

Influence of Strategic Planning on Academic Performance In Public Secondary Schools In Masaba North Sub-County, Nyamira County, Kenya

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Abstract: Strategic planning process is conducted in organizations to facilitate setting of spending priorities. This includes:-focusing energy and resources, strengthening operations, ensuring employees and other stakeholders share common goals. It therefore is a purposive planning which guides fundamental decisions and actions within the organization. The Ministry of Education (MOE) acknowledges the importance of school strategic plans and has made it a requirement for all public secondary schools. The process of strategic planning in schools has an impact on school's performance and lack of it lead to general lack of direction in the school effectiveness. Academic performance in most public secondary schools in Masaba north sub-county is low a situation that is manifested in poor performance in national examination over a period of time. The purpose of this study was to determine the influence of strategic management planning on students' academic performance in secondary schools. The objectives of the study were; to establish the extent to which strategies employed by secondary schools influences academic performance, to assess the extent of strategic planning on allocation of resources influences academic performance, to assess the extent of strategic planning on management of human capital in schools influences academic performance and to determine the extent to which strategic planning has influences academic performance. This study sought to employ conceptual framework in which the independent variable was strategic planning whereas academic performance became the dependent variable. The study adopted a cross-section survey design. The study was correlational in nature. The target population was 32 public secondary schools, which comprises 106 Heads of Departments (HODs) and 32 principals of public secondary school and one Education Officer (DEO) in the sub-county. This study employed purposive sampling to select one DEO and 30 principals, simple random sampling techniques to select 66 HODs. Sample size was determined in accordance with Morgan matrix. Questionnaires and interview schedules were used to collect data from respondents. The reliability and validity of the outcome of this study was ensured. In this study both qualitative and quantitative data was analyzed. The data was organized, presented, analyzed and interpreted using both descriptive and inferential statistical tool like regression. The study findings established that the level of strategic planning in setting academic strategies, allocation of resources and management of human capital significantly explained variations in academic performance. The study recommends that the ministry of education should ensure that all public schools use strategic planning in setting academic strategies, allocation of resources and human capital management to ensure performance. A key research gap to be filled by future researchers is to undertake similar study covering all schools in the country.

Keywords: Strategic Planning, Academic Strategies, Resource Allocation and Human Capital Management.

1. INTRODUCTION

Strategic planning has been defined as a formal means by which an organization communicates its goals, priorities, and mission to the external stakeholders; and informs the decision and action that shape the organization (Williams, 2010). Poister (2010) argues that, strategic planning will assume a broader picture approach by blending the futuristic thinking, objective analysis, and subjective evaluation of priorities, goals and values that enable the organization to maneuver into the future by ensuring that the organization's effectiveness, vitality and its ability to add value to the public thus enhancing performance.

Strategic planning process is conducted in organizations to facilitate setting of spending priorities. Both private and public sectors organization apply strategic planning as a tool for fast track their performances (Arasa and K'Obonyo, 2012). It involves selecting from a range of strategies and building a plan to carry out those strategies, which include marshaling the available resources and organizational elements necessary to carry out the plans and evaluate their performance. Planning enable programs within the institution to run to completion without stalling (KESI, 2011).

Strategic planning first appeared in the educational administration literature in the 1980s. In a recent review of literature on strategy in education, Eacott (forthcoming) found that 90% of the literature emerged following this date and over 60% of works originated in the UK. Results Based Management has gained currency in Kenya especially with the adoption of Session Paper No.1 of 2005 of the Republic of Kenya. The introduction for strategic plans for schools means embracing strategic management approach. The requirement for strategic plans and service charters for schools is mandatory in order to practice Result-Based Management and operating ethos.

Strategies to recruit, place, develop and retain top talent should be one prime emphasis of management strategies (chukwu 2009). The need for effective strategic planning has intensified because of the constraints in resources and increased expectations for accountability from external agencies such as state governments (Welsh, 2005). In order to effectively meet these challenges school and districts must interpret these regulations and policies and then develop system-wide action plans to effectively put them into practice. Solutions now require detailed blueprints for systemic change that identify strategic performance indicators and benchmarks. These plans require that administrators, teachers, counselors and other related professionals work collaboratively to identify and improve positive academic and behavioral supports across the curriculum with simplicity and commitment (Quinn, 2000).

Kaggwa (2003) explained academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. The World Bank (2002) further observes that this achievement is evaluated by the mark or grade that student attain in tests or examinations done at the end of the topic, term or year or education cycle. Hence, the quality of the grades and the number of students that pass in various grades determine the level of academic performance. Academic performance is, therefore, a concern of people who have vested interest in schools.

