

**INFLUENCE OF STRATEGIC PLANNING ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SCHOOLS IN LARI SUB-COUNTY, KIAMBU
COUNTY.**

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the award of the Degree of Masters of Education in Educational Planning.**

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DECLARATION

This research project is my original and has not been presented for examination or award in any other university.

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DEDICATION

I wish to dedicate this research project to my dear parents Lucas Nyambegera Nyangweso and Dr. Teresa Mokeira Nyambegera. My husband, Hezron Okioma, My children Gabriel and Abigail. My siblings Eric and Zachariah.

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LIST OF ABBREVIATIONS AND ACRONYMS

CCCSE	Centre for Community College Student Engagement
GoK	Government of Kenya
HESA	Higher Education Statistics Agency
KCSE	Kenya Certificate of Secondary Examination
MOEST	Ministry of Education Science and Technology
VSO	Voluntary Service Overseas

ABSTRACT

The purpose of this study was to determine the influence of strategic planning on students' performance in Kenya Certificate of Secondary Education in public schools in Lari Sub-County, Kiambu County. The study had four objectives; to determine how teacher motivation influences students' performance, to establish how benchmarking influences students' performance, to examine how syllabus coverage influences students' performance and to assess how remedial teaching influences students' performance in KSCE in Public schools in Lari Sub-County, Kiambu County. The study was guided by the education production function theory. The study employed descriptive survey design targeting 43 principals and 129 Head of Departments. The research instruments were mainly questionnaires and schedule interview guides. Quantitative data obtained was analysed using the statistical package for social sciences (SPSS) for better accuracy of the results and findings. From the study, it was established that; teacher motivation is key for good Kenya Certificate of Secondary Education (KCSE) performance. Schools, which had good KCSE performance, had strategies to motivate teachers. The study also established that benchmarking is important in performance of KSCE because it improves teaching and learning activities geared towards good performance of KCSE. All schools where the study was conducted indicated that the schools had syllabus coverage targets at departmental levels. From the study syllabus coverage has positive influence on students KSCE performance. The study also established that that schools have remedial teaching programmes. The study findings have come up with the following recommendations, all schools should ensure they have good working conditions for teacher including strategies for rewarding and motivating performance for instance recommending teachers for promotion. Benchmarking programs provide schools with an opportunity to learn from other leading performing schools. Compensation for remedial teaching should not be constant but flexible. School management to come up with innovative ideas to make teachers comfortable. There is need to replicate this study in other sub-counties and counties. A study to establish strategies that work best in motivation of teachers particularly in Lari. There is also need to conduct research on remedial teaching in terms of compensation for teachers, establish best practices to advice schools that are struggling with remedial teaching in Lari sub-county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Strategy as a broad statement showing how an organisation as a whole is going to achieve ends, in other words, its long time objectives. (Okumbe, 2001). It is a definition of overall means to achieve ends which calls for the development and implementation of action plans. Strategic planning is a systematic approach to planning which reviews the organisation in relation to its environment. It is concerned with the formulation of strategies within the context of organisational policies. Strategic planning helps an organisation to develop an integrated coordinated and consistent view of the path it wants to follow to achieve its objectives within the context of a dynamic environment.

Strategic planning originated in the 1950s but gained its impact in the mid-1960s and mid-1970s in the private sector. The origin of strategic planning is traced back to when the United States (US) Department of defence started to look for better and more useful ways to plan for its long-term needs in order to save costs. Katherin and Dalin (1998), noted that in the mid-1960s focus was on production of dissemination of curriculum material as a means of improving educational standards and performance (Ndogo, 2013).

In the USA strategic planning follows a four-step process for planning a school-wide program. These include conducting a comprehensive needs

assessment, managing the inquiry process, designing the school program and evaluating the program. In the United States of America (USA), the process is very important for example in some states such as the Rhodes Island the process in school districts is governed by law and has been seen to help in the performance of students (Cook, 2006).

According to Katsioloudes (2006), strategic planning provides significantly better performance as compared to unplanned opportunistic adaptive approach. Strategic planning provides an integrative framework for other forms of planning. The planners should match the activities of the organisation to its environment and the organisation's resource capabilities. Strategic planning has been used in schools in developed countries leading to improved performance of schools (Katsioloudes, 2006).

In developing countries promotion of school development involves assessing the current situation of the school development plan and providing information about it, by increasing the overall rate of development, carrying out special programs and trying to improve coordination between different stages of a planning process. Many empirical studies have tried to explain the linkage between strategic planning and organisational performance. Influential early works of formal strategic planning process such as that of Keller

(1983) and Steiner (1979) link strategic planning to organisational performance (Ndogo, 2013).

In Kenya, planning in a school setting involves determining a school's needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans this is according to School Management Guide Ministry of Education and Human Resource Development, Kenya (1999). To explain their existence, schools need to develop strategies that embrace change by being ready for challenges sufficiently in advance and by planning a appropriate response, increasing the speed of implementing response, being flexible and respond in time to eventualities which could not be anticipated in advance.

In Kenya, educational institutions are serious about strategic planning because they recognise the challenges they face every day, and because they are needed to have a strategic plan (Government of Kenya, 2006). Educational institutions that are essentially traditional in nature must find fresh ways of dealing with the issues facing them. Most important of all is how to improve performance in national examinations. It is therefore important that strategic planning is one of the major steps the secondary schools take to address the challenges encountered in enhancing the quality

of the education they offer and improving performance. (Lewa, Mutuku & Mutuku, 2009).

In Kenya strategic planning is embraced by both public and private institutions. The Ministry of Education launched its strategic plan in the year 2007. During the launching exercise, secondary school principals were directed and guided to develop strategic plans for their respective schools as the start towards the effective and efficient management of public secondary schools (Inyanga, 2013). Strategies are always identified within an institutions strategic planning process where they compare their strategies with the current environmental situation. Strategy setting is the central mandate of planning. Among the strategies to be examined in this study include teacher motivation, benchmarking, syllabus coverage and remedial teaching.

The first strategy used to improve academic performance according to this study is teacher motivation. Various modern scholars have defined the idea of employee motivation. It is an influence that prompts, guides or keeps a goal-directed behaviour (Hellriegel et al. 2001). Kreither (1995) states that it is a psychological process that gives behaviour determination and direction. For this study, motivation is defined as the inner strength that pushes individuals to accomplish personal and organisational goals (Bett, Onyango & Bantu, 2013).

Motivation affects the society in different ways for the development of the nation of the hallmarks of the development and economic success while low performance creates the problem of underdevelopment. Since the future of the country lies with the students, there is a need to educate and equip them with the knowledge and skills to guide the affairs of a country. The impact of teacher motivation on the academic performance of students when well treated leads to good performance and high productivity to the fuel national progress (Bishay, 1996).

The second strategy in relation to this study is benchmarking. Benchmarking is the process of improving performance by endlessly recognising, understanding and adapting outstanding practices and processes found inside and outside an organisation. Benchmarking was established by Xerox Corporation in the 1970s as part of their response to international competition in the photocopier market and initiated from reverse engineering of competitors' products. Its scope was then expanded to include business services and processes (Kelessidis, 2010).

According to Ambulla (2006), benchmarking is common in both the business and education sectors its major aim in Secondary schools is to improve performance. In Lari Sub-County benchmarking also takes place between schools under various programs with different names as a subject contest, symposiums, Congress,

debates, etc. This takes place in schools, outside the school, within the Sub-County or even outside the Sub-County with schools which are recognised to produce good results.

During the first term of 2016, the Constituency Education Committee of Lari Sub-County under the leadership of the area Member of Parliament organised symposiums which brought together every secondary school from the Sub-County. The aim was to prepare students on how to answer national examination questions. This is evidence that benchmarking takes place in Lari Sub-County but the extent to which it influences students' academic performance has not been documented and hence the research seeks to investigate this strategy (Lari Sub-County Education office, 2016).

The third strategy according to this study is syllabus coverage. In Zambia each biology teacher is given a copy of the national biology syllabus as a guide for scope and depth of the content taught in each grade, the examiners use the prescribed national biology syllabus to prepare national examinations, this implies covering or not covering the biology syllabus affects students' academic performance. (Okode, 2013). Amadalo, Shikuku and Wasike (2012) noted that students who cover mathematics syllabus have a better mean score compared to those who do not cover the syllabus. Students, who cover the syllabus early in the year spend more time on revision and hence have a

better mean score than those who cover the syllabus just before Kenya Certificate of Secondary Education (KCSE) examination.

The last strategy is remedial teaching. Oxford Advanced Learners Dictionary defines it as a process of helping students who are slower at learning than others. Remedial teaching can also be referred to as extra-tuition. The main aim of remedial teaching is to help students who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible. (Selvaarajan & Vasanthagumar, 2012)

In Kenya, the concept of remedial teaching begun in 1985 when the 8-4-4 system of education was introduced. Since that time it has been practiced in both primary and secondary school. The practice has been the cause of disharmony between the MOEST and Kenyan teachers even though some schools still practice it. Remedial teaching is still being practiced in some schools. (Mutua, Maithya & Muola, 2015).

1.2 Statement of the problem

Performance in KCSE is a key concern for educational researchers because failure in the national examination spells doom for the students whose life becomes uncertain and full of despair. KCSE performance determines whether the students will proceed to university or to other tertiary

institution. It is for this reason that secondary school administrators in Kenya are under pressure to improve the grades attained by students in the KCSE. According to the Sub-County Education office, the Sub-County has hardly attained a mean score of 5.0 for the last four years as shown in Table 1.1

Table 1.1 KCSE Performance of Public Secondary School in Lari District (2014 -2017).

