

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Influence of Strategic Planning on Academic Performance of Public Secondary Schools in Bungoma County, Kenya

Pamela Khaemba

High School Teacher, Teachers Service Commission, Bungoma County, Kenya

Dr. Jane Barasa

Lecturer, Department of Educational Planning and Management, Kibabii University, Kenya

Sarah Likoko

Lecturer, Department of Educational Planning and Management, Kibabii University, Kenya

Abstract:

This study was set to establish the influence of strategic planning on academic performance of public secondary schools in Bungoma County. The study was prompted by concerns among education stake holders over poor academic performance in educational institutions. The study adopted descriptive survey design. The study was conducted in 360 public secondary schools in Bungoma County. The target population comprised of 360 Principals, 360 Board of management chairpersons and 360 Directors of Studies. The sample size of the study comprised of 72 Principals, 72 BOM chairpersons and 72 DOS. Simple random sampling was used to select 72 schools which represented 20% of 360 target schools. Purposive sampling was used to select Principals, DOS and BOM chairpersons. Primary data was collected using closed ended questionnaires and checklists. The statistical package for social sciences SPSS was used for analysis of data. Descriptive statistics used were frequencies, percentages, mean and standard deviation. Inferential statistics used were Pearson Product-Moment Correlation and linear regression analysis. Linear regression analysis and correlation were used to test relationship between independent and dependent variables. Analyzed data was presented in APA tables, pie charts and bar graphs. The study established that there is a positive and significant relationship between strategic planning and academic performance of public secondary schools in Bungoma County, Kenya. The study recommended that the ministry of education and school managers should ensure effective implementation and adherence to policy guidelines on strategic plans and safety standards in public secondary schools in Bungoma County through close monitoring using standardized monitoring tools and conduct inspection to ascertain compliance and ensure that the plans are executed effectively in order to realize improvement in the academic performance.

Keywords: Academic performance, influence, strategic planning

1. Introduction

Strategic planning as a reform tool in education became popular in 1990s in the USA and gained popularity in such states like the Rhodes Island where strategic planning is protected by state law Ralph, (2012). Strategic planning is seen as a hierarchical administration action that is utilized to develop the mission, vision, co-values, objectives, targets, timetables and faculty in charge of moving institution from current to desired future (Chiuri & Kiumi, 2005). Therefore, organizations engage in strategic planning in order to achieve clarity of future direction, design internal action, make proper choices and priorities, deal effectively with organizational change and uncertainty in external environment, build teamwork and expertise based on resources, processes and people and developing effective strategies to improve organizational performance. Typically, strategic planning process in any organization involves five steps: Defining the fundamental statements, analysis of environment, formulation of strategies, developing a financial plan and developing monitoring and evaluation plans (Johnson *et al.*, 2008). The end document of strategic planning process is a strategic plan. In order for organization to have an effective strategic plan, the organization must put into consideration the environment in which it operates to find out the threats posed to its normal operations (Cater & Pucko, 2010). Environmental analysis is a critical ingredient in the strategic planning process because it ensures formulation of strategies made from an informed view point of the prevailing organization conditions and the firm's competitive external environment (Barney, 2007).

In recent times strategic planning has been embraced in learning institutions as a method for accomplishing school viability (Marmar, 2001). Strategic planning in secondary schools is almost universally compulsory. Some governments in the world have made it mandatory for schools to formulate strategic plans in line with the national strategic plan, for instance in Australia the government has gone a step further and made guidelines of what schools should include in their strategic plans (State of Victoria, 2010). The government of Kenya in 2013 through the ministry of education MOEST mandated all public institutions to formulate strategic plans to guide their operations. Other than this being policy of the government, the constrained assets and the turbulence of the environment and the highly rivalry has made strategic planning a necessity (Gode, 2009). These strategic plans generally outline a school's strategic decisions that

are geared towards improvement of academic performance (Ndengwa, 2013). For schools to actualize the formulated strategic decisions implementation of strategic plans has to be affected. This is however not the case. According to Thompson and Strickland (1993), strategy implementation process is the most complicated, tougher and most time consuming than crafting a strategy. Atkinson (2006), states that more than 50% of the strategies fail at implementation stage.

