

**INFLUENCE OF STRATEGIC PLANNING ON QUALITY
OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN
KIGUMO SUB-COUNTY, MURANG'A, KENYA.**

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A Research Project Submitted in Partial Fulfilment of the Requirements for the
Award of the Degree of Master of Education in Educational Planning
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DECLARATION

This research project is my own original work and has not been submitted for award of a degree in any other university.



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DEDICATION

I dedicate this project to my loving husband Kiringa and my lovely daughter Annalee for their immense support of my pursuit for knowledge. I cannot thank you enough for endlessly inspiring me to achieve my dreams.

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I am grateful to the Almighty God for enabling me to complete this course. His grace has sustained me throughout the study.

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ABBREVIATIONS

| | |
|-----------|---|
| BOM | Board of Management |
| CEMASTEAF | Centre of Mathematics and Science Technology Education in Africa |
| EGMA | Early Grade Mathematics Assessment |
| FDSE | Free Day Secondary Education |
| FPE | Free Primary Education |
| GST | General Systems Theory |
| KCSE | Kenya Certificate of Secondary Education |
| KEMI | Kenya Education Management Institute |
| KESI | Kenya Education Staff Institute |
| KICD | Kenya Institute of Curriculum Development |
| KISE | Kenya Institute of Special Education |
| MoE | Ministry of Education |
| NACOSTI | National Commission for Science, Technology and Innovation |
| NASMLA | National Assessment System for Monitoring Learning Achievement |
| NESSP | National Education Sector Strategic Plan |
| PISA | Programme for International Student Assessment |
| SACMEQ | Southern and Eastern Africa Consortium for Monitoring Educational quality |
| SCDE | Sub-County Director of Education |
| SMASSE | Strengthening Mathematics and Sciences in Secondary Education |

| | |
|------|---|
| TLR | Teaching and Learning Resources |
| TPAD | Teacher Performance Appraisal and Development |
| TSC | Teachers Service Commission |

ABSTRACT

The purpose of the study was to investigate the influence of strategic planning on quality of education in public secondary schools in Kigumo Sub-County, Murang'a Kenya. The main strategic practices looked at in this study were; academic target setting, syllabus coverage, levels of adequacy of teaching and learning resources, teacher professional development and time management. The study sought to answer the following questions; how does academic target setting strategy influence the quality of education in public secondary schools? How does syllabus coverage strategy influence the quality of education in public secondary schools? How do levels of adequacy of the teaching and learning resources influence the quality of education in public secondary schools? What is the influence of professional development strategy on the quality of education in public secondary schools? How does time management strategy influence the quality of education in public secondary schools? This study was anchored on the General System Theory (GST) as proposed by (Bertalanffy, 1972). The study used a descriptive survey design that targeted 39 schools with a target population of 671 comprising of 39 principals, 39 BOM chairpersons and 593 teachers. Simple random sampling and proportionate stratified sampling techniques were used in this study. Content analysis was used to analyse qualitative data. The researcher analysed data with the help of statistical package for social sciences (SPSS). Descriptive statistics was used to analyse quantitative data which was then presented in tables, percentages, charts and bar graphs in relation to each research question. Inferential analysis was conducted and chi-square tests was employed and established that target setting influenced quality of education by X^2 , (4, N=146), $P=.05$, this finding implied that there exists a statistically significant relationship between target setting and quality of education in public secondary schools in Kigumo Sub-County. It established that syllabus coverage influenced quality of education by X^2 , (4, N=145), $P=.05$. This finding implied that there exists a statistically significant relationship between syllabus coverage and quality of education. It was established that TLR influenced quality of education by X^2 , (2, N=129), $P=.48$. This finding established that there exists no statistically significant relationship between TLR and quality of education in public secondary schools in Kigumo Sub-County. Teacher professional development influenced quality of education by X^2 , (2, N=144), $P=.05$. Time management influenced quality of education by X^2 , (1, N=145), $P=.16$, this finding established that there exists no statistically significant relationship between time management and quality of education in public secondary schools in Kigumo Sub-County. The study recommended that students should not set targets alone but with the help of teachers. Regular assessments are necessary to ensure they are on track towards attaining their set goals. The MoE should ensure that schools are assessed regularly to check syllabus coverage and TSC should recruit more teachers to curb teacher shortage and reduce the high BOM teacher turnover. suggestions for further studies; there is need for a study be conducted in the same county in private schools for comparison of the findings on influence of strategic planning on quality of education.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

While strategic planning dates back to the Second World War where it was used by the military as a weapon to secure favourable tactics to win the war as well as deploy resources (Broadberry & Harrison 2018; Floyd & Wooldridge, 2017), its modern practice was seen in the early 20th century by business organizations (Albon, Iqbal, & Pearson, 2016). Until in the 1980s, strategic planning was only used by the private sector due to the notion that the public sector did not require competition (Candy & Gordon, 2011). However, the need for efficiency and accountability in using public resources and running the public sector called for the use of strategic planning. In 1993, a house bill requiring all state agencies to submit a strategic plan yearly was passed by legislators in Texas, USA (Mumford, Giorgini, & Steele, 2015). This resulted in the performance and result Act of 1993 that required federal agencies to draw strategic plans showing their mission statement, outcome based goals, objectives and how to achieve them, necessary resources and evaluation schedules for the programs (Albers, Wohlgezogen, & Zajac, 2016). Strategic planning became very popular in the U.S where it was used as a re-form agent in education.

The present educational environment is complex and dynamic. The school environment is rapidly changing and this brings along issues for example, high enrollment leading to inadequate resources, competitiveness, and need for accountability. Technology and innovation in this knowledge-based economy is

predominant. Any country's economic, social and political growth and sustainability is dependent on the quality of education it offers to its citizens. Strategic planning is therefore, inevitable in education so as to plan for quality education(Ngetich, 2019). Since schools are expected to provide quality education to learners, they should position themselves tactically in order to be able to utilise all the opportunities and strengths at their disposal, minimize on weaknesses and plan on how to counter threats.According to Bryson (2018) strategic planning helps institutions to critically think about the future. Schlebusch and Mokhatle (2016) posit that strategic planning is meant to ensure that schools are able to address the numerous challenges in the dynamic educational environment.

UNESCO (2010) reveals that most governments have developed policies which require schools to undertake strategic planning focused on setting strategies to determine resource priorities and sustainable development. Strategic planning enhances coherent between planning and implementation by providing a road map on where an institution wants to go and the route to get there by ensuring priorities are established and that all stakeholders are brought on board (Albon et al., 2016). According to a study on the "impact of strategic planning on student accomplishment in rural public schools in New York State," the districts where the study was conducted had goals developed during the strategic planning process that complemented the districts' vision, mission, and fundamental beliefs (Miskell, 2020). Research on strategic planning in the United States at Rhode Island school districts, Canole (1999), as reported by Kipkemboi, Kindiki, Sang, Rotich, and Kipruto (2015), it was found that

strategic planning was helpful in transforming how individuals worked. In South Africa, the South African Schools Act - (Act No. 84 of 1996) gives the school principals the role of academic leadership where they are expected to formulate strategic plans for schools to cope with their changing environment. A study carried out in Nigeria on strategic planning in the education sector revealed that lack of strategic planning threatened educational development (Ebiziem, Ebere, & Izim, 2021).

According to UNESCO (2010), non-stable economies, technological development, the push for "Education for All," and other factors undermined the stability of educational institutions in emerging nations. Free primary education (FPE) and free day secondary education (FDSE) were introduced in Kenya in 2003 and 2008, respectively. This resulted in an increase in enrollment and larger classrooms. According to Okong'o, Ngao, Rop, and Nyongesa (2015), this may lead to teachers employing teacher-centered strategies to manage the large class size, which may make pupils inactive in the classroom. In order to support the provision of high-quality education, this increased enrollment called for the use of strategic planning to solve the problems of service delivery and inadequate resources. All secondary schools were required to create their own strategic plans by the government through the ministry of education's MoE/PLAN POLICY/NO.12/04/2003 circular on strategic planning in 2003.

The Kenyan government released the 2008-2012 blue print strategic plan, whose vision and mission focused on enhancing educational quality, through

the ministry of education in that year (MoE key arrangement 2008-2009). An effective strategic plan not only outlines the direction an organization is taking and the actions that must be taken in order to go forward, but it also includes metrics for measuring the plan's performance. This is crucial for raising educational standards, which are a necessary instrument for any nation's sustained development (SDG, 2015).

A study done by Priyambodo and Hasanah (2021) on 'Strategic planning in increasing quality of education in Indonesia' posit that one of the active ways to improve quality of education in schools is through strategic planning. The study revealed that strategic planning entails making a workplan based on an institution's goals, vision and mission. According to the Ministry of Education Youth and Sport, Kingdom of Cambodia (2014), Cambodia education strategic plan of 2014-2018, Education policy 2 aims at enhancing the quality and relevance of education. Saitoti (2003) as cited by Mwangi (2017) posited that quality of education is determined by content of educational modules, favourable learning institutions, physical structures, learning outcomes and favourable education materials. According to the Report on the Quality of School Education European Commission (2000), indicators of quality education include attainment as evidenced in grades in specific subjects, success and transition shown by dropout and completion rates, and resources for instance education and training of teachers.

This research project focused on outcome-output indicators which include; competencies, literacy and academic achievement. These indicators bring about

the research independent variables which include strategic planning practices on- levels of adequacy of teaching and learning resources (TRL), academic goal setting which entails target grades and syllabus coverage, teacher professional development and time management.

While countries may have come up with various frameworks of providing quality education, the quality of education in most countries and especially the developing ones is wanting. World Bank (2019) estimated 37 million children in Africa learnt so little in school that they were no better than those who didn't attend school. This report revealed that learning poverty will not be eliminated by 2030. This necessitates a revamp in the education sector in the continent to ensure it is in line with the vision 2030. According to a report by UNICEF and the African Union Commission on 'Transforming Education in Africa', calculations based on data from UNESCO Institute for Statistics reveal that Africa has a huge shortage of teachers which impedes achievement of universal primary and secondary education by 2030. Sustainable Development Goals (SDG) target 4.c aims at increasing the number of qualified teachers in schools by 2030. Miskell (2020) Mwangi (2017); Kinya (2017) reveal that strategic planning influences Kenya certificate of secondary education (KCSE) results positively. Tuwei (2013) as cited by Muse, Ndirangu and Imonje (2018) revealed that students' motivation, level of training of teachers, availability of instructional materials and physical facilities, failure to cover syllabus on time and level of staffing are among the factors that contribute to poor K.C.S.E performance.

Kenya Education Sector Analysis report of 2018 revealed issues related to teacher professional development which include inadequate institutionalized school-based teacher development and classroom-based teacher support as well as inadequate mastery of content. Proper strategic planning and implementation should be done to address issues facing teacher professional development. Monitoring learning achievement (MLA) assessment conducted in 2015 for form two (2) in Kenya revealed that majority of the students had not mastered specific literacy concepts and also had numeracy gaps (NESSP, 2018-2022). The Kenyan government through initiatives such as FDSE and FPE attempts to provide quality education to every child (Government of Kenya, 2013). However, a balance between access to education and quality should be greatly emphasized.

Strategic planning discussed here was for public secondary schools in Kigumo Sub-County, Murang'a, in Kenya. Secondary education has been experiencing changes, among them increased enrolment especially with the current 100% transition, increased competitiveness and need for accountability. Schools have made improvements in a bid to improve the quality of secondary education since; principals have adopted strategic planning as opposed to using development plans since the latter are long term, involvement of Board of management (BOM) in strategic planning is a plus since all stakeholders should be involved in planning, majority no longer employ untrained teachers. Although various efforts have been made in an attempt to improve the quality of education in Kigumo, most schools have continued to perform poorly. Schools have continued to register varied levels of improvement. Despite it

being a ministerial requirement that all schools develop strategic plans, schools have continued to register low level of learning achievement even nationally as shown in the chart below. Owing to these gaps and the scanty literature on the influence of strategic planning on quality of education, this study sought to establish the influence of strategic planning on quality of education in public secondary schools in Kigumo sub-county, Murang'a, Kenya.

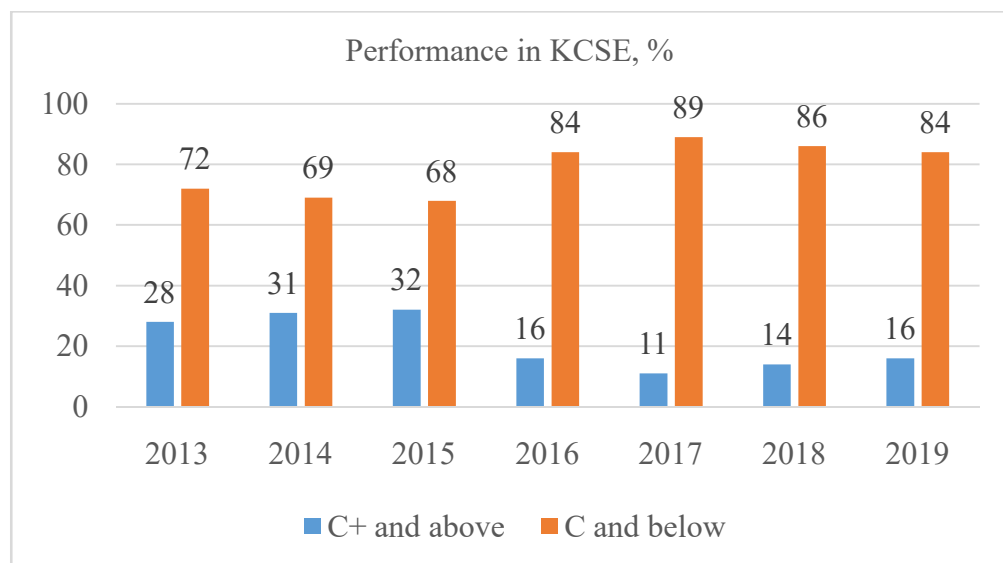


Figure1. 1: Trends in KCSE performance. Source: KNEC

1.2.Statement of the problem

Assessment of students through national exams had shown low learning achievement. For the period 2015-2019, the number of students who attained a mean grade of C+ and above in K.C.S.E had been decreasing. Most students could not join the university considering that C+ was the minimum entry grade to the university (NESSP 2018-2022). Kigumo sub-county in Murang'a, Kenya was not an exemption to this and there had been a public outcry on the quality of education among the various schools in the region. Some schools failed to

send even a single student to the university. Information from the sub-county director of education (SCDE) office confirmed that poor performance had seen a school in Kigumo almost face closure due to low enrollment over the years. In 2018, this school had no student in form two. Despite some schools being in existent for over 8 years, those that have continually performed poorly have continued to attract a small population of students while those that seemingly perform better have continued to witness huge enrolment each year. Most educational stakeholders attribute poor academic performance to low quality education and this had seen students shy away from enrolling in such schools. With the current 100% transition to secondary school, high student enrolment is expected year-in year-out.

The government should not stop at providing access, it should also work towards ensuring completion with desirable outcomes. Strategic planning therefore becomes inevitable in order to plan for expansion and use of facilities as well as give attention to learners' achievement. Although some schools are seen to do well in KCSE, others have continued to underperform thereby putting the quality of education on question. This study was therefore, designed to determine the influence of strategic planning on quality of education in public secondary schools in Kigumo sub-county, Murang'a, Kenya.

1.3.Purpose of the study

This study sought to determine how strategic planning affected the educational standards at public secondary schools in Murang'a's Kigumo sub-county.

1.4. Research objectives

The objectives of this study were:

- i. To determine the influence of academic target setting strategy on quality of education in public secondary schools.
- ii. To determine how syllabus coverage strategy influences quality of education in public secondary schools.
- iii. To establish the influence of the levels of adequacy of teaching and learning resources on quality of education in public secondary schools in Kigumo Sub-County, Murang'a, Kenya.
- iv. To establish the influence of teacher professional development strategy on the quality of education in public secondary schools.
- v. To establish the influence of time management strategy on the quality of education in public secondary schools.

1.5. Research questions

The study answered the following questions:

- i. How does academic target setting strategy influence the quality of education in public secondary schools?
- ii. How does syllabus coverage strategy influence the quality of education in public secondary schools?
- iii. How do levels of adequacy of the teaching and learning resources influence the quality of education in public secondary schools?
- iv. What is the influence of professional development strategy on the quality of education in public secondary schools?

- v. How does time management strategy influence the quality of education in public secondary schools?

1.6. Significance of the study

The findings of this study can be used by the schools in formulating strategic plans that will help improve the quality of education. Principals and educational planners will benefit from the findings of this study in improving their strategies for planning for quality secondary education as well as evaluate their strategic planning practices by checking whether they meet their targets and objectives, whether they act as a road map for the school, whether their plans are flexible to respond to unforeseen changes, whether they are proactive in addressing problems and whether they involve all stakeholders in setting their plans. Since this study looks at quality education in relation to teaching and learning resources (TLR), academic target setting, teacher professional development, time management and syllabus coverage, the findings of this study will support the need for the government to increase its financing of secondary education to provide more resources as well as support in-service training of teachers to ensure there is a continuous professional development.

Curriculum developers will benefit from the study findings in determining how time is managed in schools to ensure completion of the syllabus. The study could also help teachers and school principals by providing more information on professional development which will help them improve their teaching methodologies and management skills respectively. Educational researchers

will also benefit from this study by conducting further research on the findings of the study and fill-in the gaps that the study will point out.

1.7.Limitations of the study

This study intends to use qualitative techniques which involves interviewing respondents. Mugenda and Mugenda (2003) points out that qualitative researches ensure plausible findings when conducted in the scope of naturalistic inquiry. Such inquiries are expected to be time consuming. The researcher used drop and collect technique for the questionnaires which helped to save time. Validity and reliability of instruments widely depended on the skills and competence of the researcher. Triangulation method helped increase validity of the research findings. Since BOM chairpersons do not have offices in the schools, it was hard to access them physically and therefore the researcher conducted telephone –interviews to collect data from them. This also helped to save time.