Zones	2014	2015	2016	2017
Uplands	4.418	4.672	4.342	3.996
Kijabe	4.321	4.432	4.145	4.661
Gatamaiyu	4.320	4.350	4.264	3.998
Kamburu	4.513	4.294	4.465	4.005

Source: Lari Sub- County Education Office (2017).

As observed in Table 1.1, KCSE performance of public secondary school in Lari Sub-County has revolved around a mean of 4.594 and 4.330 between the years 2014 to 2017. This performance is below the Lari Sub- County mean score target of 4.594 in 2014, 4.601 in 2015, 5.1974 in 2016 and 4.330 in 2017. Lari Sub-county performance is also low compared to the neighbouring sub-counties of Kikuyu and Limuru as shown in Table 1.2.

Table 1. 2 KCSE mean score for public secondary school in Lari, Limuru, and Kikuyu Sub-Counties (2014 to 2017)

District	2014	2015	2016	2017
Limuru	5.845	5.769	5.733	5.169
Kikuyu	5.691	6.874	6.679	6.091
Lari	4.436	4.364	3.330	3.017

Source: Lari Sub-County Education Office (2017).

As observed in Tables 1.1 and 1.2, Lari Sub-County has hardly attained a mean score of 5.0 for the last four years. The sub-county performance is also low compared to the neighbouring sub-counties of Kikuyu and Limuru. Despite the schools in the sub county having in place strategic plans, the schools continue to register low mean schools. It is upon this premise that this study therefore sought to investigate the influence of strategic planning on students' KCSE performance in Lari Sub- County, Kiambu County.

1.3 Purpose of the study

The purpose of the study was to investigate the Influence of strategic planning on students' performance in KCSE in public secondary schools in Lari Sub- County, Kiambu County.

1.4 Objectives of the study

The following were the objectives of the study.

- i. To determine how teacher motivation influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County.
- ii. To establish how benchmarking influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County.
- iii. To examine how syllabus coverage influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County.
- iv. To assess how remedial teaching influences students' performance in KCSE in public school in Lari Sub-County, Kiambu County.

1.5 Research questions.

The following research questions guided the study:

- i. How does teacher motivation influence students' performance in KCSE in public schools in Lari Sub-County, Kiambu County?
- ii. How does benchmarking influence students' performance in KCSE in public secondary schools in Lari Sub-County, Kiambu County?
- iii. How does syllabus coverage influence students' performance in KCSE in public schools in Lari Sub-County, Kiambu County?
- iv. How does remedial teaching influence students' performance in KCSE in public schools in Lari Sub-County, Kiambu County?

1.6 Significance of the study

The findings of the study may add knowledge in the area of strategic planning in relation to the academic performance of students. The study may be useful for teachers in coming up with more strategies aimed at improving the academic performance of students. The study may help education stakeholders to embrace the importance of strategic planning in education. The study may be used as a source of knowledge for further study in strategic planning.

1.7 Limitation of the study

Orodho (2012), indicated that the limitation of the study refers to the constraints or drawback both theoretical and practical that the research has no control over. The first limitation is the lack of adequate records on strategic plans, which may delay in filling the questionnaire. The researcher however used the available documents and requested the principals of schools to provide any record that would assist the researcher. The second limitation is that some administrators may not have been willing to share the students' KCSE performance results, the researcher however explained the purpose of the study and requested the principals to share the same. In addition to this, some administrators may not be willing to disclose the strategies they use to improve students' performance. To counteract this limitation, the researcher assured them of confidentiality and anonymity. Some respondents may not be willing to fill in the

questionnaires truthfully. To mitigate this limitation, the researcher requested the respondents to cooperate.

1.8 Delimitations of the study.

The study was conducted in public secondary schools in Lari Sub-county, Kiambu County. It focused on the Principals and Head of Departments. The study focussed on the influence of teacher motivation, benchmarking, syllabus coverage and remedial teaching on students' academic performance. Other factors such home background and school facilities which may influence students' performance were not included in the study.

1.9 Basic Assumptions

- i) The data obtained from the respondents was accurate and formed a basis for the study findings.
- ii) Public secondary schools in Lari Sub-County have written strategic plans.
- iii) The various strategies have helped improve performance in KCSE examination

1.10 Definition of Significant terms

Academic performance refers to the ability to study and remember facts, communicate them verbally or down on paper.

Planning refers to the action of establishing a strategic plan.

Public secondary school refers to schools provided for the public at the expense of the government.

A strategic plan refers to the document used by an organisation to guide it through a focused future in attainment set goals and objectives or desired ends.

Strategic planning refers to the process of formulating a strategic plan.

1.11 Organisation of the study

This research study is organised into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organisation of the study. Chapter two covers the related literature review on teacher motivation, benchmarking, syllabus coverage and remedial teaching. Chapter three covers research methodology comprising of research design, target population, sample size and sampling procedures, the validity of research instruments, the reliability of instruments and data collection procedures, data analysis techniques and ethical considerations. Chapter four presents data analysis, presentation, and discussion. Chapter five comprises the summary of the findings, conclusions, recommendations and suggestions for further studies..

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature review on the schools' strategies that influence students' academic performance. This includes teacher motivation and students' academic performance; benchmarking and students' academic performance; syllabus coverage and students' academic performance; remedial teaching and students' academic performance; theoretical framework and conceptual framework.

2.2 Teacher motivation and students' academic performance.

According to Okumbe (2001), motivation is a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. Motivation, therefore, consists of needs (deficiencies) which set up drives (motives) which help in acquiring the goals. Motivation and satisfaction of teachers is very important.

According to a research done by Voluntary Service Overseas (VSO) on teacher motivation in developing countries. The report noted that there is a strong relationship between teacher motivation and performance and education quality, but improving teachers motivation is not regularly prioritized as a major concern of national and international policy-makers. The report

added that addressing the factors that decrease motivation should be a main concern of policymakers this is to make conditions for the success of other education interventions (VSO, 2002)

According to Sirima and Poipoi (2010), in a study conducted in Busia district in Kenya, it was noted that public secondary schools teachers with a high level of job satisfaction tend to have high social and psychological atmosphere in the classroom that results in high productivity and effectiveness in job performance and willingness to stay longer. As stated by Olulube (2006) job satisfaction tends to have a greater impact on teaching performance as teachers are also dissatisfied with the education policies and administrative pay and fringe benefits, material rewards and advancement thus to improve on performance there is need to address these issue.

2.3 Benchmarking and students' academic performance.

According to the Higher Education Statistics Agency (HESA) (2010), benchmarking is a process of finding best practices and of learning from others. According to the Centre for Community College Student Engagement (CCCSE, 2010) benchmarking is the systematic process of comparing an organization's performance on key measures to the performance of others. This process characteristically emphasizes, comparing one's performance not just to a performance average but to an independent standard of excellence. Benchmarking

sets the step for colleagues to ask and answer questions that would improve their practice and help more students to succeed.

Benchmarking is an important means in evaluating institutional performance and one which, given the reductions in public spending, can become increasingly important. The main aim of a benchmarking process is to place performance in view against the sector or a more specific group of institutions. A key component of benchmarking is the identification of institutions that accomplish high levels of performance which can act as examples of good practices. By analysing, assessing and implementing actions based on examples of good practice, institutions can achieve more proficient processes and ultimately higher levels of performance. Sensible benchmarking can lead to accurate target setting processes in relation to a broad spectrum of performance indicators, which encourages a more efficient environment (HESA, 2010).

Benchmarking concentrates on the improvement of any given business process by take advantage of "best practices" rather than merely measuring the best performance. Best practices are the cause of best performance. Companies studying best practices have the greatest chances for gaining a strategic, operational, and financial advantage. The systematic discipline of benchmarking is aimed at identifying, studying, analysing, and embracing

best practices and applying the results. To constantly get the most value from the benchmarking process, senior management may discover the need for a significant culture change. That change, however, releases benchmarking's full potential to generate large paybacks and strategic advantage, (Kelessidis, 2010), hence the same can be related to education.

In Ghana, to encourage teachers to be committed and effectively teach their students. A benchmarking scheme for teaching in schools was brought together. During academic staff meetings at the end of each term's examination period, teachers and Principal examined the average achievement level of students by subject and by class. The performances of students in each of the subjects were benchmarked with neighbouring schools. The teachers explained that benchmarking had pushed the students to become more serious with their teaching and preparation of the final year students. The results of the benchmarking process were motivation for the teachers to work harder so that their students would perform better next time and thus, bring them respect as teachers and improve students' performance (Morrtty, 2012).

In a study done by Okode in Rachuonyo in the year 2013, the study revealed that 59.1 percent of the student respondents indicated that there was a benchmarking program. On the side of Head of Departments, the results showed that students'

performance improved after engaging in a benchmarking program. From the schools which had the program, the results revealed that it had a positive influence on students' academic performance. (Okode, 2013).

There is evidence of the practices being done in some schools in Lari Sub-County, but its influence has not been fully determined. This study seeks to determine the extent to which benchmarking influence students' performance in KCSE in public secondary schools in Lari Sub-County, Kiambu County.

2.4 Syllabus coverage and students' academic performance.

Syllabus refers to a course of study rather or a document drawing information about a course (Parkes, 2002). A syllabus aids to set forth what is expected in an academic year or semester. A syllabus directs the behaviours of both teachers and students. More importantly, the syllabus should outline the responsibilities of students and of the teachers for various responsibilities, including attendance, assignments, examinations, and other requirements (Matejka & Kurke, 2004). According to Otieno (2010); Bett., Onyango and Bantu, (2013) quoted in Amadalo, Shikuku and Wasike (2012), extra tuition by teachers, determined support by parents, high level of discipline, acquaintance to past examination questions, good previous academic records and consistent

assessment will lead to early syllabus coverage, which will in turn lead to good performance.