Statement of the Problem:

The effort to improve academic performance of students in national schools has occupied an important debate of education system. Most institutions are willing to use large sums of money to improve the performance level despite this majority of schools still pose low academic performance. The ministry of Education (MoE) acknowledges the importance of school strategic plans and has made it a requirement for all public schools. The school strategic plan should include allocation of resources such as infrastructure and learning materials and human capital management such as recruitment, motivation capacity building among other factors. In Masaba north sub-county some schools have embraced strategic planning and have five year strategic plans which are guiding prioritization of projects, programs and directing the available resources towards those priority targets. According to Masaba North Sub county Director of Education (SCDE) office report (2015) most of the interventions in public secondary in the sub county have achieved less in lowering failure rates and availing students with additional opportunities to master key concepts that would hopefully raise their performance level. Considering recent studies in Kenya, factors contributing to poor academic performance include; inadequate learning resources, understaffing, high teacher turnover rate, inadequate preparation and low motivation of teachers (Kurgat 2008). Ministry of Education Task Force (2012) on „Towards a Global Competitive Quality Education

Sustainable Development", it cited the main challenges facing the education sector as access, equity, quality, relevance and efficiency in the management of educational resources.

Past studies did not give attention to strategic planning in education sector and its influence on academic performance. It is perceived that the manner and extent to which strategic planning is applied in setting academic strategies, allocation of resources and management of human capital in education sector has influence on academic performance.

This study sought to establish influence of strategic planning in the public secondary schools on academic performance in Masaba North sub-county, Nyamira.

Objectives of the study:

The study sought to determine the influence of strategic planning on academic performance in secondary school in Masaba north sub-county, Nyamira- Kenya.

The specific objectives of the study were:

- I. To establish the extent to which strategies employed by secondary schools influences academic performance.
- II. To assess the extent of strategic planning on allocation of resources influences academic performance
- III. To assess the extent of strategic planning on management of human capital in schools influences academic performance
- IV. To determine the extent to which strategic planning has influences academic performance.

2. RELATED RESEARCH

This study was based on two theories; the stakeholder theory and the resource-based view theory.

Resource Based View Theory:

The RBV of the firm was developed in the field of strategic management, and constitutes a theory about the nature of firms, rather than seeking to explain why firms exist "...In effect, the RBV is a statement about how firms actually operate..." (Lockett; 2009).

It is based on the assumption that resources are heterogeneously distributed across firms, and that this distribution is long lasting. Developing earlier work by Wernerfelt (1984) and Rumelt (1984) the most prominent proponent of the RBV, proposed that a firm's use of "idiosyncratic, immobile" resources is the source of sustained competitive advantage. This represents a counter-point to the approach of industrial organization economics, which examines a firm's response to its external rivals, but does not examine the "black box" (Sirmon, 1995) of the internal respective interests in the project management of firm resources. Whereas previous research had assumed that firms within an industry had broadly similar resources (Porter, 1981), Behn (2003) emphasizes the importance of the idiosyncratic attributes of the firm in developing its competitive position.

Resource Based View theory contains a variety of management tools and techniques, particularly developed to assist managers operating in complex settings. Key tenets of the theory include acknowledging that resources are heterogeneously distributed across firms, they are not perfectly mobile and that this distribution is long lasting. It is therefore important to understand a firm's use of "idiosyncratic, immobile" resources in order to maneuver an organization or a project with a minimum of conflict. RBV analysis is particularly useful in combining bundles of tangible and intangible assets; firms can gain a sustained competitive advantage.

Stakeholder Theory:

Stakeholder theory is primarily a management instrument. The attributes power, urgency and legitimacy of claims define organization's stakeholders. Power and urgency must be attended to if managers are to serve the legal and moral interests of legitimate stakeholders (Mitchell et al, 1997). Stakeholder theory thus contains methods for identifying and managing stakeholders. In addition, a substantial amount of work has been done on identifying the relative influence of different stakeholders (Mitchell et al, 1997). In order to be able to identify stakeholders, it is important to have a clear notion of what a stakeholder is. Freeman's (1984) definition of stakeholders is still frequently cited and does provide a general understanding of the concept: "...any group or individual who can affect or is affected by the organization's objectives."

From the presented theory, it can be argued that secondary schools can be characterized as being complex settings with multiple stakeholders that often have multiple, vague and diverging goals. However, no significant evidence have been found that categorically prevents the transfer of functioning ideas, techniques and theories from the private sector to the public sector. Still, the likelihood of successful outcomes of such transfers is assumed to be related to the degree of adjustment to fit the characteristics of the target setting.

A strategic plan provides a basis for determining important factors that influence how an organization can work towards its vision. Stakeholder theory contains a variety of management tools and techniques, particularly developed to assist managers operating in complex settings. Key tenets of the theory include acknowledging that any organization or project is surrounded by a variety of stakeholders and that these stakeholders can affect the organization or project.

It is therefore important to understand the interests of key stakeholders in order to maneuver an organization or a project with a minimum of conflict. Stakeholder analysis is particularly useful in mapping key stakeholders of a project and identifying their respective interests in the project. During strategic planning schools can apply stakeholder's theory in management of human capital.