1.8.Delimitation of the study

This study mainly focused on academic performance as an element of quality education.It covered public secondary schools in Kigumo Sub-County, Murang'a County. Private schools were not included in this study. The study respondents included principals, BOM chairpersons and teachers of the sampled public secondary schools in Kigumo Sub-County who were selected using simple random sampling.

1.9.Assumptions of the study

The basic assumptions of the study were as follows:

- i. The respondents would willingly participate in the study and give honest opinions.
- ii. The resources available in secondary schools influenced the quality of education.
- iii. Strategic planning influenced the quality of education provided in secondary schools.

1.10. Definition of Significant Terms

Academic goal: targets set by a school, class or by individual students. In this context, targets on syllabus coverage and grades in various subjects which range from A, B, C, D and E as schools work towards eliminating Ds and Es.

Implementation: the process involved in translating strategic plans developed by secondary school principals on; teacher professional development, syllabus coverage, target grades, TLR and time management into actions.

Quality education: secondary education that is resource efficient and responsive to the needs of the dynamic world by preparing students for life.

Strategic planning: a management tool used by principals in decision making, and to ensure that learners and teachers are working towards the same goal.

Teacher Professional development: learning to earn more skills in teaching for instance, through in-service training.

Timely syllabus coverage: covering the syllabus early to allow students time for revision-in this context, covering at least 85% of the syllabus at the end of term two for the final year class to afford them ample time to revise for KCSE.

1.11. Organization of the study

This study was organized into five chapters. Chapter one is introduction which comprises of background of the study, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions and definition of terms. The second chapter comprises of literature review which includes; introduction, the concept of strategic planning and quality of education, academic goal setting strategy and quality of education, academic target grades and syllabus coverage, teaching and learning resources and quality of education, teacher professional development strategy, time management strategy, summary of the literature review, theoretical framework and conceptual framework. The third chapter is research methodology which comprises of introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, reliability of the instruments, procedures for data collection, data analysis techniques, and ethical considerations. Chapter four focuses on data analysis and findings while chapter five entail summary of the findings, discussion, conclusion and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to quality education using the following sub-topics; the concept of strategic planning and quality of education, academic goal setting strategy-target grades and timeliness in syllabus coverage, adequacy of teaching and learning resources, teacher professional development strategy, time management strategy, summary of literature review, theoretical framework and conceptual framework.

2.2. The concept of strategic planning and quality education

Strategic planning is an administrative tool that helps institutions to enhance their operations by ensuring that their stakeholders are working towards achieving the same objectives (International Institute for Educational planning, 2015). It enhances analytical and critical thinking about the future of an organization(Schlebusch and Mokhatle, 2016) ; (Bryson, 2018) ; (Miskell, 2020).

State of Victoria, (2010) reveals how Australia has a guideline of what is to be included in strategic plans by schools. This, according to Mwangi (2017) guarantees that the school strategic direction for the next four years is distinguished and communicated through objectives, targets and key change procedures. Tubaundule, (2016) revealed that failure in planning and

communication processes and poor evaluation of programs were the main problems facing educational planning in Namibia. Makori (2018) posits that in Kenya, managerial behaviour, decision making, philosophy, resource allocation and influence of reward management on the implementation of strategic plans affect their implementation in secondary schools. Nyagah (2015); Anyieni and Areri (2016) concur by citing poor leadership, lack of training and inadequate resources as some of the contributors to poor formulation and implementation of strategic planning in public schools.

According to the U.S. Department of Education (2018), one of their strategic objectives is to increase high quality educational options and to provide learners with equal access to high quality educational opportunities in order to improve learning outcomes. In Kenya, NESP 2013 – 2018 puts emphasis on quality of education so as to address the challenges arising from increased enrollment in schools resulting from initiatives such as FDSE in 2008 without proportionate expansion of supportive resources (Ministry of Education Science and Technology, 2015). NESP asserts that the main challenge facing the education sector in general is having a weak balance between quantity of education and its quality. Provision of quality education and training is key for socio-economic development. It is vital not just to prepare the young people for work but also to ensure countries get quality human resource (UNESCO, 2015).

2.3 Academic goal setting strategy and quality of education

Target setting helps individuals or institutions to keep track of their journey towards attaining their set objectives. According to Leithwood and Sun (2018), when goal setting practices are well implemented, they have a significant positive influence on student outcomes and school cultures. Leidnar and Myslinki (2014) as cited by Asiago (2018) reveals that American states have set targets on minimum grades for public schools and ensure children have access to education through initiatives such as state funded digital programme, subsidized or free lunch and scholarships. Chase (2019) emphasizes on students setting their own goals so that they can improve their performance. In the United States, personalized learning that is majorly student-centered is greatly embraced. In this context, the teacher acts as the guide (Bray & McClaskey, 2015). In Canada, goal setting is not limited to the students. Teachers also set goals aimed at reflecting on their professional practice so as to improve (Sinay, Ryan, & Walter, 2016). A study done in Kenya by Ong'uti, Aloka and Nyakinda (2019) revealed a strong positive correlation between goal setting and achievement. This study will seek to establish how academic target setting strategy influence quality of education.

2.4. Timeliness in syllabus coverage and quality of education

Completing the syllabus on time affords students ample time for revision in preparation for exams. Pritchett and Beatty (2015) reveal a positive relationship between the overloaded curriculum and poor learning outcomes in India and assert that curriculum pace is faster than the students' ability to learn. A study done in Ethiopia revealed that poor syllabus coverage was contributed to by

among others, teacher turnover which resulted from low motivation and poor salaries, (Gemada, Fekede, & Tynjala, 2015). Wanzala (2016) assert that it is good to address issues that lead to teacher turnover. Mulwa and Mbaluka (2016) posit that timely syllabus coverage enables learners to perform well in exams. Wekesa, Simatwa, and Okwach, (2016) concur that poor performance may result when learners are examined on content not well covered due to failure to fully cover the syllabus. Milligan (2017) explored implementation of secondary education curriculum in Western Kenya and found that teachers rushed through the syllabus resulting in rote learning.

Timely syllabus coverage in this context means completing the syllabus at least one month to the final exams for form four. To achieve timely coverage of the syllabus, schools should have enough teachers who according to NESSP (2018-2022) are an important resource who stand out in reaching high school standards. To ensure education is relevant and of quality, the education standards must be maintained. Schools should therefore lay proper strategies to ensure they complete the syllabus on time so as to improve performance. This study will focus on establishing how syllabus coverage strategies influence the quality of education.

2.5 Adequacy of teaching and learning resources and quality of education

UNESCO (2015) links availability of resources to the success of teaching and learning. It asserts that poorly performing schools should be supported with resources in order to improve students' competence so as to prepare them for national assessment. Textbooks and other teaching and learning materials play

a key role in enhancing quality of education and improving performance of students. Most countries have adopted reforms and programs that help tackle the issue of instructional resources and especially text books. In Asia, good textbook policy is emphasized upon since it supports high quality of education (Smart & Jagannathan, 2018). A study done in Yakurr local government, Cross river state by Effiong, Ekpo, and Igiri (2015) revealed that instructional materials play a major role in enhancing memory level of students.

Wanzala (2016); Wambua, Idoshi, Okwach, and Amukow (2019) reveals shortage of instructional materials in secondary schools despite initiatives like FDSE. Njagi (2018) depict that newly established schools in Mathira constituency lacked necessary infrastructure for provision of quality education and most of them were understaffed. A study on effects of T/L resources on students' achievements in Hamisi sub county schools revealed a drop in learner achievement due to factors related to TRL (Livumbaze & Achoka, 2017). NESSP (2018-2022) assert that teachers are the most important inputs affecting learning in schools. According to guide to indicators for SDG 4-quality education, 2017, low student: teacher ratio means small classes where individual learners are afforded more time thus improving the quality of education. This study therefore, aims to establish how strategic planning on teaching and learning materials influence the quality of education in public secondary schools in Kigumo.

2.6 Teacher professional development strategy and quality of education

Professional development is a continuous journey of an individual's work identity and the wider picture of their definitive career goal which entails their years of education, training and years of work (Knuppel, 2015). It is critical in ensuring that schools and the larger education system have more capable employees. Teachers are a critical resource in the education system of any given country (UNESCO 2015).

UNESCO (2014) reveals that teachers in most countries lack necessary skills to teach and mostly do not benefit from continuous professional development. Professional development is adopted in most countries in the world. The state of Victoria Strategic Plan (2019-2023) depicts that teacher in more than 800 government schools are being supported to improve their efficacy in teaching and learning through the Victorian learning communities. Stoimenova and Trpceska (2015) reveals how in Macedonia, teachers adopt training programs for purposes of professional development and how this is supposed to happen without disrupting students' learning time. Raman and Thannimalai (2018) depicts that professional development emphasizing ICT must be carried out for principals so that they can become technology leaders and motivate teachers to integrate ICT in the classroom.

World Bank (2019) revealed worrying numbers of teachers trained in secondary education. In Nigeria, only 15% of teachers were trained while in Namibia, only 20% were trained. Sayed (2018) in his report, 'continuing professional teacher development in sub-Saharan' reveals the role of professional

development for teachers in improving the quality of education provided to learners throughout the continent. A study done on ‘influence of teacher professional development on performance in K.C.S.E in public secondary schools in Nyandarua County’ established that there exists a positive correlation between teachers’ professional development and academic achievement (Watene, Choge, & Kodak, 2020).

In Kenya, there are institutions and agencies tasked with teachers’ continuous professional development as outlined in Sessional Paper No.1 of 2005. TSC facilitates teacher’s professional development by availing in-service training for primary and secondary school teachers. TSC has developed and rolled out a policy framework on Teacher Professional Development (Teachers Service Commission, 2019). Kenya institute of Curriculum Development (KICD) which was established under an Act of parliament-Act No. 4 of 2013 of the laws of Kenya, plays a major role in training of teachers on the curriculum and enriching teaching methodologies. Kenya education management institute (KEMI) formerly known as Kenya education staff institute (KESI), established under Legal notice No. 19 in 1981, avails training for teachers and school administrators. Centre of mathematics and science technology education in Africa (CEMASTEA) is recognized as a fully-fledged institution that avails in-service training for mathematics, science and technology teachers. It helps teachers to upgrade their pedagogical skills by keeping abreast with the technological advancement and the emerging trends in education (CEMASTEA Strategic Plan 2020-2024). Strengthening Mathematics and Sciences in Secondary Education (SMASSE) programme aims at realizing a quality

secondary mathematics and science education by enhancing teachers' capacity to teach. Kenya Institute of Special Education (KISE) which was established in 1986 provides training for teachers and other personnel involved in the field of special needs for purposes of inclusive education.

However, Education Sector Report (2018) reveals teacher professional development issues. There is inadequate institutionalized school-based teacher development and classroom-based teacher support and research. Early Grade Mathematics Assessment (EGMA), National Assessment System for Monitoring Learner Achievement (NASMLA) and Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) assessments have found teachers mastery of content wanting. Teacher professional development is a critical element in a teacher career progression and immensely contributes to teacher motivation (NESSP 2018-2022). This study seeks to establish how strategic planning on teacher professional development influence the quality of secondary education.

2.7 Time management strategy and quality of education

Time is a key resource in any institution and just like other resources, require planning for proper allocation and utilization. Covey using the four (4) quadrants time management matrix outlines how time should be utilised classifying tasks according to their importance and urgency, that is; important and urgent; important and not urgent; not important and urgent; not important and not urgent (Covey, 2009)

| | | | |
|-----|-------------------------|----|-----------------------------|
| imp | 1. Important and urgent | 21 | 2. Important and not urgent |
|-----|-------------------------|----|-----------------------------|

| | | |
|--|-----------------------------|---------------------------------|
| | 3. Not important and urgent | 4. Not important and not urgent |
| | Urgency | |

Table 2. 1: Time management matrix

A study carried out in senior schools of Sahiwa district of Punjab revealed a positive correlation between teachers' time management and their class performance (Khan, Farooqi, Khalil, & Faisal, 2016). A study done in Ekiti State Nigeria, revealed a strong relationship between students' academic performance and how teachers manage time (Kayode & Ayodele, 2015). An analysis of time management strategies for instruction in public secondary schools in Elgeyo Marakwet, Kenya, revealed that proper time management enhanced good learner instruction which is consequently evidenced by good grades (Kipkoech, 2017). TPAD and Performance contracting were implemented in secondary schools to improve teacher-learner contact hours and accountability (Teachers Service Commission, 2019). It requires teachers to prepare schemes of work and lesson plans which aid in time management during the lesson and throughout the term. According to Mulwa and Mbaluka (2016) quality teaching time by teachers improves performance. Heads of schools can make use of appraisals to assess whether time is managed properly. Principals should therefore be good time managers (Atieno, 2018).

2.8. Summary of literature review

Literature review has looked at studies by other scholars in as far as strategic planning and quality of education are concerned. Not much has been done to establish the influence of strategic planning on quality of education in public secondary schools in Kigumo sub-county. Mwangi (2017); Kinya (2017) concur

that strategic planning influence K.C.S.E results positively. Nyagah (2015); Anyieni and Areri (2016) reveal challenges in formulation and implementation of strategic planning citing poor leadership, lack of training and inadequate resources. However, these studies focus on a general concept of strategic planning without specifying on the kind of strategies that can be implemented to improve quality of education.

Njagi (2018); Livumbaze and Achokami (2017); Wanzala (2016) agree that inadequate teaching and learning resources lower learner achievement. Raman and Thannimalai (2018) emphasize on professional development for teachers and principals especially on ICT. Ong'uti, Aloka, and Nyakinda, (2019) concur that there is a positive correlation between goal setting and achievement. However, these studies do not bring out in depth how professional development, goal setting and teaching and learning resources can be enhanced so as to improve quality of education. Since strategic plans are developed at the school level whose environments are different, some variations are expected. Based on the research target population, design and methodology, further research on influence of strategic planning in secondary schools may be induced. These study gaps form the basis for this research in order to investigate the influence of strategic planning on quality of education in public secondary schools in Kigumo sub-county, Murang'a.

2.9. Theoretical framework

This study was anchored on the General System Theory (GST) as proposed by (Bertalanffy, 1972). He was a biologist who saw organizations as organisms

that have many parts working together for a common goal. This theory postulates that systems comprise of components which work together in open interactions with their environments in order to attain a common goal.

Schools are complex and dynamic. According to this theory, they are viewed as organisms or systems comprising of various components that are interrelated, working towards attaining the set goals and objectives which in this context is quality of education. According to Arnold and Wade (2015) a system is a combination of interacting elements that form one whole. Bozkus (2014) as cited in (Mwageka, 2020) agree that schools are systems with many components that work as a collective entity. The principals, BOM members, teachers, students, parents among other educational stakeholders form an integral part of the education system as a whole.

General systems theory has been used in educational research when looking at the interdependence, relationships and interactions of an education system or institution. A study done on ‘effects of strategic plan implementation on internal efficiency in public secondary schools in Kisumu and Uasin Gishu counties’ was anchored on the tenets of this theory(Onyango, 2021).A study on ‘assessment of factors influencing performance in primary school science in Kisumu’ was based on GST to emphasize on interactions among various elements of the education system (Ochieng, 2016).In this study, the theory emphasizes on the role played by principals in formulating strategies on academic target grade setting, syllabus coverage, adequacy of available teaching and learning resources, teacher professional development and time

management in order to attain quality education. It assumes that the Principals, BOM chairpersons, teachers and students' input in formulating and implementing these strategies will largely determine their success since they are all interrelated. The researcher uses this theory to establish how implementing these strategies can influence the quality of education.

2.10. Conceptual framework

Figure 2.1 presents the interplay between the independent variable and the dependent variable of the study. It shows the relationship between strategic planning (independent variable) and quality of education (dependent variable).