Syllabus coverage determines students' performance in examination because students are tested generally from any topic in the syllabus and if any school does not cover all the topics in the syllabus; its students will be disadvantaged. The Daily Nation of October 8th, 2001 cited poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many schools that contribute to poor performance in the national examination. (Abdinoor, 2012).

Amadalo, Shikuku and Wasike (2012) investigated of elements that influence syllabus coverage in secondary school mathematics in Kenya. They established that students, who cover the mathematics syllabus, have a better mean score than those who fail to cover the syllabus. Students, who cover the syllabus early in the year and spend more time on revision, score better than those who cover the syllabus just before KCSE examinations. The researchers confirmed that to cover the syllabus early in the year, both students and teachers had to put in more work for an extra time for which the parents pay more. This study sought to examine the extent to which syllabus coverage influences students' performance in KCSE in public schools in Lari Sub County, Kiambu County.

2.5 Remedial teaching and students' academic performance.

The remedial teaching can be defined as the name suggests a process designed to provide for the needs of children unable to keep pace with the teaching-learning process in a normal classroom. Remedial teaching will act as a safety valve for the students who are behind the expected level of achievement. It comprises of diagnosis of specific difficulties, offers suitable remedial measures and deliver support to prevent reoccurring of them again in future. In one the widely implemented education program called Reading Recovery Program of Maria Clay in NewZealand, students are tested by observation study of literacy achievement in text reading, dictation, letter identification, concepts about print, writing vocabulary, and sight words at the beginning and end of the program. (Burris, 2009).

In a study conducted in Nigeria by Oyekan (2013), remedial teaching demonstrated to be more effective in boosting students' achievement and retention of biological concepts as compared to conventional teaching method. In this study remedial teaching provided teachers with practical assistance to improve instruction, enhance learning, promote the actualization of unrealized human potential, and reduce the likelihood of a student failing to graduate or to proceed in their education. The researcher confirmed that biology teachers ought to embrace the practice of remedial

teaching strategy as a remedy to declining performance and interest in secondary biology hence the same can be used in other subjects. In Cameroon according to Bamboh (2012), remedial teaching was used to help students who could not meet up with their colleagues academically. The method proved effective, and with time the performance of students improved.

In Kenya, Kibere (2005) categorizes extra tuition into two: remedial lessons and holiday tuition. For him, remedial teaching is often carried out in the evenings and weekends while extra tutoring is offered during school holidays. He resonates with Wanyama and Njeru (2004), who observe that extra tuition and remedial classes in Kenya is the same thing. Their findings recognised that tuition providers normally levy fees for the service they provide regardless of whether it is labelled extra tuition or remedial classes. There is evidence of remedial teaching taking place in secondary schools in Kenya. For this reason, this study examined the extent to which remedial teaching influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County.

2.6 Summary of literature review

According to this study schools' strategic planning comprises of teacher motivation, benchmarking, syllabus coverage and remedial teaching. There is some evidence to show to that the discussed strategies influence academic

performance of students in KCSE examination. However in Lari Sub-County, there is no indication of such research having been carried out before, and if there is, it has not been documented. This study aimed at filling the knowledge gap on the influence of strategic planning on students' performance in Kenya Certificate of Secondary Education in public schools in Lari Sub-county, Kiambu County.`

2.7 Theoretical Framework

The study used the education production function theory to examine the relationship between inputs and outputs in the education system. This theory opinions education as a collective process and further recommends that the output of the education process and the accomplishments of the student are directly associated to inputs. Production is a process, and because it is a flow concept, production is measured as a rate "of output per period of time," It is a statistical connection between inputs and outputs. The production function is customarily assumed to identify the maximum output obtainable from a given set of inputs (Wambua, 2014).

The “educational production function” concept was recommended as a viable approach to educational research as early as the late 1960s. Production function approach uses relationship methods to demonstrate relationships between inputs and outputs in a system. Wambua (2014), describes production function analysis as the connecting of an input

measure to an output measure by means of correlation or multivariate analysis (regression analysis). The common inputs in relation to this study are teacher motivation, benchmarking, syllabus coverage and remedial teaching. The outcome is student performance in KCSE examination.

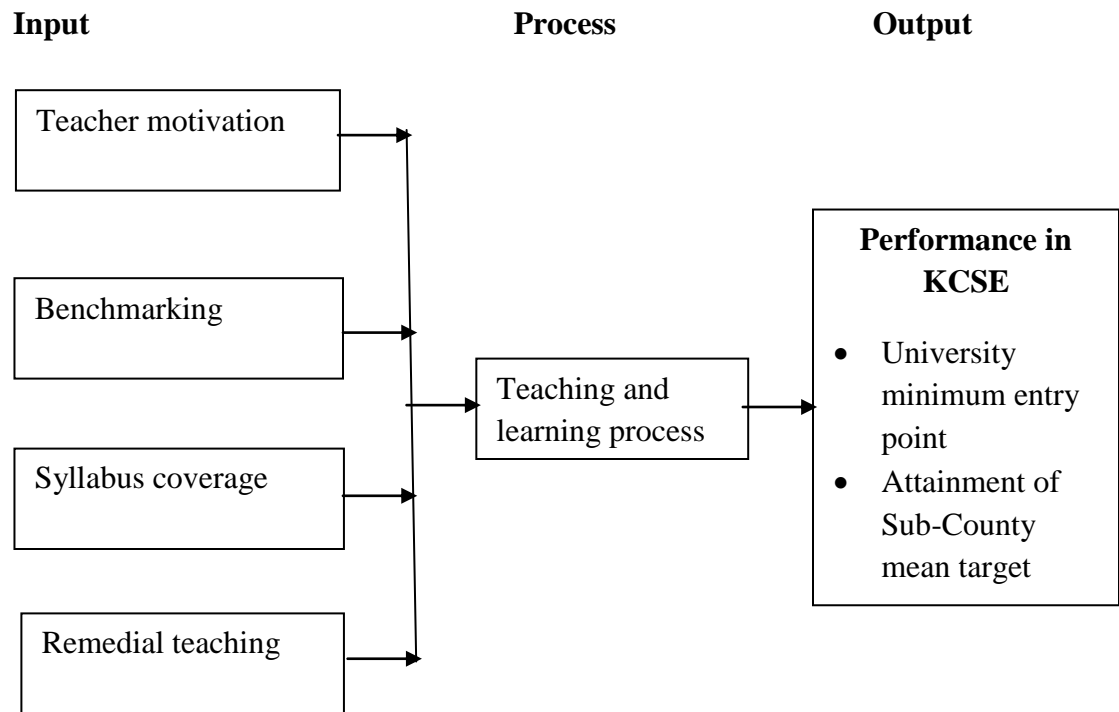
Teacher motivation, benchmarking, syllabus coverage and remedial teaching are elements of schools' strategic plan that influence students' academic performance according to this study. Schools use teacher motivation strategies to encourage teachers to help students in their performance. Benchmarking is used to compare good practices from other schools with the aim of improving performance. Schools cover syllabus early and have time to revise for the final examination. Remedial teaching is used to help low achievers in schools to be able to catch up with the rest academically.

2.8 Conceptual Framework

The conceptual framework demonstrates the relationship between the variables of strategic planning which influence students' performance. According to this study, these are teacher motivation, benchmarking, syllabus coverage and remedial teaching. These variables interact with teaching and learning processes hence they affect students' performance.

The conceptual framework is shown in Fig 2.1 below which illustrates schools' strategic planning and its influence on academic performance.

Figure 2.1 Conceptual framework for factors influencing performance in KCSE of students in public secondary schools in Lari Sub-County, Kiambu.



The framework shows that students’ academic performance is influenced by teacher motivation, benchmarking, syllabus coverage and remedial teaching. These variables work together with teaching and learning process hence influences students’ academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sample size and sampling procedure, research instruments, validity of the research instrument, reliability of the research instrument, data collection procedures and data analysis techniques.

3.2 Research design

The design for this study was descriptive survey design. According to Mugenda and Mugenda (2003) descriptive survey design is used on initial and investigative studies to allow the researcher to collect the facts, summarize, present and interpret data. Descriptive research determines and reports the way things were. This type of research design attempts to define such things as possible behaviours, approaches, ideals and characteristics. Using this design the researcher attempted to find answers to questions by analysing the variables that relate to influence of strategic planning on students' performance in Kenya Certificate of Secondary Education in public schools in Lari Sub- County, Kiambu County.

3.3 Target population

According to Mugenda and Mugenda (2003), the target population is the total population the researcher needs to take a broad view of the results. It is the cluster of subjects who are investigated in relation to the problem being studied and is the source of the data intended to achieve the study objectives. The study targeted 43 public secondary schools in Lari sub-county which have been presenting candidates for KCSE examination up to 2018. The target population consisted of 43 principals, 129 Head of Departments.

Table 3. 1 Target population

Respondents	Total
Principals	43
Head of Departments	129
Total	172

Source: Education Office Lari Sub-County (2017)

3.4 Sample size and sampling procedures

A sample is a presentation of the targeted population from which data is to be collected to enable overview for the whole population. (Kothari, 2004). The entire number of schools involved in the study were chosen on the 10-30 percent rule advocated by (Kombo & Tromp, 2006). Hence, the research was done in 15 schools which consists of 40 percent of the target population of 43 public secondary schools in Lari Sub-County. 15

principals were, therefore used in the study. 47 percent was used to sample the Head of Departments hence 60 teachers were used in the study. Lari Sub-county is divided into four zones. Four schools were be selected from each of the four zones in using simple random sampling. This ensured that the study is done in the whole sub-county.