2. Literature Review

There are several studies have been undertaken on the connection between strategic planning and academic performance and related areas in Kenya. For instance, Opiyo (2011) considered the impact of strategic planning on execution in public secondary schools in Kisumu East. The study utilized a descriptive survey design. The study had target population of 38 public secondary schools. The study was conducted on 38 Principals. Questionnaires were utilized to gather essential information. Both inferential and descriptive insights were utilized to analyze data. The study findings revealed that schools' performance depends on adoption, implementation and control on strategic planning practices. The study resolved that strategic planning was correlated positively to performance. However, Opiyo (2011) study employed only one category of respondents (Principals) and the study area was smaller (Sub-County). The current study sought to fill the gap by involving three categories of respondents (principals, BOM chairpersons and Directors of studies) and conducting the study in a larger study area (County). Okwako (2013) carried out a research study about Strategic planning and public secondary schools' performance in Rarieda District, Kenya. Cross sectional approach was used. Primary data was gathered by use of closed ended surveys. The research study was conducted in 27 public secondary schools. The study used 27 principals as the respondents. Both descriptive and inferential indicators were used. The findings showed that strategic planning is absolutely connected to performance. However, in Okwako (2013) study only one category of respondents (principals) was used and the target population was smaller (27 Principals). The current study sought to fill the gap by targeting 360 Principals, 360 BOM chairpersons and 360 DOS in 360 schools.

Namango & Bichanga (2014) carried out research on impact of strategic planning and performance in academic in public secondary schools in Kimilili Sub-County in Bungoma, Kenya. The research study employed descriptive survey design. The target populace consisted of 23 public secondary schools comprising of 138 HODs, 23 principals and 1 Education officer were involved in the study. Simple random sampling techniques were used to choose 7 public secondary schools, 42 HODs, 7 principals and 1 Education officer. Scheduled interviews and questionnaires were used to gather primary data. Data analysis was done using both inferential descriptive and statistics tools. Results of the study found that there was a positive and noteworthy connection between; (school vision, mission as well as co- values) and academic performance. However, Namango & Bichanga (2014) study was done in a smaller area of study (Sub-County) with a smaller target population of 23 Principals, 138 HODs and 1 Education officer. The present study sought to fill the gap by conducting the study in a larger study area (County) with a larger number of target population of 360 principals, 360 BOM chairpersons and 360 DOS. Kobia (2017) did a research on strategic planning and performance of secondary schools in Limuru Sub County. Cross sectional survey design was used. Primary data was collected using closed ended questionnaires. Both inferential and descriptive statistics were used for data analysis. Correlation was used to establish the relationship between variables. The study findings established that strategic planning was positively correlated to performance. The suggestion for further study was that researchers ought to consider carrying out comparable study using different methodology. This clearly shows the existence of a knowledge gap that the current study sought to address by using both correlation and linear regression.

3. Methodology

3.1. Target Population

The target population comprised 360 public secondary schools in Bungoma County. The sampling frame had a population of 1080 comprising of principals, BOM chairpersons and Directors of Studies. The BOM chair persons were selected because they make school strategic decisions. The Principals were selected because as heads of schools they are responsible for provision of leadership that promote and maintain good academic standards. Directors of studies were selected because they supervise implementation of strategic plans and implementation of academic curriculum at departmental level and ensure that academic team maintains the school's academic excellence.

3.2. Sampling Techniques and Sample Size

Stratified sampling technique was used to select respondents based on their responsibilities. The strata were based on three categories; the school Principals, Directors of studies (DOS) and BOM chairpersons. Purposive sampling was used to select Principals, BOM chairpersons and DOS. To determine the sample size, according to Mugenda & Mugenda (2003), when the study population is less than 10,000 a sample size of between 10-30% is a good representation of the target population. Simple random sampling was used to select 72 sample schools representing 20% of 360 target schools. The researcher is confident that the sample size of 216 which represents 20% of target population of 1080 is good enough. The sample size is as follows;

| Principals | DOS | BOM Chairpersons | Totals |
|------------|-----|------------------|--------|
| 72 | 72 | 72 | 216 |

Table 1: Sample Size for the Study

3.3. Instruments of Data Collection

Primary data was collected using closed-ended questionnaires and observation checklists.

4. Results and Discussion

4.1. Relationship between Strategic Planning and Academic Performance

The objective sought to establish the relationship between strategic planning and academic performance of public secondary schools in Bungoma County. All respondents (Principal, BOM chairpersons and DOS) were subjected to similar questions on a checklists and questionnaires.

The questions on the checklist were measured on nominal scale where responses were either a Yes or No. The questions on questionnaires were measured on a five-point Likert scale where 1-Not at all, 2- Less extent, 3-Moderate extent, 4-Large extent and 5-Very large extent. The analysis is shown in table 2 and table 3. The respondents (principals, BOM chairpersons and DOS) were expected to respond Yes or No to ascertain presence or absence of the records

| Strategic Planning | Frequency | | Total |
|--|-----------|-----|-------|
| | Yes | No | |
| School Mission, Vision and Co- values developed | 183 | 5 | 188 |
| | 97% | 3% | 100% |
| Strategic plan policy developed | 33 | 155 | 188 |
| | 18% | 82% | 100% |
| Strategic plan developed | 174 | 14 | 188 |
| | 93% | 7% | 100% |
| Departmental implementation Schedule developed | 34 | 154 | 188 |
| | 18% | 82% | 100% |
| A financial plan to support the Implementation of plan developed | 147 | 41 | 188 |
| | 78% | 22% | 100% |
| Monitoring and evaluation plan Developed | 32 | 156 | 188 |
| | 17% | 83% | 100% |

