The respondents indicated that although performance management improvement matrix and structures were based on the schools' strategy implementation designs and decisions, the Principals did not put in place clear tailor-made programmes to effectively implement the strategies and this explains why improvement index in most departments in the schools were minimal indicating underperformance in most subject areas.

The study also revealed that to implement improvement strategies, the schools required funding.

The sources identified for funding in schools included the Government of Kenya, the Parents, Constituency Development funds (CDF), Bank loan, Sponsors, Donors and Income generating activities indicated by 100 percent of the respondents as seen in table 4.8.

The schools therefore had some funding which they could use to implement the strategies and school programmes to drive performance improvement.

The study revealed that funds received by the schools were inadequate to help them effectively implement the strategic plans to drive improvement in performance management attested to by 96.82 percent of the respondents as seen in table 4.9. In this respect, most improvement strategies could not be realized in the wake of inadequate funding.

The study also revealed that the implementation of strategic plans in school faced many challenges attested to by 97.7 percent of the Principals 93.3 percent responses from Deputy Principals and 76.3 percent responses from HODs as seen in table 4.10.

The study also established that Strategic plan implementation in the schools were impeded by many constraints, the major one being inadequate funding (100%), and lack of prioritization attested to by 95.3 percent of the respondents as seen in table 4.11. In most schools, inadequate funding affected improvement of performance management structures at various departmental levels attested to by 100 percent of the respondents. Most improvement strategies therefore could not be accomplished due to lack of funds. Another constraint was misuse of funds (85.93%), the funds received were not well used for intended purposes in most schools attested to by 65.3 percent of the respondents, this also affected performance improvement practices in most schools as many improvement strategies were either ignored or overlooked due to misuse of funds.

Another constraint was that some school administrators lacked technical competencies and training in strategic planning attested to by 84.3 percent of the respondents as seen in table 4.11. This was an impediment to the successful implementation of strategic plans as most managers did not properly understand the complexities associated with strategic planning processes. As a result, they could not effectively implement the strategic plans to improve the identified strategies in performance management practices

Clan politics, sponsor influence and differences between BOM members (73.83%) in some schools to some extent interfered with strategic plan implementation, attested to by 75.3 percent of the respondents and this undermined the implementation of strategies put in place to improve performance management practices. Some clans wanted to influence management of the schools based on the needs of that clan, some sponsors also wanted to influence the school management and administration to their faith-based principles and as a result, good practices in management could not be achieved as desired due to conflict between the desires of the clans and sponsors and the school schools' strategic goals and objectives.

In some cases, differences between Principals and other BOM members led to rifts and resistance making approval of budgets difficult and therefore hampering implementation of school programmes, subsequently affecting performance improvement structures. The ineffectiveness, challenges and constraints noted in strategic plan implementation therefore adversely affected improvement of performance management practices levels in the most schools.

The third objective was to determine the levels of control and evaluation of the strategic planning tool on improving performance management practices of public secondary schools in Nyamira County.

The findings revealed that most Principals did not effectively control and evaluate improvement strategies to know if they were meeting the expected standards, this was confirmed by 88.9 percent of responses from the Principals, 94.3 percent responses from the Deputy Principals and 86.7 percent responses from HODs as seen in table 4.12.

The control measures on performance improvement strategies were weak or lacking in most schools and therefore achievement made could not be attributed to strategic planning or lack of it. The study further revealed that most Principals did not effectively control management of funds and procurement procedures attested to by 84.2 percent of the respondents as seen in table 4.13. In most schools, funds were not fully used for intended purposes indicating improper use of funds; lapses were also noted in public procurement procedures in most schools. In practice therefore, most school Principals did not strictly adhere to control structures of their strategic plans to improve performance management practices. Individual managers' priorities were given more emphasis over the schools' strategic plans, as a result, strategic plans that existed were merely for proof that they were available but in actual sense, they were not being followed effectively to drive desired improvement in the schools' financial management practices.

The study also revealed that departmental control, teaching, learning processes were ineffective and below the desired levels in most schools attested to by 99.9 percent responses from the Principals, 95.6 percent of the Deputy Principals and 81.1 percent HODs as seen in table 4.14.

Lack of effective control of departments, teaching and learning processes led to inadequate syllabus coverage affecting improvement index in most subject areas over the years, especially languages, science and mathematics which were still underperformed in most schools.

The study also revealed that control of students' discipline was weak in most schools attested to by 82.2 percent responses from Principals, 75.6 responses from Deputy Principals and 78.5 responses from HODs as seen in table 4.15. Teachers in most schools developed hands off approach due to the challenges they often faced in the processes of maintaining students discipline in schools and this to a great extent, led destruction of school properties, death, assault of fellow students and sometimes teachers.

This affected improvement of performance in academics, behavior change and co-curricular activities as research has proven that effective discipline helps in the achievement of goals, expectation and responsibility in students. Discipline creates a good image of the school and lead to improvement in performance and preparing the students for the future.

The study also revealed that most schools did not carry out performance measurement to know the progress made in achieving the strategic goals and objectives. There were no performance measurement tools or any documented record of strategic plan evaluation in respect to performance management improvement in line with strategic goals and objectives, attested to by 84.5 percent of Principals, 82.2 percent responses from the Deputy Principals and 81.5 percent responses from Heads of departments as seen in table 4.16

Therefore, lack of performance measurement structures and tools made it difficult to relate the levels of progresses made in respect to strategic planning pre-established targets which would reveal the level of improvement in performance management practices.