Table 3. 2 Target and Sample Sizes for the study

Respondents	Target Size	Sample Size	Percentage
Principals	43	15	39%
Head of Departments	129	40	31%
Total	172	75	70%

3.5 Research instruments

Data was collected using questionnaire and interview schedule as research instruments for the study. A questionnaire is a research tool that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires are ideal for survey study this is according to Mugenda and Mugenda (2003). One set of questionnaires were used to obtain data from the Head of department. The questionnaires had closed and open-ended questions. An oral interview guide was used to gather information from principals since they are better placed to provide information on the influence of their

schools' strategic planning on students' academic performance being administrators (Kombo & Tromp, 2005).

3.6 Validity of the instruments

Orodho (2008) establishes that content validity is the level to which the empirical measure or several measures of the concept accurately measure the concept. He further argues that content validity is a non-statistical process used to validate the content employed in the questionnaire. The researcher prepared the instruments in close consultation with the supervisors in order to ensure that the items in the questionnaire covered all the areas under investigation

3.7 Reliability of the instruments

Reliability is the ability of a research instrument to measure characteristics of interest over time consistently. If a researcher administers a test to a subject and gets the same score on the second administration as the first, then there is the reliability of the instruments (Mugenda & Mugenda, 2003). The results obtained from the test-retest were correlated using the Pearson's Product Moment correlation Coefficient Formula.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

A correlation coefficient of between 0.7 to 1 is considered reliable according to Mugenda and Mugenda (2003).

3.8 Data collection procedures

After approval of the research by the university, a research permit was acquired from the National Council of Science Technology and Innovation (NACOSTI). A letter of introduction to the principals of the various schools was acquired from Lari Sub-County Education Office. A preliminary visit was made to inform the principals and head of departments, of the sampled institution. A date for administering the questionnaire was agreed upon.

3.9 Data analysis techniques

Data analysis deals with searching and arrangement of data collected from the study (Orodho, 2009). The collected data was first checked to ensure that it is complete. Questionnaires were organized and classified according to the study objectives. Quantitative data was analysed using a computer software Statistical Package for Social Sciences (SPSS) to enable mathematical calculations since analysing data manually is cumbersome and might lead to errors. The analysed data was presented using graphs and tabular forms indicating frequencies and percentages.

3.10 Ethical Considerations

The researcher first pursued a letter of introduction from the Department of Educational of Educational Administration and Planning, University of Nairobi, and there after research authorization from NACOSTI. To ensure ethical consideration, the researcher applied for a research permit. The research

permit was presented to the County Education director and Principals. The researcher stated the aims and details of the study in the introduction letter so that the respondents were free to answer. Confidentiality and anonymity of the information given was assured.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents an assessment of the research outcomes on the influence of strategic planning on students' performance in Kenya certificate of secondary education in public schools in Lari sub-county, Kiambu County. The chapter begins with the demographic information of the respondents followed by presentation, interpretation and discussion of research finding based on the research questions.

4.2 Instrument return rate

The questionnaire return rate is the amount of the sample that took part as intended in all the research processes. The returned questionnaires were from 15 principals and 39 Head of Departments who were key informants. Analysis and interpretation is based on the return.

Table 4. 1 Instruments return rate.

Respondents	Population	Target Sample size	Actual sample size	Percentage of population
Principals	43	15	15	100%
Heads of departments	129	40	39	97.5%
Total	172	75	54	98.75%

As presented in Table 4.1, the return rate represents 98.75% of the total respondents. The return rate was considered good to provide required information for the purpose of data analysis. Okode (2013) states that an instrument return rate of 50% or more as adequate to provide information for data analysis.

4.3 Demographic information of the respondents

The demographic information of the respondents was established on the length of stay in the present school and academic qualification.

4.3.1 Years of service by principals

The principals were asked to point out their years of service in the current station. The results are as shown in Table 4.2

Table 4. 2 Principals year of service

Years of service	Frequency	Percent
Below I year	1	7%
1-2 years	5	33%
3-4 years	5	33%
5 years and above	4	27%
Total	15	100%

From Table 4.2 the principals who have served three years and above were 57%. This suggests that 57% of the respondents have stayed long enough in the current schools and therefore are capable of providing needed information for the study.

4.3.2 Year of service by Head of departments

Table 4. 3 HoDs year of service

Years of service	Frequency	Percent
Below I year	8	21%
1-2 years	9	23%
3-4 years	6	15%
5 years and above	16	41%
Total	39	100%

From table 4.3 the head of departments who had worked in the various stations for more than the three years were 56%. Hence they were better placed to give

relevant information for the study. According to KESSP strategic plans in schools run for a period of 3-5 years.

4.4 Teacher motivation and students' academic performance

The first objective of the study was to determine how teacher motivation influences students' performance in KCSE. The findings from the field are presented in this section.

4.4.1 Good working conditions in schools

Working conditions are critical in employee satisfaction and thus motivation. The respondents were asked to indicate if their schools have good working conditions. The findings are presented in this section.

Table 4. 4 Principals' response of schools having good working conditions

Response	Frequency	Percent
Strongly agree	4	27%
Agree	11	73%
Total	15	100%

From Table 4.4, all the principals agreed that their schools have good working conditions. This information is important since good working conditions translate to employee satisfaction and hence teacher motivation.

Table 4. 5 HoD’s response on schools having good working conditions

Response	Frequency	Percentage
Strongly agree	7	18%
Agree	30	76%
Disagree	0	0%
Strongly disagree	1	3%
Undecided	1	3%
Total	39	100%

From Table 4.5, 94% of the head of departments agreed that their various schools have good working conditions. Good working conditions is one of the major factors that translated to teacher motivation.

According to (Gitonga, 2012) both intrinsic and extrinsic motivation and job satisfaction influence performance of the teacher and hence the performance of students. Both intrinsic and extrinsic rewards such as good housing and compensation, promotion, favourable working environment, recognition accountability, responsibility and good relation would positively impact teachers’ motivation hence, teacher and students’ performance. Students’ performance shows that success or failure of a school is influenced by many factors such as teachers’ motivation which affects teachers morale and hence productivity (performance).

Koech Commission (Republic of Kenya, 1999) which was to enquire into Kenyan education system pointed out that a well-qualified and highly motivated teaching force that is capable of understanding the needs of the learners and curriculum was needed in order to enhance quality of education. It further observed that poor terms and conditions of service had resulted in low teachers' motivation. Koech Commission (Republic of Kenya, 1999) recommended improvement of the working environment of the teachers, better terms of service to increase teacher motivation, commitment and promotion be based on proven merit and experience. Hence good working conditions contribute to teacher motivation.

4.4.2 Teacher motivation in schools

The researcher sought to find out if teachers in the schools are motivated. This is important because teacher motivation is one of the objectives of the study. The results are presented in Table 4.6

Table 4. 6 Principals response on teacher Motivation in schools

Response	Frequency	Percent
Strongly agree	3	20%
Agree	12	80%
Total	15	100%

From Table 4.6, all the principals agreed that teachers in the various schools where the study was conducted are motivated. This is believed to result to improved performance in KCSE.

Table 4. 7 HoDs response on teacher motivation in schools

Response	Frequency	Percent
Strongly agree	4	8%
Agree	24	64%
Disagree	5	14%
Strongly disagree	4	8%
Undecided	2	6%
Total	39	100%

According to Mburu (2013), there are other factors which influence the performance of pupils in the national examination. Eshiwani (1983) in his study noted that the major factors influencing performance among students are identified as family background, variation of schools and quality of teacher. If a teacher is dissatisfied with his job, it affects the students' performance because the teachers' productivity would be low. One of the effects of a dissatisfied teacher is low morale where a teacher becomes inefficient and ineffective. The teacher will not utilize his/her potential to the fullest causing him or her fall short expectation.

4.4.3 Influence of teacher motivation on academic performance

The researcher probed the influence of teacher motivation on academic performance of students in KSCE. The findings are presented in Table 4.8

Table 4. 8 Principals response on influence of teacher motivation on students' academic performance

Response	Frequency	Percent
Strongly agree	3	20%
Agree	12	80%
Total	15	100%

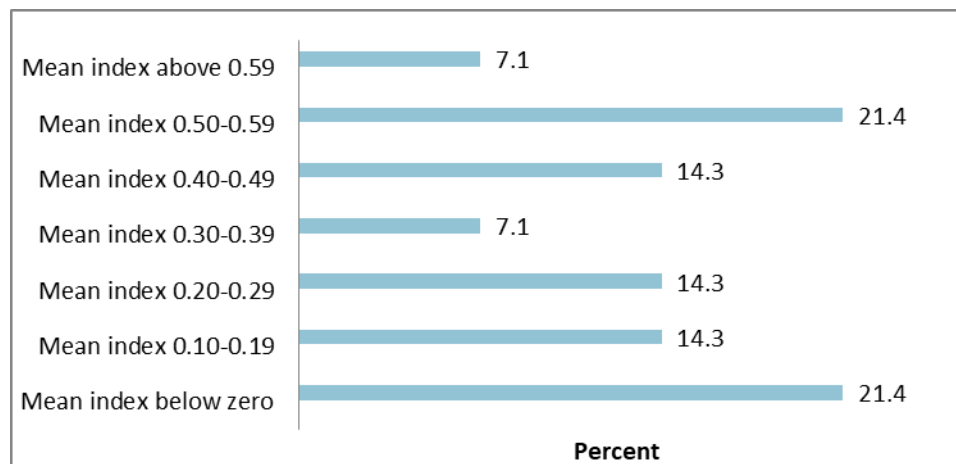
From Table 4.8, all the principals agree that teacher motivation influences academic. This information is relevant because almost all the respondents feel that teacher motivation influences students' performance in KCSE.