Table 2: Strategic Planning and Academic Performance (Responses from Checklists)
Source (Field Data, 2020)

From Table 2, it can be observed that majority of the respondents represented by 183 (97%) agreed that the school Mission, Vision and Co-values were developed. Majority of respondents represented by 174 (93%) agree that school strategic plans were developed. Majority of respondents represented by 147 (78%) agree that financial plan to support implementation of strategic plans were developed. However, majority of respondents represented 155 (82%) disagreed that strategic plan policies were developed. Majority of the respondents represented by 154 (82%) disagreed that departmental strategic plan implementation schedules were developed. Majority of the respondents represented by 156 (83%) disagreed that monitoring and evaluation plans was developed. In order to corroborate respondents' views indicated on the checklists it was important to establish the parameter of strategic planning from the respondents' point of view indicated on the questionnaires. The analysis is shown in Table 3. The respondents (Principals, BOM chairpersons and DOS) were expected to respond on five-point Likert scale where 1-Not at all, 2-Less extent, 3-Moderate extent, 4-Large extent, 5-Very large extent.

| Strategic planning | Not at All | Less Extent | Moderate Extent | Large Extent | Very Large Extent |
|--|------------|-------------|-----------------|--------------|-------------------|
| School programs and activities are guided by vision mission and co-values. | 21 | 19 | 128 | 13 | 7 |
| | 11% | 10% | 68% | 7% | 4% |
| Strategic planning guided by policy guidelines | 69 | 84 | 23 | 6 | 6 |
| | 37% | 45% | 12% | 3% | 3% |
| Developing a financial plan to support the goals and objectives. | 61 | 20 | 93 | 9 | 5 |
| | 32% | 11% | 49% | 5% | 3% |
| Developing a monitoring and evaluation plan | 73 | 82 | 23 | 6 | 4 |
| | 39% | 44% | 12% | 3% | 2% |

Table 3: Strategic Planning and Academic Performance (Responses from Questionnaires)
Source (Field data, 2020)

From table 3, it can be observed that majority of the respondents represented by 128 (68%) indicated that school programs and activities to moderate extent were guided by vision mission and co-values. Majority of respondents represented by 93 (49%) indicated that schools to moderate extent develop a financial plan to support the goals and objectives. However, majority of the respondents represented by 84 (45%) of indicated that schools to a less extent are guided by strategic planning policies analysis of environment.

Majority of the respondents represented by 82 (44%) indicated that schools to a less extent develop monitoring and evaluation plans to monitor progress of implementation strategic plan. Descriptive statistics point out that strategic planning had contributed to academic performance of public secondary schools in Bungoma County to a good extent.

4.2. Correlation Analysis

The study sought to understand the strength and direction of the relationship between Strategic Planning and Academic Performance. Therefore, Pearson moment correlation coefficient was adopted to determine if these variables were correlating. The findings were as shown in Table 4

| Strategic Performance | Academic Performance | |
|-----------------------|-------------------------------------|--------|
| | Pearson Correlation coefficient (r) | .181** |
| | Sig. (2-tailed) | .013 |
| | N | 188 |

Table 4: Correlation between Strategic Planning and Academic Performance

From Table 6, the findings of Pearson Correlation analysis ($r = 0.181$) an indication that there is a positive relationship between Strategic Planning and Academic Performance of public secondary schools in Bungoma County. The study tested whether the obtained correlation coefficient was significant. It was found that ($p < 0.05$) implying that there is a significant relationship between strategic planning and academic performance of public secondary schools in Bungoma County.

4.3. Testing Hypothesis

The objective of this study was to determine the relationship between strategic planning and academic performance of public secondary schools in Bungoma County. In order to achieve this, the study sought to test for the following hypothesis;

- H_0 There is no statistically significant relationship between strategic planning and academic performance of public secondary schools in Bungoma County.

Simple linear regression model was adopted to test for this hypothesis and establish the relationship between strategic planning and academic performance of public secondary schools in Bungoma County. The findings were as shown in Table 5, Table 6 and table 7

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .181 ^a | .033 | .028 | 1.56848 |

Table 5: Linear Regression model: Relationship between Strategic Planning and Academic Performance

4.4. Predictors (Constant), Strategic Planning

From the Table 5, it can be observed that adjusted R square value of .028 implying that strategic planning accounted to nearly 2.8% of the total variation in academic performance in public secondary schools in Bungoma County. In order to determine whether linear regression model provides a better fit to the data, F- test of overall significance was computed and results are shown in Table 6.

| Model | Sum of Squares | df. | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|-------------------|
| Regression | 15.53 | 1 | 15.5 | 6.313 | .013 ^b |
| Residual | 457.582 | 186 | 2.46 | | |
| Total | 473.113 | 187 | | | |

Table 6: ANOVA for Strategic Planning and Academic Performance

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Strategic Planning

c.