The study also revealed lack of effective supervision, monitoring and evaluation of curriculum implementation as per strategy designs in most schools as attested to by 57.8 percent of the Principals, 95.6 percent of the responses from the Deputy Principals percent and 69.6 responses from the heads of department as seen in table 4.17. Most Principals did not effectively supervise and monitor curriculum implementation process and evaluate the output and this affected strategies put in place to improve management of academic performance and practices.

The fourth objective was to examine how strategic planning was being used as a tool in improving performance management practices in administration, finance, infrastructure, quality of education provided and learner achievements in public secondary schools in Nyamira County.

The findings of the study revealed that the school managers were not effectively using strategic planning as a tool in improving performance management as attested to by 100 percent responses from Principals, 97.8 percent responses from Deputy Principals and 66.7 percent responses from Heads of departments as seen in table 4.18. Where there was some evidence of usage, it was not possible to relate the progresses achieved to strategic planning due to lack of performance measurement structures and tools. Therefore, most Principals failed to effectively implement improvement strategies as expected and the availability of strategic plan had not been translated into effective use.

The findings of the study also revealed that there was limited use of strategic planning in improving financial management practices attested to by 60 percent responses from the Principals, 91.1 percent responses from the deputy principals and 85.9 responses from HODs as seen in table 4.19. Strategic planning was not given priority and how funds were used in the schools had little or no connection to strategy designs meant to improve financial management practices. This explains why performance management practices had remained below the expected levels in most schools.

The findings equally revealed that strategic planning was not being effectively used in improving good practices in curriculum organization, supervision and in teaching and learning process, as revealed that 82.2 percent of responses from Principals, 73.3 percent of the responses from Deputy Principals and 66.7 percent responses from HODs as seen in table 4.20.

There was lack of clear focus on improvement strategies in academic departments, ineffective use of curriculum monitoring tools and lack of intensive curriculum supervision, hence affecting the achievement of strategic goals and objectives including outcomes in the national examinations .As a result, the targets set in strategic plans at both individual and departmental levels in the schools were not being met as desired. The strategic plans in most schools were therefore not effectively put into use or regarded as a tool that could be used to improve academic performance.

The study also revealed that the quality of education provided did not yield desired results in learner achievement levels and expected standards as attested to by 84.4 percent of the responses from 86.7 percent of responses from the Deputy Principals and Heads of Departments with 84.8 as seen in table 4.21.

The average KCSE results posted by the schools over the years were 3.0, far below the national average of 6.0. Strategy designs meant to improve performance and leaner achievement levels were ignored or not adhered to and therefore good practices in leaner achievements noted in some few schools could be quantified to putting in place good performance improvement strategies. This revealed failure by most schools to adhere to strategy implementation designs put in place to improve performance, lack of prioritization by school administrators and failure to fully use strategic planning as an improvement tool in management of schools.

The study also revealed that strategic planning was not effectively used in improvement and development of infrastructure in most schools attested by 66.7 percent of the responses from Principals, 95.5 percent responses from the Deputy Principals and 69.8 percent responses from HODs as seen table 4.22. Most Principals did not follow the strategy designs for improvement and development of their schools' physical facilities.

Strategic plans were therefore disregarded and put aside by most school administrators and managers in physical developments and this undermined the levels performance improvement practices in provision of appropriate and adequate physical facilities in the schools.

5.3 Conclusions

From the research findings, the following conclusions were made as per the objectives. Specifically, in view of the objectives that were set and from the summary of findings given and the discussions presented on strategic planning as a reform tool for improving performance management practices in public secondary schools, all the schools had complied in the development of strategic plans and embraced the concept of strategic planning as a tool for improving performance management.

They had put in place five year period strategic plans and this was consistent with the assumptions of the study that the schools had developed strategic plans.

Most schools therefore had a plan which they could use to address underperformance to propel their schools to greater heights in performance management practices. Most schools had put in place clear strategy designs and implementation structures and this was in line with the assumptions of the study that performance management improvement structures were developed from strategy implementation designs and decisions However, most Principals were not effectively using strategy designs and decisions to improve performance management practices.

To address 'performance improvement zone' and underperformance noted in most departments, most schools developed strategic plans to improve performance, to create structures for achieving strategic goals and objectives and to give the schools a strategic direction.

Most schools did not adequately involve all stakeholders in the strategic planning process and this led to lack of ownership and resistance in the implementation process, which in turn undermined successful implementation of strategies meant to address underperformance, thereby affecting the improvement levels in performance management practices. Hiring of professionals by some schools to develop strategic plans resulted in some schools having strategic plans which were too ambitious to be implemented while others had plans containing misplaced priorities which in the end were not tailored to the needs of such schools. This created lack of understanding by the implementers and problems with internalization which eventually hindered effective achievement of good practices in performance management.

The major areas identified in performance management practices which required improvement included general administration and financial management, curriculum organization, supervision, teaching and learning processes, quality of education provided, learner achievement levels and infrastructure. Although the improvement areas were identified, it could not be established that strategic planning was used a tool for addressing underperformance due to lack of documentary evidence and performance measurement structures.

Strategy designs and decisions were not effectively implemented in most schools and this undermined strategic planning as a performance improvement tool in achievement of good practices in performance management. The implementation processes of the strategic planning tool were faced with many challenges and constraints resulting from inadequate funding and misuse of funds; lack of technical skills and inadequate training of all stakeholders.