Table 4. 9 HoD's response on influence of teacher motivation on students' academic performance

Response	Frequency	Percent
Strongly agree	20	50%
Agree	17	44%
Disagree	2	6%
Strongly disagree	0	0%
Undecided	0	0%
Total	39	100%

From table 4.9, 94% of the head of departments agreed that teacher motivation influences students' academic performance. Findings of this study agree with the East African Standard Friday, 24, 1999 as cited in Mburu (2013) there are other factors which influence the performance of pupils in the national examination. Eshiwani (1983) in his study noted that the major factors influencing performance among students are identified as family background, variation of schools and quality of teacher. If a teacher is dissatisfied with his job, it affects the students' performance because the teachers' productivity would be low. One of the effects of a dissatisfied teacher is low morale where a teacher becomes inefficient and ineffective. The teacher will not utilize his/her potential to the fullest causing him or her fall short expectation.

Figure 4. 1 Teacher motivation and KCSE mean margin index



From Figure 4.1 teacher motivation influences students' academic performance. This is because only 21.4% of the schools recorded a mean index of below zero.

The respondents were asked to indicate how teacher motivation influences students' academic performance. About 75% of the schools indicating teachers are motivated had a mean index above zero for KCSE 2017 and 2018 as shown in the Figure 4.1. The findings imply that schools where teachers are motivated perform better than schools where teachers are not motivated. This is evident from figure 4.1 where only 25% of the schools did not show a mean margin improvement in terms of mean score.

According to Bennel and Akyeampong (2007) as cited in Musili (2015), a major conclusion on school efficiency in developed countries is that achieving better learning outcomes is determined by fundamentally on improvements in teaching. Although there are many other factors that influence learning outcomes, teaching is the core school-level determinant of school performance. Hence, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been carried out on what makes the effective teacher. And yet, the focus to date of policy change in most developed countries has been on improving learning outcomes through teacher motivation. They agree further that teacher motivation influences students' academic performance.

4.5 Benchmarking and students' academic performance

The second objective of the study was to establish how benchmarking influences students' performance in KCSE. The respondents were asked to point out responses that would be useful for the study. The findings from the respondents are presented in this section.

4.5.1 Presence of benchmarking programme in schools

The researcher asked principals to indicate whether there was a benchmarking program in schools or not. The findings are indicated in the Table 4.10.

Table 4. 10 Principals response on the presence of benchmarking program

Response	Frequency	Percent
Yes	12	80%
No	3	20%
Total	15	100%

From Table 4.10, 80% of the principals indicated that they conduct benchmarking programs in their various schools. This is a confirmation that benchmarking process is being carried out in the various schools in Lari sub-county. Twenty percent indicated that they do not take part in the practice due to cost implications associated with the process.

Table 4. 11 HoD’s response on the presence of benchmarking program

Response	Frequency	Percent
Yes	14	35%
No	25	65%
Total	39	100%

From Table 4.11, 35% of the respondents indicated that their schools conduct benchmarking programs. 65% of the respondents that they do not take part in the process due to financial challenges the schools face.

4.5.2 Organisation of benchmarking programs in schools

Table 4. 12 Principals response on the organization of benchmarking programs.

Response	Frequency	Percent
External	12	80%
N/A	3	20%
Total	15	100%

In Table 4.12, 80% of the principals indicated that they conduct external benchmarking. Benchmarking programs exist in form of symposiums, subject contests, joint exams, student leadership and PTA/BOG strategies of management among many other programs. The principals confirmed that the process has been very helpful in academic performance of students.

Table 4. 13 HoD’s response on organization of benchmarking programs

Response	Frequency	Percentage
External	8	58%
Internal	1	7%
External and internal	5	35%
Total	14	100%

From Table 4.13, HoDs also confirm the presence of benchmarking program in the various schools. 58% organise external benchmarking, 7% organise internal benchmarking while 35% confirmed to have taken part in both external and internal benchmarking.

4.5.3 Benchmarking Frequency

The researcher sought to know how often benchmarking is conducted in the various schools. The results are presented in this section.

Table 4. 14 Principals response on the Benchmarking Frequency

Response	Frequency	Percent
Once a year	8	53%
Twice a year	3	20%
Once a term	1	7%
N/A	3	20%
Total	15	100%

From Table 4.14, 80% of the respondents confirmed that benchmarking takes place at least once a year in their schools.

Table 4. 15 HoD’s response on the benchmarking frequency

Response	Frequency	Percent
Rarely	1	8%
Once every three years	1	8%
Once every two years	2	16%
Once a year	9	60%
Once every term	1	8%
Total	14	100%

From Table 4.15, 68% of the respondents confirmed to carry out benchmarking at least once a year.

4.5.4 Influence of benchmarking on students’ academic performance

Table 4. 16 Principals response on the Influence of benchmarking on students’ academic performance

Response	Frequency	Percent
Very great extent	2	13%
Great extent	9	60%
Moderate extent	1	7%
N/A	3	20%
Total	15	100%

From Table 4.16, 53.6% of the respondents feel that benchmarking influences students' performance largely. This therefore justifies the significance of benchmarking in the teaching and learning process. In India a study by Kim Bing Wu, Peter Goldschmidt, Christy Kim Boscardin, Deepa Sankar (2009) as cited in (Okode 2013) on international benchmarking and determinants of 20 mathematics achievement in two Indian state schools- showed that grade nine students in the states of Rajasthan and Orissa had an improved performance of 40% and 45% in their grades in mathematics after their schools were engaged in international benchmarking with other schools. This confirms the influence of benchmarking on students' academic performance.

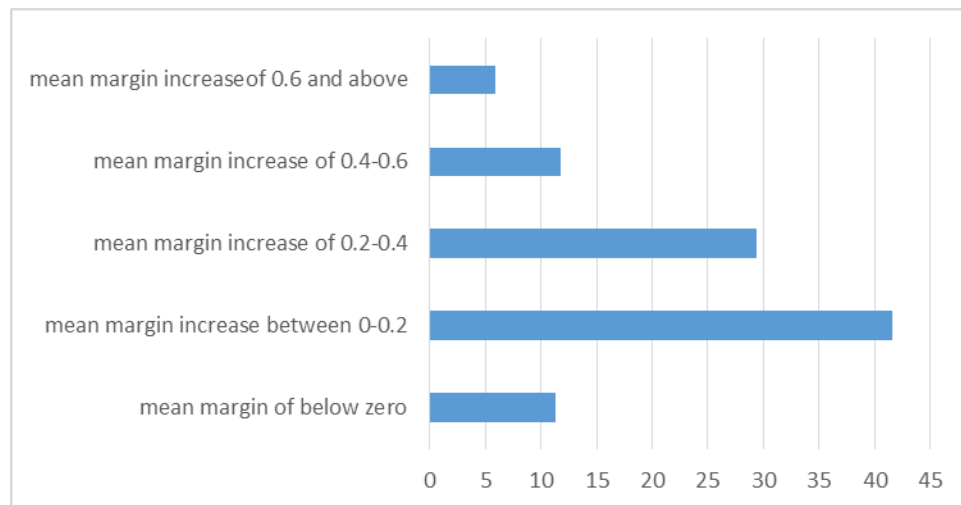
Table 4. 17 HoD's response on the Influence of benchmarking on students' academic performance

Response	Frequency	Percent
Very great extent	3	18%
Great extent	7	53%
Moderate extent	3	25%
No extent at all	1	4%
Total	14	100%

From Table 4.17, 71% of the respondents, confirmed that benchmarking greatly influences academic performance of students. In a study by Okode in

Rachuonyo, HoDs findings showed that students learn different methodologies to improving their academic performance, benchmarking initiates them to work harder and leads to knowledge-pooling which makes students to obtain the most appropriate facts. This in result influences students' performance positively.

Figure 4. 2 KCSE mean margin and Benchmarking



According to figure 4.2, 11.3 had a mean margin of below zero, 41.6% of the schools that did benchmarking programmes had mean margin improvement between 0 and 0.2. The rest had a mean margin improvement of between 0.2 and above. For this reason, therefore it is believes that benchmarking influences students' academic performance of KCSE.

According to (Dale, 2003), benchmarking is an opportunity to learn from the capabilities of others. He goes on to say that it aids to develop an

improvement mind set among staff, facilitates an understanding of best practices and processes, assists in setting goal based on fact and provides an educates viewpoint of what needs to be done rather than relying on the whim and gut of instinct. Hence benchmarking improves students' academic achievements.

Benchmarking is an influential vehicle for quality improvement and a paradigm for effectively managing the transformation of ordinary schools into schools which are centres of academic excellence. For head teachers and other schools administrators who are mindful of the benefits of the of quality principle in the school setting and wish to copy these results, knowledge of benchmarking practices and the change process are critical . In essence, benchmarking can be used in schools as powerful tool to improve quality and performance (Curry and Magd, 2003).

According to (Nyaoga, 2013), in a study conducted in Nakuru to determine the effects of benchmarking on performance of students. He concludes that benchmarking practices positively correlates to academic performance in public secondary schools. Thus, the conclusion that strategist and Managers in the education sector should ensure that they develop policies so as to ensure that schools benchmark with the other

schools which may be in the same category or at a different level higher in the performance index.

Okode (2013) in a study done in Rachuonyo also agree that benchmarking influences students' performance. In his study, 78.9% of the principals interviewed said that benchmarking program greatly influences students' academic performance. The principals pointed out that those who participated in benchmarking have been able to adopt a positive attitude towards academics and their grades have improved and benchmarking has enabled them to merge their programs with those of performing schools this was evident from academic reflective charts in the various schools which showed students results before and after benchmarking programs. In Kenya benchmarking is common in both business industry and in education sector (Ambula, 2006) asserts that the major driving force of benchmarking in Kenyan secondary schools is to improve performance

4.6 Syllabus coverage and students' academic performance

The third objective was to determine the influence of syllabus coverage on students' academic performance. The findings are shown in this section. 100% of the respondents indicated that the schools have syllabus coverage guides for each subject. This is important because syllabus guides give a broad outline of what students are to study during their schooling period. Syllabus guides also help the

teacher know how to teach the students and know the main objectives to achieve in the teaching and learning process.