Strategic planning:

Strategic planning has been more important for the organization to deal with the changing of so many aspects of life which make strategic planning more crucial for a longer business life and competitiveness (Al-Shaikh, 2001). Strategic planning is considered as an important tool of management (Aldehayyat, 2011). Stonehouse and Pemberton (2002), state that strategic planning is a "center on the setting of long-term organizational objectives and the development and implementation of plans designed to achieve them". Daft (2012), International Academic Research Journal of Business and Technology describes that planning is "the act of determining goals and defining the means for achieving them and planning helps managers think toward the future rather than thinking merely in terms of day-to day activities". Thus, it can be concluded that strategic planning is the process to determine the long-term goals and the objectives of the organization and determine the guidelines and procedures to attain them.

Al-Shaikh (2001), argued that the benefits of strategic planning are highlighted from various perspectives. Among others is generating information, ensuring thorough consideration of all feasible options, forcing the company to evaluate its environment, stimulating new ideas, increasing motivation and enhancing internal communication. Long-term planning is important not only for business but also for education. There are no reasons for organization to ignore doing it, because the strategic planning enables them to capitalize the opportunities that lie in the future and be able to prevent the threats it contains (Steiner, 1967). Drucker (1985), additionally points out that every business needs a strategy and to be develop firms, even smaller business as well. The importance of strategic planning for the business is also shown by Signhvi (2000), who highlighted that the key success of firms is by having proper strategic planning.

Moving further, when discussing on strategic planning, and its ability to enhance the organizations performance, some previous scholars have tried to explain the relationship between strategic planning and organizational performance. Kraus et al., (2006), has analyzed on four dimensions of strategic planning namely, formalization, time horizon, frequency of control and strategic instruments, on firm performance. Gică nad Balint (2012), on the other hand, investigated strategic activities of firms by measuring multi dimensions of strategic planning, e.g: formality, time span, frequency of plan revision, and tools of planning. Elbanna (2010), examined four dimensions of planning (involvement, written strategics plans, time horizon, techniques of strategic plans. Alanga (2015) examined allocation of resources and its influence on performance. There still many more studies that have been conducted in the prior studies, however this study sought investigate academic strategies, resource allocation and human capital management in public secondary schools.

Academic strategies and academic performance:

Strategy has always been considered the queen of the managerial disciplines (Boisot, 2003). Many of the misconceptions with strategy begin with its use in the corporate sector. Bush (1998) argues that schools are too different to commercial companies in the nature of their business for direct sharing of concepts. Kelly (2005) argues that business leaders develop strategy, whereas educational leaders develop people. However, recently Davies and Davies (2006) highlighted that strategic leadership is not a new categorization of leadership, but a key dimension of any leadership activity. Commonly, criticism of strategy, strategic management and strategic leadership begin with the central argument that schools are about learning and teaching not corporate management and that corporate models remove the leaders attention away from an instructional leader.

The school academic strategies begin with the school setting a direction by articulating a vision for schools, specific goals consistent with that vision and a framework of best practices that principals can use to achieve that vision and meet key goals. The strategies give principals and their teachers the support, the capacity, the resources and the flexibility to meet their goals. A comprehensive strategic plan provides principals and their staff with direction and support so they can shape and implement a school improvement plan based on the unique context of their school and the academic, social and emotional needs of their students. The district education office can assist each school leadership team in developing a school improvement plan and provide the resources, the high-quality professional development, and the technical assistance, coaching and feedback to the school principal and teachers, then school leadership team should be held accountable for implementing the plan with fidelity and, eventually, for improved student performance (Bottoms and Fry, 2009).

The strategy should focus on motivating and engaging students in learning and achievement can become an individual mandate that all educators follow— from the education ministry to the classroom teacher. The focus on students' intellectual and academic growth can become a matter of teachers' self-regulation rather than a response to external pressure as the school establishes benchmarks to ensure that students are on track to graduate from high school prepared for college and careers (National Research Council, 2003).

Some investigators confirmed that the alignment of teaching strategies and learning styles has a positive impact on the academic achievement of students. For example, Tulbure (2012) found significant differences between the achievement scores obtained by three categories of learners (converges, diverges and accommodators) from two faculties of a Romanian University after the cooperative learning strategy was implemented.

Strategies of highly supportive schools include organizing the education office — including human resources, learning resources, finance, curriculum and instruction — to function cohesively to support principals and school leadership teams. The education office hires a staff that fits the needs of school strategic plans, assists principals to remove ineffective teachers and, either through central-office staff or consultants, provides technical expertise to schools in implementing their own strategic improvement plans; focus not on micro-managing schools, but on developing school principals' and staffs' capacity to implement their school's strategic improvement plan successfully and establish a collaborative presence in the schools, focused on building the capacity of principals and teachers to own school problems and to implement proven solutions (Bottoms and Schmidt-Davis, 2010). It is against this backdrop that this study was conducted.