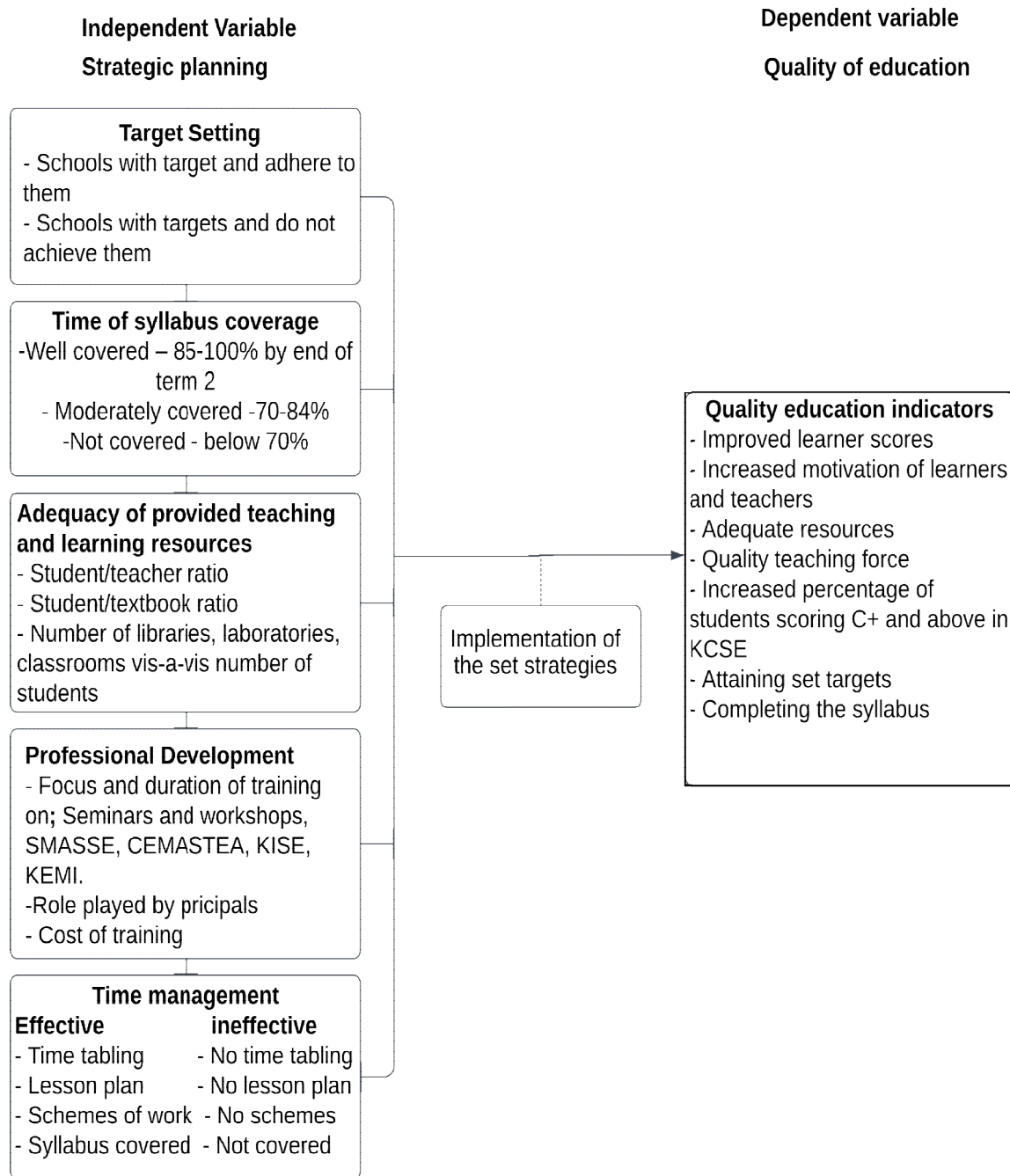


Figure 2. 1A conceptual framework showing linkages of study variables

The conceptual framework is based on the influence of strategic planning on quality of education. Strategic planning practices which include; academic target setting, syllabus coverage, adequacy levels of TLR, continuous

professional development and time management form the independent variables in this study.

Timely syllabus coverage would result in students having ample time for revision thereby resulting in improved learner scores. Having adequate TLR such as teachers, textbooks, classrooms, laboratories and libraries would result in high learner achievement. Enhancing continuous teacher professional development would result in improved motivation of teachers as well as having a quality teaching force where teachers have the necessary skills by keeping abreast with the trends in teaching pedagogy and methodology thereby improving the quality of education. Effective time management would ensure completion of the syllabus, attainment of set targets, improved learning achievement thus improving the quality of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the methodology under the following subheadings: research design, target population, sample size and sampling procedures, research instruments, pilot study, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2. Research design

The researcher was interested in getting facts on the influence of strategic planning on quality of education and therefore, employed a descriptive survey research design since it is appropriate for social enquiries that require detailed data (Wangila, 2015). This study mostly required primary data that is quantitative and qualitative since it is specific and structured.

3.3. Target population

The population under consideration in this study consisted of the public secondary schools in Kigumo Sub-County, Murang'a which according to information obtained from the Sub-County Director of Education (SCDE) office, were 39 in total. The target population was 671 which comprised of 39 principals, 593 teachers and 39 BOM chairpersons who were involved in formulating and implementing strategic plans in the schools.

3.4. Sample size and sampling procedure

The researcher used both simple random sampling technique and proportionate stratified sampling in this study. This ensured the sample size was a good

representation of the target population. The study's target population was 671 respondents that comprised of all the 39 principals, 39 BOM members and 593 teachers in public secondary schools. Out of the 39 schools, 3 were Girls schools, 2 were Boys schools and 34 were Mixed. The study sample size was calculated by use of Yamane, (1967) formula with margin error of 5%, confident interval of 95% and a confidence level P value = 0.5 as illustrated below;

$$n = \frac{N}{1 + N(e)^2}$$

Where; n is the sample size

N is the target population

e is the margin error = 5%

$$\text{The study sample size } n = \frac{671}{1 + 671(0.05)^2} = 250$$

The sample size distribution per category:

$$\text{Principals } n = \frac{39}{671} \text{ of } 250 = \mathbf{15}$$

$$\text{Teachers } n = \frac{593}{671} \text{ of } 250 = \mathbf{220}$$

$$\text{BOM } n = \frac{39}{671} \text{ of } 250 = \mathbf{15}$$

The researcher used stratified sampling to group schools into strata of Boys, Girls and Mixed schools. A uniform sampling fraction was used to ensure that the sample size of each stratum is directly proportional to the relative size of that stratum in the population. The researcher chose a sampling fraction of $\frac{7}{20}$

to select the sample size. A sample size of 1 Boys school, 2 Girls school and 12 Mixed schools was obtained. This meant that the number of schools sampled was 15. The sample size of the study was as presented in Table 3.1

Table 3. 1: Sampling matrix of the study

| Respondents | Target Population | Sample Size |
|--------------------|--------------------------|--------------------|
| Principals | 39 | 15 |
| Teachers | 593 | 220 |
| BOM | 39 | 15 |
| Grand total | 671 | 250 |

3.5. Research instruments

The researcher administered structured questionnaires for teachers and principals since they help to collect large amount of data which was needed in this study. They were structured into sections; A, B, C, D, E, F collecting data on personal information, target setting, syllabus coverage, available teaching and learning resources, professional development and time management respectively. In order to ensure the questionnaires provided an in-depth data, the researcher used open-ended questions. An interview guide was also used to allow the researcher to collect data from the BOM chairpersons. Document analysis involved sourcing K.C.S.E results data for the period 2015-2020 from the sub-county director's office.

3.6. Instrument validity

Instruments are valid if the data they generate is meaningful and accurate (Matula, Kyalo , Mulwa, & Gichuhi, 2018). Quality of education is the construct under investigation which cannot be measured directly but by observing other indicators associated with it. Construct and content validity was done before embarking on the study with the help of the supervisors whose views, corrections and comments were taken into consideration. This helped in ensuring that the items in the research instruments captured the objectives of the study. A pilot study was conducted in two (2) secondary schools in Kigumo Sub-County which were selected using simple random sampling. Any errors, ambiguities or bias established from the instruments after piloting stage were corrected before embarking on the actual study.

3.7. Reliability of the instrument

When an instrument is reliable, it should be able to give similar results every time it is administered on the same population. Test retest was conducted in the pilot schools in a span of two weeks apart. Pearson correlation coefficient was used to determine the internal consistency of the instruments that were used in this research, that is, interview guide and questionnaires. The correlation coefficient (r) was computed using the following formula;

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{\left(\frac{\sum x^2 - (\sum x)^2}{N} - \frac{(\sum y - (\sum y)^2)}{N}\right)}}$$

Where;

r= Pearson correlation coefficient

x= results from first test

y= results from second test

N= number of observations

After computing for Pearson's correlation coefficient, r was obtained to be 0.8 for both research instruments which was deemed appropriate. This is a high coefficient which depicts more reliability of the instruments. A positive correlation coefficient of 0.7 is deemed reliable (Nachmias & Nachmias 2009).

3.8 Procedure for data collection

The researcher presented the proposal before the University of Nairobi for defense. Upon approval, the researcher applied for an introductory letter from the university and went on to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then presented these prerequisites for data collection to the gate keepers of the education at the sub-county level. This included the SCDE and the principals of the respective sample schools in order to be allowed to conduct research in those schools. The researcher made appointments with the targeted respondents upon which the instruments were administered. Since BOM chairpersons did not have offices in the schools, the principals helped introduce the researcher and book appointments with them upon which telephone interviews were conducted.

3.9 Data analysis techniques

The investigation collected both quantitative and qualitative data. Descriptive statistics and content analysis were used to analyse quantitative and qualitative

data respectively. The researcher analysed data with the help of statistical package for social sciences (SPSS), by editing the questionnaires, tabulating and coding the responses. Descriptive statistics was used to analyse quantitative data which was then presented in tables, percentages, charts and bar graphs in relation to each research question, to guide on interpretation of the findings. To determine the influence of strategic planning on quality of education, inferential analysis was conducted using Chi-Square calculated at a significance level of $P < 0.05$ in order to obtain the relationship between the variables. Content analysis was conducted on qualitative data which was then organized into sub-topics, themes and patterns based on the research objectives and then presented in continuous prose.

3.10 Ethical considerations

The researcher applied for introductory letter from the University of Nairobi which was then used to apply for research permit from NACOSTI. The permit was presented to of the SCDE and the principals of the sampled schools to obtain permission for data collection. Appointments were made with the school principals who helped introduce the researcher to the BOM chairpersons as well as secure appointments for telephone interview and on the actual dates, the purpose of this study was clearly explained to the respondents and the instruments administered. Since the respondent's participation in the study was voluntary, the researcher sought their permission to participate while assuring them of their confidentiality and guaranteed them of no-harm. Drop and pick later technique was applied in order to save time. Once the questionnaires were

collected, they were edited to remove incomplete items and other glaring errors.

The study period as indicated on the research permit was adhered to. Any information borrowed from other studies was cited and acknowledged in the references. Throughout the study, the researcher observed maximum respect and courtesy while dealing with the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presented data analysis, interpretation, presentation, discussion of findings in relation to the research objectives. The findings were derived from the data filled and collected using questionnaires and interview guide from the principal, teachers and BOM chairpersons on influence of strategic planning on quality of education in public secondary schools in Kigumo Sub-County, Murang'a, Kenya. The findings were analyzed in tables, figures or charts and explanations given in details. Data was analyzed and presented in subsequent sub-headings.

4.2 Instruments return rate

Research instrument was administered to the three categories of respondents. The return rate was calculated by dividing the dully filled returned instruments by administered instrument multiplied by 100% to get return rate. The instruments return rate was calculated and results are as shown in Table 4.1

Table 4. 1: Instruments return rate

| Respondents | Questionnaire Administered | Questionnaires Returned | Return Rates |
|--------------------|-----------------------------------|--------------------------------|---------------------|
| Principals | 15 | 13 | 87% |
| Teachers | 220 | 146 | 66% |
| BOM | 15 | 12 | 80% |

Results in Table 4.1 depicted that a total of 13 questionnaires were returned for principals and 146 questionnaires for teachers that was dully filled and

returned for data analysis. This marked at 87 % and 66% response rate for principals and teachers respectively. The response rate for BOM chairpersons' interviews was 80%. The response rate in this study was accepted since it was over 66% and thus adequate for data analysis. According to Mugenda and Mugenda (1999) posit that instrument return rate of 50% -70% and above is excellent for data analysis. Hence, this study's instruments return rates was acceptable and it demonstrated that the researcher created a rapport with respondents' hence, the highest response rate across the respondents in public schools scrutinized in Kigumo Sub-County.

4.3 Demographic information of respondents

This part discussed the demographic information of the respondents that included, Gender, professional qualification, and experience in the field of work. This part was important in assessment of the suitability of the respondents as far as their personal information was vital for this study. It also helped to link the respondents with the performance of the students in the school and overall quality of education in Public secondary schools. The demographic information from principals, teachers and BOM chairpersons was collected and analyses of the findings was presented in subsequent sub-topics.

4.3.1. Distribution of respondents by gender

The study sought to establish the gender of the respondents so as to know which of the genders dominated principals and teachers' category in public

secondary schools. The responses by principals and teachers obtained was analyzed and results are presented in Table 4.2

Table 4. 2: Teachers and principals’ distribution by gender

| | Teachers | | Principals | |
|---------------|------------|-------------|------------|--------------|
| | F | Percent | F | Percent |
| Male | 78 | 53.4 | 12 | 92.3 |
| Female | 68 | 46.6 | 1 | 7.7 |
| Total | 146 | 1000 | 13 | 100.0 |

Results in Table4.2demonstrated the gender of the principal and teachers. Majority of Male teachers and principals dominated at 78 (53%) and 12 (92%) respectively. Minority of female teachers and principals was 68 (47%) and 1 (7.7%) respectively in schools investigated. These findings demonstrated that male teachers dominated in teaching career in public secondary schools in Kigumo Sub County. In some communities in Kenya, girls are not given priority in education which leads to less females being trained as teachers schools that perform better have equally balanced gender of teachers especially mixed secondary school, since both genders are present to address and solve different issues affecting boys and girls. Furthermore, girls are faced by many challenges like early pregnancies which force them to stop education and look for casual jobs to feed for their kids thus contributing to less females climbing the high level of education.

4.3.2. Distribution of students by gender

Principals was asked to indicate the number of students in their public schools in order for this study to determine the students’ distribution by gender. The principals provided information on the number of their students

in respective public secondary schools in Kigumo Sub County. This question was crucial in this study to know the transition rate from primary school to secondary school as per gender. The principals' responses obtained was analysed and results are presented in Figure 4.1

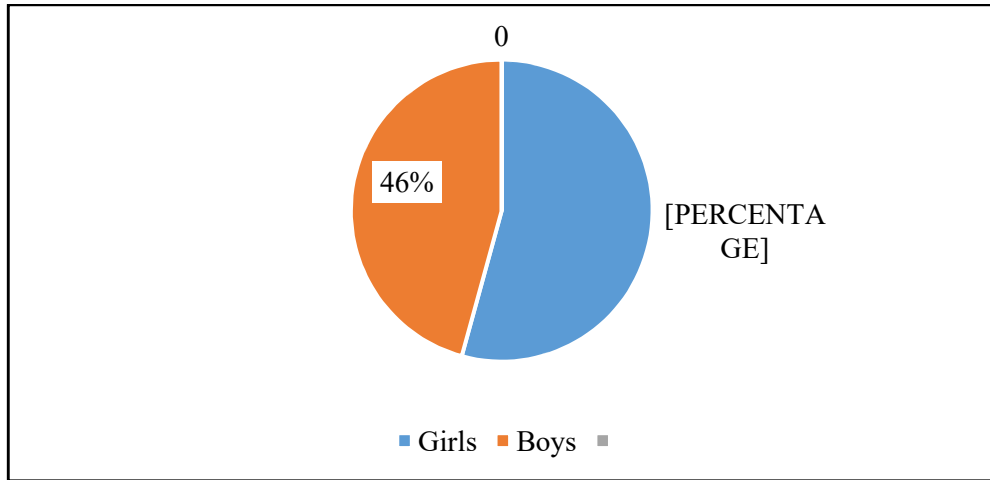


Figure 4. 1 Distribution of students by gender

Findings in Figure 4.1 established that minority was boys at 46% and the majority was girls at 54% in public schools scrutinized. These findings depicted that girls transition rate to secondary school was higher than boys by 4% in Public secondary schools in Kigumo Sub County. This can be attributed to challenges faced by boys like indulgence in drugs and substance abuse after primary education that make them lose interest in enrolling to secondary schools. In addition, some boys are recruited into the gangs and terrorism at early stages, therefore missing chances to continue with secondary education.

4.3.3. Professional qualifications of principals and teachers

Research sought to analyze the highest professional qualification of both principals and teachers. It enabled the study to establish the level of

education of principals and teachers who imparted knowledge to the students. The principals and teachers' responses obtained, was analyzed and results are presented in Figure 4.2

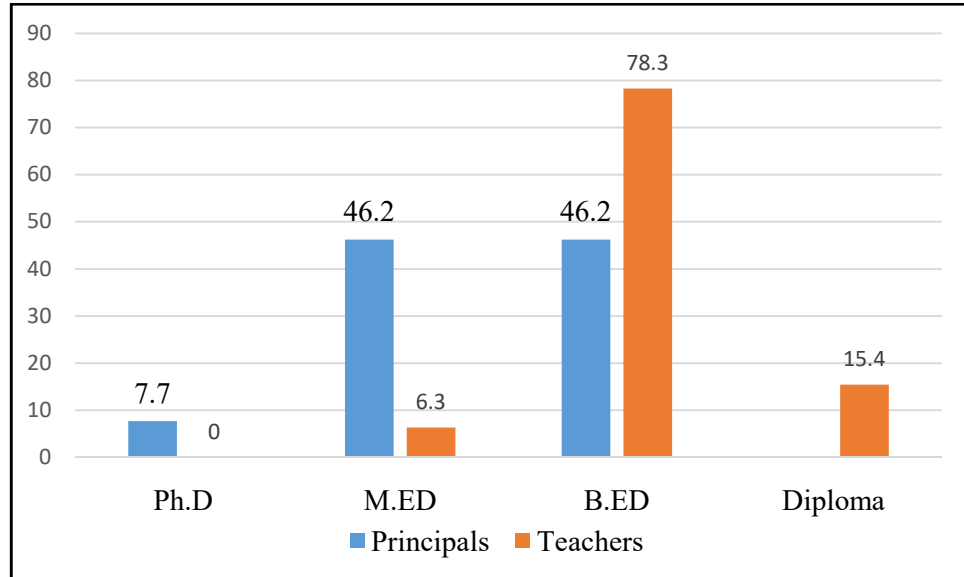


Figure 4. 2 Principals and teachers by level of education

Results in Figure 4.2 showed an equal number of principals holding Masters of Education (M.Ed.) and Bachelor of Education (B.Ed.) at 46% each and PhD holders at 8%. being the minority. It seems majority of the principals are satisfied with Masters of Education and Bachelor's degree. Those who rise to higher levels PhD leave secondary schools for higher ranks like lecturers and tutors in universities and colleges. Further, it inferred that some principals had not enrolled themselves to such levels which explained why minority holds PhD level.

Teachers' professional qualifications with M.Ed. was at 6%, and Bachelors of Education dominated at 78% while diploma holders were at 15.4%. These results revealed that all teachers in selected public schools had a minimum qualification of teaching in a secondary school which is diploma level. It

means that all teachers and principals were equipped with teaching methodologies and prerequisite skills to foster good students' performance and deliver quality education in Kigumo Sub County.