4.6.1 Departmental syllabus coverage targets

Table 4. 18 Principals response on departmental syllabus targets

Response	Frequency	Percent
Yes	15	100%
No	0	0%
Total	15	100%

From Table 4.18, 100% of the principals pointed out that their schools have syllabus coverage targets. Syllabus targets are important because it helps teachers plan well. Most principals indicated that they finish the syllabus by end of second term and leave third term for revision.

Table 4. 19 HoD's response on departmental syllabus coverage targets

Response	Frequency	Percent
Yes	39	100%
No	0	0%
Total	39	100

From Table 4.19, 100% of the head of departments confirmed that their schools have departmental syllabus coverage targets. Syllabus coverage targets are significant in the teaching and learning process. Head of departments confirmed

that they have a target of completing the subject syllabus by second term before “Mock exams”.

Table 4. 20 Principals response to the Influence of syllabus coverage on students’ academic performance

Response	Frequency	Percent
Very great extent	3	20%
Great extent	11	73%
Moderate extent	1	7%
Total	15	100%

From Table 4.20, 93% of the principals stated that syllabus coverage influences students’ academic performance. This is a large percentage which helps to conclude that syllabus coverage influences academic performance.

Table 4. 21 HoD’s response to the Influence of syllabus coverage on students’ academic performance

Response	Frequency	Percent
Very great extent	11	28%
Great extent	22	57%
Moderate extent	6	15%
Total	39	100%

According to Table 4.21, 85% of the respondents indicated that syllabus coverage influences students’ academic performance. Lack of proper syllabus coverage limits a learner’s scope of thorough revision and preparation to tackle an

examination adequately. According to (Mbithi 2002), most learners were given surprise assessment of which they are not well prepared for; this could create anxiety, hence poor examination performance. It does not also reflect their ability to achieve. Most head teachers in top performing schools if asked how they do it, may give reasons like; proper use of time, high discipline in both teachers and learners, extra time to study on their own, teachers' early completion and coverage of syllabus and topical evaluation/periodical test. (Onacha, 2013)

According to (Amadalo, Shikuku, & Wasike, 2012) in a study conducted in Kakamega county agrees that students who cover the mathematics syllabus early, have a better mean score than those who fail to cover the syllabus. Students, who cover the syllabus early in the year spend more time on revision, have a better mean score than those who cover the syllabus just before KCSE examination. Maina, Adoyo and Indoshi (2011), observe that time given to mathematics in Kenya secondary schools, is not enough to cover the wide syllabus, which over and over again leads to poor performance in the national examinations.

National examinations are significant measures to establish who goes on with higher education and who drops out. But if the process of examination administration is flawed, nobody will ever know who deserves to be admitted to university. Proceeding to university or being placed in

prestigious courses squarely depends on good performance at KCSE which also frequently depends on timely syllabus coverage by teachers and students. (Gitahi, Mshindi, & Mathiu, 2014).

Tuwei (2013) also agree that there are numerous elements that are known to contribute to poor performance in KCSE and which include: level of training of teachers, availability of infrastructural and institutional resources, students' level of motivation, students' entry behaviour, level of staffing and more so poor timing of syllabus coverage.

A study by Maurice et al, (2012) on investigation of factors that influence syllabus coverage in secondary schools with specific attention to mathematics showed that schools coverage of syllabus correlated positively with performance in KCSE examination and that syllabus coverage had a significant effect on students performance at KCSE hence emphasized that syllabus coverage influences students performance.

According to National council for Curriculum and Assessment (NCCA, 2010) from Canada carried out a study on syllabus coverage in secondary school in February, 2010 and determined that in schools where the content of the syllabus were adequately covered , students performed well. (Okode, 2013).

In a research done by Okode in 2013 in Rachuonyo. It was noted that the principals ensure that the strategy for syllabus coverage is adhered to by teaching

to the set target in order to set the pace for the rest, they supervise the curriculum implementation through inspecting students note books and provide the necessary resources to the teachers and students. They again asserted that their schools' syllabus coverage strategies greatly influence students' academic performance by ensuring adequate time for revision creates confidence on students' thus good academic performance. These findings concur with (Guice, 2009) who said that the number of textbook pages covered by different fourth grade mathematics classes was significantly associated with achievements gained.

According to Njoroge (2012) as cited in (Mulwa & Mbalaka, 2016), On time syllabus coverage is important to learners as pertaining to performance in end of secondary school course examinations (KCSE) and hence choice of which higher education institutions to join and which careers to choose. Efforts to improve performance in education are drawn back by challenges such as inadequate coverage of syllabus, mismanagement and wastage of quality teaching time by teachers, views that education no longer guarantees employment and lack of efforts by parents, teachers, leaders and community to form an assisting learning environment.

KNEC (2002), reports showed that candidates failed in questions whose answers depended on how well experiments outlined in the syllabus were covered. For example, KCSE Biology exam covers the entire syllabus. Finishing the Biology

syllabus implies confidence in both the teacher and the student. When the syllabus is covered early in the year, enough time is left for thorough revision influencing students' performance.

Completion of syllabus improves performance of secondary school students in physics in Bureti Sub County, Kericho County, Kenya. From the study it was established that syllabus coverage is the least (25.7%) affected by teachers' commitment in teaching physics while students' confidence (43.5%) is highly affected by teacher's commitment followed by students' performance (30.7%). Therefore teacher's commitment in physics builds students' confidence in answering questions when syllabus has been cleared in Bureti Sub County, Kericho County, Kenya. Timely syllabus coverage is mainly achieved through teachers and hence secondary schools should consider putting more emphasis on teachers' commitment in physics syllabus coverage. (Langat, 2018).

According to Macharia (2013), 76% of respondents stated that exhaustive syllabus coverage positively impacted on student performance in KCSE, 13% felt that the influence was negative whereas the rest (11%) observed that the factor had no bearing on student performance. These results mean that if teachers can manage themselves efficiently enough and thereby conclude the syllabus on time, then students' performance in KCSE will be excellent. A study done by

(Karuiki, 2011) established that with the completion of the syllabus in the month of March of the examination year, followed by programmed, guided and supervised holiday revision, candidates were capable of scoring higher mean grades.

In a study by Shikuku, (2012) on the Influence of syllabus coverage on student performance in mathematics' it was proven that factors like poor teaching methods, acute shortage of text books, the difficult mathematical language terminology, utilization of symbols that are uncommon and unfamiliar to students and negative outlook of students, teachers and parents among other reasons do not openly contribute to poor performance in mathematics. Instead, late or non-coverage of the mathematics syllabus contributes to poor performance. For this reason therefore, syllabus coverage influences students' academic performance.

Academic performance is a main pointer of quality education. It is largely attained through successful carrying out of developed school curriculum and mainly involves coverage of syllabus which endeavors to teach certain skills and attitudes to students through various subjects (Chinyani, 2013). The increasing demand for secondary school education demands a need for quality education measured in terms of student's success and their performance in external examinations.

Kananu (2011) as cited in (Mutegi, 2014), argues that there was insufficient syllabus coverage in Kenyan schools and whatever was covered was not done commendably, leading to poor performance in the subjects. Though secondary school curriculum has been planned to be covered in four years with clear school terms, many schools do not cover and achieve the required standards. He therefore emphasizes the importance of syllabus coverage in students' academic performance.

According to Macharia (2013), in a study conducted in conducted in Nakuru, 76% of respondents stated that exhaustive syllabus coverage positively impacted on student performance in KCSE, 13% felt that the influence was negative whereas the rest (11%) observed that the factor had no bearing on student performance. These results mean that if teachers can manage themselves efficiently enough and thereby conclude the syllabus on time, then students' performance in KCSE will be excellent.

According to Mutegi, (2014), it is emphasized that a given content in the syllabus should be covered, and specific concepts and skills mastered by students, who are tested by the Kenya National Examinations Council after four years (KIE, 2002). Notably, Kenya came up with the ambitious Vision 2030, an initiative that is expected to project the country into a medium-developed nation in less than two decades (GOK, 2007). However,

there is no way Vision 2030 will be attained without universal access to quality education, which is dependent on teachers ability to improve students' performance especially through timely syllabus coverage. Granted, factors such inadequate resources (both human and financial) combined with frequent teacher's strikes, poor planning and time consuming co curriculum activities like sports will make the Vision 2030 remain unrealistic and hence not accomplishing Sustainable Development Goals (SDGs). Early coverage of school syllabus gives time for working on the students' self-efficacy and mathematical self-concept which are very crucial important in developing self-confidence and improving performance of individual students (Ferla, Valcke & Cai, 2009).

4.7 Remedial Teaching and students' academic performance

The fourth objective of the study was to determine the influence of remedial teaching on students' academic performance. The findings are presented in this section. The process is done during early morning preps, at lunch time, in the evening and even weekends. Parents are charged an extra fee which is used to pay teachers who take part in the teaching process

Table 4. 22 Principals response on the presence of remedial teaching programs

Response	Frequency	Percent
Yes	10	67%
No	2	13%
N/A	3	20%
Total	15	100%

From Table 4.22, 67% of the principals respondent that there is remedial teaching in their various schools. According to the principals the program is carried out in the evening, morning and weekends. Parents are charged extra money to pay the teachers. Most of the principals said that teachers are not satisfied with the money they are paid and wished they could get more.