These therefore were impediments to effectively address underperformance and improvement of performance management practices.

The influence of the sponsors, the community interests and rifts in BOM of some schools created a big conflict with the needs of the learners, school programmes and documented government policies. This greatly affected strategy implementation in some schools, eventually affecting improvement of performance management practices. This also interfered with Principals 'ability to effectively implement strategic plans due to lack of commitment and team work in the management of the schools, and was therefore a big impediment to effective implementation of strategic planning as performance improvement tool in most schools.

The strategic plan control and evaluation was ineffective in most schools. The level of control was low and proper control measures were lacking in management of school funds and procurement procedures; departmental organization, teaching and learning processes and students discipline. Lack of effective control measures therefore created gaps that impeded improvement in performance management practices. Monitoring of the progress of implementation of strategies in achievement of strategic goals and objectives in performance management against pre-established targets was weak in most schools. Performance measurements tools and structures were lacking in most schools and therefore, gauging the levels of performance in relation to strategic goals and objectives could not be established to give directions on how far the schools were; what had been achieved; what was not achieved and what could be done to steer the schools towards the right strategic direction.

Although all the schools had in place strategic plans, most schools lacked evidence that they were using strategic planning as a tool in improving performance management practices. Strategic planning was not effectively used in financial management practices in schools, supervision of curriculum, teaching and learning processes; the quality of education provided, learner achievement levels and development of infrastructure in the schools.

Most principals ignored using strategic plans to improve performance and this affected strategy implementation and performance management improvement structures contrary to the assumptions of the study that there was effective use of strategic planning as a reform tool by school managers to improve performance management practices. The value attached to strategic planning by most school managers was therefore not strong enough to create a mental map on how performance practices could be managed and improved in schools.

Less attention was therefore given to the strategic plan as a tool for improving performance, and strategic planning was seen as insignificant. This explains why most school managers were not taking seriously its use to address underperformance and improve the levels of performance management practices in their schools.

5.4 RECOMMENDATIONS

5.4.1 Recommendations for Policy and Practice

Arising from the findings, the following recommendations were made for policy:

All schools had developed strategic plans, but strategic planning designs and structures were not effectively used improve performance management practices. It was therefore recommended that Principals should ensure that strategic planning tool designs and structures are strictly adhered to for effective improvement of performance improvement practices.

Stakeholders were not adequately involved in the strategic planning process leading to resistance and lack of ownership in the implementation stage. It was therefore recommended that there is a need for Principals to adequately involve all stakeholders in preparation of strategic planning for ownership and ease of implementation so as to improve performance. In addition, each school is unique in its own ways and each school Principal should therefore develop their own realistic strategic plans instead of hiring professionals to develop strategic plans. This would in turn, create a platform in which strategic plans could internalized by all concerned and effectively be used as a tool by individual schools to drive performance improvement in management practices. The school management should continuously identify and address major areas in performance management practices that require improvements.

It was evident from the study that strategic plan implementation was weak and ineffective despite clear designs and structures. Strategic planning faced many challenges in most schools due to inadequate funding, misuse of funds and misplaced priorities, lack of technical skills and training in Strategic Planning, Sponsor and Community interference and conflict within some BOM.

It was therefore recommended that Ministry of Education, BOM and Parents should provide or source for adequate funding for infrastructural development to facilitate school administrators implement strategic plans, acquire further training to build their capacity and improve their skills in strategic planning and financial management. The school Principals should also exhibit selflessness to ensure prudent use of funds, put aside vested interests and strictly adhere to schools' priorities as per the strategic plans. This is very necessary for effective implementation of strategies put in place to improve performance management practices in schools.

School managers should equally avoid making ambitious strategic plans that would be too expensive to implement, but need to come up with more affordable strategic plans that can be effectively implemented without many constraints. In this respect, there is need for institutional managers to put in place Planning Programme Budget Systems (PPBS) in line with the strategic goals and objectives to ensure prudent use of school funds, effective and efficient utilization of school resources available for improvement in performance management practices.

Regular visits, assessment, auditing and supervision should be intensified by Education officials to ensure compliance with implementation of improvement strategies in order to improve performance.

It was further recommended that the Sponsors and Community should strictly respect and adhere to the Ministerial policies in school management to help the schools realize their strategic goals and objectives in order to improve performance.

High levels of professionalism should be embraced in the management of academic institutions and stakeholders should realize that these are academic and not clan or religious based institutions and therefore their primary role as academic institutions must be paramount.

There is equally a need for careful staff balancing and delocalization of teachers, administrators and managers to solve problem of interference by some boards of managements, clans and sponsors, this would facilitate smooth implementation of strategies put in place to improve performance.

Strategy control and evaluation was an aspect that was noted to be weak and ineffective in most schools, making it difficult to gauge the levels of achievement in performance improvement practices. Without effective strategic plan control, strategy designs and structures are rendered vulnerable giving room for ineffectiveness and this may adversely affect the schools' performance improvement structures.

It was therefore recommended that strategy control measures should be strengthened to ensure effective and efficient utilization of the available resources to help the schools realize the achievement of strategic goals and objectives put in place in order to improve performance. Similarly, the school managers should put aside their personal interests and embrace strategy designs and decisions to effectively implement, control and evaluate strategic plans to drive performance improvement.