Strategic planning of Human Capital management:

The survival and growth of any organization relies on its human capital, which can be regarded as its most prime asset (Armstrong, 2009). This is because, human capital is not just another input into the production of goods or services, but is indeed the most valuable resource that has stood the test of time even before the inception of machines and advancement of technology. Jamal and Saif (2011) observe that nothing happens unless a human being makes a concise decision to act, for behind technology, ideas, creativity and innovation lies the human talent. Emphasis by a World Bank (1995) study based on the assessment of 192 countries concurs by stating that global wealth constitutes of 16% of manufactured (human made) capital, 20% of natural capital whereas 64% is attributed to human and social capital. Human capital represents the human factor in an organization and embodies all human abilities whether innate or acquired attributes, whose value could be augmented by appropriate development investments (Armstrong, 2009).

To make human capital management strategic, it needs to be linked vertically to the educational improvement strategy, and horizontally across all its key elements – recruitment, selection/placement, induction, mentoring, professional development, performance management/evaluation, compensation and instructional leadership – so that it produces the people with the knowledge and skills needed to execute the overall improvement strategy. Private sector companies applying a strategic approach to human resource management design those programs directly from their organizational improvement strategies (Boudreau & Ramstad, 2007; Lawler, 2008; Lawler, Boudreau, & Mohrman, 2006; Gratton & Truss, 2003).

During strategic planning process, Human Resource Management department should set up recruitment time-lines. Induction and mentoring programs should be developed to provide schools and districts an additional opportunity to develop the competencies needed to meet the vision of instruction underlying their educational improvement strategy. Professional development program should be linked to the curriculum program of the school or district, so that professional development activities could be structured around creating and implementing standards-based curriculum

units, thus emphasizing the precise elements of pedagogical practice that are appropriate for each curriculum unit. Research has shown that this kind of professional development strategy is quite effective (Cohen & Hill, 2001).

During strategic planning process, capacity building programs should be developed to equip teachers with the necessary skills to impart knowledge and have confidence in his profession to face global competitiveness. Evidence from industrialized countries suggests that students of teachers with no professional preparation for teaching are less than students who have fully prepared teachers (Chukwu, 2009). Professional development should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work. It should also empower individual educators and communities of educators to make complex decisions; to identify and solve problems, to connect theory, practice, and student outcomes. Ogunde (as cited by Chukwu, 2009) stated that the major changes required to reform schools cannot be accomplished without professional development nor can it be achieved with outdated models of professional development.

The Republic of Kenya (2004) on Education Policy Framework, Sessional Paper No. 1 of 2005 stipulates and outlines policies and strategies to be undertaken and implemented by Government of Kenya in order to tackle challenges facing education and training. Applied in the strategic educational context of human resource management, Kenya's Sessional paper no.1 of 2005, chapter VI regards teachers and other staff as an important resource in the teaching learning process. Thus, during strategic planning process schools should set up programs on how to improve efficiency of their human capital to ensure provision of quality education.

Use of strategic planning in Allocation of Resources:

Resource allocation is a process and strategy involving a company deciding where scarce resources should be used in the production of goods or services. In order to improve student achievement, schools need to effectively allocate resources across all sectors. Schools as any other organizations need to mobilize and align their resources with their strategy (Treen, 2000). These can be achieved through strategic planning by the school formulating its vision and goals for the future. The vision and strategic goals are accomplished through achievement of objectives. The school will now allocate sufficient resources to accomplish it. In practical terms, this is often a matter of project budgeting.

According to Aringo (1987), principals need to update the techniques of planning, organizing, controlling and directing human, financial and material resources for the goals set. Ministry of Education should review its priorities and ensure that available resources are utilized in the most economical way. Resources being scarce as compared to the numerous wants and needs, any misuse of these resources will normally bring about wastage. Managers of secondary schools need to look ahead, establish priorities and plan the activities in the school. This can be achieved by strategic planning. The development plans drawn should have direct impact on the improvement of education standards. Plans need to have long term objectives.

Financing of education in Kenya is also outlined in the Basic Education Act 2012, where secondary education is currently financed through capitation grants from the government under FDSE programme and boarding user fees by households. Under government capitation, the resources mobilized are allocated according to guidelines issued by the Ministry of Education. After the allocation, the governing bodies delegate authorities to the school principals in relation to how the school budget is prepared including decisions on teaching learning resources. The Principals are supposed to draw budgets for each vote head before expenditure is undertaken. As per the guidelines from the MoE, the school management and especially the principals in secondary schools are expected to ensure prudence in the use of school funds and adhere to the financial regulations in the Financial Management Instructions Handbook by the Ministry of Education Science and Technology (MoEST, 2006). Through a circular by the MoE issued in January 2008, the government has given guidelines on how FDSE is to be used and also encouraged schools to start income-generating projects so that they can supplement their budgets (Republic of Kenya, 2006).

With the serious underfunding of education in secondary schools, the school has its own duty of trying to make up for inadequate institutional budget. The level and quality of resources received by schools will be critical in determining student performance. This study thus sought to establish if public secondary schools in Masaba north sub-county use strategic planning to in allocation of resources required for each department and subsequently budget for the same for the various subjects.