4.3.4. Distribution of principals by their duration of service

The study sought to comprehend the experience of service in the current positions of principals and teachers. This was important since it enabled the researcher to understand the period of bonding between the principal, teachers and BOM chairpersons in respective schools that would directly or indirectly influence the quality of education. The principals' responses obtained was computed and results presented in Table 4.3

Table 4. 3: Period of service by principals

| Work Experience | Frequency | Valid Percent |
|------------------------|------------------|----------------------|
| 3-5 years | 3 | 23.1 |
| 6 years and above | 10 | 76.9 |
| Total | 13 | 100.0 |

Table 4.3 pointed out that majority of Principals had been in the services for at least 6 years in the current station. While a minority, represented by 3 (23.1%) had served as principals for 3-5 years. This investigated to know whether principals had been in their respective stations for a period long enough to formulate and implement a strategic plan which takes at least one year. It was established that all the principals had stayed in the schools for a period enough to draw and implement strategic plans.

4.3.5. Years of service as BOM chairperson in current school

The BOM was asked during interview schedule to list the years of services they had been a BOM in the selected schools. This question was crucial in helping to identify the period of the strategic plan set and implemented in respective schools. The obtained information was analysed and results are in Table 4.4

Table 4. 4: Years of service for BOM chairpersons

| Years of service | Frequency | Valid Percent |
|-------------------------|------------------|----------------------|
| 4 years | 6 | 50.0 |
| 5 years | 2 | 16.7 |
| 7 years | 1 | 8.3 |
| 6 years | 2 | 16.7 |
| 3 years | 1 | 8.3 |
| Total | 12 | 100.0 |

Table 4.4 showed that majority of BOM had served for 4 years at 6 (50%). It was evident that majority of BOM had good years of experience which translates into a substantial contribution to strategic planning of the school. The more the years of service, the more the contribution to strategic planning hence good students' performance and quality of education.

4.3.6. Leadership position for teachers

Teachers was required to comment on leadership they hold in schools they teach. This question was vital to the researcher since it connected co-curricular activities with the quality of education. Quality education is not only measured by attaining quality grades only but also by co-curricular activities that create-round learners like debates sports drama etc. Teachers who possess such

leadership positions acted as role models to their learners thus contributing to their performance and quality education. The obtained information from teachers was analysed and results as presented in Table 4.5

Table 4. 5: Leadership position for teachers

| Positions | Frequency | Valid Percent |
|--------------------------------|------------------|----------------------|
| Club patron | 40 | 30.1 |
| Idle | 20 | 15.0 |
| Head of department | 19 | 14.3 |
| Coaching | 12 | 9.0 |
| guidance and counselling (G&C) | 8 | 6.0 |
| C.U Patron | 6 | 4.5 |
| Drama | 6 | 4.5 |
| Class teacher | 4 | 3.0 |
| Acting games master | 3 | 2.3 |
| Senior teacher | 3 | 2.3 |
| scout master | 2 | 1.5 |
| Netball coach | 2 | 1.5 |
| exam coordinator | 2 | 1.5 |
| School choir | 1 | .8 |
| Chaplain | 1 | .8 |
| Dean of studies | 1 | .8 |
| Dorm mistress | 1 | .8 |
| Deputy principal | 1 | .8 |
| Acting deputy principal | 1 | .8 |
| Total | 133 | 100.0 |

Results in Table 4.5 showed that 40 (30.1%) of teachers were club patrons, surprisingly at 20 (15.0%) of teachers held no positions (idle) and 19 (14.3%) headed departments. This was an indication that majority of teachers had roles to play apart from teaching, hence ensuring that students are guided well in matters co-curriculum activities.

4.3.7. Principals' responses on school had a strategic plan

The study sought information from principals in public secondary school scrutinized to indicate whether they had a strategic plan. The study aimed to

know if strategic plan had influence on quality of education in school selected. The principals at 13 (100%) responded that the school had a strategic plan in respective schools. This finding resonates with (Bryson, 2018) a strategic plan enhances analytical and critical thinking about the future of an organization. A school with a strategic plan tends to have quality education compared to the one without. This is because teachers, parents and all stake holders work towards achieving it which finally lead to quality of education.

Further, all principals at 13 (100%) agreed that they were involved in formulating a school strategic plan in public schools investigated. This finding inferred that, principals had the ideas and policies in strategic plan towards influencing good students' performance and quality of education in Kigumo Sub County.

Finally, the information collected revealed that at 13 (100%) principals confirmed that schools implemented strategic plans in public secondary schools in Kigumo Sub County. This means that they had started working towards quality of education. This inferred that a strategic plan is vital in helping school in realizing their students' performance at every given time. Additionally, it helps in identifying loop holes in quality of education therefore reviewing strategic plan from time to time.

4.4. The Influence of target setting on quality education

This was the first objective, the study aimed to gather information from respondents regarding the effects of target setting on students' performance and quality of education in public secondary schools in Kigumo Sub County.

4.4.1. Teachers' responses on school set target for KCSE

The study asked teachers to indicate if schools had set targets for K.C.S. E. This was a crucial question because it helped in knowing whether learners work towards the set goals and targets that should reflect in their KCSE performance in schools investigated. The teachers indicated at 146 (100%) that all the schools had set targets for the final exam which is KCSE. This means setting school targets is a determination to have positive deviations from the previous KCSE results since targets motivates teachers and students to work towards achieving it. The teachers' views reflected Leithwood and Sun (2018), that when goal setting practices are well implemented, they have a significant positive influence on student outcomes and school cultures and that is the reason they ensured that their schools have a set target for KCSE which is one of the factors that contribute to quality of education.

Notably principals' results were in agreement with teachers' that 87.6% teachers responded that the school had set target for individual subject while 12.4 % recorded a No. Schools with set target for their subjects tends to work very hard to achieve them. They are able to evaluate themselves after every internal exam and know whether they are progressing on well towards their set target. Schools with no targets might not rank themselves with the internal exams because they lack guidelines in terms of the grade they are working for, this can lead to poor academic achievement.

4.4.2. Principals' responses on school set target for internal exams

The principals were asked to respond to the questions on whether the school has set targets for internal exams. The principals' responses revealed at 13 (100%) that all schools selected had set targets for internal exams. These findings inferred that the principals understood the importance of setting targets for internal exams. Targets for internal exams acts as guidelines to teachers and students, also acts as eye openers to the areas that needs emphasizes as far as revision is concerned. Notably, schools that set targets for internal exams tends to perform better than the ones without target setting strategy.

4.4.3. Principals' responses on target set for individual student grades

The study sought information from principals to investigate whether the scrutinized schools had set targets for individual students. The principals' responses indicated at 13 (100%) that all the public schools selected had set a target for individual students' grade. A student who set targets tend to work towards set goals and employ a strategy to achieve the set target that reflects good KCSE performance. According to Chase (2019) emphasizes on students setting their own goals which is a way of personalizing learning that majorly embrace student-centered rather than a teacher centered learning. This ensures that they remain focused in academics and discipline therefore getting good score in K.C.S.E. Students with individual targets mostly records good performance.

4.4.4. Principals' response on target setting influence on quality of education

The principals were asked to respond to what extent do they think target setting influence the quality of education. The principals were provided with Likert Scale 5-point items (very greatly, greatly, moderately, low or very low) to rate the influence that target setting had on students' performance and quality of education. Principals' responses obtained was analysed and results are presented in Table 4.6

Table 4. 6: Principals' responses on influence of target setting on grade

| | Frequency | Valid Percent |
|--------------|-----------|---------------|
| Very greatly | 12 | 92.3 |
| Greatly | 1 | 7.7 |
| Total | 13 | 100.0 |

Table 4.6 depicted that majority of the principals agreed that set targets to very greatly influenced quality of education as demonstrated by 12 (92.3 %) while some principals indicated that target setting greatly influenced the quality of education by 1 (8%). This means the sets targets positively influenced students' performance in public secondary schools in Kigumo Sub County.

4.4.5. Teachers' responses on when school set targets

Study sought information from teachers to indicate the time target setting is done in public secondary schools. This question was vital in helping the

study to identify the most appropriate time to set targets for internal exams and KCSE to enhance performance. Teachers' responses collected was analyzed and results are presented in Figure 4.3

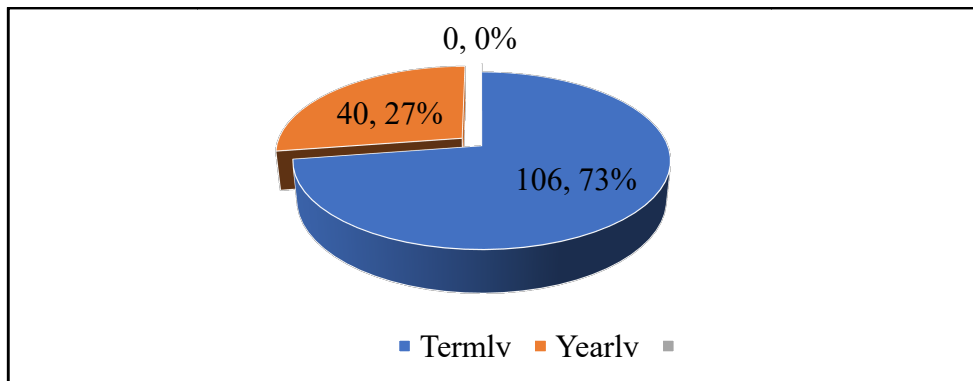


Figure 4. 3: Teachers' responses on time for target setting

Findings in Figure 4.3 shows majority of teachers established that in every academic target setting was done termly at 106 (73%) while minority of teachers at 40 (27%) indicated target setting is done yearly in public secondary schools selected in Kigumo sub county. This means termly targets set enabled teachers to work towards achieving goals and students are motivated to work extra hard to improve on the previous results. Further, termly targetsetting most likely contributed positively towards learners' achievement since each term teachers and students would compare their results against the set targets to improve students' performance.

4.4.6. BOM responses on how often school set target

The study sought to know from the BOM members how often does the school set target. The BOM responses collected was summarized and results are presented in Figure 4.4

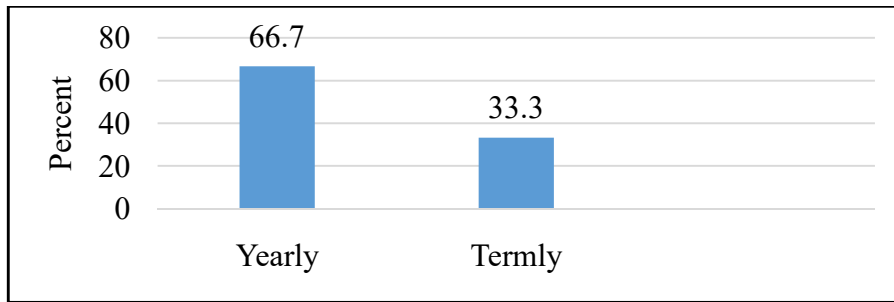


Figure 4. 4: BOM responses on time for target setting

Figure 4.4 showed that majority of BOM at 67% schools set target yearly and 33% termly. These findings contradicted teachers that majority of schools set targets termly. This inferred that not all stakeholders were aware of target setting and how it is done in their schools.

4.4.7. Teachers' responses on influence of target setting on learner scores

The study sought to know if target setting had any influence on learners' scores. The teachers' information was collected, computed and results presented in Table 4.7

Table 4. 7: Teachers' responses on target setting influence learners' scores.

| | Frequency | Valid Percent |
|--------------|------------------|----------------------|
| Very greatly | 130 | 89.0 |
| Greatly | 10 | 6.8 |
| Moderately | 2 | 1.4 |
| Low | 3 | 2.1 |
| Very low | 1 | .7 |
| Total | 146 | 100.0 |

Results in Table 4.7 displays majority of teachers agreed to a very great extent that target setting influence learners' scores at 130 (89%) in public secondary schools. This implied that target setting positively influenced

learners' scores in public schools. It motivated learners to study hard and ensured that learners manage their time well so that to meet the deadline of syllabus coverage. Notably, learners with set targets tends to foster great performance in school.

4.4.8. Principals' responses on target mean versus actual mean

The study sought information from principals, they were asked to indicate the targets mean and their school against the actual mean in K.C.S.E results for the last 5 years. The study aimed to rate the level of improvement in KCSE for consecutive five years in public secondary schools in Kigumo Sub County. The principals' responses collected was analysed and results are illustrated in Figure 4.5

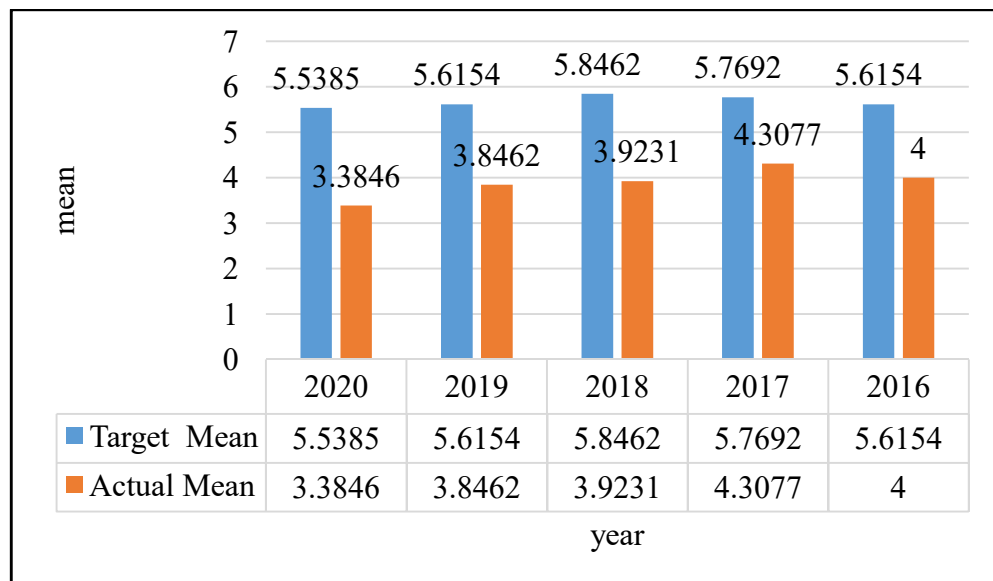


Figure 4. 5: Principals' responses on target mean versus actual mean

Results in Figure 4.5 established that in 2016 target mean was 5.6154, however the actual mean attained was 4.0. In 2017, the set target was 5.7692 while the actual mean was 4.3077 a negative deviation of -1.4615. In 2018,

target mean was 5.8462 while the actual mean was 3.9231. In 2019, target mean was 5.6154 while actual target was 3.8462 and lastly in 2020 target mean was 5.5385 and actual mean 3.3846. This shows that the target mean was not attained which was attributed to factors like failure for students to attend schools due to lack of school fees, inadequacy of teaching/learning materials like course books and revision materials which guide them on how to answer various exams and other requirements for certain questions and lack of well-equipped facilities like libraries for personal studies and laboratories for science experiments. Poor target setting strategies where students set targets alone without the guidance of their teachers and lack of commitment to the targets could be the reason for not attaining the targeted mean in public secondary schools in Kigumo Sub County, Murang'a County.

4.4.9. Teachers' responses on students set targets alone or with teachers.

The study aimed to determine if teachers contribute and help students in the target setting in public secondary schools in Kigumo Sub County. This question was vital since some students might not be aware of their final scores but with the help of the teachers, they get guidelines that would influence students' performance and quality of education. The obtained data was presented in Table 4.8

Table 4. 8: Teachers' responses on students set target alone or with teachers

| Responses | Frequency | Valid Percent |
|------------------|------------------|----------------------|
|------------------|------------------|----------------------|

| | | |
|----------------------------|------------|--------------|
| Student alone | 120 | 85.1 |
| Teachers don't assist them | 20 | 14.2 |
| With the help of teachers | 1 | .7 |
| Total | 141 | 100.0 |

Findings in Table 4.8 majority of teachers indicated that students at 120 (85.1%) set targets alone, and only 1(0.7%) set target with help of the teachers. Surprisingly,20 (14%) of teachers reported that they never assisted students in target setting in schools selected. This means if teachers helped students in setting targets, it means that teacher will supervise and guide students and always interested to know student’s progress as far as target setting is vital in students’ performance hence, quality of education in public secondary schools in Kigumo Sub County.

A cross tabulation was conducted to determine whether target setting had influence on quality education in schools investigated. The principals were asked to respond to statements like target setting ensured student’s work hard, improved performance and if students remained focused on quality of education. The principals’ information was cross tabulated and results are presented in Table 4.9

| | | Target setting | | | Total |
|------|-------|---------------------------|---------------------|-------------------------|--------------|
| | | Ensure students work hard | Improve performance | Students remain focused | |
| Male | Count | 3 | 11 | 2 | 16 |

| | | | | | |
|--------|-----------------|-------|-------|-------|------|
| | % Within gender | 18.8% | 68.8% | 12.5% | 100% |
| Female | Count | 1 | 1 | 0 | 2 |
| | % Within gender | 50.0% | 50.0% | 0.0% | 100% |
| Total | Count | 4 | 12 | 2 | 18 |

Table 4. 9: Cross-tabulation: principals' responses and target setting

The crosstab results in Table 4.9 indicated 3 (19%) male principals agreed that target setting influenced students to work hard, 11(69%) indicated that it improves performance and finally, students remained focused by 13%. On the other hand, female principals revealed that target setting influenced students to work hard and improves performance by 50% each. However, female principals shown that target setting had no influence on students remained focused in public schools scrutinized. In addition, these results inferred that majority of principled agreed that target setting had a significant impact on the quality of education in Kigumo Sub County. Therefore, it's evident that Target Setting ensured students work hard towards attaining the set target while the teachers and school management offered support to the learners in order to attain the set targets.