From Table 6, the ANOVA test results were ($F(1,186) = 6.313, P < 0.05$); an indicator that linear regression model was a good fit to the study dataset.

| | Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | | β | Std. Error | Beta | | |
| 1 | (Constant) | 3.148 | .336 | | 9.360 | .000 |
| | Strategic Planning | .403 | .160 | .181 | 2.513 | .013 |

Table 7: Regression Coefficients: Relationship between Strategic Planning and Academic Performance
a. Dependent Variable: Academic Performance

The regression coefficient results in table 9 show that ($\beta = 0.403$, $t=2.513$, $p<0.05$); implying that strategic planning statistically and significantly predicted academic performance hence the study rejected the null hypothesis. Therefore, there is a positive and significant relationship between strategic planning and academic performance of public secondary schools in Bungoma County

In addition, strategic planning had a positive standardized regression coefficient of 0.181 as shown in the regression coefficient results of Table 7. This indicates that a unit improvement in strategic planning is likely to result to an improvement in the academic performance of public secondary schools in Bungoma County by 18.1%.

The findings of this study are in agreement with findings of some of prior research on strategic planning and academic performance. For instance, the study had similar findings to those of Kobia (2017) who concluded that strategic planning has a positive influence on academic performance of secondary schools in Limuru Sub –County, Kenya. Similarly, Namango & Bichanga (2014) established that there was a positive and significant influence of strategic planning on academic performance of public secondary schools in Kimilili Sub-County, Kenya. Likewise, Okwako (2013) established that strategic planning influenced 25.4% of academic performance in public secondary schools in Rarieda District, Kenya. Similarly, Opiyo (2011) concur that adoption of strategic planning practices influence 56.72% of the performance in KCSE in public secondary schools in Kisumu East District, Kenya.

However, the findings of this study contradict Mintzberg (1994) argument that strategic planning in uncertain environment inhibits organization's ability to engage in creative thinking critical to innovative ideas necessary to deal with environment surprises and does not allow management to take note of other possible approaches to problems.

5. Conclusions

Based on the study's results, there is a positive significant relationship between strategic planning and academic performance of public secondary schools in Bungoma County, Kenya.

6. Recommendations

In view of the findings and the conclusions of this research, the study recommends that the Ministry of Education and school managers should strengthen observation and inspection to ascertain compliance to standards and policy guidelines on strategic planning and effective implementation of strategic plans in public secondary schools.

7. References

- i. Barney, J.B. (2007). *Gaining and Sustaining Competitive Advantage* (3rd Ed). Upper Saddle River, NJ: Pearson Prentice Hall
- ii. Cater, T., & Pucko, D. (2010). Factors of Effective Strategy Implementation: Empirical Study from Slovenia Business Practices. *Journal for East European Management Studies*, vol. 15, No. 3 (2010), pp. 207- 236
- iii. Chiuri, L. W. & Kiumi, J. K. (2005). *Planning and Economics of Education*. Egerton University, Kenya: Pangolin Publishers Ltd.
- iv. Johnson, G. Scholes, K. & Whittington, R. (2008). *Exploring Corporate Strategy* (6th Ed.) New Delhi, India: Pearson Education Ltd.
- v. Kobia B. K. (2017). *Strategic Planning and Performance of Secondary Schools in Limuru Sub- County, Kenya*. (Unpublished Masters of Business Administration Degree). University of Nairobi, Nairobi, Kenya
- vi. Marmar, J. P. (2001). *Strategy Management: An Introduction into Business and Corporate Strategy*. London, England: Pearson Education Limited.
- vii. Mugenda, O. & Mugenda, A. (2003). *Research Methods, Qualitative and Quantitative Approaches*. Nairobi, Kenya: Acts Press.
- viii. Namango, D. W. & Bichanga W. O. (2014). Influence of Strategic Planning on Academic Performance: A Case study of Public Secondary Schools in Kimilili Bungoma County. *International Journal of Innovative Research and Development*, Vol. 3 Issue 3, pp. 482–496
- ix. Ndegwa, P. G. (2013). *Barriers to Strategic Planning in Public Secondary Schools in Thika Municipality*. (Unpublished MBA Project). Kenyatta University, Nairobi, Kenya.
- x. Okwako, A. D (2013). *Strategic Planning and Performance of Public Secondary Schools in Rarieda District, Kenya*. (Unpublished MBA Project). University of Nairobi, Kenya.
- xi. Opiyo, G. H. (2011). *Influence of Strategic Planning on Performance of Public Secondary schools in Kisumu East*. (Unpublished MBA Project). University of Nairobi, Kenya.