Most school managers did not attach much value to strategic planning and ignored it as a tool that could be effectively used to improve performance hence the usage of strategic planning was low and ineffective. The strategic plans developed by all schools should not be put in the cabinets to gather dust, but should be put into use to drive performance improvement in the management practices. It is therefore imperative for all school managers to embrace modern management and administrative approaches and put in place workable structures that would ensure effective use of strategic plans to help the schools improve performance management practices.

There is equally a need for the school managers to move away from traditional management styles and embrace the new management approaches in the ever changing world, realize the significance strategic planning as workable tool that can be effectively used drive performance improvement practices.

Performance improvement has always been a desire for most school Principals and to achieve the desired levels of good practices in performance management, they need to embrace performance strategic planning as a performance improvement tool, and strive to embrace the Japanese Kaizern philosophy of 'Continuous improvement' to raise the levels of performance management practices through continuous strategic improvement efforts.

5.5.2 Recommendations for further research

The following recommendations for further research were made:

The findings of the study indicated strategic planning was not effectively used by Principals as a tool that could drive improvement in performance management practices of public secondary schools, a similar study may also be carried to establish the levels of performance-

management practices in private secondary schools in Kenya that have in place strategic plans. A further research is also recommended for comparative analysis of strategic planning as tool for improving performance management practices in public schools that have developed strategic and those that have not developed strategic plans.

The findings also indicated challenges experienced in strategy implementation. A further research is necessary to establish how challenges on effective strategy implementation affect performance management improvement practices in public secondary schools.

A further research may also be carried out in other counties in Kenya to establish the relationship between strategic planning and improvement of performance management practices. It is also recommended that further research should be undertaken to examine the relationship between strategic planning and organizational performance in public secondary schools in Kenya.

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APPENDICES
APPENDIX I

MAASAI MARA UNIVERSITY
(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

Ref: MMU/AA0328/45/ VOL 1(34)

Date: 13TH SEPTEMBER, 2018

Council Secretary,
National Council for Science, Technology & Innovation
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE: <u>APPLICATION FOR RESEARCH PERMIT: REG. NO.DE01/4001/2014</u>

<u>SEJE SYLVANS ODHIAMBO.</u>

I wish to recommend the above candidate for a permit to enable him collect data for his research. He defended his proposal at the School of Education successfully and has made the necessary corrections. The title is: *Strategic Planning: A Reform Tool For Improving Performance Based Management By Principals Of Public Secondary Schools In Kenya.*

He therefore qualifies for a permit to conduct research. Any assistance accorded to him will be highly appreciated.

Thank you.

Dr. Kodak O.B

AG. DIRECTOR POSTGRADUATE STUDIES

APPENDIX II

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
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Website : www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/18/5054/26042**

Date: **3rd November, 2018**

Sylvans Odhiambo Seje
Maasai Mara University
P.O. Box 861
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Strategic planning: A reform tool for improving performance based management by principals of secondary schools in Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **30th October, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.

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

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APPENDIX III (a):

PRINCIPALS' QUESTIONNAIRE

The author is a post graduate student at Maasai Mara University undertaking Doctor of Philosophy in Education Management. The purpose of this questionnaire is to gather data on assessment of strategic planning as a tool for improving performance management practices of Public Secondary Schools in Kenya. Please do not write your name or the name of your school. Kindly note that, the information given in the questionnaire will be treated with utmost confidentiality and will be used strictly for the purpose of this study.

Thanks for accepting to participate in filling the questionnaire

Instructions:

Please note that the answers you provide shall be used purely for academic research purposes and there are no correct or incorrect answers, you are further requested to be as objective as possible. For some sections of the questionnaires, you are required to provide the relevant ratings that qualify your responses, the extent to which you agree or disagree with series of statements. The ratings should be done on a scale of 1-4, where:

SA	Strongly agree	4
A	Agree	3
D	Disagree	2
SD	Strongly disagree	1

QUESTIONNAIRE ONE:

1A: Development strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements.

	Development strategic planning tool	SA	A	D	SD
1	The school has developed strategic plan designed to improve performance management practices				
2	The school's stakeholders were fully involved and participated in the strategic planning process				
3	The strategic plans have clear strategy designs and structures				
5	Strategy designs and structures are being used to improve performance management				
6	The institution's objectives and goals are based on the strategic plan and priorities				
7	Performance improvement structures are aligned to the schools' strategic goals and objectives				
8	Departmental/individual teachers' performance improvement work plans, objectives and targets are based on strategic plan's goals and objectives				
9	Performance measurement and curriculum monitoring tools are based on strategic goals and objectives				

11. Were you trained in strategic planning by DEMA   Yes ☐   No ☐

12. Why did your school develop a strategic plan?

----

12. Kindly indicate by ticking appropriate box on how your school developed strategic plan

   1. Hired professionals to develop strategic plan   ☐

   2. Developed own strategic plans   ☐

   3. Borrowed and modified other schools strategic plan   ☐

13. Please indicate using a tick if the following performances practices require or does not require improvements in your school

Area	Require improvements	Does not require improvement
General school administration and financial Management		
Curriculum organization, supervision and teaching and learning processes		
Quality of education provided and standards achieved by learners in KCSE		
Infrastructure developments		

1B: Implementation of strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategic plan implementation	SA	A	D	SD
1	There is effective implementation of strategic plans by the school management				
2	The funds provided are enough to adequately facilitate the implementation of the strategic plan.				
3	The school strategic designs are well implemented and strategic implementation in the school is effective				
4	There are challenges in implementation of the strategic plan to effectively meet strategic goals and objectives				
5	Strategic plan implementation has led to improvement in performance management practices in the school				

7. Kindly indicate if your school gets funding from the following

1. Government

2. Parents (Fees)

3. Bank Loans

4. Donors

5. IGA

6. CDF ☐

9. Please tick an appropriate box in the table below if the funds provided in each category is adequate to enable the school implement its programs as per the strategic plan?