4.4.10. The relationship between target setting and quality of education

Inferential analysis was conducted and chi-square tests was employed to establish whether there exists a relationship between the target setting and

quality of education. Hence, the collected information was analysed and findings are presented in Table 4.10.

Table 4. 10:Chi-Square tests for target setting on quality of education

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 11.894 ^a | 4 | .018 |
| Likelihood Ratio | 15.117 | 4 | .004 |
| Linear-by-Linear Association | 9.549 | 1 | .002 |
| N of Valid Cases | 146 | | |

Findings in Table 4.10 shows the proportion of respondents established that target setting influenced quality of education by X^2 , (4, $N=146$), $P=.05$. These findings implied that there exists a statistically significant relationship between target setting and quality of education in public secondary schools in Kigumo Sub-County. These findings implied that all public schools selected in Kigumo Sub County had adopted the target setting for the KCSE performance, internal exams and student individual's goals. Therefore, this finding resonates with Leithwood and Sun (2018) ; Ong'uti, Aloka and Nyakinda (2019) that there is a strong positive correlation between goal setting and student achievement in school.

4.5. Influence of syllabus coverage strategy on quality of education in public secondary schools.

This was the second objective, the study aimed to determine whether the syllabus coverage strategy had influence on quality of education in public secondary schools in Kigumo Sub County. To achieve this, the three categories of respondents were asked to respond to statements and questions

on the syllabus coverage strategy and quality of education. The respondents' responses obtained was analysed and findings are presented in the subsequent sub-topics;

4.5.1. Principals' responses on teachers failed to cover syllabus by end of academic year

The study asked principals to respond to influence of syllabus coverage on quality of education to know if there are instances when teachers failed to cover the syllabus by the end of a given academic year in public secondary schools. The principals' views collected was analysed and the findings are presented in Figure 4.6

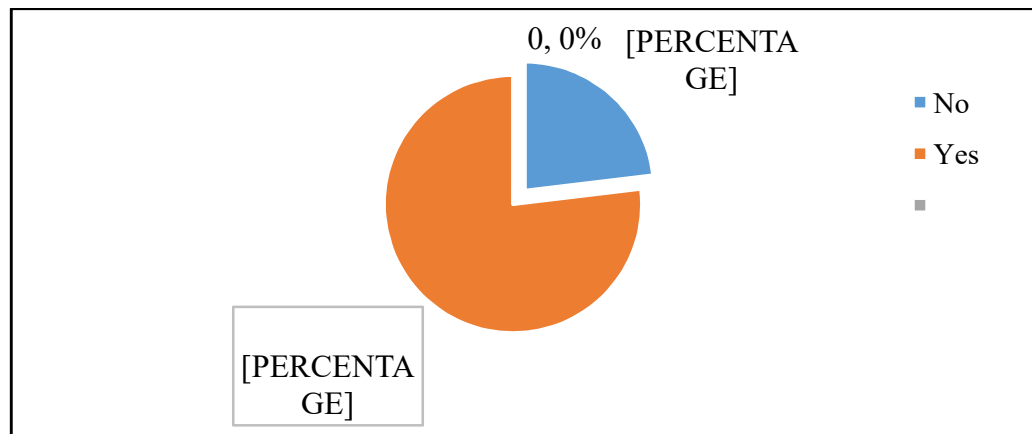


Figure 4. 6: Principals' responses on teachers failed to cover syllabus by academic year

Findings in Figure 4.6 established that majority of the principals recorded that, teachers did not cover syllabus by the end of the academic year as shown by 77%. However, minority of teachers agreed at 23%, that teachers in public secondary school covered the syllabus by the end of academic year as recommended. This is evident that most of public secondary school teachers failed to cover school syllabus in a given academic year which

means it negatively contributed to poor performance in public secondary schools in Kigumo Sub County. These findings resonated with a study done in Ethiopia that poor syllabus coverage was contributed to by among others, teacher turnover which resulted from low motivation and poor salaries, (Gemada, Fekede, & Tynjala, 2015). Additionally, failure by teachers to cover the syllabus by the end of the academic year could be driven by inadequacy of teaching/learning resources and shortage of teachers. Moreover, failure to participate in workshop and seminars for teachers in public schools would result in lack of prerequisite skills. Hence, delay in syllabus coverage or regular absenteeism of majority of students after they are sent home for school fees could also contribute poor syllabus coverage in public schools in Kigumo Sub County.

4.5.2. Challenges faced by teachers in syllabus coverage

This question was significant in this study since it helped in identification of challenges facing teachers in syllabus coverage and in recommending for mechanisms that can be implemented to curb shortcomings for poor syllabus coverage in public secondary schools in Kigumo Sub County. Therefore, the study asked principals to indicate challenges that contribute to poor syllabus coverage in public secondary schools. The principals' responses collected were summarized and results are illustrated in Figure 4.7

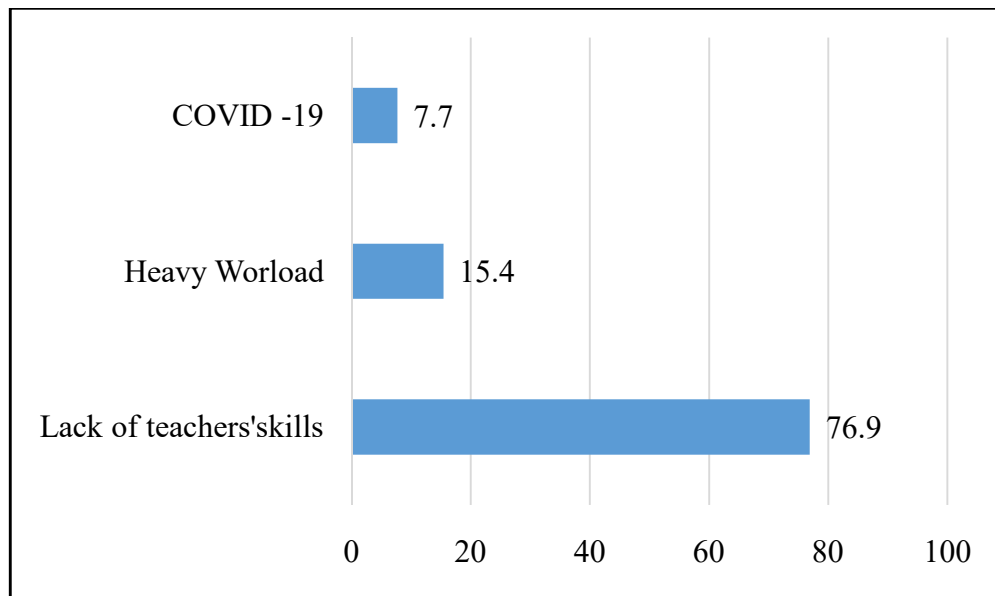


Figure 4. 7: Principals’ views on challenges for syllabus coverage

Results in Figure 4.7 demonstrated that majority of principals agreed that syllabus coverage in public secondary schools was faced by challenges such as inadequacy of teachers and other teaching/learning resources, heavy workload and Covid-19 by 76.9%, 15.4% and 7.7% respectively in Kigumo Sub County. These findings implied that most public schools had inadequate teaching/ learning resources thus poor syllabus coverage that contributed to poor KCSE performance in public secondary schools scrutinized. Further, work load was associated to weak Teacher-Student Ratio that posed a barrier to syllabus coverage in a given academic year. Finally, it was evident that during COVID-19 pandemic, in Kenya all schools were closed and some did not adopt remote teaching and learning which forced them to lag behind in terms of syllabus coverage in Kigumo Sub County, in Murang’a County.

4.5.3. Percentage of syllabus covered by end of 2nd term in form 4

The study had sought information from teachers on the percentage of syllabus coverage by end of 2nd term in form four in public secondary schools in Kigumo Sub County. The covering of syllabus in second term gives the students ample time for revision and therefore improves their academic performance. The teachers' data collected was presented in Table 4.11

Table 4. 11: Teachers' responses on percentage of syllabus covered by end of 2nd term in form 4

| Percentage | Frequency | Valid Percent |
|--------------|------------|---------------|
| 85-100% | 87 | 59.6 |
| 70-84% | 42 | 28.8 |
| Below 70% | 17 | 11.7 |
| Total | 146 | 100.0 |

Table 4.11 shows majority of teachers indicated that 85-100% of syllabus coverage was achieved by 60% in Form four (4). Additionally, teachers reported that 70-84% of syllabus coverage was achieved by 29% of teachers. Further, results depicted that 11.7% of teachers managed to cover below 70% of the syllabus. These findings revealed that most of teachers covered above 85% of syllabus in form 4 by end of term (2) thus their students had time for revision. In addition, covering the syllabus on time gives the students advantage over the ones that cover in 3rd term since students get enough time to familiarize with the settings and requirements of questions through revision. Teachers who do not cover the syllabus or covers late in 3rd term do not get time to take students through thorough revision which

contributes to performing poorly in their KCSE that result in poor students' performance in public schools.

4.5.4. Whether timely syllabus coverage influenced learners' scores

There was need to know the link between quality of education and timely coverage of the syllabus. This was to determine whether syllabus coverage had contributed to the declining K.C.S.E performance in Kigumo Sub-County. To achieve this, the researcher asked teachers to indicate if timely coverage of the syllabus had influence on learners' scores in public secondary schools. The data obtained from teachers was presented in Table 4.12

Table 4. 12: Teachers' responses on timely syllabus coverage influence on learners' scores

| Responses | Frequency | Valid Percent |
|-----------|-----------|---------------|
| Yes | 137 | 97 |
| No | 4 | 3 |
| Total | 141 | 100.0 |

Table 4.12 revealed that majority of teachers at 97% agreed that timely coverage of syllabus influenced learners' performance while minority at 3% disagreed that timely syllabus coverage influenced learners' performance in public secondary schools. This implied that timely syllabus coverage gave teachers and students good time to revise and discuss with others students which led to quality grades. Hence, quality of education in Kigumo Sub County.

4.5.5. Timeliness in syllabus coverage and quality of education

The study aimed to establish effects of timeliness in syllabus coverage on quality of education. Teachers were provided with Likert scale-5point item to rate their responses. The collected data was depicted in Table 4.13.

Table 4. 13: Teachers’ responses on timelines in syllabus coverage on quality of education

| Likert Scale | Frequency | Valid Percent |
|--------------|------------|---------------|
| Very greatly | 102 | 70.3 |
| Greatly | 28 | 19.3 |
| Moderate | 4 | 2.8 |
| Low | 10 | 6.9 |
| Very low | 1 | .7 |
| Total | 145 | 100.0 |

Table 4.13 shows most of teachers agreed that timeliness in syllabus coverage had very greatly influenced quality of education by 70.3%, 19.3% greatly, 2.8% moderate, 6.9% low and 0.7 very low influenced the quality of education. These findings pointed out clearly that timelessness in syllabus coverage had a positive impact on quality of education in Kigumo Sub County. Notably, the earlier the syllabus coverage the more time for revision and discussion especially by end of term 2. Undeniably, students who had covered syllabus early did thorough revision and discussion for their exams, faced their KCSE with confidence and courage.

4.5.6. Hindrance to syllabus coverage

The study sought to identify hindrances to the timely coverage of the syllabus in public secondary schools in Kigumo Sub County. The teachers’ responses were collected and results were presented in Table 4.14

Table 4. 14: Teachers’ views on hindrance to syllabus coverage

| Hindrance | Responses | |
|---------------------|------------------|----------------|
| | N | Percent |
| Covid-19 | 49 | 35.3% |
| Heavy workload | 37 | 26.6% |
| Teachers’ shortages | 18 | 12.9% |
| Lack of time | 16 | 11.5% |
| Few resources | 14 | 10.1% |
| Absenteeism | 5 | 3.6% |
| Total | 139 | 100.0% |

Table 4:14 shows that syllabus coverage in public secondary schools was faced by covid-19 at 35.5%, heavy work load 26.6%, teachers’ shortages at 12.9% time at 11.5%, few resources at 10.1% and absenteeism at 3.6%.

During the Covid-19 pandemic, all schools were closed down. Some schools were able to cover their syllabus remotely while others did not manage and waited till when schools re-opened thus wasted time. Some schools faced teacher shortages and absenteeism especially in applied sciences, sciences and technical, this increased their work load and prevents covering syllabus on time, sharing of resources like textbooks among many students can be another hindrance to syllabus coverage. Notably, time is of essence when it comes to syllabus coverage, therefore, if time is poorly managed, it becomes difficult for timely coverage of syllabus.

Cross tabulation analysis was conducted on principals’ responses on timeliness in syllabus coverage influenced the quality of education in public schools in Kigumo sub county. The principals were asked to use Likert scale -5point item to rate their responses. Hence, the information collected was cross tabulated and results are presented in Table 4.15

Table 4. 15: Cross tabulation: principals’ responses on syllabus coverage influence on quality of education

| | | Syllabus coverage influence on quality of education. | | | | | Total |
|--------|-----------------|--|---------|----------|------|----------|-------|
| | | Very greatly | Greatly | Moderate | Low | Very low | |
| Male | Count | 50 | 21 | 0 | 5 | 1 | 77 |
| | %Within gender. | 64.9% | 27.3% | 0.0% | 6.5% | 1.3% | 100% |
| Female | Count | 52 | 7 | 4 | 5 | 0 | 68 |
| | %Within gender. | 76.5% | 10.3% | 5.9% | 7.4% | 0.0% | 100% |
| Total | Count | 102 | 28 | 4 | 10 | 1 | 145 |
| | %Within gender. | 70.3% | 19.3% | 2.8% | 6.9% | 0.7% | 100% |

Table 4.15: demonstrated that majority of male and female principals indicated that syllabus coverage had greatly influenced quality of education by 91% and 89% respectively in public school scrutinized. On the other hand, minority of male and female principals disagreed to low extent that syllabus coverage influenced quality of education by 8% and 7% respectively. These findings implied that syllabus coverage positively influence quality of education in public secondary schools in Kigumo Sub County. Notably, the principal and teachers were in agreement that syllabus coverage positively influenced students’ performance and quality of education in public secondary schools in Kigumo Sub County in Murang’a.

4.5.7. Relationship between syllabus coverage and quality of education

The study aimed to establish whether there exists a relationship between syllabus coverage and quality of education in public schools scrutinized.

Therefore, a chi-square tests was employed and the obtained results are illustrated in Table 4.16

Table 4. 16: Chi-Square tests for syllabus coverage and quality of education

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 11.525 ^a | 4 | .021 |
| Likelihood Ratio | 13.737 | 4 | .008 |
| Linear-by-Linear Association | .274 | 1 | .600 |
| N of Valid Cases | 145 | | |

Findings in Table 4.16 shows the proportion of respondents established that syllabus coverage influenced quality of education by X², (4, N=145), P=.05. These findings implied that there exists a statistically significant relationship between syllabus coverage and quality of education in public secondary schools in Kigumo Sub-County. These findings inferred that most public secondary schools scrutinized had covered syllabus on time, coverage of syllabus was achieved by over 70% in is covered in form 4 by end of term 2. However, these results occurred by a chance and don't reflect true occurrence since most of public schools scrutinized fostered poor performance in KCSE in schools scrutinized. Therefore, it means quality of education is not dependent on syllabus coverage but on other factors in public secondary schools in Kigumo Sub County.

4.6. Influence of the levels of adequacy of teaching and learning resources on quality of education

This was the third objective, the study aimed to establish whether adequacy and inadequacy of teaching and learning resources had influence on quality

of education. To achieve this, the researcher asked respondents to respond to statements and questions in relation to availability of school resources such as teachers, laboratories, classes, desk or libraries. The principals' responses collected was presented in subsequent sub-topics;

4.6.1. Adequacy levels of teachers for varioussubjects.

The school principal responded on the adequacy of teachers for the technical, humanities, language, applied sciences and sciences subjects. This question is very crucial for it helps to identify the subjects with overstocked teachers and those with fewer teachers. It helps in recruiting more teachers for the inadequate subjects. The principals' responses were analysed results are presented in figure 4.8

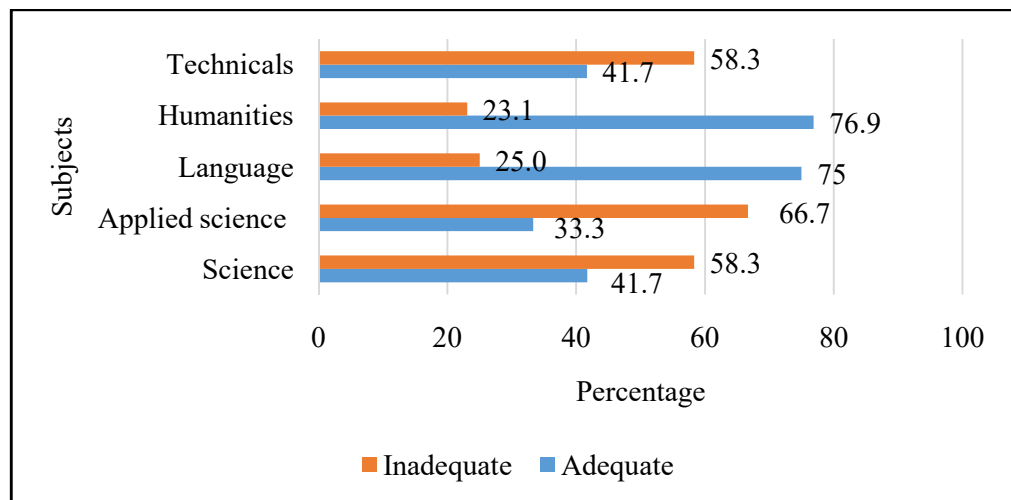


Figure 4. 8: Principals' responses on adequacy of teachers for various subjects

Results in Figure 4.8 showed the percentages of adequate and inadequate of teachers for the mentioned subjects. Science subjects was most negatively affected with inadequate teachers at 58.3 % compared to adequate of teachers at 41.75 and applied sciences have a large percentage of inadequate of teachers as shown by 66.7% and adequate of teachers by only 33.3%.