Table 4. 23 HoD's response on the presence of remedial teaching programs

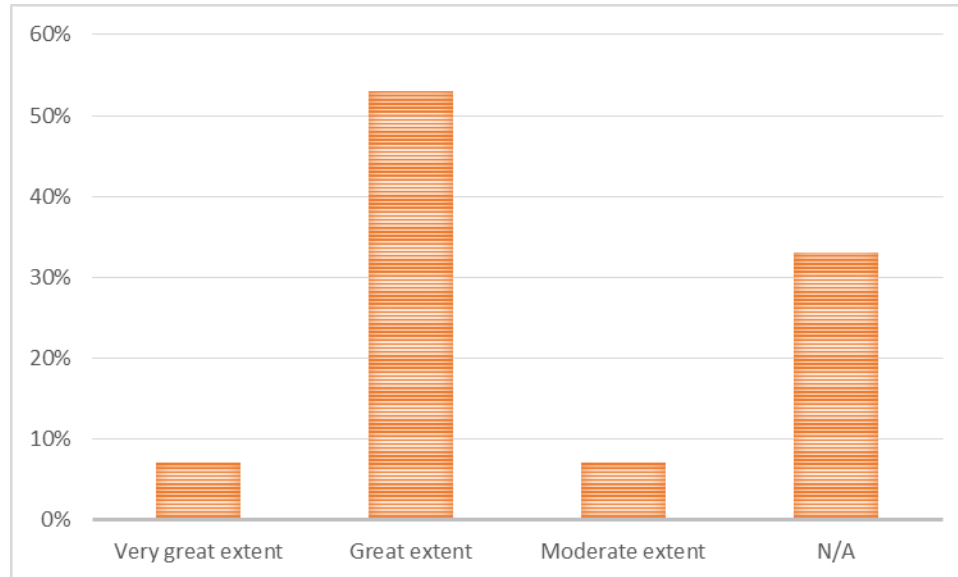
Response	Frequency	Percent
Yes	21	53%
No	18	47%
Total	39	100%

From figure 4.23, 53% stated that their schools had remedial teaching programs. Among those who stated their school has a remedial teaching program, 90% indicated that teachers are eager to participate in remedial teaching. Only 30% of schools where teachers were willing to participate in remedial teaching recorded a

decline between 2017 and 2018 KCSE performance. Whereas in some schools teachers are compensated for remedial teaching in other schools they are not. Among the total respondents, 58% indicated that teachers are compensated and 75% stated teachers are not satisfied with tokens received for taking part in remedial teaching. Of those whose schools have a remedial teaching program, 69% indicated they are compensated. Among those schools where teachers are compensated for remedial teaching 70% of them showed improvement in the 2018 KCSE in comparison to 2017 KCSE. Schools where the teachers were satisfied with the compensation recorded a mean index of (KCSE 2017&2018) of above 0.23.

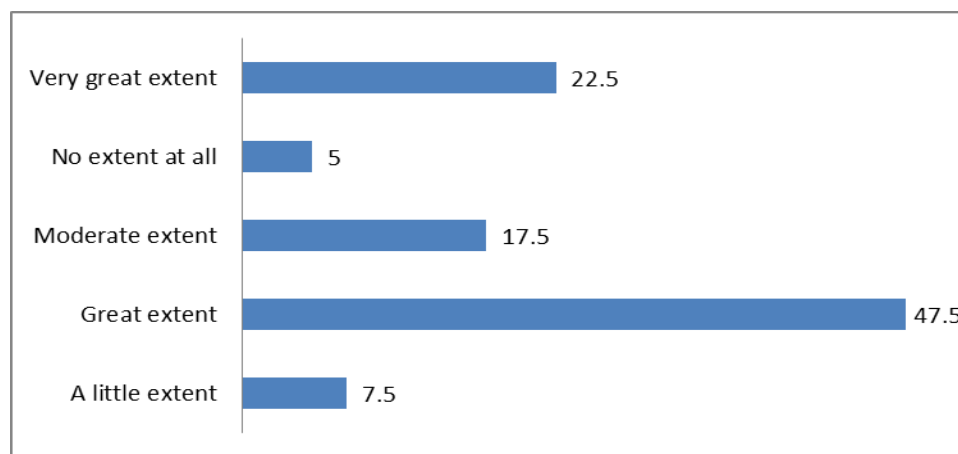
In a survey done in Kisumu County, Kenya (Mboi & Nyambedha 2013) indicated that 97.2 % of the pupils appreciate remedial teaching because: it helps them improve grades or standards, assist them to pass examinations, help them to get more knowledge and to complete the syllabus and revise for examinations. Other reasons include; enabling pupils proceed to the next class, for the weak pupils to improve and for teachers to earn extra income to supplement their salaries.

Figure 4. 3 Principals’ response on the Influence of remedial teaching on academic performance



From figure 4.3, 7% of the principals were for the view that, remedial teaching influences students’ performance to a very large extent, 53% to a great extent, and 7% to moderate extent.

Figure 4. 4 HoD’s response on the influence of remedial teaching on academic performance



From figure 4.4, 22.5% of the head of departments indicated that remedial teaching influences academic performance largely, 47.5% to great extent, 17.5% moderate extent, 7.5% little extent and 5% no extent at all. Desai, (2006) developed a remedial program for increasing the language ability of learners in fourth grade. The results showed that most errors committed by these pupils which included errors on spelling, missing letters and faulty pronunciation were minimized by remedial instruction. The above results agree with Abu, (2011) who examined the impact of a remedial educational program on English writing skills and the results showed an improved performance after the remediation.

The results also are in line with Munene et al (2017) in a research done in Nyahururu, from the findings, most of the respondents strongly agreed that teachers embrace remedial teaching program to improve performance. In addition, majority of respondents agreed that pupils embraced remedial teaching programs as a way of improving their academic performance from the results obtained, the study concluded that teachers' and pupils' perception towards remedial education was an important factor in determining pupils' academic performance. Thus, both teachers and pupils embraced remedial teaching programs as a technique of improving pupils'

academic performance. Teachers recognize remedial teaching as a means of completing the syllabus.

Elsewhere, (Paviot, 2008) estimated that about 79.7% of grade six students in Malawi received remedial teaching. This is out of the need to improve learners' performance in national examinations. Remedial teaching may have positive outcome in improving students learning, providing students with constructive activities and enabling them to finish syllabus in time (Yiu, 1996). It's a forum of employment to those offering remedial teaching services and aids students understand mainstream lessons (Ireson, & Ruashforth, 2005) remedial teaching allows learners to access extra attention, ensures improved learning styles, improved performance, individualized relationship and participation of Parents as they keep track of the performance of their children (Makworo, 2012). The results of these studies confirm those of the current study.

Raffick (2004) argues that remedial teaching is the outcome of a heavy emphasis on examinations pushing students to seek outside help. The study contends that the force to excel in examinations propels students' and parents' demand for remedial teaching. The study further contends that students are afraid of being overtaken by their peers and this is why remedial teaching peaks during the last year of final national examinations.

He notes that the common reasons given by students for attending private tuition was that their academic performance is not good.

A survey done out in Kisumu County, Kenya by Mboi and Nyambedha (2013), showed that 97.2 % of the pupils like remedial teaching because it helps them improve grades or standards, assists them to pass examinations, and aids them to acquire more knowledge and to complete the syllabus and revise for examinations. The researchers pointed out that teachers in Kenya consider provision of remedial teaching as an intervention approach to address the weaknesses portrayed by candidates before they take the national examinations. The researchers also stated that remedial teaching also helps in syllabus coverage. All these is geared towards improvement of students' performance.

Ngugi (2012) studied the effects of extra tuition on academic performance in Kenya. He observed that this tuition has both positive and negative effects. On the academic performance, he noted that, it has positive effects. Jeruto & Chemwei (2014), further studied the effects of ban on private tuition in primary schools on academic performance of in private primary schools in Rongai, Kenya. Interestingly, most of the respondents in their study were for the view that the private tuition ban effected by the Ministry of Education in year 2012, was insignificant to their

academic performance as revealed in year 2013 Kenya Certificate of Primary Education (KCPE) results. These therefore shows that people have different opinions to the influence of remedial teaching in academic performance.

Hallak. and Poisson (2007) reaffirm the need for remedial teaching and add that students who are given remedial teaching perform better academically and are therefore better placed to be admitted to universities. He also claims that key subject areas such as sciences, maths and languages are a problem to many students and therefore the need for remedial lessons for the students“ improvement. In support of remedial lessons, The Kenya National Union of Teachers Secretary General asserted that remedial tuition is necessary because the 8.4.4 curriculum is too wide to cover within the normal teaching time. The implication here is that remedial lessons play a part in improving a child’s academic achievement.

A detailed study carried out by Foondun (1992), established a strong desire for most parents to have their children selected to higher learning institutions. In the analysis entitled: “Private tuition in Mauritius: the mad race for a place in a five-star secondary school”, Foondun noted that the aim of all parents is to ensure that their children go to a prestigious secondary schools so as to excel in the two external examinations, the Cambridge School Certificate and the Higher School

Certificate. Foondun adds that the two examinations are increasingly being used as the most important criteria for employment not only in public service, but also in the private sectors. For this reason parents enrolled their children for remedial teaching programs. In addition, the good examination results allow students to have access to training and to tertiary institutions or even to compete for one of the many scholarships to foreign universities. Children are therefore under pressure to do very well in the examinations.

Improvement in key subject areas, increased chances of selection to higher learning institutions, prestige among teachers and learners as a result of good academic performance and desire to cover the overloaded curriculum and all lead to provision of remedial lessons in schools. Once remedial lessons have been provided, there is good academic performance in schools. Students are more likely to be selected to higher learning institutions as a result of good performance. The curriculum is covered and there is increased desire to push for regular remedial lessons as the school enjoys the achieved prestige (Aminga, 2013).