The conceptual Framework:

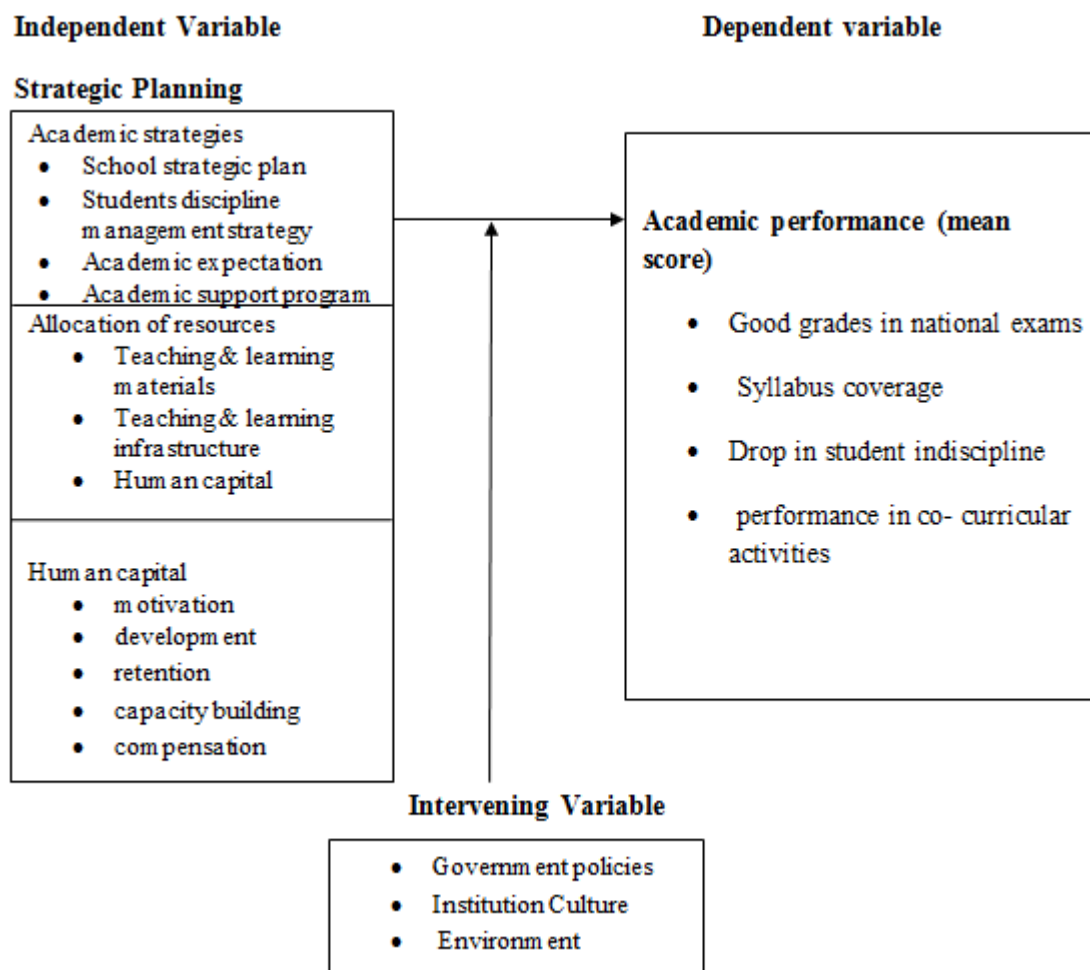


Figure 1 conceptual Framework

3. METHODOLOGY

The study adopted a cross-sectional survey design where several secondary schools in Masaba north sub-county were investigated. The study was correlational in nature. A correlational study is useful in determining to what extent two variables are related.

The study targeted 32 secondary schools which comprises 32 principals, one DEO and 106 HODs in secondary schools of Masaba north sub-county. The target population was one hundred and thirty nine (139) respondents. The sample comprised 97 respondents selected from one D.E.O, 32 principals and 106 HODs.

The sample size was determined using the Krejcie & Morgan table for determining sample size. The sample was distributed in strata as represented in Table 1

Table 1: Study Population and Sample Size

Respondents	Target Population	Sample Size	Percentage (%)
HODs	106	66	62.26
PRINCIPALS	32	30	93.75
D.E.O	01	01	100.00
Totals	139	97	69.78

Source: Masaba north sub-county education office (2016)

This study employed purposive sampling and simple random sampling techniques to select the sample. Purposive sampling was used to sample key informants who are the principals of schools and the D.E.O. Simple random sampling was used for selecting HODs. In each school, the researcher obtained the list HODs from the principal, as a sampling frame, and then used the list to draw out HODs at random, using random numbers technique.