Language subjects had adequate teachers. Humanities attracted the highest percentage of adequate teachers. This shows clearly that majority of teachers went for humanity and languages training hence being the majority in public secondary schools scrutinized. Technical subjects tied to sciences inadequacy of teachers at 58.3% and adequacy at 41.7%. This established that schools are short of science teachers can be translated to misconception that sciences are difficult subjects, therefore majority going for humanities and languages.

On teachers' category results indicated that humanities had the highest number of teachers followed by sciences, language came the third while technical recorded the least number of teachers by 5.3%. The subject with many teachers tends to do better than the one with less teachers because the work load is reduced therefore making them cover the syllabus on time. Some optional subjects attract less students which calls for less teachers and vice versa is true.

These results implied that most schools scrutinized did not have enough teachers. Therefore, it is very clear that inadequacy of teachers negatively influenced students' performance thereby affecting the quality of education in public secondary schools in Kigumo Sub County. This calls for training and recruitment of more technical, sciences and applied science teachers. NESSP (2018-2022) assert that teachers are the most important inputs affecting learning in schools. Guide to indicators for SDG 4-quality education, 2017, reported that the smaller the student: teacher ratio, the smaller the classes thus ensuring individual learner attention from the teacher which leads to quality of education.

4.6.2. Adequacy of streams per class

In order to range the total number of classes in schools the principals were asked to respond on the numbers of the streams they had per class. The responses were analyzed and presented in Table 4.17

Table 4. 17: Principals’ response on number of streams per class

| Adequacy | Frequency | Valid Percent |
|-----------------|------------------|----------------------|
| 1 stream | 3 | 23.1 |
| 2 streams | 7 | 53.8 |
| 3 streams | 1 | 7.7 |
| 4 streams | 2 | 15.4 |
| Total | 13 | 100.0 |

Results in Table 4.17 showed that schools are dominated by the double stream as shown at 53.8%, followed by the single streams at 23.1%, four streams and 3 streams have less than 20%. This means some schools with many streams like four and three streams would require more teachers to ensure that there is small student-teacher ratio.

4.6.3. Levels of adequacy or inadequacy of physical facilities in public schools.

Principals were required to comment on the adequacy and inadequacy of resources in their school. This question is vital in helping to identify the resources to be added to school as a way of improving quality education in Kigumo sub -County, Murang’a County. The principals’ responses collected was computed and results illustrated in Figure 4.9

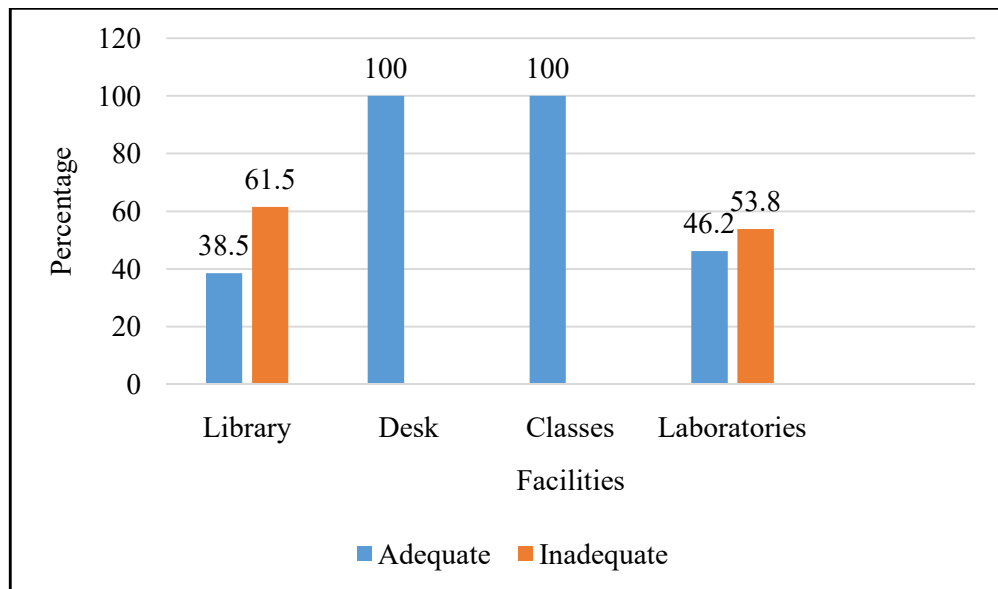


Figure 4. 9: Principals’ responses on adequacy or inadequacy of physical facilities

Figure 4.9 demonstrated that all schools had adequate Desks and class facilities. Resources like libraries, Laboratories were inadequate at 62% and 54% respectively. Textbooks and other teaching and learning materials play a key role in enhancing quality of education and improving performance of students. This study pointed out clearly that more laboratories and libraries are needed so that students get quality education. Experiments for sciences and technical like home science and agriculture needs well-equipped laboratories for quality education. Libraries are most essential resources for personal studies of students.

On the other hand, majority of teachers indicated that their subjects had adequate textbooks was at 85% adequacy whilst inadequate textbooks were at 15.5%. This inferred that majority of schools had adequate textbooks thus the poor quality of education in the region was not contributed to by

shortage of textbooks but by other factors like inadequacy of laboratories and libraries.

4.6.4. Student-textbook ratio in the compulsory subject

Student-textbook ratio is important for quality education. Schools with a 1:1 ratio are expected to do well in academics compared to the ones with a higher student – textbook ratio. This is because if a student has a book, it becomes easier to study and explore that book within a given year. The student can also read ahead of the teacher and finally gets a good grade in the K.C.S.E. The principals’ responses were collected and results are portrayed in Table 4.18

Table 4. 18: Principals’ responses on student-textbook ratio in compulsory subjects

| Ratio | Frequency | Valid Percent |
|--------------|------------------|----------------------|
| 1:1 | 12 | 92.3 |
| 2:1 | 1 | 7.7 |
| Total | 13 | 100.0 |

Table 4.18 majority of principals indicated that student-teacher ratio by 1:1 was at 92 %while minority of principals indicated 2:1 was at 8%. These results implied that majority of the scrutinized schools had adequate textbooks thus textbooks did not influence quality of education in Kigumo Sub-County negatively.

Cross tabulation analysis was conducted on teachers’ responses on adequacy or inadequacy of teaching and learning resources influenced quality of education in public schools in Kigumo Sub County. The teachers’

information collected was cross tabulated and results are presented in Table 4.19.

Table 4. 19: Cross tabulation: teachers’ responses on teaching and learning resources

| | | Teaching and learning resources | | Total |
|--------|------------------|---------------------------------|------------|--------|
| | | Adequate | Inadequate | |
| Male | Count | 58 | 12 | 70 |
| | % Within gender. | 82.9% | 17.1% | 100.0% |
| Female | Count | 50 | 8 | 59 |
| | % Within gender. | 84.7% | 15.3% | 100.0% |
| Total | Count | 108 | 20 | 129 |
| | % Within gender. | 83.7% | 16.5% | 100.0% |

Results in Table 4.19 revealed that majority of male and female teachers agreed that teaching and learning resources was adequate at 83% and 85% respectively in public secondary schools scrutinized. However, minority of male and female teachers indicated that teaching and learning resources was inadequacy at 17% and 15% respectively. These results inferred that most of public schools investigated had enough teaching and learning resources that influenced good students’ performance and quality of education in Kigumo Sub County.

4.6.5. Relationship between teaching and learning of resources and quality of education

The study aimed to establish whether there exists a relationship between syllabus coverage and quality of education in public schools scrutinized. Therefore, a chi-square tests was employed and the obtained results are illustrated in Table 4.20

Table 4. 20: Chi-Square tests for teaching and learning of resources and quality of education

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.465 ^a | 2 | .481 |
| Likelihood Ratio | 1.846 | 2 | .397 |
| Linear-by-Linear Association | .001 | 1 | .978 |
| N of Valid Cases | 129 | | |

Findings in 4.20 revealed that the proportion of respondents established that teaching and learning resources influenced quality of education by X^2 , (2, $N=129$), $P=.48$ in public secondary schools in Kigumo sub county. These findings established that there exists no statistically relationship between Teaching and Learning of Resources and quality of education in public secondary schools in Kigumo Sub County. This means schools' resources such as physical facilities (libraries, desks laboratories, classroom and teachers per subject are adequacy and positively influenced good students 'performance and quality of education in schools selected. On contrary, these results don't reflect the KCSE performance for last five years in schools investigated, this inferred that there are other factors like unrealistic strategic plan affecting quality of education but not teaching and learning of resources in Kigumo Sub County. These findings echoed NESSP (2018-2022) assert that teachers are the most important inputs affecting learning in schools and guide to indicators for SDG 4-quality education, 2017, reported that the small the student: teacher ratio, the small the classes thus ensuring

individual learner much concertation from the teacher which leads quality of education.

4.7. Influence of teacher professional development strategy on quality of education

This was the fourth objective, the study aimed to establish if teacher professional development strategy influenced quality of education. The respondents were asked to respond to statements and questions related to this professional development such teachers attending workshop and seminars in public schools in Kigumo Sub County. The information collected was presented in following sessions;

4.7.1. Strategies on duration or focus of training for teacher professional development

Principals was asked to comment on whether the school has any strategies on duration of training for teacher professional development. The principals' answers were analyzed and results are presented in Figure 4.10

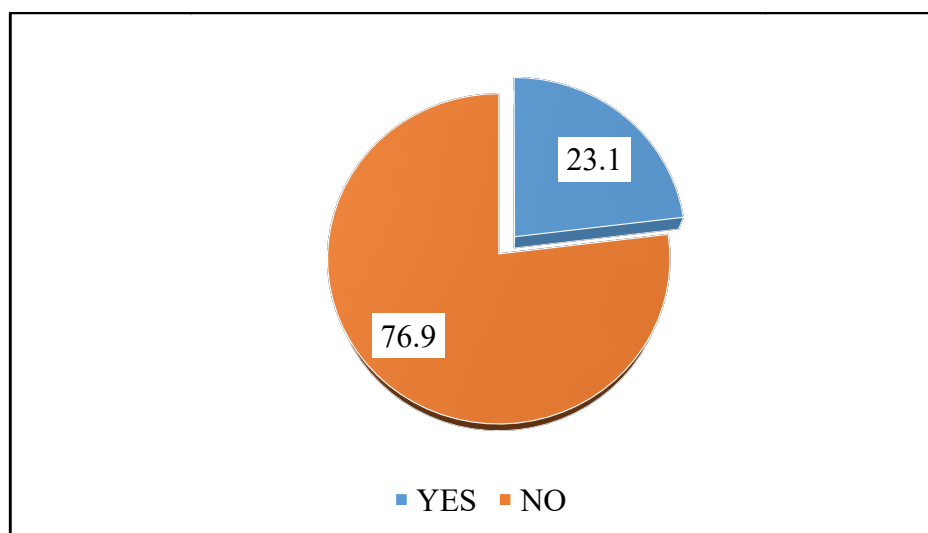


Figure 4. 10: Principals' strategies on duration or focus of training for teacher professional development

Results in Figure 4.10 asserted that majority of principals at 77% disagreed that the school had strategies on the duration or focus of training for teacher professional development while the minority agreed at 23% had strategies on the duration or focus of teacher training. These implied that majority of schools did not have strategies for continuous professional development of teachers which is key in ensuring quality education.

4.7.2. Professional development support to improve quality of education

Principals were asked to state if teacher professional development help in improving the quality of education. The principals' responses reported at 100% that teacher professional development help improve the quality of education in public secondary. These findings corresponded to teachers that majority of teachers at 96% agreed that teacher professional development help improve the quality of education. These findings inferred that training of teachers is vital since society is dynamic. Therefore, regular training is needed to help teachers be well versed on handling the students of the dynamic society. Therefore, teachers should be continually trained in order to keep abreast with the pedagogical trends which will in turn impact quality of education.

4.7.3. Teacher professional development and its influence on quality of education

Principals was asked to respond on whether teacher professional development influence the quality of education. The question is vital in

helping stake holders to make decision on training of teachers. The principal data obtained was presented in Table 4.21

Table 4. 21: Principals’ response on influence of teacher professional development on quality of education

| | Frequency | Valid Percent |
|--------------|-----------|---------------|
| Very greatly | 9 | 69.2 |
| Greatly | 3 | 23.1 |
| Moderately | 1 | 7.7 |
| Total | 13 | 100.0 |

Table 4.21 demonstrated that 69.2% of teachers very greatly agreed that training of teachers had influence on the quality of education,23.1% greatly and finally 7.7% recorded that it moderately influenced quality education. This implied that training of teachers had certain influence on the quality of education, it is out of training of teachers where the trainee can learn the mechanism of bringing parents and other stakeholders on board and create the required rapport with the students as well as applying proper teaching methodologies and gets motivated towards instructing their learners hence improving quality of education.

4.7.4. Role of principals in continuous professional development of teachers in school

Principals were asked to state their roles in ensuring continuous development of teachers in school. The responses were analyzed and presented in the Table 4.22

Table 4. 22: Principals’role in continuous professional development of teachers

| Roles | Responses | |
|--|------------------|----------------|
| | N | Percent |
| None | 5 | 41.7% |
| TSC guideline | 2 | 16.7% |
| Giving teachers permission to attend workshops | 3 | 25.0% |
| Implement TSC policy | 2 | 16.7% |
| Total | 12 | 100.0% |

Table 4.22: portrayed that at 41.7% of the principals played no role in ensuring continuous professional development of teachers in public schools at 16.7% provides TSC guidelines and implementing TSC policy each and finally 25.0% played a role of giving teachers permission to attend workshops. Majority of principals did not play any role towards empowerment of teachers’ continuous professional development. This implied that principals were not responsible for initiating teachers’ professional development but only implemented TSC guidelines and policies. Principals are among the front-line workers at the institutional level who understand the institution’s needs better and are therefore supposed to initiate some of the training avenues for teachers for example, workshops even if it’s within a few schools which would contribute to quality education.

4.7.5. School facilitation of teacher education workshop/seminar attendance

BOM members were asked to respond on the school facilitation on teacher workshops or seminars. The BOM responses were analysed and results are recorded in Figure 4.11

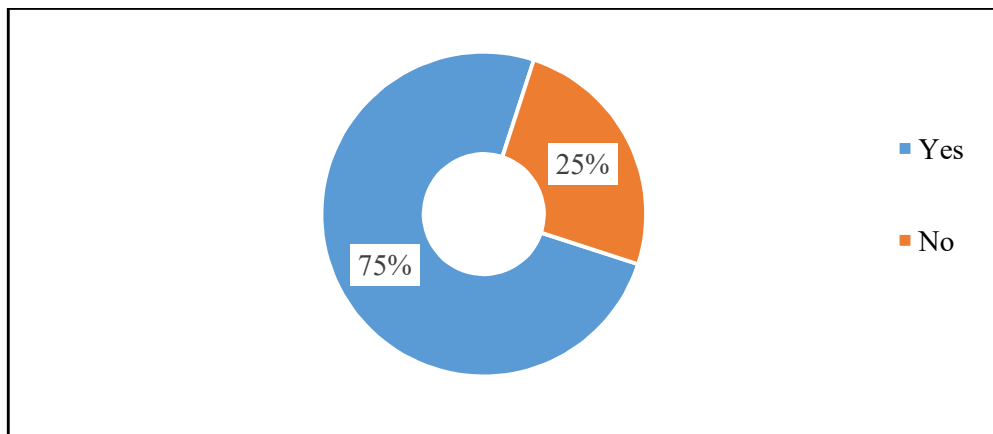


Figure 4. 11: BOM responses on school facilitate teacher education workshop/seminar attendance

Figure 4.11 shows majority of BOM members at 75.0% agreed that the school facilitate teacher education workshop while 25.0% disagreed that the school facilitate teacher education workshop/seminar. Most schools according to BOM report facilitated teachers to attend workshop or seminars. The BOM findings contradicted teachers' findings who reported that most of public schools did not facilitate for professional development of teachers, only a few did as indicated by 13.5%. This contradiction implies a gap in strategic planning where all stakeholders should be brought on board while drawing plans. If schools facilitated professional development, it could translate into majority of teachers having gone

through various trainings. Schools that facilitate training of teachers might performs better than those that do not.