	Type of funding	Very adequate	Adequate	Inadequate	Very inadequate
1	Government				
2	Parents (fees)				
3	Bank loans				
4	Donors				
5	Sponsors				
6	IGA				
7	CDF				

10. Does the school have some constraints in implementation of the strategic plan?

YES ☐   NO ☐

If the answer above is yes, kindly identify these constraints

1._____

2._____

3._____

4._____

1C: The levels of control and evaluation of the strategic planning tool on improving performance   management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategy control and evaluation	SA	A	D	SD
1	There is effective control and evaluation of Strategic plan in improvement of performance management practices				
2	Adequate strategies have been put in place to control use of funds to improve financial management practicesand procurement procedures				
3	HODs are in full control of their departments in terms of organization, teaching and learning processes and achievement levels				
4	There is effective control of student discipline to improve performance				
5	There is measurement of performance to evaluate achievements in line with strategic goals and objectives				
6	There is effective supervision, monitoring and evaluation of curriculum implementation teaching learning processes and testing to improve performance				
7	Performance measurement structures have been put in place to evaluate improvement/progresses made in line with strategic goals and objectives				

1 D: Usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements

Please indicate the extent to which you agree or disagree with the following statements

	Usage strategic planning tool to improve performance management practices	SA	A	D	SD
1	There is effective use of strategic plan improve performance management practices goals and objectives				
2	School administrative and management practices have improved as a result of using the strategic plan				
3	The school's has in place a sound financial management done line with the strategic goals and objectives				
4	Strategic planning is being used in to improve supervision, curriculum implementation and teaching and learning processes				
5	Both teachers and students use strategic plan to meet their individual targets set to improve performance practices in quality of education provided and level of achievement in KCSE				
6	There is notable improvement in infrastructure development as a result of use of strategic plan				

7. (a). In your opinion, do you think the construction or expansion buildings in the schoolwere as a result of implementation of strategic plan designs on infrastructure development?
If the answer is no, why?
_____
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(b). If some school facilities are not available or inadequate, do you think that future construction or expansion will be done in line with the school's strategic plan? Give reasons

_____
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APPENDIX III (b):

DEPUTY PRINCIPALS' QUESTIONNAIRE

The author is a post graduate student at Maasai Mara University undertaking Doctor of Philosophy in Education Management. The purpose of this questionnaire is to gather data on assessment of strategic planning as a tool for improving performance management practices of Public Secondary Schools in Kenya. Please do not write your name or the name of your school. Kindly note that, the information given in the questionnaire will be treated with utmost confidentiality and will be used strictly for the purpose of this study.

Thanks for accepting to participate in filling the questionnaire

Instructions:

Please notethat the answers you provide shall be used purely for academic research purposes and there are no correct or incorrect answers, you are further requested to be as objective as possible. For some sections of the questionnaires, you are required to provide the relevant ratings that qualify your responses, the extent to which you agree or disagree with series of statements. The ratings should be done on a scale of 1-4, where:

SA	Strongly agree	4
A	Agree	3
D	Disagree	2
SD	Strongly disagree	1

QUESTIONNAIRE TWO:

1A: Development strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements.

	Development strategic planning tool	SA	A	D	SD
1	The school has developed strategic plan designed to improve performance management practices				
2	The school's stakeholders were fully involved and participated in the strategic planning process				
3	The strategic plans have clear strategy designs and structures				
5	Strategy designs and structures are being used to improve performance management				
6	The institution's objectives and goals are based on the strategic plan and priorities				
7	Performance improvement structures are aligned to the schools' strategic goals and objectives				
8	Departmental/individual teachers' performance improvement work plans, objectives and targets are based on strategic plan's goals and objectives				
9	Performance measurement and curriculum monitoring tools are based on strategic goals and objectives				

11. Why did your school develop a strategic plan?

----

12. Kindly indicate by ticking appropriate box on how your school developed strategic plan

4. Hired professionals to develop strategic plan ☐

5. Developed own strategic plans ☐

6. Borrowed and modified other schools strategic plan ☐

13. Please indicate using a tick if the following performances practices require or does not require improvements in your school

Area	Require improvements	Does not require improvement
General school administration and financial Management		
Curriculum organization, supervision and teaching and learning processes		
Quality of education provided and standards achieved by learners in KCSE		
Infrastructure developments		

1B: Implementation of strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategic plan implementation	SA	A	D	SD
1	There is effective implementation of strategic plans by the school management				
2	The funds provided are enough to adequately facilitate the implementation of the strategic plan.				
3	The school strategic designs are well implemented and strategic implementation in the school is effective				
4	There are challenges in implementation of the strategic plan to effectively meet strategic goals and objectives				
5	Strategic plan implementation has led to improvement in performance management practices in the school				

7. Kindly indicate if your school gets funding from the following

7. Government ☐

8. Parents (Fees) ☐

9. Bank Loans ☐

10. Donors ☐

☐

11. IGA

12. CDF ☐

9. Please tick an appropriate box in the table below if the funds provided in each category is

adequate to enable the school implement its programs as per the strategic plan?

	Type of funding	Very adequate	Adequate	Inadequate	Very inadequate
1	Government				
2	Parents (fees)				
3	Bank loans				
4	Donors				
5	Sponsors				
6	IGA				
7	CDF				

10. Does the school have some constraints in implementation of the strategic plan?

YES ☐   NO ☐

If the answer above is yes, kindly identify these constraints

1._____

2._____

3._____

4._____

1C: The levels of control and evaluation of the strategic planning tool on improving performance   management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategy control and evaluation	SA	A	D	SD
1	There is effective control and evaluation of Strategic plan in improvement of performance management practices				
2	Adequate strategies have been put in place to control use of funds to improve financial management practices and procurement procedures				
3	HODs are in full control of their departments in terms of organization, teaching and learning processes and achievement levels				
4	There is effective control of student discipline to improve performance				
5	There is measurement of performance to evaluate achievements in line with strategic goals and objectives				
6	There is effective supervision, monitoring and evaluation of curriculum implementation teaching learning processes and testing to improve performance				
7	Performance measurement structures have been put in place to evaluate improvement/progresses made in line with strategic goals and objectives				

1 D: Usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements

Please indicate the extent to which you agree or disagree with the following statements

	Usage strategic planning tool to improve performance management practices	SA	A	D	SD
1	There is effective use of strategic plan improve performance management practices goals and objectives				
2	School administrative and management practices have improved as a result of using the strategic plan				
3	The school's has in place a sound financial management done line with the strategic goals and objectives				
4	Strategic planning is being used in to improve supervision, curriculum implementation and teaching and learning processes				
5	Both teachers and students use strategic plan to meet their individual targets set to improve performance practices in quality of education provided and level of achievement in KCSE				
6	There is notable improvement in infrastructure development as a result of use of strategic plan				

7. (a). In your opinion, do you think the construction or expansion buildings in the school were as a result of implementation of strategic plan designs on infrastructure development? If the answer is no, why?

_____
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(b). If some school facilities are not available or inadequate, do you think that future construction or expansion will be done in line with the school's strategic plan? Give reasons

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APPENDIX III (c):

HODs QUESTIONNAIRE

The author is a post graduate student at Maasai Mara University undertaking Doctor of Philosophy in Education Management. The purpose of this questionnaire is to gather data on assessment of strategic planning as a strategy for improving performance based management of Public Secondary Schools in Kenya. Please do not write your name or the name of your school. Kindly note that, the information given in the questionnaire will be treated with utmost confidentiality and will be used strictly for the purpose of this study.

Thanks for accepting to participate in filling the questionnaire

Instructions:

Please note that the answers you provide shall be used purely for academic research purposes and there are no correct or incorrect answers, you are further requested to be as objective as possible. For some sections of the questionnaires, you are required to provide the relevant ratings that qualify your responses, the extent to which you agree or disagree with series of statements. The ratings should be done on a scale of 1-4, where:

SA	Strongly agree	4
A	Agree	3
D	Disagree	2
SD	Strongly disagree	1

QUESTIONNAIRE THREE:

1A: Development strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements.

	Development strategic planning tool	SA	A	D	SD
1	The school has developed strategic plan designed to improve performance management practices				
2	The school's stakeholders were fully involved and participated in the strategic planning process				
3	The strategic plans have clear strategy designs and structures				
5	Strategy designs and structures are being used to improve performance management				
6	The institution's objectives and goals are based on the strategic plan and priorities				
7	Performance improvement structures are aligned to the schools' strategic goals and objectives				
8	Departmental/individual teachers' performance improvement work plans, objectives and targets are based on strategic plan's goals and objectives				
9	Performance measurement and curriculum monitoring tools are based on strategic goals and objectives				

11. Why did your school develop a strategic plan?

----

12. Kindly indicate by ticking appropriate box on how your school developed strategic plan

7. Hired professionals to develop strategic plan ☐

8. Developed own strategic plans ☐

9. Borrowed and modified other schools strategic plan ☐

10. Please indicate using a tick if the following performances practices require or does not require improvements in your school

Area	Require improvements	Does not require improvement
General school administration and financial Management		
Curriculum organization, supervision and teaching and learning processes		
Quality of education provided and standards achieved by learners in KCSE		
Infrastructure developments		

1B: Implementation of strategic planning as a tool for improving performance management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategic plan implementation	SA	A	D	SD
1	There is effective implementation of strategic plans by the school management				
2	The funds provided are enough to adequately facilitate the implementation of the strategic plan.				
3	The school strategic designs are well implemented and strategic implementation in the school is effective				
4	There are challenges in implementation of the strategic plan to effectively meet strategic goals and objectives				
5	Strategic plan implementation has led to improvement in performance management practices in the school				

7. Kindly indicate if your school gets funding from the following

13. Government

14. Parents (Fees)

15. Bank Loans

16. Donors

17. IGA

18. CDF ☐

9. Please tick an appropriate box in the table below if the funds provided in each category is adequate to enable the school implement its programs as per the strategic plan?

	Type of funding	Very adequate	Adequate	Inadequate	Very inadequate
1	Government				
2	Parents (fees)				
3	Bank loans				
4	Donors				
5	Sponsors				
6	IGA				
7	CDF				

10. Does the school have some constraints in implementation of the strategic plan?

YES ☐   NO ☐

If the answer above is yes, kindly identify these constraints

1._____

2._____

3._____

4._____

1C: The levels of control and evaluation of the strategic planning tool on improving performance   management practices

Please indicate the extent to which you agree or disagree with the following statements

	Strategy control and evaluation	SA	A	D	SD
1	There is effective control and evaluation of Strategic plan in improvement of performance management practices				
2	Adequate strategies have been put in place to control use of funds to improve financial management practices and procurement procedures				
3	HODs are in full control of their departments in terms of organization, teaching and learning processes and achievement levels				
4	There is effective control of student discipline to improve performance				
5	There is measurement of performance to evaluate achievements in line with strategic goals and objectives				
6	There is effective supervision, monitoring and evaluation of curriculum implementation teaching learning processes and testing to improve performance				
7	Performance measurement structures have been put in place to evaluate improvement/progresses made in line with strategic goals and objectives				

1 D: Usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements

Please indicate the extent to which you agree or disagree with the following statements

	Usage strategic planning tool to improve performance management practices	SA	A	D	SD
1	There is effective use of strategic plan improve performance management practices goals and objectives				
2	School administrative and management practices have improved as a result of using the strategic plan				
3	The school's has in place a sound financial management done line with the strategic goals and objectives				
4	Strategic planning is being used in to improve supervision, curriculum implementation and teaching and learning processes				
5	Both teachers and students use strategic plan to meet their individual targets set to improve performance practices in quality of education provided and level of achievement in KCSE				
6	There is notable improvement in infrastructure development as a result of use of strategic plan				

7. (a). In your opinion, do you think the construction or expansion buildings in the school were as a result of implementation of strategic plan designs on infrastructure development? If the answer is no, why?

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(b). If some school facilities are not available or inadequate, do you think that future construction or expansion will be done in line with the school's strategic plan? Give reasons

APPENDIX IV (a)
INTERVIEW SCHEDULE BOM CHAIRPERSONS

1a: Development of strategic plan as a tool for improving performance management practices

1. Has your school developed a strategic plan?

2. Why did your school develop a strategic plan?

3. Were you trained in strategic planning by DEMA

4. Were you, as a stakeholder involved in the process of developing of the strategic plan?

5. Was the strategic plan developed within the school or professionals were hired to develop it?

6. Do the following areas in performance management practices in your school require improvement in line with your strategic goals and objectives

   (i)   General school administration and financial Management

   (ii)   Curriculum organization, supervision and teaching and learning processes

   (iii)   Quality of education provided and standards achieved by learners in KCSE

   (iv)   Infrastructure developments

7. Briefly explain how your institution's objectives and goals are based on the strategic plan. In what ways do you   prioritize on improvement of school infrastructural development and academic activities

8. List achievements gained in your school's progress in physical development and academics resulting from strategic plan.

1B: Implementation of strategic planning as a tool for improving performance management practices

1. Do you have structures for implementation of strategic plans in your schools and how far have you gone with implementation of strategic plan?

2. Implementation of strategic plans requires funding. What are the sources of funds used by the school to implement the strategies put in place to improve performance management practices?

3. In your own assessment as the BOM chairperson, do you think the funds provided adequate to facilitate effective implementation of strategic plans to ensure improvement in performance management practices in your schools?

4. Do you think you are effectively implementation of strategic plans and how does this affect improvement in performance management practices in your school?

5. As a Board of Management, in what ways do you allocate resource per strategy implementation plan to enhance improvement in performance management practices in various departments in the school?

6. Are there challenges encountered in the process of implementing strategic plans in your school?

7. What are the main constraints to implementation of the laid down strategies meant to improve performance management practices in your school?

8. Mention the ways in which the constraints have affected your strategy implementation designs and decisions

9. What steps have you taken to address the challenges to strategic plan implementation?

1C: The levels of control and evaluation of the strategic planning tool on improving performance   management practices

1. How do you control and evaluate management processes in the schools?

2. In what ways do you control use of funds in your school to improve financial management practices and procurement procedures?

3. Do you discuss in BOM meetings procurement of goods and services to ensure control in line with the laid down procedures in acquisition of goods and services in the school?

4. Does the school regularly submit books of accounts for auditing and do you discuss the audit reports? Mention some of the recommendations you have made in recent years over the audited reports.

5. Do you follow strategic plan to control school development plans based on priority and needs assessment to ensure good management practices?