The study used both the questionnaire and interview schedules for data collection. The structured (closed-ended) and unstructured (open-ended) questionnaire were used so as to get the responses from respondents. The structured questionnaires were accompanied by a list of all possible alternatives from which respondents selected the suitable answer that describe their situation by simply ticking (Mugenda and Mugenda, 2003). Five-point likert scale was used to measure options and effects associated with strategic planning. The interview was administered to the sub-county director of education of Masaba north. The interview schedule targeting the education official contain straight forward questions on the influence of the strategic planning on schools' academic performance in public secondary schools in Masaba north sub-county. The interview was administered personally by the researcher to get first-hand information on the key concepts of the study. Secondary data provided published and documented information. This was obtained from already documented materials such as schools strategic plan, records on enrollment of students and K.C.S.E results. Information was obtained using document analysis guide.

Content validity was actualized through expert opinion using the supervisors and lectures in the school of business. Reliability was conducted through the test re-test method. It involved administering the questionnaire twice to the same group within a period of two weeks after which the responses of the two sets were correlated by use of the Pearson's Rank Order Correlation formula. The correlation coefficient obtained 0.75 indicated the level of reliability. According to Nachimas and Nachimias (1992), a Pearson's product moment correlation coefficient of 0.7 is considered high enough to judge the instrument as reliable. In this study, a crown batch alpha index was computed and established an index of 0.753, hence the instruments were reliable.

Data was analyzed using computer supported software SPSS. Presentation was done using descriptive and inferential statistics. This was enhanced by an explanation and interpretation of the data. Qualitative data from interviews and documents was analyzed using thematic form and the data was presented in form of tables.

A regression analysis was used to establish how academic strategies, resource allocation and human capital management influence academic Performance of Public secondary schools in Kenya

4. RESULTS AND DISCUSSIONS

Demographic Information of Respondents:

Table 2: Gender of the respondent, male or female;

		Frequency	Percent
Valid	Male	68	75.6
	Female	18	20.0
	Total	86	95.6
Missing	System	4	4.4
Total		90	100.0

Source: research data

Out of a total of 90 respondents covered, 68 of them were males (representing 75.6%) while 18 were females (representing 20.0%) of the respondents. Four of the respondents did not indicate their gender (4.4%). This shows that there were more male than female who were either a principal or a HOD. More women should be encouraged to take leadership positions.

Table 3: Age Profile of Respondents

		Frequency	Percent
Valid	Below 25 years	7	7.8
	26-35 years	24	26.7
	36-45 years	35	38.9

	46-55 years	16	17.8
	over 55 years	3	3.3
	Total	85	94.4
Missing	System	5	5.6
Total		90	100.0

Most of the respondents interviewed were within the age bracket of 36 – 45 years (38.9%) and 26 – 35 years (26.7%) representing 65.6% of the respondents cumulatively. Those below 25 years and over 55 years represented a small fraction of 11.1% this is in line with TSC regulation where one has to have served for a number of years to be appointed a HOD then a principal. The age bracket represents nearly a normal curve. There is need to train and recruit more graduates to replace those who may be exiting out naturally for effective implementation of the strategic plan.

Table 5: length of stay in the current station

		Frequency	Percent
Valid	less 2yrs	5	5.5
	2 – 5	48	53.5
	5- 10	24	26.6
	Over 10	13	14.4
Total	Total System	90	100

Table 5 shows that, 53.5 % had worked in their current stations for a period of 2 – 5 years while 26.4% represented work bracket of 5 – 10 years. Only 5.5% had worked in their current station for a period of less than 2 year. A few (14.4 %) had also stayed in their stations for over 5 years.

It is therefore evident from the cumulative percentage of 80% that the work force had in those school had worked in their current stations for a period of 2 to 10 years probably in line with the teachers service commission policy of at least 3 years before transfer.

Table 6: Education level of the respondent

		Frequency	Percent
Valid	Diploma	4	4.4
	Degree	79	87.8
	Masters	7	7.8
	Total	90	100.0

Source: research data

Majority of the respondents covered had at least a degree qualification (95.6%). Only 4.4% were diploma holders. This implies that the teaching force has a minimum qualification by TSC standards for secondary schools hence qualified teaching human resource in Masaba North Sub County.

Use of strategic plan as a management tool and the length of time it has been used:

Table7: Presence of a strategic plan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	76.7	78.4	78.4
	No	19	21.1	21.6	100.0
	Total	88	97.8	100.0	
Missing	System	2	2.2		
Total		90	100.0		

Source: research data

The table 7 indicated that 69 of the respondents representing 76.7% admitted that a strategic plan was used in their schools as a management tool while 19 representing 21.1% disagreed. A number of them were not sure representing 22.2%.

Table 8 Period the strategic plan has been used.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less 5 years	39	43.3	55.7	55.7
	5-10 years	28	31.1	40.0	95.7
	over 10 years	3	3.3	4.3	100.0
	Total	70	77.8	100.0	
Missing	System	20	22.2		
Total		90	100.0		

Source: research data

The table 8 indicated that 43.3% of the respondents indicated that the strategic plan was in use in their schools within less 5 years, 3.3% indicated it for over 10 years while 31.1% agreed that it has been in use in their schools for a period of 5-10 years. A number of them were not sure representing 22.2%.

It was evident that a strategic plan was a management tool in most schools (73.3%) and had been there for less than 10 years (72.2%). However there was need to sensitize the other schools which have not embraced the idea for successful implementation. This is in agreement by Alenga 2015, in his research on "Effect of Strategic Planning on Performance of Secondary Schools in Trans-Nzoia West Sub-County – Kenya" which found out that that most schools have strategic plan which were developed in the recent past as a requirement by the MOE.

Table 9; Correlations Strategic planning and academic performance

		whether strategic planning enhances the school to set up the right academic strategies	whether strategic planning enhances efficiency in resource allocation	whether strategic planning enhances the school to manage its human capital effectively	whether strategic planning has an impact on academic performance
whether strategic planning enhances the school to set up the right academic strategies	Pearson Correlation	1	.747(**)	.608(**)	.467(**)
	Sig. (2-tailed)	.	.000	.000	.000
	N	87	87	86	87
whether strategic planning enhances efficiency in resource allocation	Pearson Correlation	.747(**)	1	.704(**)	.567(**)
	Sig. (2-tailed)	.000	.	.000	.000
	N	87	88	87	88
whether strategic planning enhances the school to manage its human capital effectively	Pearson Correlation	.608(**)	.704(**)	1	.577(**)
	Sig. (2-tailed)	.000	.000	.	.000
	N	86	87	87	87
whether strategic planning has an	Pearson Correlation	.467(**)	.567(**)	.577(**)	1

impact on academic performance					
	Sig. (2-tailed)	.000	.000	.000	.
	N	87	88	87	88

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: research data

The above table provides an output between the various levels of the independent variable (Strategic planning) and its impact on academic performance (Dependent variable).

The output indicates that there are positive strong interactions between the various levels of the independent variable and the dependent variable. In particular it shows a strong correlation coefficient between strategic planning as a tool that enhances the school to set up the right academic strategies and; efficiency in resource allocation (0.747), effective management on human capital (0.608) and its impact on academic performance (0.467).

The results also confirm that strategic planning on resource allocation has a positive linear relationship with effective management of human capital (0.704) and impacts on academic performance (0.567).

It also indicates that strategic planning as an effective management tool on human capital is correlated positively with academic performance (0.577). This is a high rating correlation of all the other variables and therefore should be encourage for use. This is in agreement by Alenga 2015, in his research on "Effect of Strategic Planning on Performance of Secondary Schools in Trans-Nzoia West Sub-County – Kenya" which found out that strategic planning helps to improve overall performance of a school

Regression Analysis:

Regression analysis overcomes the weakness of correlation analysis. This is because correlation only informs the strengths of the relationship between variables and their positivity or negativity that shows the direction of movement of the bi-variables. On the contrary, regression shows causality of the variables by defining which variables causes change in which variables and by what proportion

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137 ^a	.756	-.036	.97351

a. Predictors: (Constant), academic strategies, human capital management, resource allocation

b. predicted: (dependent), academic performance

The Model Summary provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can be used to determine how well a regression model, fits the data: The "R" column represents the value of R , the multiple correlation coefficient. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, academic performance has a value of 0.137, in this example, indicates a good level of prediction. The "R Square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). With a value of 0.756 indicated that our independent variables explain 75.6% of the variability of our dependent variable. The value r was obtained to be 0.973 which was greater than 0.7, then the correlation was high and hence the instrument was judged to be reliable.

Analysis of variance:

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.297	4	.324	.342	.849 ^b

Residual	68.235	72	.948		
Total	69.532	76			
Source: research data					
a. Dependent Variable: academic performance					
b. Predictors: (Constant), strategic planning and academic strategies, strategic planning and human capital management, strategic planning and resource allocation					

The *F*-ratio in the ANOVA table (see above) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable, $F(4, 95) = .342, p < .0005$ (i.e., the regression model is a good fit of the data).

A multiple regression was run to predict academic performance from the Predictors: (Constant), influence of strategic planning and academic strategies, allocation of resources, human capital management. These variables statistically significantly predicted the dependent variable, $F(4, 95) = .342, p < .0005, R^2 = .019$. All four variables added statistically

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	3.014	.317		9.511	.000	2.382	3.646
	whether strategic planning enhances the school to set up the right academic strategies	.033	.230	.025	.144	.886	-.425	.491
	whether strategic planning enhances efficiency in resource allocation	.033	.248	.027	.131	.896	-.463	.528
	whether strategic planning enhances the school to manage its human capital effectively	.099	.208	.083	.476	.635	-.316	.514
	whether strategic planning has an impact on academic performance	.024	.170	.021	.140	.889	-.315	.363
a. Dependent Variable: academic performance								

significantly to the prediction, $p < .05$.

Table 10 Averages mean score for the last three years 2013-2015 after introduction of a strategic plan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below mean of 3.0	4	4.4	5.0	5.0
	mean of 3.0-4.0	10	11.1	12.5	17.5
	mean of 4.1-5.0	22	24.4	27.5	45.0
	mean of 5.1-6.0	39	43.3	48.8	93.8
	mean of over 6.0	5	5.6	6.3	100.0
Total		80	88.9	100.0	
Missing	System	10	11.1		
Total		90	100.0		

Source: research data

Table 11 Averages mean score for the last three years 2010-2012 before introduction of a strategic plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below mean of 3.0	5	5.6	7.9	7.9
	mean of 3.0-4.0	12	13.3	19.0	27.0
	mean of 4.1-5.0	25	27.8	39.7	66.7
	mean of 5.1-6.0	21	23.3	33.3	100.0
	Total	63	70.0	100.0	
Missing	System	27	30.0		
Total		90	100.0		

Source: research data

The average mean score for the last three years before the introduction of a strategic plan as indicated by the above table 10 shows that 5.6% of the respondents indicated a mean score of below 3.0 (2010 - 2012) as compared to 4.4 (2013 - 2015). This was a negative trend, however a mean score of between 4.0 and 6.0 had a cumulative percentage of 51.1% (2010 - 2013) as compared to 67.7% (2013- 2015) after the introduction of the strategic plan. This indicates a positive impact on performance through strategic planning. There was an improvement of mean score over 6.0 from zero to 5.6% during the same period (2010 – 2012 and 2013 – 2015). This indicates strategic planning influences academic performance

5. CONCLUSION AND RECOMMENDATIONS

Extent to which strategies employed by secondary schools influence academic performance:

A correlation analysis between all the academic strategies indicated positive correlation coefficients with each other, i.e. (0.747, 0.608 and 0.467) This implies that presence of a sound and comprehensive strategic plan, school having a clear strategy on student discipline, functional student support programs, setting high academic expectations that challenge students to acquire the knowledge and develop the skills to succeed, having well-trained and adequate teaching force and a clear organization structure in terms of leadership and MoE support are necessary for a school in order to achieve performance.

The study recommends that schools should use strategic planning in setting out these strategies and implement it to the later to positively influence academic performance.

The extent to which strategic planning on allocation of resources influences academic performance:

Equally from the analysis strategic planning has a positive influence on allocation of resources and subsequently academic performance. This was demonstrated with the analysis output (0.747, 0.704 and 0.567) showing most positive correlation coefficients

The study concludes that through strategic planning schools should plan on how to have adequate teaching and learning resources for every department, adequate infrastructure for use for curriculum delivery, required number of teachers for the subjects in every department, allocation of finances to every department to run its programs. This document can be used to source for funds from donors and government.

The study recommends that the Ministry of Education should ensure that all schools have strategic plans in place to guide in the allocation of school's resources for efficiency and effectiveness. Also the government through Ministry of Education together with the County Government should increase funding of infrastructure in the schools in order to ensure that all schools have the necessary basic physical facilities to be able to compete favorably with others that are endowed with adequate facilities.

The extent to which strategic planning on human capital management influences academic performance:

There were positive correlation coefficients between the various elements of human capital management and academic performance (0.608, 0.704 and 0.577)

The study concludes the level of strategic planning in management of human capital in terms of; getting enough quality and qualified teaching staff, strategy for capacity building of the teachers on regular basis, strategy on new teacher

induction and mentorship, functional teacher motivation program and retaining top talent staffs influences academic performance.

The study recommends that schools should use strategic planning in management of human capital to boost academic performance.

Influence of strategic planning on academic performance:

The analysis indicated that strategic planning and academic performance have a statistically significant relationship (coefficients of 0.747, 0.608, 0.467, 0.704, 0.567 & 0.577). This implies a very strong positive correlation between schools which use strategic planning and their academic performance. The above is confirmed by a comparison on the mean scores of grades before and after introduction of strategic plans in schools by the ministry.

The mean score of below 3.0 decreased from 5.6% (2010 - 2012) to 4.4% (2013 - 2015) indicating a positive trend in improvement. This was well reflected by a mean of 3.2 - 4.0 range reducing from 13.3% (2010 - 2012) to 1.1% (2013 - 2015). Consequently the same was for mean score range 4.1-5.0 representing 27.8% (2010-2012) to 24.4% (2013-2015). This drop probably moved to a higher mean score of 5.1 - 6.0 of 43.3% (2013 - 2015) from 27.3% (2010 - 2012).

The study concludes that strategic planning has a positive impact on academic performance.

The study recommends that the Ministry of Education through county and sub county directors should ensure that all schools have strategic plans in place and help the schools in implementing their strategic plans.

Recommendation for future research:

Further studies can be conducted on the effect of strategic planning on the performance of secondary schools in other sub-counties within Nyamira County.

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