4.7.6. Suggestions for improvement of professional development for teachers.

The study sought information from teachers on suggestion to improve teachers' professional development in public secondary schools in Kigumo Sub County. This question was vital in helping researcher to identify ways to improve professional development for teachers in schools selected. The teachers' views were collected and results are presented in Table: 4.23

Table 4. 23: Teachers' views on suggestions to improve professional development for teachers.

| Suggestions | Responses | |
|--|------------|---------------|
| | N | Percent |
| Promote teachers | 27 | 21.3% |
| Offer free training by TSC | 26 | 20.5% |
| All teachers to be trained frequently | 16 | 12.6% |
| TSC not to force teachers | 14 | 11.0% |
| Involve teachers during planning | 12 | 9.4% |
| Teachers initiated trainings | 8 | 6.3% |
| Reduce training fee | 8 | 6.3% |
| TSC to allow for study leaves and pay for training | 4 | 3.1% |
| Balanced training of teachers | 4 | 3.1% |
| TSC to increase pay/salary for trained teachers | 4 | 3.1% |
| TSC to cost share training fee with teachers | 2 | 1.6% |
| University Teacher training to be reviewed to cater for new trends | 2 | 1.6% |
| Total | 127 | 100.0% |

Results in table 4.23 indicated that promotion of teachers, offering free training by TSC, all teachers to be trained frequently and teachers not to be forced to undergo training recorded at least 11.0%. Involvement of teachers

during planning, reduction of training fee and others recorded below 10% with the least at 1.6%

4.7.7. In service training

This question was vital in understanding whether teachers and principals attended in-serving training. The collected teachers' responses indicated that majority of teachers disagreed at 70% that serving principals and teachers underwent continuous professional development training. The findings agreed with Raman and Thannimalai (2018) who depicted that professional development emphasizing ICT must be carried out for principals so that they can become technology leaders and motivate teachers to integrate ICT in the classroom thus improving quality of education

4.7.8. The category of benefits for principals and teachers

The principals and teachers who underwent training were required to state the category of training they benefited from. They filled out questionnaires, results were analyzed and presented in Figure 4.12

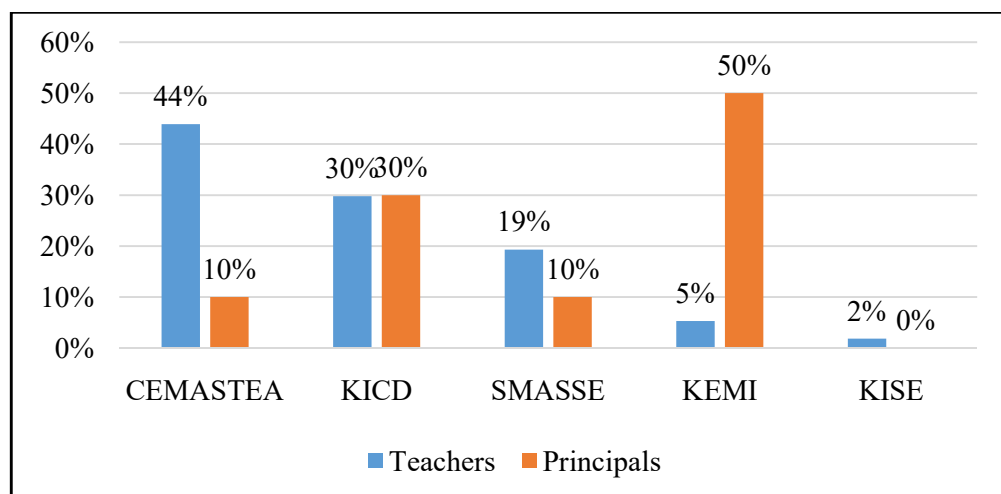


Figure 4. 12: Teachers and principals'benefits by category

Results in 4.12 depicted that 44% and 10% of teachers and principal respectively benefitted from CEMASTEА. CEMASTEА is recognized as a fully-fledged institution that avails in-service training for mathematics, science and technology teachers (CEMASTEА Strategic Plan 2020-2024). Minority of teachers and principals at 30% had benefitted from KICD. A small number of teachers and principals had benefitted from SMASSE at 19% and 10% respectively. Minority of teachers at 5% and 2% benefitted from KEMI and KISE respectively. Majority of principals had been trained by KEMI at 50%. This implied that majority of teachers had not undergone any continuous professional development which negatively impacted the quality of education.

Cross tabulation analysis was conducted on teachers' responses on professional development help improve the quality of education in public schools in Kigumo Sub County. Teachers' responses collected was analysed and results are shown in Table 4.24

Table 4. 24: Crosstabulation: teachers' response on professional development of teachers

| | | Professional development influence on quality of education | | Total |
|--------|------------------|--|------|--------|
| | | Yes | No | |
| Male | Count | 72 | 5 | 77 |
| | % Within gender. | 93.5% | 6.5% | 100.0% |
| Female | Count | 66 | 1 | 67 |
| | % Within gender. | 98.5% | 1.5% | 100.0% |
| Total | Count | 138 | 6 | 144 |

| | | | | |
|--|------------------|-------|------|--------|
| | % Within gender. | 95.8% | 4.2% | 100.0% |
|--|------------------|-------|------|--------|

Table 4.24: revealed that majority of male and female teachers agreed 95.8% that professional development influenced quality of education by 95.8% in public secondary schools in Kigumo sub county. However, minority of teachers disagrees with statement at 4%. These findings corresponded to principals' findings that teacher professional development helped improve the quality of education in schools scrutinized.

4.7.9. Relationship between teacher professional development and quality of education

The study aimed to establish whether there exists a relationship between Teacher Professional Development and Quality of Education. Therefore, chi-square was utilised and the results obtained was presented in Table 4.25

Table 4. 25: Chi-Square tests for teacher professional development on quality of education

| | Value | df | Asymp. Sig. (2-sided) |
|-----------------------|--------------|-----------|------------------------------|
| Pearson Chi-Square | 12.244 | 2 | .034 |
| Continuity Correction | 14.166 | 2 | .008 |
| Likelihood Ratio | 8.477 | 1 | .002 |
| N of Valid Cases | 144 | | |

Findings in Table 4.25 shows the proportion of respondents established that Teacher Professional Development influenced quality of education by X^2 , (2, $N=144$), $P=.05$.in public secondary schools in Kigumo sub county. These findings implied that there exists a statistically significant relationship between Teacher Professional Development and quality of education in public secondary schools in Kigumo Sub-County. These findings agreed

with Watene, Choge, and Kodak (2020) who depicted that there exist a positive correlation between professional development of teachers and academic achievement. These findings also resonate with those of Raman and Thannimalai (2018) who implied the importance of professional training for principals and especially on ICT so that they can become technology leaders in their schools in order to improve quality of education. These findings inferred that majority of principals and teachers had poorly attended professional training and in service workshops that negatively affected students' performance in schools studied. Further, K.C.S.E results confirmed that most of public schools fostered low quality of education in particular in the last five years, most schools were below average in KCSE performance in public secondary schools scrutinized. Further, these findings established quality of education was dependent on teachers' professional development in Kigumo Sub County.

4.8. Influence of time management strategy on quality of education.

This was the fifth objective. The study aimed to establish the influence of time management strategy on quality of education in schools selected. To achieve this, the study asked respondents to respond to statements and questions in relation to time management in public secondary schools in Kigumo Sub County. The information collected was analysed and presented in subsequent segments:

4.8.1. Time management and quality of education

The researcher was eager to establish if the time management helps teachers to utilise the teaching learning resources in their school. The teachers' responses were obtained and results are presented in Figure 4.13.

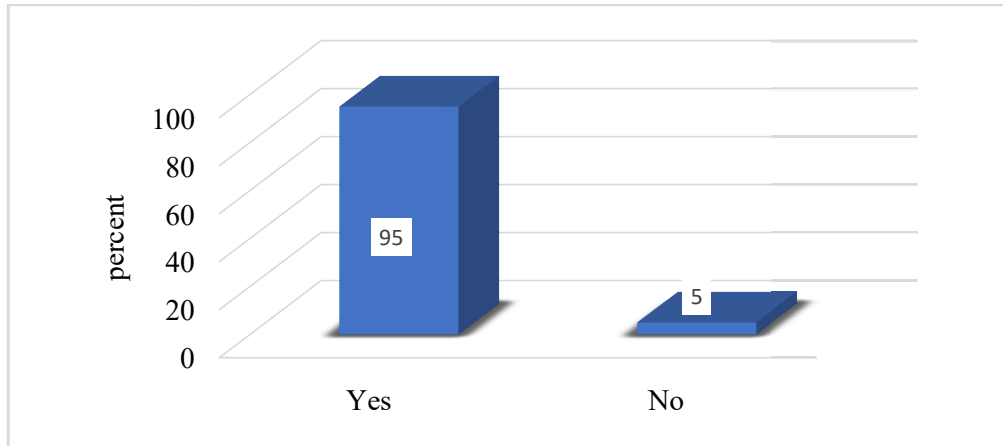


Figure 4. 13: Time management helps utilise TLR.

Figure 4.13 demonstrated that at 95.0% of teachers agreed that time management help utilise the available teaching learning resources, only 5.0% disagreed. Time management helps to know when is time to use library, laboratories, classroom, and all other resources.

4.8.2. Tools for time management in schools

The study asked principals and teachers to indicate how often they use the given tools below for time management. The teachers' and principals' responses obtained was analyzed and results presented in Figure 4.14

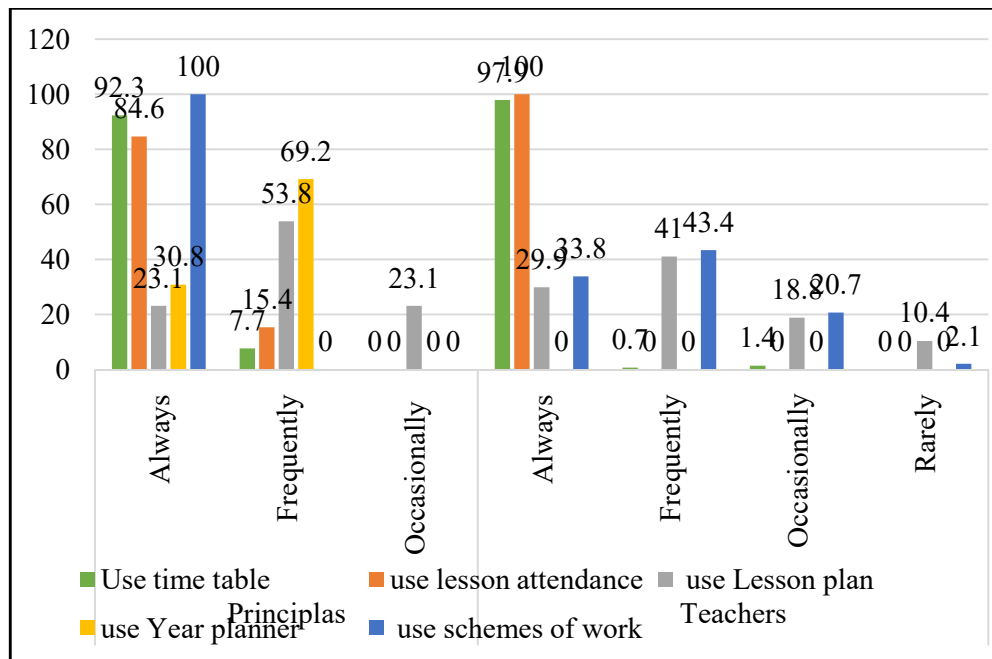


Figure 4. 14: Time management tools by principals and teachers

Figure 4.14 majority of principals and teachers revealed that they always use time table at 92.3% and at 97.7% respectively as tool for time management in schools selected. Further, 84.6% and 15.4% always and frequently simultaneously use lesson attendance in time management at 23.1% always use lesson plan in time management while 53.8% frequently in time management. 30.8% shows that always use year planner and 69.2 frequently used it in time management. 100% of respondents used scheme of work in time management in school. Time management tools are important, they enable teachers to know what to cover at a particular time. All teachers agreed that they used lesson attendance always for time management. Time table was leading as a tool always used by teachers for time management at 97%. Majority of teachers used record of work frequently for time management as lesson plan comes last at 0.7 %. Schemes of work was occasionally used by 20.7% teachers. Lesson plan, schemes of work and record of work was rarely used by teachers for time management as recorded by the least percentage. Tools like time table guides teachers to know when their lesson starts and end, schemes of work help teachers to know what to

cover at what particular time. Lesson plan helps teachers to manage their time during one lesson given.

4.8.3. Time management strategy and its influence quality of education

The study asked principals to indicate if time management strategy influenced the quality of education. It is important in realizing if management of time improves performance of students and if mismanagement has negative impact on their performance. The principals' responses showed that at 100% that time management is a key influencer of the quality of education. Mismanagement of time leads to uncovered syllabus therefore students facing final exam unprepared which results into poor performances. Management of time translates into the syllabus coverage on time and students' gets ample time for revision. They sit for final exams fully prepared thus quality performances.

4.8.4. The extent time management influenced the quality of education

The principals were asked to respond to that extent that time management influenced quality of education. Therefore, principals were provided with Likert scale-5point items to rate their responses. The researcher wanted to be specific the extent to which time management influenced the quality of education. The collected information from principals was computed and results are tabled in Table 4.26

Table 4. 26: Principals’ responses on extent time management influenced

| | Frequency | Valid Percent |
|--------------|------------------|----------------------|
| Very highly | 9 | 69.2 |
| Highly | 2 | 15.4 |
| Moderately | 2 | 15.4 |
| Total | 13 | 100.0 |

the quality of education

Table 4.26 established that majority of principals Time Management very highly influenced the Quality of Education by 69.2% in public secondary schools in Kigumo Sub County. Further at 15.4% highly and moderately each influenced the quality of education. This inferred that time management plays a role in quality of education. Notably, the time misuse leads to poor education while proper time management results in quality education. It is out of time management that teachers are able to cover syllabuses on time and lead students into thorough revision for the final exams thus resulting into good performances of students. These findings resonate with Khan, Farooqi, Khalil, and Faisal (2016) who indicated a positive relationship on time management and academic performance.

4.8.5. Roles of principals in students’ time management

Principals were asked to state how they ensure that students do not waste time in school. The principals’ responses collected were analyzed and presented in Table 4.27

Table 4. 27: Principals roles in students’ time management

| Roles | Frequency | Valid Percent |
|--|-----------|---------------|
| Supervise all the time | 7 | 58.3 |
| Teaching all ten lessons without failure | 1 | 8.3 |
| Keeping them engaged | 1 | 8.3 |
| Proper management | 1 | 8.3 |
| Co-curricular activities after lessons | 2 | 16.7 |
| Total | 12 | 100.0 |

Table 4.27: pointed out that 53.8% supervise students all the time, 7.7% teaching all the ten lessons without failure, keeping them engaged and doing proper management, all attracted 7.7% each and finally 15.4% of principals engaged them into co-curricular activities after lessons It is the role of teachers to help learners in time management in various ways as mentioned above, this ensures that time is used positively and in the right manner which finally contribute to quality education

4.8.6. Teachers complains of inadequate time

The principals were asked to answer if teachers complain of not having enough planning time. Teachers require time to plan for teaching like time for lesson plans, scheming work. Principals’ information gathered was analyzed and results are in Figure 4.15

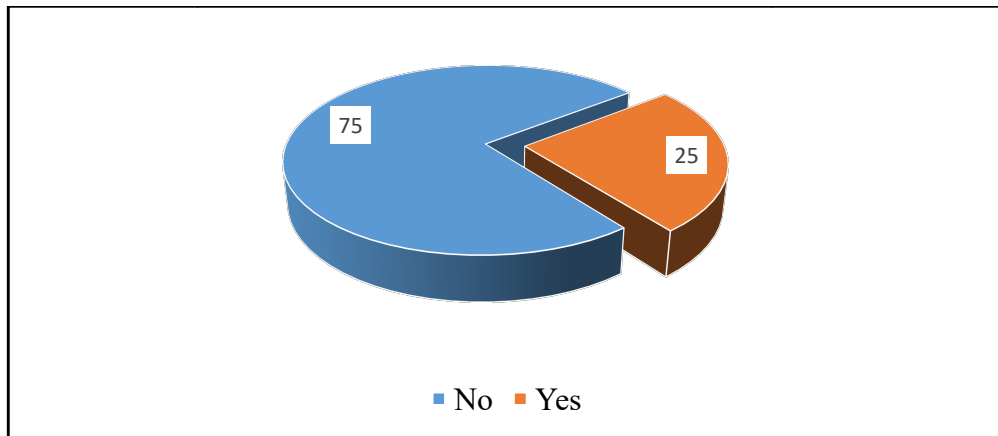


Figure 4. 15: Principals’responses on teachers complain of inadequate time

Findings in Figure 4.15 Majority of principals at 75% depicted that,teachers did not complain of not having enough planning time while 25% stated that they do complain. Planning time enables teachers to know what to cover at a given lesson and how to involve students within the time given to teach effectively so at to ensure that students understand the concept.

Cross tabulation analysis was conducted on teachers’ responses on time management and quality of education in public schools in Kigumo Sub County. Teachers’ responses collected was analysed and results are shown in Table 4.28

Table 4. 28: Crosstabulation: teachers’ response on time management and quality of education

| | | Time management | | Total |
|--------|------------------|-----------------|----------|--------|
| | | Agree | disagree | |
| Male | Count | 57 | 20 | 77 |
| | % Within gender. | 74.0% | 26.0% | 100.0% |
| Female | Count | 43 | 25 | 68 |
| | % Within gender. | 63.2% | 36.8% | 100.0% |
| Total | Count | 100 | 45 | 145 |
| | % Within gender. | 69.0% | 31.0% | 100.0% |

Findings in Table 4.28 established that majority of teachers agreed that time management positively influenced quality of education by 69%. However, minority of teachers at 31% disagreed that time management influenced quality of education in public secondary schools in Kigumo Sub-County. These findings inferred that time management was of essence in covering syllabus on time that influenced good students’ performance hence, good quality of education in public schools scrutinized.

4.8.7. The relationship between time management and quality of education

The study aimed to establish whether there exists a relationship between time management and quality of education in public secondary schools. Therefore, chi-square was utilised and the results obtained was presented in Table 4.29

Table 4. 29: Chi-Square tests for time management and quality of education

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 1.965 ^a | 1 | .161 |
| Continuity Correction | 1.493 | 1 | .222 |
| Likelihood Ratio | 1.964 | 1 | .161 |
| Linear-by-Linear Association | 1.951 | 1 | .162 |
| N of Valid Cases | 145 | | |

Findings in Table. 4.29 revealed that the proportion of respondents established that time management influenced quality of education by X^2 , (1, $N=145$), $P=.16$ in public secondary schools in Kigumo sub county. These findings established that there exists no statistically relationship between time management and quality of education in public secondary schools in Kigumo Sub County. These findings were attributed to majority of principals and teachers agreeing that they properly managed time in respective schools. In addition, descriptive analysis revealed that the use time management tools such as time table, scheme of work, year planner, records of work and lesson attendance were effectively utilised by both teachers and principal's public schools investigated. However, these findings are occurred by a chance since time management do not truly reflect the KCSE performance in the last five years in public schools in Kigumo Sub-County. Finally, these findings confirmed that quality of education is not dependent on time management which means there are others factors affecting quality of education in schools scrutinized.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study findings on the influence of strategic planning on quality of education in public secondary schools in Kigumo Sub-County. The study also presents areas for further research.

5.2 Summary of the study

Assessment of students through national exams indicated low learning achievement in Kigumo Sub-County. For the period 2015-2019, the number of students who attained a mean grade of C+ and above in K.C.S.E had been decreasing. The purpose of this study was to investigate the influence of strategic planning on the quality of education in public secondary schools in Kigumo Sub-County, Murang'a. The study sought to answer the following research questions: how does academic target setting strategy influence the quality of education in public secondary schools, how does syllabus coverage strategy influence the quality of education in public secondary schools, how do levels of adequacy of the teaching and learning resources influence the quality of education in public secondary schools, what is the influence of professional development strategy on the quality of education in public secondary schools, how does time management strategy influence the quality of education in public secondary schools.

The study used a descriptive survey design that targeted 39 schools with a target population of 671 comprising of 39 principals, 39 BOM chairpersons and 593 teachers. Research instruments involved interview guide for BOM chairpersons and questionnaires for teachers and principals. The questionnaires were structured into sections A, B, C, D, E, F with section A collecting demographic data and sections B,C,D,E and F collecting data on influence of academic target setting strategy on quality of education, how syllabus coverage strategy influences quality of education, influence of level of adequacy of teaching and learning resources on quality of education, influence of teacher professional development on quality of education and the influence of time management strategy on the quality of education respectively. The researcher administered two sets of questionnaires to principals and teachers a total of 15 and 220 respectively. On return rate, 13 and 146 fully filled questionnaires were returned that were used in data analysis. This marked at 87% and 66% response rate for principals and teachers respectively. The response rate for BOM chairpersons' interview guide was at 80%. The response rate in this study was accepted since it was over 66% and thus adequate for data analysis.

On influence of target setting on quality education in public secondary schools, the crosstabs results, male principals agreed that target setting influenced students to work hard by 19%, improves performance by 69% and finally, students remained focused by 13%. On the other hand, female principals revealed that target setting influenced students to work hard and improve performance by 50% each. Inferential analysis was conducted and chi-

square test was employed and established that target setting influenced quality of education by χ^2 , (4, N=146), $P=.05$. These findings implied that there exists a statistically significant relationship between target setting and quality of education in public secondary schools in Kigumo Sub-County.

Cross tabulation analysis was conducted on principals' responses on timeliness in syllabus coverage influenced the quality of education in public schools in Kigumo Sub-County. Majority of male and female principals indicated that syllabus coverage had greatly influenced quality of education by 91% and 89% respectively in public schools scrutinized. On the other hand, minority of male and female principals disagreed to low extent that syllabus coverage influenced quality of education by 8% and 7% respectively. The relationship between syllabus coverage and quality of education, it established that syllabus coverage influenced quality of education by χ^2 , (4, N=145), $P=.05$. These findings implied that there exists a statistically significant relationship between syllabus coverage and quality of education in public secondary schools in Kigumo Sub-County. These findings inferred that most public secondary schools scrutinized had covered syllabus on time, coverage of syllabus was achieved by over 70% in form 4 by end of term 2

On influence of the levels of adequacy of teaching and learning resources on quality of education, a descriptive analysis points out majority of male and female teachers agreed that teaching and learning resources were adequate at 83% and 85% respectively in public secondary schools scrutinized. However,

minority of male and female teachers indicated that teaching and learning resources was inadequate at 17% and 15% respectively. These results inferred that most of public schools investigated had enough teaching and learning resources that influenced good students' performance and quality of education in Kigumo Sub-County. Through a chi-square test on the relationship between TLR and quality of education, it was established that TLR influenced quality of education by $X^2, (2, N=129), P=.48$ in public secondary schools in Kigumo Sub-County. These findings established that there exists no statistically significant relationship between TLR and quality of education in public secondary schools in Kigumo Sub-County. This implied that schools' resources such as physical facilities (libraries, desks laboratories, classroom and teachers per subject did not influence the quality of education negatively in the schools selected.

Cross tabulation analysis was conducted on teachers' responses on professional development help improve the quality of education in public schools in Kigumo Sub County. The study revealed that majority of male and female teachers agreed that professional development influenced quality of education by 95.8% in public secondary schools in Kigumo Sub County. However, minority of teachers disagreed with the statement at 4%. These findings corresponded to principals' findings that teacher professional development helped improve the quality of education in schools scrutinized. The relationship between teacher professional development and quality of education, it was established that that teacher professional development influenced quality of education by $X^2, (2, N=144), P=.05$ in

public secondary schools in Kigumo Sub-County. These findings implied that there exists a statistically significant relationship between teacher professional development and quality of education in public secondary schools in Kigumo Sub-County. These findings inferred that majority of principals and teachers had poorly attended professional training and in service workshops that negatively affected students' academic achievement and quality of education in schools studied.

Cross tabulation analysis was conducted on teachers' responses on time management and quality of education in public schools in Kigumo Sub-County. The study established that majority of teachers agreed that time management positively influenced quality of education by 69%. However, minority of teachers at 31% disagreed that time influenced quality of education in public secondary schools in Kigumo Sub-County. These findings inferred that time management was of essence in covering syllabus on time that influenced good students' performance hence, quality of education in public schools scrutinized. The relationship between time management and quality of education, it was revealed that the proportion of respondents established that time management influenced quality of education by χ^2 , (1, $N=145$), $P=.16$ in public secondary schools in Kigumo Sub-County. These findings established that there exists no statistically significant relationship between time management and quality of education in public secondary schools in Kigumo Sub-County. These findings were attributed to majority of principals and teachers agreeing that they properly managed time in respective schools.

5.3. Conclusion of the study

Based on the study findings, the following conclusions were drawn;

Academic target setting greatly influence the quality of education. All schools had set targets for K.C.S.E and internal exams. Not all teachers guided learners in target setting. A very small number of schools had met their set targets for K.C.S.E in the past five years. Setting targets is therefore, not an end in itself and doesn't automatically translate to good results.

Some teachers failed to cover the syllabus but a majority covered it on time. Timeliness in syllabus coverage influenced the quality of education. Heavy workload due to shortage of teachers, broad syllabus and high turnover of BOM teachers hindered timely syllabus coverage. Covid-19 had reduced teacher-student contact time thereby hindering timely syllabus coverage.

Almost all schools had a textbook ratio of 1:1 for compulsory subjects, there was a high level of inadequacy of teachers in technical subjects, applied sciences and sciences- this had greatly affected their performance, there was a high inadequacy level of libraries, and laboratories. Despite being in existence for over 10 years, some schools were still single streamed and with a small student population.

5.4 Recommendations of the study

The researcher makes the following recommendations;

- i) Students should not set targets alone but with the help of teachers. Where possible, parents too should be involved. This will help set realistic targets and increase commitment to the targets.
- ii) Schools need to do more to ensure they meet the set targets. Schools should not stop at setting the goals. Regular assessments by principals and teachers are necessary to ensure they are on track towards attaining their set goals. Proper strategies need to be set on how to attain the set goals.
- iii) Proper contingency planning should be put in place by the ministry of education to help mitigate the effects of unforeseen factors that are likely to interfere with teaching and learning thereby affecting the quality of education. Covid-19 has greatly affected learning by reducing the contact time thus affecting syllabus coverage.
- iv) The MoE should increase its funding of secondary schools to ensure schools have enough finances to acquire teaching and learning resources. TSC should recruit more teachers to curb teacher shortage and reduce the high BOM teacher turnover.
- v) TSC should involve teachers more when setting policies on their training. TSC should come up with incentives to ensure teachers undergo continuous professional development. This may include providing free training, subsidizing the cost and promoting teachers who complete the modules.
- vi) TSC and MoE should put in place measures to ensure teachers fill the TPAD regularly. The MoE, directorate of quality assurance and

standards should ensure that schools are assessed regularly to check syllabus coverage. Regular school assessments and inspection to ensure teachers write schemes every term, follow the time table, keep records of work and use lesson plans. This will not only help with time management but also will ensure timely syllabus coverage.

5.5. Suggestions for further research.

The researcher recommends the following further studies;

- i) There is need for a study to be conducted in the same county in private schools for comparison of the findings on influence of strategic planning on quality of education
- ii) Research to be conducted in affluent areas on influence of strategic planning on quality of education to inform policy-makers and education stakeholders.
- iii) Research to be carried out to establish if other factors that were excluded in this study influenced quality of education in public schools in Kigumo Sub County.

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APPENDICES

Appendix I: Letter of introduction

Irene Waithira Irungu

University of Nairobi

Department of Educational Management,

Policy and Curriculum Studies

P.O. Box 30197-00100, Kikuyu.

The principal

..... secondary school.

Dear sir/Madam,

RE: PERMISSION FOR DATA COLLECTION

I am a post graduate student at the University of Nairobi, pursuing a master of Education in Educational Planning. I am conducting a study on influence of strategic planning practices on quality of education in public secondary schools in Kigumo sub-county, Murang'a, Kenya.

I request that you spare some time to fill in questionnaire and be available for a short interview. Please also request your teachers to fill in the questionnaires.

I would like to assure you that your answers and any data collected from this school will be confidential. Thank you in advance for your cooperation.

Yours faithfully,

Irene Waithira Irungu

Appendix II: Questionnaire for principals of secondary schools.

Kindly respond to all the questions by use of a tick (✓) where appropriate or by filling the blank space.

SECTION A: PERSONAL INFORMATION

1. Please specify your gender. Male () Female ()
2. Please tick your highest level of professional qualification
 - a) PHD
 - b) Master of education (M.Ed.)
 - c) Bachelor of Education (B.Ed.)
 - d) Diploma
 - e) Others, specify
3. For how long have you served as a principal in your current station?
 - a) 0-2 years
 - b) 3-5 years
 - c) 6 years and above

SECTION B: TARGET SETTING

4. Please indicate whether the school has set targets for;
 - a) KCSE Yes No
 - b) Internal exams Yes No
 - c) Individual student grades. Yes No
5. a) To what extent do you think target setting influence the quality of education?

| | |
|--------------|--|
| Very greatly | |
| Greatly | |

| | |
|------------|--|
| Moderately | |
| Low | |
| Very low | |

b) How does target setting influence the quality of education?

.....

6. Please indicate the target against the actual K.C.S.E results for the last 5 years.

| Year | Target K.C.S.E mean grade | Actual K.C.S.E mean grade |
|------|---------------------------|---------------------------|
| 2020 | | |
| 2019 | | |
| 2018 | | |
| 2017 | | |
| 2016 | | |

SECTION C: SYLLABUS COVERAGE

7. Are there instances when teachers fail to cover the syllabus by the end of a given academic year? Yes No

8. If yes in (7) above, what challenges do they cite?

.....

SECTION D: TEACHING AND LEARNING RESOURCES

9. Please indicate the number of teachers in your school.

Male teachers () Female teachers ()

Total number of teachers

10. Please indicate whether the following clusters of subjects have inadequate or adequate teachers.

| Level | Sciences | Languages | Humanities | Applied sciences | Technical |
|------------|----------|-----------|------------|------------------|-----------|
| Adequate | | | | | |
| Inadequate | | | | | |

11. How many streams do you have per class?

| 1 Stream | 2 Stream | 3 Stream | 4 Stream | 5 and above |
|----------|----------|----------|----------|-------------|
| | | | | |

12. Please indicate the number of learners in your school.

Girls Boys Total

13. Please indicate whether the following resources are adequate or inadequate.

| Level | Libraries | Desks | Classes | Laboratories |
|------------|-----------|-------|---------|--------------|
| Adequate | | | | |
| Inadequate | | | | |

14. Please indicate the student- textbook ratio in the compulsory subjects.

| 1:1 | 2:1 | 3:1 | Over 3 students share a book |
|-----|-----|-----|------------------------------|
| | | | |

SECTION E: PROFESSIONAL DEVELOPMENT

15. Have you undergone any continuous professional development training while in service as a principal? Yes No

16. If yes in (15) above, which agencies have you benefited from?

- a) CEMASTEAM
- b) KICD
- c) SMASSE
- d) KISE
- e) KEMI
- f) others, specify.....

17. Does the school have any strategies on duration or focus of training for teacher professional development? Yes No

18. Does teacher professional development help improve the quality of education? Yes No

19. If yes in (18) above, to what extent does it influence the quality of education?

| Very greatly | Greatly | Moderately | Low | Very low |
|--------------|---------|------------|-----|----------|
| | | | | |

20. What role do you play in ensuring continuous professional development of teachers in your school?

SECTION F: TIME MANAGEMENT

21. How often do you use the following for time management in the school?

| Tool | Always | Frequently | Occasionally | Rarely | Never |
|-------------------|--------|------------|--------------|--------|-------|
| Time table | | | | | |
| Lesson attendance | | | | | |
| Lesson plan | | | | | |
| Year planner | | | | | |
| Schemes of work | | | | | |

22. Do you agree that time management strategy influence the quality of education?

Yes No

23. If yes in (22) above, to what extent does time management influence quality of education?

| Very highly | Highly | Moderately | Low | Very low |
|-------------|--------|------------|-----|----------|
| | | | | |

24. How do you ensure students do not waste time in school?

.....

Thank you for your response.

Appendix III: Questionnaire for teachers

Kindly respond to all the questions by use of a tick (✓) where appropriate or by filling the blanks.

SECTION A: PERSONAL INFORMATION

1. Please indicate your gender. Male Female
2. Please specify your highest level of professional qualification,
 - a) PHD
 - b) Master of Education (M.Ed.)
 - c) Bachelor of Education (B.Ed.)
 - d) Diploma
 - e) Others, specify
3. Kindly state any leadership position you hold in the school besides teaching.
.....

SECTION B: TARGET SETTING

4. Kindly indicate if the school has set targets for KCSE? Yes No
5. Do students have individual subject targets? Yes No
6. When are the targets set? a) Termly b) Yearly
7. Kindly specify if students set targets alone or with the help of the teachers.
.....
8. To what extent does target setting influence learner scores?

| Very greatly | Greatly | Moderately | Low | Very low |
|--------------|---------|------------|-----|----------|
| | | | | |

SECTION C: SYLLABUS COVERAGE

9. Approximately what percentage of the syllabus do you manage to cover by end of 2nd term in form 4?

| | |
|-----------|--|
| 85-100% | |
| 70-84% | |
| Below 70% | |

10. Does timely coverage of the syllabus influence learner scores?

Yes No

11. To what extent does timeliness in syllabus coverage influence the quality of education?

| Very greatly | Greatly | Moderate | Low | Very low |
|--------------|---------|----------|-----|----------|
| | | | | |

12. What are some of the hindrances to syllabus coverage?

.....

SECTION D: TEACHING AND LEARNING RESOURCES

13. Please indicate your teaching subjects and whether the textbooks are adequate or inadequate.

.....

SECTION E: PROFESSIONAL DEVELOPMENT

14. Does teacher professional development help improve the quality of education?

Yes No

15. Does the school have any strategies for teacher professional development?

Yes No

16. Have you benefited from any in-service training in your teaching profession?

Yes No

17. If yes in (16) above, which are some of the agencies you have benefited from?

- a) CEMASTEA d) KISE
- b) KICD e) SMASSE
- c) KEMI f) others, specify

18. Does the school facilitate professional development? Yes No

19. What do you suggest should be done to improve professional development for teachers?

.....

.....

.....

.....

.....

.....

.....

20. If yes in (16) above, kindly indicate the time and focus of the training you benefited from in the table below

| Focus of the training | Time of Training (1,2,3,4 weeks or over 1 month) | Agency | | | | |
|---------------------------|---|--------|--------|---------|------|------|
| | | TSC | SMASSE | CEMASTE | KICD | KEMI |
| Financial management | | | | | | |
| Human resource management | | | | | | |
| Teaching of stem subjects | | | | | | |
| SDGs | | | | | | |
| TPAD | | | | | | |
| CBC | | | | | | |

SECTION F: TIME MANAGEMENT

21. How often do you use the following for time management?

| Tool | Always | Frequently | Occasionally | Rarely | Never |
|-------------------|--------|------------|--------------|--------|-------|
| Lesson attendance | | | | | |
| Lesson plan | | | | | |
| Timetable | | | | | |
| Schemes of work | | | | | |
| Record of work | | | | | |

22. Does time management help utilise the available teaching learning resources

well? Yes No

Thank you for your response

Appendix IV: Interview guide for BOM chairpersons

I am a student at the University of Nairobi carrying out a study on the influence of strategic planning on quality of education in public secondary schools in Kigumo sub-county, Murang'a, Kenya. I am pleased to inform you that you have been selected to take part in this study as a representative sample of the BOM chairpersons of secondary schools in this sub-county. This information will be treated confidentially and for the purpose of this research only. Kindly respond honestly.

1. How many years have you been a BOM chairperson in your school?
2. Does your school have a strategic plan?
3. Were you involved in formulating it?
5. Has your school started implementing the strategic plan?
6. Please comment on the adequacy of the following teaching / learning resources in your school.

| Resources | Adequate | Inadequate |
|------------------|-----------------|-------------------|
| Laboratories | | |
| Classrooms | | |
| Libraries | | |
| Desks | | |

7. Do teachers complain of not having enough planning time?
8. How often does your school set targets?
9. Does your school facilitate teacher education workshop/seminar attendance?

Thank you for your co-operation.