6. As BOM, do you have frequent meetings held to discuss the school's improvement and progress made in academics, management in line with strategy designs

7. In what ways does the feedback from the meetings help you in control of the strategies?

8. Mention ways in which the school carries out evaluation to gauge the extent in which the progresses made are helping in achieving the strategic goals and objectives so as to undertake any review

1 D: Usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements

1. Explain ways in which the school has used the strategic planning in to improve performance practices in the following areas

    i.   Administration and management

    ii.   Financial management

    iii. School infrastructure

    iv.   Learner achievement levels

2. What reasons can you give to justify your improvement levels (whether low or high) in the areas above?

Appendix IV (b)

INTERVIEW SCHEDULE FOR PA CHAIRPERSONS

1a: Development of strategic plan as a tool for improving performance management practices

1. Has your school developed a strategic plan?

3. Why did your school develop a strategic plan?

4. Were you trained in strategic planning by DEMA

5. Were you, as a stakeholder involved in the process of developing of the strategic plan?

6. Was the strategic plan developed within the school or professionals were hired to develop it?

7. Do the following areas in performance management practices in your school require improvement in line with your strategic goals and objectives

   (v)   General school administration and financial Management

   (vi)   Curriculum organization, supervision and teaching and learning processes

   (vii)   Quality of education provided and standards achieved by learners in KCSE

   (viii) Infrastructure developments

8. Briefly explain how your institution's objectives and goals are based on the strategic plan. In what ways do you prioritize on improvement of school infrastructural development and academic activities

9. List achievements gained in your school's progress in physical development and academics resulting from strategic plan.

1B: Implementation of strategic planning as a tool for improving performance management practices

1. Do you have structures for implementation of strategic plans in your schools and how far have you gone with implementation of strategic plan?

2. Implementation of strategic plans requires funding. What are the sources of funds used by the school to implement the strategies put in place to improve performance management practices?

3. In your own assessment as the PA chairperson, do you think the funds provided adequate to facilitate effective implementation of strategic plans to ensure improvement in performance management practices in your schools?

4. Do you think you are effectively implementation of strategic plans and how does this affect improvement in performance management practices in your school?

5. As a PA and Board of Management, in what ways do you allocate resource per strategy implementation plan to enhance improvement in performance management practices in various departments in the school?

6. Are there challenges encountered in the process of implementing strategic plans in your school?

7. What are the main constraints to implementation of the laid down strategies meant to improve performance management practices in your school?

8. Mention the ways in which the constraints have affected your strategy implementation designs and decisions

9. What steps have you taken to address the challenges to strategic plan implementation?

1C: The levels of control and evaluation of the strategic planning tool on improving performance management practices

1. How do you control and evaluate management processes in the schools?

2. In what ways do you control use of funds in your school to improve financial management practices and procurement procedures?

3. Do you discuss in BOM and PA meetings procurement of goods and services to ensure control in line with the laid down procedures in acquisition of goods and services in the school?

4. Does the school regularly submit books of accounts for auditing and do you discuss the audit reports? Mention some of the recommendations you have made in recent years over the audited reports.

5. Do you follow strategic plan to control school development plans based on priority and needs assessment to ensure good management practices?

6. As BOM, do you have frequent meetings held to discuss the school's improvement and progress made in academics, management in line with strategy designs

7. In what ways does the feedback from the meetings help you in control of the strategies?

8. Mention ways in which the school carries out evaluation to gauge the extent in which the progresses made are helping in achieving the strategic goals and objectives so as to undertake any review.

1 D: Usage of strategic planning as a tool in improving performance management practices in administration, finance, infrastructure and learner achievements

1. Explain ways in which the school has used the strategic planning in to improve

   performance practices in the following areas

     v.   Administration and management

     vi.   Financial management

     vii. School infrastructure

     viii. Learner achievement levels

2. What reasons can you give to justify your improvement levels (whether low or high)

   in the areas above?

APPENDIX VI

Strategic Planning tools

Strategy designs and structures implementation matrix

Academic improvement designs and structures	Infrastructure improvement designs and structures	Administration and management improvement designs and structures	Financial management improvement designs and structures
Action plan and implementation matrix Overall school targets	Physical facilities Classrooms, Dormitories, Library/ Laboratories Administrative offices Sanitation facilities	-Mission and Vision Statements - school motto	-Annual school budget -enhanced fee collection
Departmental targets	School security Fencing, Manned lockable gate 24/7 CCTV surveillance	Determining the goals and objectives to be achieved	Resource mobilization, allocation and financing
Individual teachers'/workers targets	Facilities for out of class activities, Playing fields, Outdoor and indoor games equipment	Service chatter, core values and functions	Internal auditing
Students' targets	Procurement of adequate instructional materials	Customer care Suggestion box	Submission of books of accounts to MOE for external auditing
Curriculum monitoring tools, analyzed results			
Internal curriculum supervision mechanisms and structures			

APPENDIX VII

Performance Management measurement tool

Tool	Expected outcome	Score and comments	Remarks
Score card	The level of achievement at various school levels Improved management and administration		
Performance appraisal Class attendance registers	Improved teaching and learning processes Effective work structures		
Analyzed KCSE results	Improved performance index Improved learner achievement levels Value added progress		
Annual checklist	Improved physical facilities		
Audit Report	Improved financial management		
Internal and external Standards assessment report	Improved performance Improved enrolment		

APPENDIX VIII

Document analysis Check list

S/N	Document		
1	Standards Assessment Reports (Nyamira County 2015-2019)		
2	School Audit Reports(Nyamira County 2015-2019)		
3	Education Briefs /Dialogue Meetings (2015-2019)		
4	KCSE Analysis (Nyamira County(2014-2019)		
5	Schools ' Strategic Plans		
6	BOM/ PA/ Staff/ Departmental minutes files		
7	Schools' KCSE analyzed results(2014-2019)		
8	Departmental minutes files		
9	Staff meeting files		

APPENDIX IX

Likert's scale rating structure

Mean Range	Response mode	Interpretation
3.26-4.00	Strongly Agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low