According to Ha, Thu and Harpham (2005), private tuition programmes not only increase learner's writing and multiplication scores but also increased children's reading test scores in Vietnam. The findings agree with Dang (2007), private

tuition programmes have positive influence on students' academic performance in both primary and secondary schools in Vietnam.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study findings, conclusions, recommendations of the study and suggestions for further study. The study was to determine the influence of strategic planning on students' performance in Kenya Certificate of secondary education in public secondary schools in Lari Sub-County, Kiambu County.

5.2 Summary of the study

The purpose of the study was to determine the influence of strategic planning on students' performance in Kenya Certificate of secondary education in public secondary schools in Lari Sub-County, Kiambu County.

The objectives of the study were; to determine how teacher motivation influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County. To establish how benchmarking influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County. To examine how syllabus coverage influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu

County. To assess how remedial teaching influences students' performance in KCSE in public school in Lari Sub-County, Kiambu County.

The study adopted descriptive survey design. The study targeted 17 public secondary schools in Lari Sub-County. The target population was 17 principals and 39 head of departments. The research instruments used were questionnaires and interview schedule guide. The raw data was coded into themes concepts and analysed using descriptive statistics. Statistical package for Social Sciences was used for effective analysis. Data was presented in frequency tables. The findings from the frequency tables enabled the researcher to establish the recommendations of the study.

5.3 Summary of the study Findings

The report on the study findings are guided by the study research questions set on how teacher motivation influences students' performance in KCSE in public schools in Lari Sub-County, Kiambu County. The study established that all (100%) of the principals interviewed agreed that teachers in their schools are motivated. Eighty four percent (84%) of the HODs interviewed agreed that teachers in their schools are motivated. Eighty two percent (82%) of the principals agree that teacher motivation influences students' academic performance of KCSE. Majority of HODs Ninety two point three percent (92.3%) agree that teacher motivation influences students' academic performance of KCSE.

From the effect of Benchmarking of forty eight point nine (48.9%) indicated that their schools have benchmarking programs. Among those who agreed 58% had external benchmarking, 7% had internal benchmarking while 35% had both internal and external benchmarking. Ninety six point four percent (96.4%) believes that benchmarking influenced students' performance of KCSE.

The results on the influence of syllabus coverage on students' academic performance of KCSE. All those interviewed indicated that their schools had syllabus coverage targets. Fifty seven point four percent (57.4%) stated that syllabus coverage has great influence on students' performance of KCSE, twenty seven point eight percent (27.8%) stated that it influenced largely while fourteen point eight percent (14.8%) stated that it influenced moderately.

On remedial teaching fifty three point seven percent (53.7%) stated that their schools had remedial teaching programmes. Eighty three percent of those stated that teachers are willing to take part in remedial teaching programmes. Remedial teaching is hypothesized to positively influence students' performance of KCSE. Ninety five percent (95%) of the respondents stated that remedial teaching influenced to students' academic performance of KCSE.

5.4 Conclusions

The following conclusions can be drawn from the study

- i) Teacher motivation is key for good KCSE performance. Schools where teachers showed better performance in KCSE had strategies in place to motivate teachers exhibited better performance. Whereas teacher motivation is important, there are some schools where teachers do not feel well motivated and are not happy with their working conditions.
- ii) Benchmarking programs are good to boost teaching and learning and ultimately students' grades.
- iii) All schools have syllabus coverage targets at departmental level. Syllabus coverage has a positive influence on students KCSE performance.
- iv) If the teacher participating in remedial teaching is compensated and happy with the compensation, student's performance is more likely to go up.

5.5 Recommendations

Due to the findings of this study, the following recommendations were made:

- i) All schools ought to ensure they have good working conditions for teachers including strategies for rewarding and motivating performance, promotion etc.
- ii) Benchmarking programs provide schools with an opportunity to learn from those leading in performance. It is important for every school to have

benchmarking programs within and out of the county to learn on best practices. Benchmarking should not only focus on learning and teaching but also management.

- iii) School management need to identify compensation packages that are yielding results and implement them. Compensation for remedial teaching should not be constant but flexible. Management can come up with innovative ideas to make the teachers comfortable.

5.6 Suggestions for further Research

- i) There is need to conduct further research to establish strategies that work best in motivation of teachers particularly in Lari sub-County.
- ii) There is need to conduct research on remedial teaching in terms of compensation for teachers, establish best practices to advice schools that are struggling with remedial teaching in Lari sub-county.

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APPENDICES

APPENDIX A

A LETTER OF INTRODUCTION

Lydia Mwangi Nyambegera
Department of Educational
Administration and Planning
University of Nairobi
P.O Box 30197-00100

The Principal

..... Secondary School

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student pursuing a Masters degree in Educational Planning. I am conducting research on the “**Influence of strategic planning on students’ performance in Kenya Certificate of Secondary Education in public secondary schools in Lari Sub- County, Kiambu County**” I kindly request for permission to administer some questionnaires to teachers and head of departments. This being research, all the responses will be used for academic purpose only and identity will be treated with utmost confidentiality.

Thank you.

APPENDIX B

SCHEDULE INTERVIEW GUIDE FOR PRINCIPALS

PART 1: BACKGROUND INFORMATION

- 1) How long have you served in the school? _____
- 2) What is your highest academic qualification? _____

PART 2

A) TEACHER MOTIVATION

- 1) Are the teachers in your school motivated? _____
- 2) What are some of the ways the administration uses to motivate teachers? Name at least four _____
- 3) How does teacher motivation influence students' academic performance in KCSE in your school?

B) BENCHMARKING

- 1) Does your school have a benchmarking program? _____
- 2) How is it organised? _____
- 3) How often does it take place? _____
- 4) In which academic areas does your school participate in the benchmarking program? _____

- 5) Which schools do you have the program with and for how long? _____
- 6) How has benchmarking influenced students' academic performance in KCSE in the last four years? _____

C) SYLLABUS COVERAGE

- 1) Does every department have a syllabus coverage target at the subject level? _____
- 2) By what ways does your school ensure timely syllabus coverage? _____
- 3) How has syllabus coverage influenced students' academic performance in KCSE in the last four years? _____

D) REMEDIAL TEACHING

- 1) Does your school have a remedial program? _____
- 2) Are the teachers willing to take part in the remedial program? _____
- 3) Are the teachers paid after conducting remedial program? _____
- 4) Are the teachers satisfied with the tokens they receive? _____
- 5) To what extent has remedial teaching influenced academic performance in KCSE? _____
- 6) Among the four strategies examined above which one has more influence on academic performance in KCSE? _____

APPENDIX C

QUESTIONNAIRE FOR HEAD OF DEPARTMENTS

This questionnaire seeks to gather information to be used in a study on the **Influence of strategic planning on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Lari Sub-County, Kiambu County.**

You are kindly requested to fill in the questionnaire by ticking (✓) against your option and filling in the blank spaces for those questions requiring your answers.

Your response will be used for this study only. To ensure complete confidentiality, please do not write your name or that of your school anywhere in the questionnaire.

Section A: Background Information

1. What is your gender? Male () Female ()
2. What are your academic qualifications? Diploma () Degree ()
Masters() Degree () PhD()
3. For how long have you been in this school as a teacher? Below 1year()
)Between1-2 years ()Between 3-4 years() 5 years and above ()

Section B: Teacher motivation and students' academic performance

Indicate the level of agreement and disagreement concerning the statement provided below by ticking (✓) (SA) Strongly agree (A) Agree(A) Undecided (UD) Strongly disagree(SD) Disagree(D)

Factors	SA	A	UD	SD	D
i) My school has good working conditions for teachers.					
ii) Teachers in my school are motivated.					
iii) Teacher motivation influences students' performance in KCSE examination.					

Section C: Benchmarking and students' academic performance

1. Does your school have benchmarking programs? _____
2. If yes, how is it organized? Internally () Externally () Both ()
3. How often is benchmarking done? _____
4. How has benchmarking influenced students' academic performance? Very Great extent () Great extent () Moderate extent ()
A little extent () No extent at all ()

5. By what mean margin has students' performance improved since the start of a benchmarking program _____

Section D: Syllabus coverage and students' academic performance

1. Does every department have syllabus coverage targets at subject level every year? Yes () No ()

2. In your opinion to what extent does syllabus coverage influence students' performance in KCSE examination? Very Great extent () Great extent () Moderate extent () A little extent () No extent at all ()

Section E: Remedial teaching and students' academic performance

1. Does your school have a remedial teaching program? Yes () No ()

2. Are teachers willing to take part in remedial teaching? Yes () No ()

3. Do teachers get paid after conducting remedial teaching?

Yes () No ()

4. Are the teachers satisfied with the tokens they receive after conduction remedial teaching?

Yes () No ()

5. How has remedial teaching influenced students' academic performance?

Very Great extent () Great extent () Moderate extent () A little extent ()

No extent at all ()

THANK YOU



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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/18/59800/26400**

Date: **27th November, 2018**

Lydia Mwangi Nyambegera
University of Nairobi
Po Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of strategic planning on the performance in Kenya Certificate of Secondary Education in public schools in Lari Sub-County, Kiambu County.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **26th November, 2019.**

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

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


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

Copy to:

The County Commissioner
Kiambu County

The County Director of Education
Kiambu County

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
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REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH LICENSE

Serial No.A 22020

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. LYDIA MWANGO NYAMBEGERA
of UNIVERSITY OF NAIROBI, 6933-300
Nairobi, has been permitted to conduct
research in Kiambu County

Permit No : NACOSTI/P/18/59800/26400
Date of Issue : 27th November, 2018
Fee Received :Ksh 1000

on the topic: INFLUENCE OF STRATEGIC PLANNING ON THE PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SCHOOLS IN LARI SUB-COUNTY, KIAMBU COUNTY.

for the period ending:
26th November, 2019



Lydia
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation