

**INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN
THAGICU SUB-COUNTY, KENYA**

MUCUNKU MARANGU AMOS



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DECLARATION AND APPROVAL

Declaration by the student

This is my original work and has not been presented for a degree in any other university or for any other award.



Signed..... **Date**:.....29/10/2024.....

Mucunku Marangu Amos

MED/2021/84210

Approval by the supervisor

I confirm that the work reported in thesis was carried out by the candidate under my supervision.



Signature.....

Date:...

29/10/2024.....

Dr. Ronald Kikechi

School of Education

Mount Kenya University

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ABSTRACT

The study was assessing the determination of strategic plan implementation on the students' academic performance in Day Secondary Schools in Thagicu Sub-county, Kenya. The goal of this study is to know how strategic plan implementation strategies influence the students' academic performance in Day Secondary Schools in Thagicu Sub-county. The research goal was focusing on knowing how strategic plan implementation strategies influence learners' academic performance in Day schools in Thagicu. It strived to answer the questions such as; what is mission statement effects on learners' academic performance? What are impacts of continuous assessment strategy on learners' academic performance? What are effects of collaboration and benchmarking on learners' academic performance? How stakeholder involvement influence on students' academic performance? The research employed descriptive research plan to find the influence of strategic plan implementation on students' academic performance in the Sub-county. The target population in this study was 460 students and primary data was collected using, focus group interviews, and other qualitative tools. A sample size of 212 consisted of 204 students as primary respondents and 8 teachers considered secondary respondents. Non- probability sampling method was used in selecting the respondents and a qualitative approach was used in analyzing the data. Such methods include convenience sampling, opportunistic sampling and stratified purposeful sampling methods were considered. The research instruments were examined, checked and their reliability also determined by applying test-retest method. The validity of research instruments was subjected into scrutiny and they were affirmed by the University concerned and obliged experts from the mandated the department. The data collected qualitatively was processed and presented through use of pie charts and percentage indicators based on topics and main ideas from the study. Curriculum implementers for example teachers and students, administrators, law makers and parents as members of community benefitted from the study by which the current poor students' academic performance was boosted towards performance of Day Secondary Schools in Thagicu Sub-county.

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LIST OF ABBREVIATIONS AND ACRONYMS

APC	: Association for Progressive Communication
BOM	: Board of Management.
CAT	: Continuous Assessment Test.
KCSE	: Kenya Certificate of Secondary Education.
MOE	: Ministry of Education
UK	: United Kingdom.
UNDP	: United Nations Development Program
UNESCO	: United Nations Educational, Scientific and Cultural Organization.
UNFPA	: United Nations Population Fund.
UNICEF	: United Nations International Children's Emergency Fund.
UN SDGs	: United Nations Sustainable Development Goals.
WEF	: World Education Economic Forum.
ZPD	: Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

This chapter section dealt with the background to the study, problem statement, purpose of the study, research objectives, research questions, importance of the study, limitations of the study, scope of the study, theoretical and conceptual framework.

1.1 Background to the study

Strategic planning is a deliberate, disciplined effort to produce fundamental decisions and actions, that define what an organization or other entity does and why it does it (Bryson, 2017). According to Agarwal (2021) strategic planning is the process of determining how to achieve long-term goals, at least five years, with the use of available resources in a dynamic environment.

An effective strategic plan is guided by an overall vision, which may be reflected in a mission statement. It identifies the strategies that have to be implemented to achieve the vision, and when doing so, it takes into account human, technical and financial capacities (Mizunoya, 2021).

A strategic plan is a document written by leaders of an organization that enables the organization to be innovative, adaptable, and increase its competitive advantage for a time span of 3 to 10 years. This plan is based on the organization's vision, containing goals created to enable the organization to fulfill its vision and tactics to accomplish its goals (Boyd C. and Kelley S.,2023).

According to Gleeson (2019) effective implementation of strategic plans is essential for any organization's success, but it's harder than it looks. It deals with getting started early, commitment and consensus, reinforcement and incentives, paying the costs that come with strategic plans, relation to external conditions, establishing benchmarks

and oversight practices and building in updates and revisions. Strategy implementation is the critical process of turning a well-crafted business plan into actionable steps. It involves assigning responsibilities, allocating resources, and fostering clear communication to ensure that everyone understands their role and works collectively to achieve the defined objectives (Aggarwal, 2023).

The research problem is rooted from the realization that the government via the education sector decided to assimilate the strategic planning and plan concept and its practice from the military cultural strategic plans which is now an obligation for every school to adhere to its strategically formulated plan based on their environmental analysis outcomes. This knowledge enlightened and warranted the schools to follow the strategic plan in each of the implementation practice.

However, the adoption of this plan in schools particularly Day Secondary Schools has betrayed and failed the proponents of the education sectors to practice strategic plan, and all stakeholders of these schools especially is evidently exhibited in Public Day Secondary Schools in Thagicu Sub-county national examinations. These stabilizing and the devolving results have energized the erroneous, debatable and controversial perception that Boarding Schools are favorable when compared with Day Schools and other misconceptions that diminish and covertly conceals the abilities of these Day Schools to compete favourably for students' future equal share of educational benefits as their counterparts in Boarding Secondary Schools. They have also evoked questions on implementation and strategies used in implementing the strategic plans as these students share a typical syllabus and examination body.

Students' academic performance relate deeply with quality education reinforced by UNESCO through the use of indicators that mark the standards of quality education

such as achievement of mental growth and development, affective domain development, supporting and promoting peaceful co-existence, equality in resources sharing and appreciation of diversity among different kinds of people.

Low performance from this Sub-county are incongruent with the UNESCO quality education indicators, as the best learning is considered to develop students' cognitive, affective and psycho-motor spheres which were key aspects agreed (UN Sustainable Development Goals, SDG,2015) and also called the agenda 2030 by the UN General Assembly. Learning is not bound to a specific age but continues throughout the life.

Hence, education should be available for every age and gender; cover all levels (schools to higher education); in all contexts (family, school, community, workplace) and be delivered through formal and non-formal channels to cover out-of-school learners (SDGs,2015).

The students' academic results are antagonizing this principle whereby very few students are meeting the university grade for further learning. Learning is a short-term but not long-term in this Sub-county. Education is a crucial people and empowering humane right as well as a public good (UNESCO,2015). By governments expanding access to quality education, most of the people in the country have educated their children, lowering poverty intensity and its effects, promoting individual development, unity and peace promotion, individual and country-wide development.

It is also leading to public government's economic and social plan through arrangement of a talented labour force, creating enlightened society and advancing dynamic citizenship (Khamati & Nyongesa, 2013, Republic of Kenya). The sensitization of the significance of educational development has led to many countries engaging in the Free Secondary Education (UNESCO,2000, 2015). This can be done

successfully by all schools in each country striving to implement their own strategic plan since such schools are free from gender, regional or economic inequalities. Every child is eligible to access quality education including those from Day Secondary Schools. The diminishing annual academic results are placing the stakeholders' doubts on the implementation strategies of school strategic plan which is expected to join the efforts with other learning institutions for the realization of UN SDGs.

In accordance with the declaration and reaffirmation made in the Incheon Declaration and SDG4- Education 2030 Framework for Action, the Thagicu Sub-county Day Secondary Schools should establish policy frameworks guiding and helping all their strategies of implementation. There should be accountability and transparency in such assessment process and stakeholders' engagement. There is always an expectation from stakeholders that openness and transparency prevailed in the conduct and happenings in schools. The stakeholders' right to participate in school activities, events and progress ought to be respected and adhered for excellent implementation of school strategic plan. In an emphasis, the success of the implementation of the plan resonated through improved and best production of students' academic outputs which is yet a daydream in Thagicu Sub-county Day Secondary Schools.

In backing up the recognition that the Education 2030 agenda requires sound, rational plans and efficient and effective implementation arrangements, it is sensible that these Day Secondary Schools like any other school in Kenya should have and practice relevant and efficient school strategic plan implementation strategies, arrangements and policies so as to meet not only school long-term goals, the national education goals but also the UN Sustainable Development Goals. Such suggested strategies as continuous assessment strategy, stakeholders' involvement and constant and continued mission declaration to the stakeholders like students and teachers should be

strategically keep strengthening the aspirations of students and lively adopt learning as an integral and lifelong process.

As it is discussed in the Incheon Declaration and SDG4 forum, that SDG4 is unachievable with insignificant and shrinking rate of financing. The government via the MoE should keep increasing budgetary allocation and establish efficient and effective policies that ensure Day Secondary Schools are adequately financed and resourced without much delay and without which some of the activities and strategies in each school cannot be successfully conducted. Such strategies and activities as benchmarking and collaboration, stakeholders' involvement especially in the development projects and running a continuous assessment in school required unwavering financial support from the government.

The vision of the study is to impart civic and lawful education to facilitate the comprehension of strategic plan and strategies applicability in solving learner-based problems. This ensured active participation of all stakeholders in school activities, collaborate and partner to exploit the scarce resources available within their reach. The administrator was reminded to enhance inclusivity and involvement in considerable activities. The strategies are devised with a clear vision of school, mission and goals. School values affect the conduct of implementers and their motivation as they work on the strategies.

As demonstrated in this forum, any school operating under strategic plan should declare its vision and mission statement to the stakeholders like students, parents, teachers and government offices to set the pace, aspirations, direction, targets and converge all their efforts, energy and resources together and create a synergy for the common accomplishment of the mission and to arrive at previewed vision. The

statements of the Heads of the WET 2015 Convening Agencies give renewed strengths and commitments to grassroot learning institutions from every country including Day Secondary Schools in Thagicu Sub-County to convene, consolidate and gather all stakeholders in the running process of such institutions to realize optimal utilization of all resources distributed in these schools for the successful implementation of the strategic plans.

Strategy implementation is the act of converting idealistic, theoretical, written and strategic plans into practical, demonstrating realistic actions and steps to attain predetermined and desired outcome. It is also the process by which implementers ensure every preconceived, planned and written down policies and actions have been actualized.

Strategic planning is the artistic act of first studying the environment both internally and externally, identifying and highlighting weaknesses to be subdued during implementation, strengths to be used, opportunities to be utilized and exploited and threats to be cautiously addressed in implementation; choosing the best goal to be taken and consolidating the few available resources required to practically carry out the actions for the ultimate achievement of the prioritized goal.

There is spirited influence in the examination of assessment, benchmarking, mission declaration and syllabus covering as methods affecting learners' academic results and therefore the research is illuminated on all Public Secondary Schools. The study is preparing to embark on a specific line which deals with Day Secondary Schools in an entirely geographically different area. It is unidentified area that needs to be explored and carefully problems solved for cushioning of learning activities and eventually exhibiting the education investment benefits to the community concerned.

Strategic planning is a chronic process and steered by environmental forces and impacts of previous period. For school strategic plan implementation to be realized, stakeholders should use the appropriate strategies efficiently for rightful students' academic performance to be attained at a national level which indicated lime lights towards the accomplishment of national goals. The Day Secondary Schools in Thagicu Sub-County by then utilizing these fitful strategies informed by the environmental analysis results and other sources of information from students in the plan should boost the efficiency, effectiveness and importance of both the schools and government at large.

1.2 Problem Statement

According to the Kenya Certificate of Secondary Education (KCSE) results report of Katama Secondary School which produced a mean of 2.21, there is the existing indication of deteriorating, unstable and shocking academic performance of Day Secondary students in Thagicu Sub-county for last countable years as revealed in the very recent BOM-teachers meeting conducted in February,2023. The clamouring of most stakeholders like parents and Sub-county Education Office has persistently caused the need to improve students' performance in Thagicu Sub-county. It has exerted pressure on principals, teachers and students to effectively carry out their roles and take responsibilities as the strategic plan implementers in ensuring future examination results please all stakeholders and the government. Thus, the study was seeking the solution of poor students' academic performance grounded on the analysis of influence of strategic plan implementation strategies on students' academic performance and especially in Public Day Secondary Schools in Thagicu Sub-county, Kenya.

1.3 Purpose of the Study

The study focused on the influence of strategic plan implementation on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya.

1.4 Research Objectives of the Study

- i. To investigate the influence of mission statement on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya.
- ii. To investigate the ways in which stakeholders' involvement influence students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya.
- iii. To study the influence of continuous assessment strategy on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya.
- iv. To investigate the influence of collaboration and benchmarking on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya.

1.5 Research Questions

- i. What is the influence of mission statement on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya?
- ii. How does stakeholders' involvement influence students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya?

- iii. What is the influence of continuous assessment strategy on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya?
- iv. What is the influence of collaboration and benchmarking on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya?

1.6 Justification of the Study

The study informed the government of Kenya on the strategies and specific challenges that Public Day Secondary Schools are subjected to and experiencing in implementing the strategic plans put in place. Thereafter, Ministry of Education may formulate policies that are likely to favour the implementation and operationalization of the strategic plan in Public Day Secondary Schools.

The Public Day Secondary School administrators and teachers might benefit from this research based on strategic plan implementation. Such fruitful areas like appropriate strategies and how to employ them in the process and the challenges and their possible solution to the challenges.

The education stakeholders might also be informed on the challenges posed by strategic plan and importance of active participation in the strategic plan implementation process. Thus, they are intrinsically and extrinsically motivated to focus all their possible resources, and commitments to the implementation act.

1.7 Scope of the Study

The research plan to be run within the boundaries of the Thagicu Sub-County majoring on all Day Secondary Schools in the area. It collected data from a particular

Day Secondary School in this Sub-County whereby the students were the first respondents and the teachers the second respondents and if possible few parents.

It also included both gender that is students (girls and boys); teachers (male and female) and parents (male and female). The research is intending to concentrate on a single school that meet the conditions based on students needed for effective study.

1.8 Limitations of the Study

- i. The investigation will lead the researcher to confrontation of the most challenges encountered by researchers from different places. Such problems include: language barrier- the first respondent may face difficulties to comprehend and fathom fully the English language that will have been employed in developing research instruments.
- ii. In case there is second and third respondents like parents, English language and parents' mother tongue may be a barricade towards the successful data collection. This ultimately raises the research expenses which is conjunction with frequent loss of network and very minimal means of transport. Other unprecedented obstacles include: negative attitudes towards education and research by the students, social and cultural barriers where the respondents may refuse to give information to a researcher from another locality and ethnic group. Some cultures may also prevent students from giving out information that even pertains their daily school problem.
- iii. The other crucial problem that is expected to be faced during the research process is about lack of facilities and services like buildings and sitting facilities, lack of electricity and lack of documents needed either to collect data or for literature review.

- iv. Moreover, the researcher's views and background may influence perception and interpretation of information which will result to biasness in the study acceptably forcing use of qualitative research design in this study. Bureaucratic procedure imbedded in schools will also a problem to the research due to the need of getting the license of conducting the study from the national to the Sub-county levels.

1.9 Assumptions of the Study

Assumably, the first and second active respondents will be cooperative and available throughout the research data collection process to enhance the benefits of convenience of the respondents. They will be open, participatory, and minimise some of the negative effects of limitations of the study to be carried out.

1.10 Operational Definition of Key Terms

Mumoni: it refers to one of the Kitui county sub-counties in Kenya that initially bordered directly Tharaka Nithi County along the lower section of the River Tana

Thagicu: It is the name given to the newest formed Sub-county in Kenya which was initially the part of Mumoni Sub-county and it is comprised of five secondary schools, three Day Secondary Schools and two Boarding Secondary Schools.

Strategy: it is a contextually informed, premeditated, preconceived and contingent method to be used in solving problems, transitioning the organizational players to next socioeconomic and political level by achieving pre-set goals and objectives irrespective of adequacy and inadequacy of resources.

Strategic plan: it is a document that displays a shared vision, mission and values.

Strategic plan implementation: it involves the efforts, and resources supplied in an attempt to translate the ideas entrenched in the strategic plan into productive and effective actions.

School stakeholders: these are people with interests in the success of a school system. Such as parents, teachers, administrators and business people.

Collaboration: it is working together of members of inclusive learning community to assist students to excel in the studies.

Benchmarking: it refers to assessments that measure students against institution standards and learning goal.

Academic performance: it refers to the assessment output that demonstrate the level of student's knowledge attainment and retention which is conducted periodically.

Strategic planning: it is a gradual and systemized process used to study and analyze challenges, deliberately develop, work on objectives and goals by suitable strategies that foreseeably solve the problem and improve learning results.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Strategy is contextually informed, premeditated, preconceived and contingent method to be used in solving problems, transitioning the organizational players to next socioeconomic and political level by achieving pre-set goals and objectives irrespective of adequacy and inadequacy of resources.

It emerges from the meeting conducted by school stakeholders like teachers, students and administration in which consultations are made, collaboration and partnership are conducted, potentials, capacities, strengths, weaknesses, threats and other school potent impediments identified for informed decision to be extracted.

2.1 Stakeholders' Involvement

Stakeholders refer to people willing and wishing to effortlessly, actively and passively get involved and contribute to the improvement, growth and development of an organization such as governmental and Non-Governmental Organizations like schools and companies in such a way that they benefit from these organization's system and equally organization receiving help from them for attainment of its goals and mission.

Fernando J. (June 23, 2024) defined a stakeholder as an individual or a group of individuals with an interest, often financial, in the success of a business and the primary stakeholders in a corporation include it's investors, employees, customers and suppliers.

Stakeholder engagement is the systematic process of identifying, analysing, planning, prioritizing and implementing actions intended to engage and influence stakeholders engagement and it's goals are to simply stakeholder communications and ensure that

communication resources are used efficiently and effectively (Kimberley, November 8, 2021).

School principals are obliged to acquire managerial and administrative skills and knowledge, wisdom and intelligence to ensure these distinct personalities of differing interests and characters can be incorporated in learning and teaching process for the welfare of the students. According to the new development in Kenyan Ministry of Education, the government has involved itself in education by capturing student's data electronically and automated it through the National Education Management Information System (NEMIS) that is much considered in allocation and disbursement of financial and physical resources in schools to ensure not only free education but also enhance improved performance of learners.

Poudel P. (January 1, 2024) displays the words of a grade nine student, Rita saying "Despite the fact that my parents cannot read and write, they are able to recognize my need for education. My dad has always pushed me to pursue education. He advised me to spend more time thinking about this. He tells me that in order to pursue higher education and land a good job in the future, I must have strong academic credentials. My parents were quite aware of all the challenges I was facing in school. My parents constantly interacted and developed relationships with all of my teachers, worked together, participated in the school's teacher-parent interaction program, and helped me overcome my obstacles and support my education by gathering educational resources.

Lamba K. (March 19, 2024) defined student engagement as how much attention, curiosity, interest, optimism and passion a student demonstrates as they are learning. Learner engagement is the measure of whether someone had been given sufficient motivation to fully invest themselves in learning. If you want learners to engage with

your continuing education program, you must make sure the content truly meets a learner's needs and preferences.

Teachers, students and parents play integral and central role in learning and teaching process as they are considered as major and internal implementers of the curriculum. They are perceived to be flexible, multitasking, multidimensional, resilient, patient, humble, persevering, enduring and loving to adapt to ever changing internal and external environment in education that can negatively affect learners if not anticipated and managed. Students ought to profit from stakeholders' activities. Every activity should be planned, organized, staffed and carefully controlled and monitored to benefit the learners and boost their purpose in school. Parents, teachers, government, Non-Governmental Organizations and suppliers are expected to initiate processes and projects and conduct them aiming to benefit the students.

It is noticeable that parents who create a good conducive environment for their children from their baby stage by maybe setting a den and home reading and writing materials crucially affect their children's learning achievement at even higher levels of education such as primary and secondary education. The nurturing behaviours and natural environment the child is exposed to influence greatly on future academic performance of the child in secondary and primary schools.

All school stakeholders should work together to exploit their potentials, opportunities and strengths among themselves. This ensures the learners receive the best resources to utilize entirely potentials and capacities yielding competitive and strategically advantageous rank in form of academic performance. The positive competition is built and successively passes to the next academic year. The school is forced to lean and rely on freaky resource mobilization and acquisition strategies to maintain and retain the students' performance position.

Organizations like schools ought to flexibly strive to fit in their competitive atmosphere as their survival tactics. They are required to draft contingency plan that can also help them to smoothly embrace the impacts of available diminishing resources, stiff competition, numerous and frequent government policies changes and constitutional amendments and utilize them to elevate students' academic performance. School principals should closely and jointly work with the government as they are implementers and the government, the owners. They also work under the control and monitoring roles and responsibilities of their government. These administrators are trained and equipped with the capacity to study the school situation, environment and condition and devise, develop and create the suitable strategy and practice to be adapted and embraced by every internal stakeholder to achieve the set goals and mission.

Parent always play a critical role and contribute greatly to their children's academic, social, and psychological growth and development. They are usually close with the learners first in infancy stage where they are trained and guided on children's activities like toiletry and language development and initiation. These are considered as few among the learning and teaching activities practiced by parents and through which they utilized Secondary Schools' teachers in an endeavor of processing and developing all-rounded, flexible, problem-solvers, innovators, creative, disciplined and respectful citizens.

Communication between parents and teachers is more than just a process that helps improve a student's or child's grade. Of a child's parents and teachers communicate better, it promotes better social development. This is because educating a child is not the sole responsibility of the school. There needs to be a lot of communication

between home and school to create a safe learning environment for children (Kangaroo Kids Preschool, 2024).

Parent-teacher connection through communication help to nurture a friendly environment for learner's studies as it creates and nurse trust, transparency, a sense of belonging and splendid love. This influence the student's love of subjects, teachers, the school and the home. Parents receive advice and guidance on the appropriate reference and learning materials for their children' betterment. Students in schools enjoy the freedom to share their life stories, learning problems and ask academic questions. They exploit their unlimited freedom of expression to the highest extent and degree that contribute to their plausible academic excellence.

Communication is one of the key factor that is used to initiate and expedite the conduct and success of all strategies painstakingly selected among many others schools' meeting are realized by use of efficient and effective communication. Solutions and decisions are made through convenient communication and strategic involvement of key stakeholders. Therefore, communication and stakeholders are most and central parameters that define and guarantee the presence and operation of such strategies as mission statement, collaborating and benchmarking, and continuous assessment strategies that finally dictate kinds of students' academic results and school success.

Briefly, during the process of strategy development, implementation and evaluation, these main strategic management theories were applicable to management of organizations as tools to assist them in making strategic and guided managerial decision. Ultimately, the study variables were based on such strategic management theories especially, contingency theory (Fred Fielder,2021) the agency theory (Jensen and Meckling, 1976), the survival-based theory, the resource-based theory (Penrose,

2009) and other theories like organization as open system (Katz and Kahn, 1966), in which strategic plan implementation strategies are embedded borrowing and applying different tenets from different strategic management theories and models.

2.2 Continuous Assessment

Continuous assessment plays a crucial role in improving performance and development and they motivate students and trainees to make immediate improvements by offering real-time feedback while fostering a culture of continuous improvement (Rusconi October, 2023). The method leads to students' mastery of the content as it is used to identify the students' weaknesses based various topics and areas early enough for more emphasis to be put on them by students and teachers. Students get full access and knowledge about the tactics and skills the examiners use in setting the national examinations. Thus, the learners are diversified in terms of content and testing methods which elevate and improve their academic performance. Continuous assessment which is also referred to as ongoing assessment is the evaluation and analysis of an individual's academic performance over a given course. Continuous assessment focuses on fostering improvement throughout the learning process with consistent feedback and guiding learning (Rusconi, 2023)

Daniel Kombat et al., (2022) defined continuous assessment as a system for grading students' performance throughout the cognitive, emotional and psychomotor domains of learning. Academics, educational administrators and policymakers use continuous assessment as a measurement and evaluation technique that has a positive impact on students' performance at the end of their examination.

2.3 Theoretical Framework

2.3.1 SWOT Analysis Theory by Dac Teoli; Terrence Sanvictores and Jason An

SWOT Analysis (short for strengths, weaknesses, opportunities, threats) is a business strategy tool used to assess how an organization compares to its competition: the

strategy is historically credited to Albert Humphrey in the 1960s, but this attribution remains debatable; it is also known as the SWOT Matrix; there are both internal and external considerations build into the tool where strengths and weaknesses are internally-related while opportunities and threats are externally-related; the strengths lends an organization an advantage over the competition while weaknesses leads to a relative disadvantage against the competition; opportunities are realities in the greater environment that can be exploited by the entity while threats are realities in the greater environment which might lead to problems for the entity (Dac Teoli et al, 2023).

According to this theory, it can be deductively understood that strategic plan implementation stage and its strategies give adequate space for internal and external environmental assessment and its reflection to identify and mark the key ideas, resources, interests and powers of central stakeholders and how they can be exploited to achieve the vision embedded in the school strategic plan. The achievement of the vision and accomplishment of mission is realized via subsequent improvement of students' academic performance.

Every school organization like other organizations has strengths and weaknesses. The strengths needs to be utilized to boost students' academic performance and weaknesses suppressed either in the process of strengths utilization or in the event of exploiting the available opportunities. Therefore, strengths such as strategic plan, adequate human resources, and other resources within the school organization should be utilized through constant communication of mission and vision, formulating policies that guide in the implementation of such strategies as continuous assessment strategy, stakeholders' involvement and benchmarking strategy. This ultimately will ensure active inclusion and involvement in the school's strategic plan implementation

as all internal stakeholders, resources and their interests will be geared to realization of excellent students' academic performance which translate to achievement of school mission and vision. This theory is applicable and usable throughout the entire strategic management process as it is used in strategic plan formulation, strategic plan implementation, assessment of the implementation process, monitoring and evaluation.

2.3.2 Stakeholder Theory by R. Edward Freeman in 1984

Stakeholder theory, as initially theorized by R. Edward Freeman in 1984, offers a comprehensive approach to organizational management that emphasizes the interconnectedness of all parties involved in an enterprise. In the context of education, it posits that schools, like businesses, function as systems where the relationships between stakeholders are essential for achieving success. Stakeholders in schools include teachers, students, parents, investors, non-teaching staff, support staff, governments, and local communities. Each of these stakeholders plays a critical role in contributing to the academic achievements and overall mission of the school. Freeman's theory emphasizes that stakeholders must work harmoniously for the ultimate benefit of the students, who are the central focus of the educational environment (Freeman, 1984). This approach underscores the importance of fostering a collaborative and supportive atmosphere where the needs of all stakeholders are met while ensuring the students' academic success.

Students, as the primary stakeholders in the educational process, hold a pivotal position within schools. Every action, decision, and policy implemented by other stakeholders must ultimately aim to improve student outcomes and contribute to their academic success. Freeman's stakeholder theory suggests that students are not just passive recipients of education but are active participants whose interests and needs

must be the central consideration in every aspect of school life. Whether it is through the direct teaching of educators, the administrative decisions of school leaders, or the supportive involvement of parents and the community, the collective focus should be on creating an environment that nurtures student success (Freeman, 1984).

Freeman's theory also highlights the importance of fostering a positive and beneficial working environment where all stakeholders are actively involved in the school's affairs. This involvement is not merely for the sake of participation but for the tangible improvement of student outcomes. The words and actions of everyone within and around the school should be geared toward motivating, mentoring, counseling, educating, and encouraging students to pursue their academic goals. This is particularly important as students are often influenced by the attitudes and behaviors of those around them. Whether it is through the supportive words of a teacher, the encouragement of a parent, or the mentorship of a community member, students need to feel that their academic endeavors are valued and supported by those around them. Stakeholder involvement in the school setting means that the interests and values of each party are acknowledged and, to some extent, addressed. This is consistent with Freeman's belief that organizations should create value for all stakeholders, not just shareholders or a select group of individuals. In the educational context, this means that while students are the central focus, the needs and contributions of other stakeholders should also be recognized and valued. For instance, teachers require a supportive working environment and professional development opportunities to enhance their teaching practices, parents need to feel that their involvement in school affairs is meaningful, and community members must see how their contributions positively impact student success (Freeman & Dmytriiev, 2017). These

interconnected relationships ensure that all stakeholders contribute to the school's mission and help drive academic excellence.

Lyndsey Zang (2020) reinforces the notion that stakeholder theory views organizations as interconnected systems, where the success of the organization—be it a business or a school—depends on the value created for all stakeholders. In schools, this means that the success of students is not solely the responsibility of the teachers or the administration but is the result of the combined efforts of all stakeholders. Zang's perspective complements Freeman's by emphasizing that when stakeholders collaborate effectively, they create an environment where students can thrive academically. This approach also aligns with the idea that stakeholders are not isolated entities but are part of a larger system where their roles and responsibilities overlap and influence one another (Zang, 2020).

The role of school administrators in this process is critical. Freeman believes that administrators should create a free and just environment where all stakeholders can contribute meaningfully to the academic success of students (Freeman & Dmytriyev, 2017). This involves ensuring that stakeholders have the opportunity to actively participate in school affairs and that their contributions are valued. For instance, parents should be encouraged to engage with teachers and administrators in discussions about their children's progress, while teachers should be empowered to collaborate with one another and share best practices. Administrators must also facilitate the involvement of the wider community, recognizing that the success of students is often linked to the support they receive from external stakeholders such as local businesses, non-profit organizations, and government agencies. By creating spaces for these interactions, administrators foster a sense of shared responsibility and collective action, which ultimately benefits the students.

One of the key aspects of stakeholder theory is its emphasis on values and morality in managing an organization. Freeman argues that organizations must operate in a way that reflects the values and interests of all stakeholders (Freeman & Dmytriiev, 2017). In schools, this means creating a culture of respect, fairness, and inclusivity, where the diverse needs and perspectives of students, teachers, parents, and the community are acknowledged and addressed. This moral dimension is particularly important in education, where the well-being and development of students are paramount. Schools that operate with integrity and fairness are more likely to foster positive relationships with stakeholders, which in turn leads to better academic outcomes for students.

In line with this, the contributions of individual stakeholders must be appreciated and recognized. Teachers, for example, play a vital role in shaping the academic and personal development of students. Their efforts to create engaging lessons, provide feedback, and support students' learning are crucial to the overall success of the school. Parents, too, contribute by providing emotional and practical support to their children, reinforcing the importance of education at home, and participating in school activities. Likewise, non-teaching staff, such as counselors and support staff, contribute to the holistic development of students by addressing their emotional, social, and physical needs. All these contributions, though varied in nature, collectively lead to the commendable performance of students.

Stakeholder theory also recognizes that the success of an organization is not solely determined by the actions of individual stakeholders but by the collective efforts of the group. In schools, this means that the academic performance of students is not the result of the efforts of any one stakeholder but of the collaboration between all stakeholders. For example, teachers and parents must work together to support students, while administrators must ensure that the school environment is conducive

to learning. Similarly, community members can provide resources and opportunities for students to engage in real-world learning experiences. This collaborative approach not only enhances student learning but also strengthens the relationships between stakeholders, creating a more cohesive and supportive school community (Freeman & Dmytriiev, 2017).

Furthermore, stakeholder theory emphasizes the importance of creating long-term value for all stakeholders, not just short-term gains. In the context of education, this means that schools should not only focus on immediate academic performance but also on the long-term success of students. This includes preparing students for future challenges, fostering critical thinking skills, and nurturing their personal development. By focusing on long-term success, schools ensure that students are not only academically successful but also well-prepared for life beyond the classroom (Zang, 2020).

In conclusion, stakeholder theory, as presented by R. Edward Freeman, provides a valuable framework for understanding the interconnected relationships between schools and their stakeholders. It emphasizes the importance of creating value for all stakeholders, recognizing that the success of students is the result of the collective efforts of teachers, parents, administrators, and the community. By fostering a collaborative and inclusive environment, schools can ensure that all stakeholders contribute meaningfully to the academic success of students. Furthermore, stakeholder theory highlights the moral and ethical dimensions of managing an organization, emphasizing the need for fairness, respect, and inclusivity in all interactions. Ultimately, the application of stakeholder theory in education ensures that students are not only academically successful but also supported in their personal

development and well-being, leading to long-term success for both the students and the school.

2.4 Empirical Literature Review

The influence of strategic plan implementation on students' academic performance has been an area of growing interest among researchers, particularly in the context of secondary education. Several studies have explored this relationship, with a focus on different aspects of strategic planning and how they contribute to or hinder students' academic outcomes. However, many of these studies have focused on broad contexts such as public secondary schools without delving into more specific sub-groups, like Day Secondary Schools in certain regions. This gap in research highlights the need for a more targeted examination of the effects of strategic plan implementation on students' academic performance in specific areas, such as Thagicu Sub-county, Kenya.

One of the foundational studies in this area is by Solomon S. (2018), who investigated the influence of strategic plan implementation on students' academic performance in public secondary schools in Marsabit Central Sub-county, Kenya. Solomon's study aimed to determine the extent to which schools' mission statements, benchmarking strategies, and continuous assessment strategies influenced students' academic performance. The study concluded that these aspects of strategic planning had varying degrees of impact on students' performance, but it also revealed several gaps. For example, it did not examine the extent to which stakeholders' involvement influenced students' academic performance, which is a critical element in the success of any strategic plan (Solomon, 2018). Stakeholders, including parents, teachers, and the community, play a significant role in the educational outcomes of students, and their involvement is crucial in the strategic planning process. The exclusion of this factor

limits the comprehensiveness of Solomon's findings, making it clear that further research is needed to explore how stakeholder participation might affect academic outcomes.

Additionally, Solomon's study focused on collective public secondary schools without distinguishing between different types of schools, such as boarding and day schools. This oversight is significant because the dynamics within day schools may differ from those in boarding schools, particularly regarding resource allocation, teacher-student interaction, and the role of parental involvement. Day schools, for instance, often rely more heavily on community support and parental engagement, which could have a unique impact on the effectiveness of strategic planning and its implementation (Solomon, 2018). Thus, focusing on Day Secondary Schools in specific regions like Thagicu Sub-County could provide more nuanced insights into how strategic planning affects academic performance in these settings.

Newton Kyando et al. (2023) extended the exploration of strategic planning implementation by focusing on public secondary schools in Tanzania. Their study assessed the influence of strategic planning on school performance, teacher performance, and students' academic performance. The study found that strategic planning implementation practices, such as setting clear goals and allocating resources efficiently, significantly impacted both school and teacher performance, which in turn influenced student outcomes (Kyando et al., 2023). However, similar to Solomon's study, the focus was broad, encompassing all public secondary schools, without considering specific sub-groups like day schools. The strategic challenges and needs of day schools, which often face different resource limitations and require greater involvement from the surrounding community, were not adequately addressed. This further underscores the need for targeted research in specific contexts, such as

Thagicu Sub-county, where day schools might face distinct challenges in strategic plan implementation.

In another related study, Sore M. (2017) investigated the influence of strategic planning on academic performance in public secondary schools in Masaba North Sub-county, Kenya. The objectives of the study included examining how strategic management planning, resource allocation, and human capital management influenced academic performance. Sore's research employed a correlational research design, finding that strategic planning had a significant impact on academic outcomes, particularly in the areas of resource allocation and management of human capital (Sore, 2017). However, Sore's study, like the others, primarily focused on public secondary schools as a broad category, without examining how strategic planning might influence performance in day schools, where factors like resource scarcity and stakeholder involvement might play a more prominent role.

Odette U. (2022) conducted a study in Rwanda on the relationship between school strategic planning and students' academic performance in secondary schools. Using a correlational research design, Odette found that strategic planning had a positive impact on academic performance, with effective communication and resource allocation being key drivers of success (Odette, 2022). However, the study was limited to secondary schools in Rwanda and did not explore the specific challenges faced by different types of schools, such as day schools or schools in rural areas. Moreover, like the earlier studies, Odette's research did not consider the potential impact of stakeholder involvement, which is a critical factor in the successful implementation of strategic plans.

Mulandi (2022) explored the determinants of strategic plan implementation in public secondary schools in Katulani Sub-county, Kenya. This study focused on factors such

as resource allocation, government involvement, communication, and employee motivation in relation to the implementation of strategic plans. The findings highlighted the importance of these factors in ensuring the successful execution of strategic plans and their subsequent impact on students' academic performance (Mulandi, 2022). However, similar to the other studies discussed, Mulandi's research did not specifically address the unique challenges faced by day secondary schools, nor did it explore the role of stakeholder involvement in strategic planning.

What these studies collectively reveal is that while strategic planning is widely recognized as a critical factor in improving students' academic performance, the focus has largely been on broad categories of public secondary schools, without sufficiently examining how strategic plan implementation affects specific sub-groups, such as day schools. Day schools in regions like Thagicu Sub-county may face unique challenges that are not fully captured by studies that focus on all public secondary schools. For instance, day schools often deal with limited resources, lower levels of parental involvement, and greater dependence on community support, all of which could influence the effectiveness of strategic plan implementation.

Additionally, the previous studies have not sufficiently addressed the role of stakeholder involvement in strategic planning. As Freeman's (1984) stakeholder theory suggests, the involvement of various stakeholders—such as parents, teachers, students, and the community—is essential for the success of any strategic plan. Stakeholders contribute to the implementation process by providing support, resources, and feedback, and their involvement can significantly enhance the likelihood of achieving the desired outcomes. Without the active participation of stakeholders, even the best-laid strategic plans may fail to have a meaningful impact on students' academic performance. This highlights the need for future research to

examine the extent to which stakeholder involvement influences academic outcomes, particularly in day secondary schools where community and parental engagement may be more critical.

Furthermore, the studies discussed above did not adequately differentiate between the types of schools being studied. Public secondary schools encompass a wide range of institutions, including day and boarding schools, each with its own unique set of challenges and opportunities. Day secondary schools, for example, often operate with fewer resources than boarding schools and may rely more heavily on parental and community support. This suggests that the implementation of strategic plans in day schools may require different approaches or additional support to ensure success.

In conclusion, while the existing body of research highlights the importance of strategic plan implementation in improving students' academic performance, there is a clear gap in the literature regarding the specific impact of strategic planning in day secondary schools. Studies such as those by Solomon (2018), Kyando et al. (2023), Sore (2017), Odette (2022), and Mulandi (2022) have provided valuable insights into the relationship between strategic planning and academic performance in public secondary schools but have not sufficiently explored the unique challenges faced by day schools or the role of stakeholder involvement. Future research should aim to fill these gaps by examining the specific impact of strategic plan implementation on students' academic performance in day secondary schools, with a particular focus on the role of stakeholders in the planning and implementation process.

2.5 Conceptual Framework

The schools which embraced and engage strategic plans in the implementation stage through formulation of the mission statement to act as a strategic position for capturing the focus of all students and other participants in the schools such as

teachers, principals, non-teaching staff and other involved community members within which the school exist had prevailing exemplary and epitomic forces to the rest of the schools in terms of academic results. The strategic plan inclusively denotes the steps to be followed by stakeholders to arrive at their vision. The vision enlightened the students by enabling them to see where they want to be in future and help them, to set their own academic objectives that improve the daily performance. Values and beliefs of the school when constantly shared and communicated to students enable them to build their belief system and what they consider to be valuable like excelling academics. This wholeness reinforce the students to focus on academic tasks as first priority and work towards achieving praiseworthy results.

Learners eventually excelled in their formal education if the teachers supply them with multiple, continuous and consecutive assessment materials such as projects, Continuous Assessment Test (CAT), Classroom test, homework and fieldwork such as academic trips, which needs facilitation and support from school administrators.

The schools engaging and involving all stakeholders in the decision making resulted to improved students' academic performance. Stakeholders play a key role in students' performance if they are involved in the decision-making process. They feel appreciated, their sense of ownership is built, their opinions and sentiments considered which finally build students' extrinsic motivation towards academic work.

Hence, the improved students' academic performance is heightened. Generally, when all stakeholders are invited in school activities, and events such as Annual General Meeting, School Clinic Day, Thanksgiving Day and Launching of Development Projects help them feel part of the school progress in academic performance.

Collaboration and benchmarking are one of the independent strategies that when used skilfully influenced the dependent variable, collaboration and benchmarking activities

such as symposium, interschool academic and non-academic forum such as common examination setting forum, watching set books collectively and conducting Science congress helped students team from other students from different schools within the Thagicu Sub-county. They finally polished and improved on their weaknesses from strengths observed in other schools. They also learn and improve on social, academic, emotional, intellectual and physical dimensions of learning. Therefore, the activities raised students' academic performance in their final year examinations. Mission statement, stakeholders' involvement, continuous assessment strategy and collaboration and benchmarking are strategies which determine the state of dependent variable (students' academic performance through internal examinations and KCSE results) had been sufficiently and effectively implemented. The intervening variable or control variables is the government policy which surface itself to smoothen and cause the effects of strategy implementation on children's results.

The above discussion is summarized and was used as a guide by the following structural conceptual framework:

Independent Variable:
Strategic plan implementation

Dependent Variable

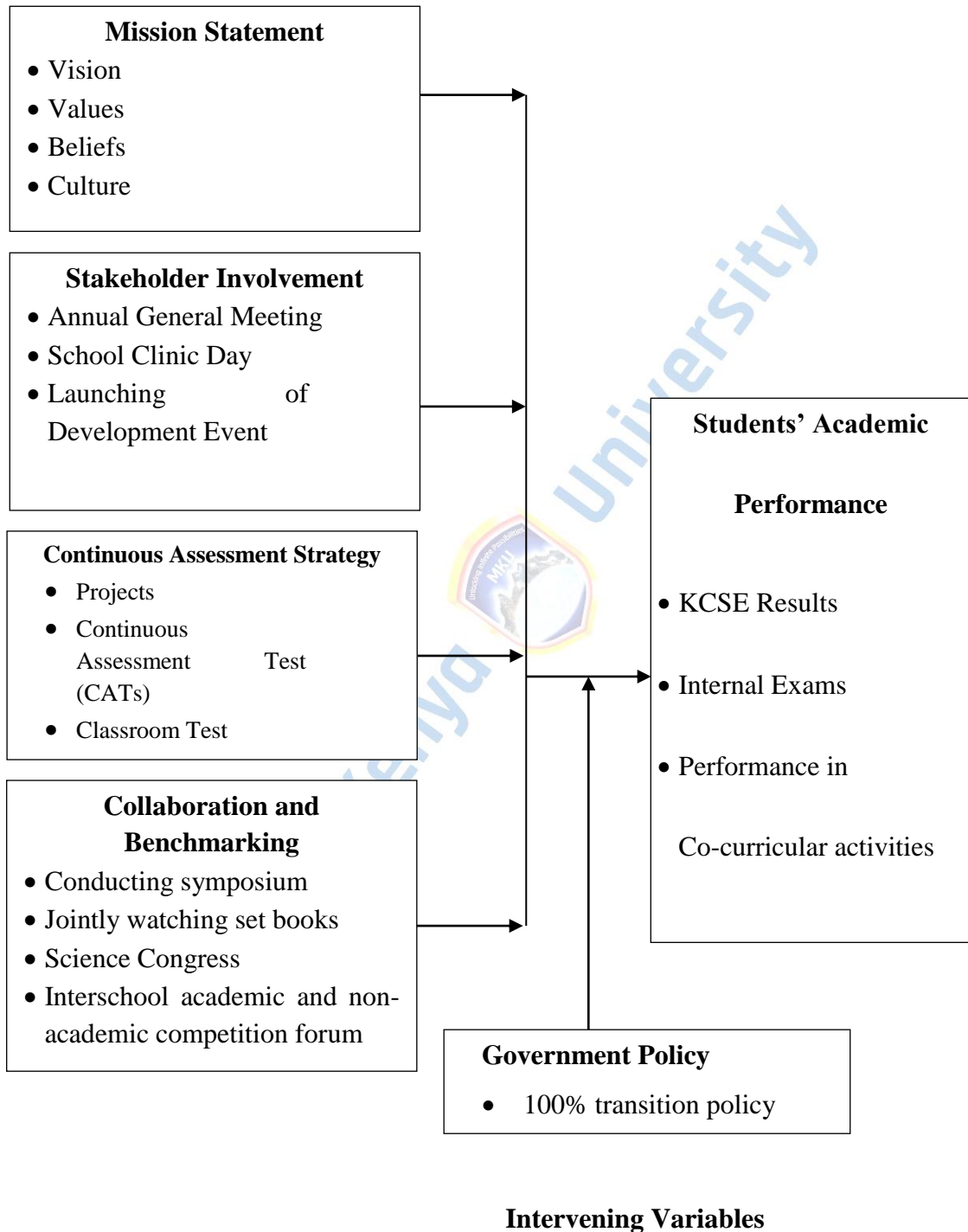


Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part focuses on the research procedures which are intended to meet the objectives and purpose of the research. It refers to plan of research which comprises population targeted description, sample, and methods of sampling, research tools for collecting data. It also deal with piloting of the instruments, validity and reliability of the instruments, data analytic plan and ethical considerations. This sharply encompasses research site, description of research site, type of research to be carried out, population of the study, sample and sample size, sampling method to be chosen for efficient and effective data collection, research instruments to be conveniently considered when collecting data and data analysis ways awaited to be used in analysing the data that was collected for easy understanding and identification of trends and patterns.

3.2 Research Design

The research will use descriptive design to study the impacts of strategic plan implementation on government Day Secondary Schools' Students' academic performance in Thagicu Sub-County, Kenya. Descriptive research will be used to collect data. The instruments to be used in this design include observation, questionnaires, interviews, and document analysis. A descriptive research design incorporate the utilization of various research methods to examine one or more variables with exception of experimental research which does not require the researcher to take control, handle and subject any variables into biasness. It sharply focus on observation and measurement of these variables.

According to the target population, the sample, variables and study' objectives, an amalgamation of qualitative and quantitative data will be of great importance to the attainment of the objectives of the study. The components of the sample and the nature of variable will be studied on the basis of the dispositions of the strategic plan implementation since the strategic plan will be adopted in secondary schools, where qualitative research practices and methods were most appropriate. Such methods are narrative inquiry, basic interpretative studies and document or content analysis.

Correlational research will also be applied and used to determine the relationship between the variables. This collect quantitative data whereby the variables are not influenced or even manipulated by researcher to maintain the quantitative research standards. In this case standardized and unstandardized questionnaires, structured and unstructured interviews, interview guide and focus group interview and document analysis was required and considered for appropriate data collection.

3.3 Location of the Study

The research will be conducted in Thagicu Sub-county. It is newest formed Sub-county in Kenya without any private secondary school. It was initially part of Mumoni Sub-county, Kitui County. The school to be sampled is located 41 kilometres from Ishiara town past River Tana. The population was initially part of Mumoni Sub-County and it is newest Sub-county in Kenya currently. Residents, other communities around and beyond consider the Sub-county one of the arid and semi-arid areas in Kenya since there are very minimal and sometimes no rains experienced in the area.

The main communities living in Thagicu Sub-county are Kamba and Tharaka communities where they interact mutually through their social activities such as

schools, churches and other social gatherings like circumcision, wedding and burial ceremonies as their social platforms. The Sub-county is also dominated by mountains (referred to as Mumoni) by local community members.

The environment and terrain of the site is characterized by valleys, rocks, desert trees such that they appear to have tap roots to survive using lowest water table. The economic activities practices in this area are keeping livestock such as cattle, and goats; practice small scale farming for economic benefits and livelihood. Most of the food are not so friendly and productive due to poor climatic conditions and inadequacy of the rainfall. Stakeholders and visitors of this place perceive it as the hottest of the places they have ever visited and stayed for a while.

3.4 Target Population

The research sharply will focus on three registered Public Day Secondary Schools in Thagicu Sub-county. The study will be targeting a population of 460 individuals including male and female respondents in the investigation. The population information is summarily presented in Table1 below:

Table 1: Target population by Day Secondary Schools in Thagicu Sub-County.

Learning institutions in the sub-county		Number of principals	Number of Deputy Principal	Number of teachers	Number of students	Total
Nthangani Secondary School	Day	1	1	10	134	146
Kamayagi Secondary School	Day	1	1	8	90	100
Katama Day Secondary School		1	1	8	204	214
Total		3	3	26	428	460

3.5 Size of the Sample

The study will involve a sample of 212. This sample will comprise of 204 students and 8 teachers from Public Day Secondary Schools in Thagicu Sub-County. Sample size to be obtained from total target population adequately will represent the entire population for the probability sampling design and implicit and unpredictable sample size for the non-probability sampling design.

Table 2: Size of the Sample

Learning institutions	Number of teachers	Number of students	of Total
Nthangani Day Secondary School	1	25	26
Kamayagi Day Secondary School	1	25	26
Katama Day Secondary School	6	154	160
Total	8	204	212

3.6 Procedures of Sampling

Ultimately, a sample of 204 students and 8 teachers will be used in the study. Respondents will be selected based on different types of probability and non-probability sampling techniques. Such techniques include convenience sampling, stratified purposeful sampling, and opportunistic sampling for appropriate representative of the entire target population.

The research alternatively will adopt non-probability sampling design and methods such as convenience sampling as the sampled subjects will be depending on their availability; suitable location and time for the research as it is the current workplace. Opportunistic sampling will be convenient as chances and opportunities may emerge as the teaching and learning is ongoing; stratified purposeful sampling will be utilized

to ensure all classes as subgroups are represented for possible comparisons such as boys and girls. Random purposeful sampling will be encompassed in the study as well especially because resources are limited to enhance credibility of the study. This will be done through randomly selecting participants or sites from the larger group. The sample will be diversified using non-probability methods such as typical case sampling, homogeneous sampling, and theory-based sampling, self-selected, and volunteer sampling.

3.7 Instruments of Data Collection

This study will utilize questionnaires, unstructured interviews, and document analysis.

3.7.1 Questionnaires

They will be used to collect data by the researcher from students, primary respondents and teachers (principals and their deputies included), secondary respondents in Day Secondary Schools in Thagicu Sub-county (initially part of Mumoni Sub-county). Students' questionnaires will have two parts. Part A of the questionnaires will be made up of open-ended questions in Thagicu Sub-county and part B comprising of closed-ended questions associated with relationship and impacts of strategic plan implementation and students' academic performance in Public Day Secondary Schools in Thagicu Sub-county. These tools will enable maximum quantitative data collection for a short span. The researcher will be preparing the questionnaires.

3.7.2 Document analysis

This will be done using school academic results documents like KCSE yearly results, internal examination results and strategic plans of the Public Day Secondary Schools. These documents will enable the researcher to establish the impacts of strategic plan implementation practices used on students' academic performance in these schools.

3.8 Pilot Testing of Instruments

The pre research study will be conducted solely focusing on testing the workability, reliability and validity of research instruments in secondary schools from one of the bordering sub-county. This will ensure that the questions are suitable, valid, yields reliable data and conceived by respondents for equal interpretation and understanding.

3.9 Validity of the Instruments

Content validity will be verified by supervisors by studying the measuring approach to determine if it will measure what it is supposed to measure. They will be focused on if characteristics of the components of the instruments examine the area in question. The different tools will be utilized to measure the intended truthful data to ascertain the validity of the research instruments. Face validity will be determined by studying, judging items of the instruments and verifying their appropriateness to the respondents.

3.10 Reliability of the Instruments

The research instruments will be realised by examining, checking and calculating their reliability by use of the test-retest reliability factor as a method of measuring the reliability of research instrument.

3.11 Procedures of Data Collection

Mount Kenya University School of Post Graduate will an acceptance note to the researcher after receiving the project approval from educational department of the University. The researcher will be guided by the letter to apply and acquire warrant from legitimate agency, Kenya's National Council of Science, Technology and Innovation (NACOSTI) to alleviate the commencement and continuity of research stages especially data collection. The questionnaires will be distributed to the respondents (students) and will be allowed to respond on the questions for 60 minutes.

Interviews will be conducted in one week and documents analysed in two days. There will be briefings and short orientations about the research by the researcher to the respondents before the interviews and distribution of the questionnaires to psychologically alert them for the interview and research' s meaningfulness to be appreciated through orienting the rationality of the research. Brevity, clarity and precision will be observed to lessen monotony and boredom from respondents.

3.12 Techniques of Data Analysis

The frequencies and percentages as statistical techniques will help the researcher in analysing, summarizing and interpreting data received through questionnaire. Charts, tables and figures will also be used to present the findings and results.

3.13 Ethical Consideration

- i. The study will use the study license to inform both the local and national administration offices about the proposed study.
- ii. Then, it will also be used to receive an agreement from those who will be participating in the study.
- iii. The nature, functions and goal of the research will be elaborated to the respondents.
- iv. Confidentiality, privacy, rights of participants not to be forced to disclose information unwillingly will be dealt with in this stage and adhered during the research process.
- v. There will be no personal details of the participants such as phone contacts and names will be required or even needed in this process.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

Chapter Four presents the findings and discussion of data collected to explore the factors influencing students' academic performance in public day secondary schools in Thagicu Sub- County, Kenya. The chapter is organized to address the four key objectives: assessing the influence of mission statements, stakeholder involvement, continuous assessment strategies, and collaboration and benchmarking practices on academic outcomes. Through comprehensive data analysis and interpretation, this chapter provides insights into how each of these elements contributes to students' performance, enabling a deeper understanding of effective educational practices and identifying areas for improvement.

4.2 Response Rate

The study achieved a response rate of 96.1%, with 196 out of the targeted 204 respondents participating. This high response rate is indicative of a strong level of engagement and interest from the respondents, ensuring that the data collected is representative and reliable for analysis.

4.3 Demographic Study

This section illustrates gender, age and teaching experience.

4.3.1 Gender

In this study, Table 1 presents the gender distribution of respondents. Out of the total 196 participants, 114 (58.2%) were female, while 82 (41.8%) were male. This indicates a majority of female respondents, suggesting a gender composition skewed towards females within the sample.

Table 3: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	41.8	41.8	41.8
	Female	114	58.2	58.2	100.0
	Total	196	100.0	100.0	

4.3.2 Age

The study found out that the majority of respondents, 166 (84.7%), were below 18 years, indicating a predominantly younger population within the sample, as shown in Table 2. A smaller segment of respondents, 21 (10.7%), were aged between 19 and 30 years, followed by 7 (3.6%) in the 31-40 age range, and only 2 respondents (1.0%) above 40 years.

Table 4: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 18 years	166	84.7	84.7	84.7
19 - 30 years	21	10.7	10.7	95.4
31 - 40 years	7	3.6	3.6	99.0
Above 40 years	2	1.0	1.0	100.0
Total	196	100.0	100.0	

4.3.3 Teaching experience

The study found that a majority of respondents, 101 (51.5%), had less than 5 years of teaching experience, as shown in Table 3. Those with 5 to 10 years of experience constituted 58 (29.6%) of the sample, while 37 (18.9%) had 10 years or more of teaching experience. This distribution highlights that over half of the respondents are relatively new to the profession

Table 5: Teaching experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 years	101	51.5	51.5	51.5
5 - 10 years	58	29.6	29.6	81.1
10 years and above	37	18.9	18.9	100.0
Total	196	100.0	100.0	

4.4 Influence of mission statement

The study sought to investigate the influence of the mission statement on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya. Table 4 presents the descriptive statistics for several statements related to the mission statement. The study revealed that the respondents reported a mean of 4.10

with a standard deviation of 1.32 regarding their familiarity with their school's mission statement. Conversely, the study found out that the effective communication of the mission statement to students had a significantly lower mean of 2.28 with a standard deviation of 1.63, indicating a notable gap in communication. Furthermore, the study revealed that the mean score for the statement concerning motivation to perform well academically was 3.19 with a standard deviation of 1.42. The values upheld by teachers and staff received a higher mean of 4.24 with a standard deviation of 1.26, reflecting strong adherence to the mission's values. Lastly, the study found that the perceived positive impact of the mission statement on academic goals and ambitions was reported as 4.10 with a standard deviation of 1.30. These findings collectively suggest that while students are generally familiar with and perceive some motivational aspects of the mission statement, there remains a need for improved communication regarding its significance and relevance to their academic experiences.

Table 6: Influence of mission statement

	N	Minimum	Maximum	Mean	Std. Deviation
I am familiar with my school's mission statement.	196	1.00	5.00	4.0969	1.31881
The mission statement is communicated effectively to students.	196	1.00	5.00	2.2806	1.62602
The mission statement motivates me to perform well academically.	196	1.00	5.00	3.1888	1.41786
Teachers and staff uphold the values stated in the mission statement.	196	1.00	5.00	4.2398	1.26436
The mission statement positively impacts my academic goals and ambitions.	196	1.00	5.00	4.0969	1.29527
Valid N (listwise)	196				

4.5 Influence of stakeholders'

The study sought to investigate the influence of stakeholders' involvement on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya. Table 5 presents the descriptive statistics for several statements related to stakeholder involvement. The study revealed that respondents reported a mean of 2.92 with a standard deviation of 1.74 regarding the active involvement of parents in their academic progress. However, the study found that the mean score for student involvement in decision-making processes was notably lower, at 2.65 with a standard deviation of 1.72, indicating limited participation in such processes, the study further revealed that community stakeholders contribute to the school's resources, with a mean of 2.38 and a standard deviation of 1.74. The collaboration between teachers and parents to support students' performance had a mean score of 2.45 with a standard deviation of 1.66, suggesting that such collaborative efforts may be insufficient. Lastly, the study found that the perceived positive impact of stakeholder involvement on academic performance had a mean of 2.51 with a standard deviation of 1.67. These findings collectively suggest that while there is some involvement from stakeholders, the overall perceptions of their impact on students' academic performance are relatively low, highlighting the need for increased engagement and collaboration among parents, teachers, and community members to enhance academic outcomes.

Table 7: Influence of stakeholders'

	N	Minimum	Maximum	Mean	Std. Deviation
Parents are actively involved in my academic progress.	196	1.00	5.00	2.9184	1.74340
The school involves students in decision-making processes.	196	1.00	5.00	2.6480	1.71973
Community stakeholders contribute to the school's resources.	196	1.00	5.00	2.3776	1.73658
Teachers and parents collaborate to support students' performance.	196	1.00	5.00	2.4490	1.66177

Stakeholder involvement positively impacts my academic performance.	196	1.00	5.00	2.5051	1.67484
Valid N (listwise)	196				

4.6 Influence of continuous assessment strategy

The study sought to examine the influence of continuous assessment strategy on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya. Table 6 presents the descriptive statistics for several statements related to continuous assessments. The study revealed that respondents reported a mean of 2.70 with a standard deviation of 1.72 for the frequency of continuous assessments conducted in their schools, indicating that such assessments may not be occurring as regularly as desired. In contrast, the study found that continuous assessments significantly help students understand their academic strengths and weaknesses, with a mean of 4.10 and a standard deviation of 1.52, the study further revealed that teachers' feedback on continuous assessments, which plays a crucial role in improving performance, had a mean score of 3.42 with a standard deviation of 1.89. The motivation to study consistently due to the continuous assessment strategy was rated higher, with a mean of 4.40 and a standard deviation of 1.29, suggesting that students find this strategy encouraging, the study found that continuous assessments positively impact overall academic performance, with a mean of 4.20 and a standard deviation of 1.49. These findings collectively suggest that while continuous assessments are not conducted as frequently, they are perceived as beneficial in helping students recognize their strengths and weaknesses, motivating them to study, and positively influencing their academic performance.

Table 8: Influence of continuous assessment strategy

	N	Minimum	Maximum	Mean	Std. Deviation
Continuous assessments are conducted regularly in my school.	196	1.00	5.00	2.6990	1.72052
Continuous assessments help me understand my	196	1.00	5.00	4.1020	1.51904

academic strengths and weaknesses.						
My teachers provide feedback on continuous assessments that improve my performance.	196	1.00	5.00	3.4184	1.89154	
The continuous assessment strategy motivates me to study consistently.	196	1.00	5.00	4.3980	1.29488	
Continuous assessments positively impact my overall academic performance.	196	1.00	5.00	4.1990	1.48711	
Valid N (listwise)	196					

4.7 Influence of collaboration and benchmarking

The study sought to investigate the influence of collaboration and benchmarking on students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya. Table 7 presents the descriptive statistics for several statements related to collaboration and benchmarking activities. The study revealed that respondents reported a mean of 2.10 with a standard deviation of 1.60 regarding their school's participation in benchmarking activities with other schools, indicating limited engagement in such initiatives. However, the study found that collaboration with other schools is perceived to significantly improve academic performance, with a mean of 4.11 and a standard deviation of 1.51, the study further revealed that teachers encourage collaborative learning among students, which received a mean score of 3.10 with a standard deviation of 1.74, suggesting a moderate level of support for collaborative practices. The impact of benchmarking with other schools on providing new learning strategies had a higher mean of 4.20 with a standard deviation of 1.42, indicating a positive perception among students. Lastly, the study found that collaboration and benchmarking are viewed as contributing positively to academic performance, with a mean of 4.39 and a standard deviation of 1.22. These findings collectively suggest that while the actual participation in benchmarking activities is low, the perceived benefits of collaboration and benchmarking are significant.

Table 9: Influence of collaboration and benchmarking

	N	Minimum	Maximum	Mean	Std. Deviation
My school participates in benchmarking activities with other schools.	196	1.00	5.00	2.0969	1.60314
Collaboration with other schools helps improve our academic performance.	196	1.00	5.00	4.1122	1.50815
Teachers encourage collaborative learning among students.	196	1.00	5.00	3.0969	1.73820
Benchmarking with other schools provides new learning strategies.	196	1.00	5.00	4.1990	1.42008
Collaboration and benchmarking contribute positively to my academic performance.	196	1.00	5.00	4.3878	1.21641
Valid N (listwise)	196				

ACADEMIC PERFORMANCE IN THE SAMPLED YEARS**THE 2022 ACADEMIC PERFORMANCE**

The study disclosed the influence of strategic plan implementation on students' academic performance and its degree. The findings are presented in the table 7.0.

Table 10: 2022 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
C	1	3	2.2	18	22	40
C-	1	3				
D+	1	3				
D	5	12				
D-	29	72				
E	3	7				

The study divulged that in the year 2022 forty candidates sat for Kenya Certificates of Secondary Education (KCSE). Out of forty learners, 18 were boys representing 45% while girls were 22 representing 55%. Nobody scored C+ and above. Only three candidates who scored C plain, C- and D+ representing 3% of all candidates respectively. Five candidates scored D representing 12%, 29 candidates scored D- embodying 7% of the entire candidate class. They managed to post a mean of 2.2.

THE 2021 ACADEMIC PERFORMANCE

The findings are presented in table 8.0.

Table 11: 2021 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
C-	1	3	2.6	17	16	33
D+	4	12				
D	10	30				
D-	17	52				
E	1	3				

The study shown that the 2021 candidates managed to produce a mean of 2.6, comprising of 17 boys and 16 girls representing 52% and 48% respectively. The study also indicated that no higher grades such as grade C,C+,B-,B,B+A- AND A plain were scored. The process disclosed that 3% of the students scored C-, 12% scored D+, 30% posted D, 52% produced D-, and 3% also produced E grade.

THE 2020 ACADEMIC PERFORMANCE

The table below displays the evidence of how students' academic performance influenced by the strategic plan implementation. The findings are as presented as follows:

Table 12: 2020 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
C	1	5	2.6	14	8	22
C-	1	5				
D+	2	9				
D	6	27				
D-	9	41				
E	3	13				

The study revealed that in 2020, 22 students did the KCSE whereby only 5% of them had C (plain). 5% had C-, 9% scored D+, 27% scored D (plain), 41% represented students who scored D- and 13% represented candidates who scored E. Shockingly, there were no candidates who scored considerably higher grades like C+, B-, B+, A- OR A (plain). The boys were 14 representing 64% while girls were 8 representing 36%. They posted a mean of 2.6.

THE 2019 STUDENTS' ACADEMIC PERFORMANCE

Table 13: 2019 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
C-	1	5	2.6	6	13	19
D+	4	21				
D	4	21				
D-	8	42				
E	2	11				

The study demonstrated that the 2019 candidates strived to post a mean of 2.6. the class consisted of 6 boys and 13 girls representing 32% and 68% respectively. Moreover, grade A (plain),A-, B+,B (plain), B-, C+ AND C (plain) were unachievable. Unfortunately, the study pointed that 5% of whole class posted grade C-, 21% produced D+, 21% had D (plain), 42% produced D- and 11% then posted E. the total number of candidates was 19.

THE 2018 STUDENTS' ACADEMIC PERFORMANCE

The research findings are presented in the table 15.

Table 14: 2018 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
C-	1	20	2.8	3	2	5
D+	1	20				
D	1	20				
D-	0	0				
E	2	40				

The study attested that the 2018 candidates worked to post a mean of 2.8. The total number of learners was 5 consisting of 3 boys and 2 girls. Again, higher and considerable good grades were not posted that year since the study shown none of these were attained (A, A-, B+, B, B-, C+ and C). The study displayed that in 2018, 20% of all students who sat for Kenya Certificate of Secondary Education (KCSE) scored C-, 20% scored D+, 20% scored D, none scored D- and 40% scored E.

THE 2017 STUDENTS' ACADEMIC PERFORMANCE

The research findings are presented in table 16

Table 15: 2017 KCSE RESULTS

Grade	Frequency	Percent (%)	Mean	Male	Female	Total=M+F
D+	3	16	2.4	10	9	19
D	5	26				
D-	8	42				
E	3	16				

The study exposed that the 2017 candidates produced a mean of 2.4. The total number of candidates was 19 which was made of 10 boys and 9 girls. It was also discovered that no grade C-, C (plain), B-, B (plain), B+, A-, or A was posted in 2017. The study displayed only 16% having attained D+, 26% produced D, 42% posted D- and 16% of all students who sat for the 2017 KCSE got grade E.

4.7 Inferential statistics

4.7.1 Reliability

Table 8 presents the reliability statistics for the study, measured using Cronbach's Alpha. The study revealed a Cronbach's Alpha of 0.850, indicating a high level of internal consistency among the items assessed. When based on standardized items, the Cronbach's Alpha increased to 0.876, further confirming the reliability of the measurement instrument. With a total of 4 items analyzed, these results suggest that the constructs being measured demonstrate a strong degree of reliability, ensuring that the findings of the study are trustworthy and valid.

Table 10: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.876	4

4.7.2 ANOVA with Friedman's Test

Table 9 presents the results of the ANOVA conducted using Friedman's Test, which evaluates the differences among multiple related groups. The analysis revealed a total sum of squares of 17,490.245, with a significant Friedman's Chi-Square statistic of 200.000 and a corresponding significance level (p-value) of .000. This indicates that there are statistically significant differences among the items assessed in the study. The sum of squares between items was 4,248.990, with a mean square of 1,416.330. The degrees of freedom for this analysis were 3, while the residuals had a sum of squares of 8,243.010 and degrees of freedom of 585. The grand mean across all items was calculated to be 16.8776, the analysis provided a Kendall's coefficient of concordance WW value of .243, indicating a moderate level of agreement among the rankings of the items by respondents. This suggests that while there are significant differences in the perceptions of the influence of the assessed factors on students' academic performance, the degree of consensus among respondents is moderate.

Table 11: ANOVA with Friedman's Test

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		4998.245	195	25.632		
Within People	Between Items	4248.990 ^a	3	1416.330	200.000	.000
	Residual	8243.010	585	14.091		
	Total	12492.000	588	21.245		
Total		17490.245	783	22.337		

Grand Mean = 16.8776

a. Kendall's coefficient of concordance $W = .243$.

4.7.3 Regression

Table 10 presents the model summary for the regression analysis, highlighting the influence of continuous assessment, stakeholder involvement, and mission statement on students' academic performance. The R² value indicates that the model explains approximately 21.7% of the variance in academic performance, as shown by the R² change of 0.217. The analysis revealed an F statistic of 17.706 with degrees of freedom $df_1=3$ and $df_2=192$, and a significance level (p-value) of .000. This indicates that the overall regression model is statistically significant, suggesting that the combined predictors significantly impact students' academic performance.

Table 12: Model Summary

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.217 ^a	17.706	3	192	.000

a. Predictors: (Constant), Continuous assessment, Stakeholders involvement, Mission statement

4.7.4 Coefficients

Table 11 presents the coefficients from the regression analysis, which evaluates the influence of various predictors on students' academic performance. The constant term is 8.584, representing the baseline academic performance score when all predictors are held constant. The analysis revealed that the mission statement has a significant positive relationship with academic performance, indicated by an unstandardized coefficient of 0.423 and a standardized coefficient (Beta) of 0.452. This suggests that

a well-defined mission statement positively impacts students' academic outcomes, with a t-value of 6.485 and a significance level of .000. Conversely, stakeholders' involvement exhibited a negligible negative relationship, with an unstandardized coefficient of -0.063, a standardized Beta of -0.078, a t-value of -1.119, and a significance level of .265, indicating that it does not significantly influence academic performance. Additionally, continuous assessment strategies showed a positive effect, with an unstandardized coefficient of 0.135, a standardized Beta of 0.168, a t-value of 2.619, and a significance level of .010, confirming their significance in enhancing student performance. Overall, the study revealed that while the mission statement and continuous assessment strategies are significant predictors of academic performance in Public Day Secondary Schools in Thagicu Sub- County, Kenya, stakeholders' involvement did not demonstrate a statistically significant impact.

Table 13: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	8.584	1.472		5.833	.000
	Mission statement	.423	.065	.452	6.485	.000
	Stakeholders' involvement	-.063	.056	-.078	-1.119	.265
	Continuous assessment	.135	.052	.168	2.619	.010

4.7.5 Correlations

Table 12 displays the correlation coefficients among the four key variables related to students' academic performance: mission statement, stakeholders' involvement, continuous assessment, and collaboration and benchmarking. The study revealed a statistically significant positive correlation between the mission statement and stakeholders' involvement, with a Pearson correlation of 0.399 ($p < 0.01$). This suggests that as the clarity and communication of the mission statement improve, the involvement of stakeholders in the academic process also increases. Furthermore, there is a significant positive correlation between the mission statement and collaboration and benchmarking, with a Pearson correlation of 0.427 ($p < 0.01$), indicating that schools with a clear mission statement are more likely to engage in collaborative practices that enhance academic performance. However, the correlation between stakeholders' involvement and collaboration and benchmarking is not

significant, as evidenced by a Pearson correlation of 0.097 ($p = 0.177$). Regarding continuous assessment, it shows a weak positive correlation with collaboration and benchmarking, with a Pearson correlation of 0.186 ($p < 0.01$), suggesting that more frequent and effective assessments may contribute to collaborative academic efforts. In contrast, the correlation between continuous assessment and the other variables is negligible, as seen with the correlations of 0.034 with the mission statement and -0.034 with stakeholders' involvement, both of which are not statistically significant ($p > 0.05$).

Table 20: Correlations

		Mission statement	Stakeholders' involvement	Continuous assessment	Collaboration and benchmarking
Mission statement	Pearson Correlation	1	.399**	0.034	.427**
	Sig. (2-tailed)		0.000	0.633	0.000
	N	196	196	196	196
Stakeholders' involvement	Pearson Correlation	.399**	1	-0.034	0.097
	Sig. (2-tailed)	0.000		0.636	0.177
	N	196	196	196	196
Continuous assessment	Pearson Correlation	0.034	-0.034	1	.186**
	Sig. (2-tailed)	0.633	0.636		0.009
	N	196	196	196	196
Collaboration and benchmarking	Pearson Correlation	.427**	0.097	.186**	1
	Sig. (2-tailed)	0.000	0.177	0.009	
	N	196	196	196	196

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

4.8 Discussion of Findings

4.8 1. Influence of Mission Statement

The findings reveal that students' awareness of their school's mission statement positively correlates with their academic performance, evidenced by a mean score indicating a reasonable level of understanding among students. This aligns with the

literature suggesting that a clear and communicated mission statement fosters a sense of purpose and direction within the educational environment. Kotter (2012) posits that effective mission statements not only guide institutional practices but also enhance student motivation. In this context, the study supports the idea that when students internalize the mission statement, they are more likely to be committed to their academic goals, as they perceive their efforts as contributing to a larger purpose.

Moreover, the strong correlation between the mission statement and students' academic aspirations underscores the significance of having a compelling vision. According to Leithwood and Jantzi (2000), effective school leadership involves articulating a vision that resonates with both students and faculty, which, in turn, enhances student performance. This study's findings suggest that schools should prioritize actively communicating their mission statements to ensure that all students understand and connect with the institutional objectives. Engaging students in discussions around the mission can foster a sense of ownership and responsibility, ultimately leading to improved academic outcomes.

4.8 2. Stakeholders' Involvement

While the study acknowledges a correlation between stakeholders' involvement and academic performance, the lack of a significant impact raises critical questions regarding the effectiveness of current engagement strategies. Epstein (2018) highlights the importance of fostering strong partnerships among stakeholders, including parents and community members, as a means to enhance student success. However, the findings indicate that the existing methods of engagement may not be sufficiently robust to translate into improved academic performance.

This finding resonates with the work of Wilkins (2011), who argues that many schools struggle to involve parents and communities in meaningful ways. The limited involvement of stakeholders in the academic process may stem from a lack of structured communication and opportunities for participation. To address this, schools should implement strategies that encourage ongoing collaboration with families and community members, such as regular meetings, workshops, and volunteer opportunities. This can create a more supportive educational environment and facilitate greater stakeholder investment in student success. Additionally, the findings suggest a need for schools to adopt a more holistic approach to stakeholder engagement. Henderson and Mapp (2002) emphasize that effective collaboration with families can create support networks that significantly impact students' academic performance. Schools must explore innovative strategies for engaging stakeholders actively in students' educational journeys, thereby enhancing the overall educational experience and improving academic outcomes.

4.8.3. Continuous Assessment Strategies

The positive correlation between continuous assessment strategies and academic performance highlights the critical role of formative assessments in enhancing student learning. The mean scores indicate that students perceive continuous assessment as beneficial, which aligns with Black and Wiliam's (1998) findings that formative assessments provide essential feedback, promoting learning and academic success. Regular assessments allow students to reflect on their learning, identify areas for improvement, and adjust their study strategies accordingly. Furthermore, the findings suggest that continuous assessment practices motivate students to engage more consistently with their studies. Guskey (2003) indicates that when students view assessments as opportunities for learning rather than punitive measures, they tend to

be more engaged and committed to their academic efforts. This underscores the importance of framing assessments in a manner that encourages students to see their value in the learning process. Educators should focus on implementing continuous assessment strategies that provide timely and constructive feedback, fostering a growth mindset among students.

Moreover, the results highlight the necessity of integrating continuous assessments into the broader curriculum. Nicol and Macfarlane-Dick (2006) argue that effective feedback is vital for students to understand their progress and make necessary adjustments. Schools should ensure that continuous assessment practices are not only frequent but also aligned with learning objectives, enabling students to see the relevance of assessments in their overall academic performance.

4.8 4. Collaboration and Benchmarking

The findings of this study indicate a significant relationship between collaboration and benchmarking practices and students' academic performance. The data suggests that when schools engage in collaborative efforts with other institutions, it enhances students' learning experiences. This finding aligns with Fullan's (2016) assertion that collaboration fosters an environment where best practices are shared, ultimately benefiting student outcomes. By learning from one another, schools can adopt innovative teaching strategies and improve their instructional practices, leading to higher academic achievement.

Additionally, the positive correlation between collaboration and benchmarking supports the idea that schools that engage in benchmarking activities are likely to adopt successful practices from others. Vescio et al. (2008) emphasize the importance of inter-school collaborations for improving educational outcomes. The study's

findings suggest that schools should actively seek partnerships with other institutions to leverage collective expertise and enhance academic performance. Engaging in benchmarking activities not only facilitates the sharing of resources but also allows schools to identify areas for improvement based on comparative analyses. Moreover, the findings highlight the necessity of promoting collaborative learning among students. Johnson and Johnson (2009) argue that cooperative learning strategies can enhance students' interpersonal skills and academic performance. The study underscores the importance of creating opportunities for students to work together, engage in meaningful discussions, and share diverse perspectives. Schools should implement collaborative learning activities that encourage peer interactions, which can lead to deeper understanding and improved academic outcomes.



CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter Five presents a comprehensive summary of the study's findings, conclusions drawn from the data, and recommendations aimed at improving students' academic performance in Public Day Secondary Schools in Thagicu Sub-county, Kenya. This study investigated the influence of four key factors: mission statements, stakeholder involvement, continuous assessment strategies, and collaboration and benchmarking. Each of these elements plays a crucial role in shaping the educational environment and impacting student outcomes. The findings reveal significant insights into how these factors interrelate and contribute to students' academic success, providing valuable information for educators, school administrators, and policymakers.

5.2 Summary of Findings

5.2.1. Influence of Mission Statement on Students' Academic Performance

The study revealed that the mission statement of a school plays a vital role in influencing students' academic performance. A majority of respondents expressed familiarity with their school's mission statement, indicating that a significant number of students recognize its existence and potential impact. This was evidenced by a high mean score of 4.10 for the statement regarding the mission's impact on their academic goals and ambitions. Such findings suggest that when students understand and align with the school's mission, they are more likely to be motivated in their academic endeavors. However, the study also uncovered a concerning gap regarding the effectiveness of communication. With a lower mean score of 2.28 regarding how well the mission statement is communicated to students, it became apparent that the message may not be reaching all students effectively. This discrepancy indicates a critical need for schools to enhance their strategies for communicating their mission. By doing so, they can ensure that all students are not only aware of the mission but also feel personally connected to it, thus potentially improving their academic performance.

5.2.2. Influence of Stakeholders' Involvement on Students' Academic Performance

The findings of the study underscored the importance of stakeholders' involvement, including parents, teachers, and community members, in supporting students' academic performance. Despite the recognition of this importance, responses revealed a lower mean score of 2.92 regarding parental involvement, which suggests that the engagement of parents in their children's academic journeys may not be as robust as desired. Similarly, the mean score of 2.38 for community contributions highlights a significant gap in this area, indicating that while some stakeholders are actively involved, others are not sufficiently engaged. Students expressed a clear desire for increased collaboration and support from both their parents and community members, indicating that such involvement could lead to improved academic outcomes. This finding points to an essential area for schools to address; by fostering stronger relationships with parents and the community, schools can create a more supportive and inclusive educational environment that directly benefits student learning.

5.2.3. Influence of Continuous Assessment Strategy on Students' Academic Performance

The study found that continuous assessment strategies have a notable impact on students' academic performance, as evidenced by a mean score of 2.70 for the regularity of assessments conducted in schools. This score indicates that while assessments are being implemented, there is still a perception that they are not conducted as frequently as they should be. In contrast, the responses revealed a much higher mean score of 4.10 for the statement about understanding academic strengths and weaknesses through these assessments, suggesting that when assessments are conducted, they are effective in providing valuable insights for students. Additionally, feedback provided by teachers from these continuous assessments received a mean score of 3.42, further indicating that students value the input they receive and recognize its importance in enhancing their performance. Furthermore, a very high mean score of 4.40 for the statement regarding motivation to study consistently suggests that effective continuous assessments can foster a proactive approach to learning. This highlights the potential of assessments, when executed properly, to significantly enhance student learning and academic performance.

5.2.4. Influence of Collaboration and Benchmarking on Students' Academic Performance

The study highlighted the positive influence of collaboration and benchmarking on students' academic performance, with a mean score of 4.11 for the perceived benefits of collaboration with other schools. This finding indicates that students see value in collaborative efforts and recognize their role in improving academic outcomes. However, the study also revealed a lower mean score of 2.10 for participation in benchmarking activities, which suggests that while students appreciate the benefits of such collaborations, actual involvement in these activities may be limited. This disparity highlights an area for schools to address; increasing opportunities for students to engage in collaborative efforts and benchmarking with their peers could enhance their academic experience. Additionally, the mean score of 3.10 for teachers encouraging collaborative learning underscores the importance of teacher support in fostering a collaborative environment. By prioritizing collaboration and benchmarking, schools can create a richer learning atmosphere that not only enhances academic performance but also prepares students for future teamwork and cooperative endeavours.

5.3 Conclusions of the Study

The study concluded that the mission statement of a school significantly influences students' academic performance. It was evident that a well-communicated and understood mission statement can motivate students to align their academic goals with the values articulated by their school. The high familiarity with the mission among students indicates its potential as a guiding force in their academic pursuits. However, the study also found that there are substantial gaps in the effective communication of the mission statement, suggesting that schools must enhance their efforts to ensure that all students are aware of and feel connected to their school's mission.

The study concluded that stakeholders' involvement, particularly which of parents and community members, plays a critical role in enhancing students' academic performance. Despite recognizing the importance of such involvement, the findings highlighted significant gaps in the actual engagement of these stakeholders. The lower mean scores regarding parental involvement and community contributions suggest that while some support exists, it is not robust enough to make a meaningful impact. The study underscores the necessity for schools to actively cultivate stronger

relationships with parents and community stakeholders, as their participation is essential for creating a supportive educational environment that can significantly enhance student learning and performance.

The study concluded that continuous assessment strategies are vital for understanding and improving students' academic performance. The findings revealed that when assessments are conducted regularly, they provide students with valuable insights into their strengths and weaknesses, which in turn fosters a proactive approach to studying. The positive feedback from teachers regarding these assessments indicates their potential to motivate students and enhance learning outcomes. However, the study also pointed out that continuous assessments must be conducted more frequently to maximize their benefits.

The study concluded that collaboration and benchmarking among schools have a positive impact on students' academic performance. The findings demonstrated that students value collaborative efforts and recognize their significance in enhancing academic outcomes. However, the study also highlighted a lack of participation in benchmarking activities, indicating that opportunities for collaboration are not fully utilized. The support from teachers in encouraging collaborative learning is a positive aspect that can be further developed.

5.4 Recommendations of the Study

The study recommended that schools should actively enhance the visibility and communication of their mission statements. This can be achieved by incorporating the mission statement into school events, activities, and materials, ensuring that it resonates with both students and staff. Schools should also organize workshops or orientation sessions for new students and parents to discuss the mission and its relevance to academic achievement. By fostering a deeper understanding of the mission, schools can align students' academic efforts with the values and goals set forth in the mission statement.

The study recommended that schools prioritize the engagement of parents and community stakeholders in supporting students' academic performance. Schools should develop structured programs that encourage regular communication and collaboration between teachers, parents, and community members. Initiatives such as parental workshops, community resource fairs, and volunteer opportunities can be

implemented to facilitate active participation. By creating a strong partnership with stakeholders, schools can leverage additional resources and support that contribute positively to students' educational experiences.

The study recommended that schools adopt more comprehensive continuous assessment strategies that include regular feedback mechanisms. Teachers should be trained to design assessments that not only evaluate knowledge but also provide constructive feedback to help students identify areas for improvement. Furthermore, assessments should be integrated into the curriculum as a tool for learning rather than just for grading. This approach ensured that students are continually aware of their academic strengths and weaknesses, promoting a culture of self-improvement and resilience in their studies.

The study recommended that schools actively seek opportunities for collaboration and benchmarking with other educational institutions. Schools should establish partnerships with nearby schools to share best practices, resources, and innovative teaching strategies. Regular collaborative activities, such as inter-school competitions, joint projects, and teacher exchange programs, can be organized to foster a spirit of teamwork and shared learning. By creating a network of collaborative schools, students can benefit from diverse perspectives and learning opportunities that enhance their academic performance.

5.5 Recommendations for Further Studies

The study recommended further studies on the long-term effects of mission statements to examine how they influence students' academic performance over an extended period. Longitudinal research can provide valuable insights into whether familiarity with a school's mission and its effective communication have lasting impacts on student motivation and success. Understanding these long-term effects can help schools refine their mission statements and improve their communication strategies.

The study recommended conducting comparative studies across different regions to explore variations in stakeholder involvement, continuous assessment strategies, and collaboration in public secondary schools. Such research can highlight regional differences and similarities, allowing for a more comprehensive understanding of

effective practices in diverse contexts. This could also facilitate the sharing of successful strategies among schools in different regions.

The study recommended qualitative research that includes student perspectives to gain deeper insights into how students perceive the influence of mission statements, stakeholder involvement, continuous assessments, and collaboration on their academic performance. By using interviews or focus groups, researchers can gather rich, contextual information that complements quantitative findings. This approach can lead to a better understanding of the students' experiences and the factors that motivate or hinder their academic success.

The study recommended exploring additional factors that may influence academic performance such as school leadership, teaching methodologies, classroom environment, and socio-economic status. Researching these elements can help identify other critical influences on student outcomes. Understanding the interplay between various factors provided a more holistic view of what contributes to or detracts from academic success in secondary education.

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APPENDICES

Appendix I: Informed Consent Letter

Dear participant,

Please, you are invited to participate in a study titled “Strategic plan implementation and students’ academic performance in Public Day Secondary Schools in Thagicu Sub-County, Kenya”. I am presently enrolled at Mount Kenya University under the Master of education program and now working on a Master project. The purpose of the study to examine the influence of strategic plan implementation strategies on students’ academic performance in Thagicu Sub-County Public Day Secondary Schools’ students’ academic performance. the questionnaires are attached that display the intentions of consolidating information on strategic plan implementation strategies such as mission statement declaration and communication, stakeholders’ involvement strategies, continuous assessment strategies and collaboration and benchmarking strategies and their impacts to students’ academic performance in Thagicu Sub-County. Participation is open, voluntary and optional. There is a freedom rejecting questions and leaving questions unanswered if you decide not answer them. The confidentiality and anonymity of your response will be observed. The results of this study will be treated as your privacy and presented just as a general. Researcher is the only one with accessing rights of specific response to this questionnaire.

After accepting to participate in this process, kindly answer the questions honestly. Use approximately 40 minutes to complete. Please return the questionnaire immediately for the project report preparation and presentation. If you have a disturbing questions pertaining to your rights as a participant in the research, please call the chair of the Ethics Review Committee of the Mount Kenya University, P.O BOX 342-01000, Thika.

Thank you for participating in this important endeavour.

Consent

I consent that I had the chance to read, comprehend and question the material presented. I have known that my participation is optional, open and voluntary and I am free to leave at any time for any reason. I understand that a copy of this agreement will be sent to me. I willingly accept to participate in this research.

Participant’s signature.....

Date: 15/06/2024

Researcher’s signature:

Date: 15/06/2024

Appendix II: Students' Research Questionnaire

I am Amos Marangu Muchunku, a postgraduate student at Mount Kenya University working on a research project termed 'Strategic plan Implementation and students' academic performance in Public Day Secondary Schools in Thagicu Sub-County, Kenya'. The information you give will be safe from any disclosing means to strengthen the strict confidence and utilized specially for academic reasons.

Fill in the blank spaces of the questionnaire items with your honest answer.

1. Which is your age bracket? 10-15[] 16-20[] 21-25[] 26-30[]
2. What is your gender? Male [] Female []
3. When did you join secondary school? 2018[] 2019[] 2020[]
2021[] 2022[] 2023[]
4. Is this your first secondary school you ever been admitted? Yes [] No []
5. Have you been in any other secondary school outside Thagicu Sub-County?
Yes [] No []
6. If yes, what made you to quit and seek to be admitted among the following choices? Show using a tick(√) the reasons that made you quit and seek admission from current school and zero[0] to it is not the reason.
Academic performance []
Student's indiscipline cases []
Inability to pay school fee []
If yes, what was the type of your formal and the first secondary school? Day []
Boarding Mixed [] Boarding [] Boarding and Day []
7. If this is your first secondary school to be admitted in Thagicu sub-County, how many Annual General Meeting or any other meetings have been conducted in your school? 5 [] 4 [] 3 [] 2 [] 1 []

8. If any Annual General Meeting has been conducted, indicate which year that took place.

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

9. Indicate whether you did end-term examinations in the following years. Please note that in case you join the school after the year below write N/A (which means Not Applicable). If you did the end-term show a tick (✓) and if you did not sit for the examination show zero mark (0)

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

10. Show whether you have been doing Continuous Assessment Tests (CATs) given by your teachers in the following years:

Weekly basis

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

After two weeks

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

Monthly basis

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

11. Indicate whether you have been receiving lesson-based assignments or homework from your teachers from 2019 to 2023 presently:

2019 [] 2020 [] 2021 [] 2022 [] 2023 []

12. Do you know the mission of your school?

Yes [] No []

If yes, write the mission in the space below.....
.....

13. Do you know the vision and core values of your school?

Yes [] No []

If yes, write down the vision and values in the space below.....

.....

14. Do teachers frequently mark your exercise books for the assignments given in the following summarized and tabled subjects. Use a tick(√) to show marking is always done and a zero mark(0) to show marking is not always or never done.

Note: If your subject teacher has been marking frequently assignments from your exercise books show a tick (√).

If your subject teacher has not been marking assignments/homework frequently from your exercise book show a zero mark (0).

Table 3: Teachers’ marking exercise books frequency

Year	2020	2021	2022	2023
English				
Kiswahili				
Mathematics				
Biology				
Chemistry				
Physics				
C.R.E				
History				
Geography				

15. Do you collaborate, partner with other schools around and conduct benchmarking activities in other schools for teaching and learning?

Yes [] No []

16. If the answer of question 15 is yes, please show the exact collaboration and benchmarking activities you have ever carried out with other schools annually and termly in the table below by use of a tick (√) and use of a zero mark (0) to show you have not carried such an activity.

Table 4: collaborating and benchmarking activities so far carried out by the schools.

Year	2019			2020			2021			2022			2023		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Symposium															
Science fare															
Watching set books jointly															
Interschool joint examination competition For example, Thagicu joint examination															

17. Fill in the blank boxes in the table below with your truthful end-of-year and end-of-term examinations' results.

Table 5: End-of-year and End-of-term examinations' results.

Year	2019			2020			2021			2022			2023		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3

18. Do you feel comfortable, satisfied and happy because of your termly and yearly graded results? Yes [] No []

19. If no, rate the degree to which you think the failure to implement the following strategies influence poor academic performance thus, your dissatisfaction and unhappiness. It is on rating scale of 0-100% (where 0-49% indicate it is likely to be the cause of your poor academic performance and 50-100% shows it is most likely to be the reason of your poor academic performance hence, your dissatisfaction and unhappiness.

Note:

Use a tick(√) to show the ratings only.

Table 6: Degree of the failure of implementation strategies

	Rating(%)	0	10	20	30	40	50	60	70	80	90	100
Strategies/practices												
School mission statement communication												
Use of continuous assessment strategy. For instance CATs, lesson exercises and homework												
Involving stakeholders like students, teachers, parents and government officials												
Collaborating and benchmarking activities. For example Joint Watching of set books, science fare interschool joint examination competition forum												

Appendix III: Teachers' Research Questionnaire

I am Amos Marangu Mucunku, a postgraduate student at Mount Kenya University toiling on a research project called “Strategic Plan Implementation and Students’ Academic Performance in Public Day Secondary Schools in Thagicu Sub-County, Kenya”. The information the respondents(you) will provide will be strictly and meticulously handle, kept and maintained for the confidence and trust to prevail you and I. This information will be used wholly and respectively for academic reasons and intentions. Fill in the blank space of the questionnaire items with your honest answers.

1. Which is your age bracket? 19-29years[] 30-40 years[] 41-51 years[] 52-62 years[]
2. What is your gender? Male[] Female[]
3. What is your highest academic qualification?
P1 [] Diploma [] Bachelors [] Masters[] Doctoral []
4. Show your teaching experience in years below 5 years [] 5-10 years [] 15-20 years [] 20years and above []

Objective 1: Influence of Mission Statement on Students’ Academic Performance

Question Number	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am familiar with my school’s mission statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The mission statement is communicated effectively to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	statement motivates me to perform well academically.					
4	Teachers and staff uphold the values stated in the mission statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The mission statement positively impacts my academic goals and ambitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 2: Influence of Stakeholders' Involvement on Students' Academic Performance

Question Number	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Parents are actively involved in my academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The school involves students in decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Community stakeholders contribute to the school's resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teachers and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	parents collaborate to support students' performance.					
5	Stakeholder involvement positively impacts my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 3: Influence of Continuous Assessment Strategy on Students' Academic Performance

Question Number	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Continuous assessments are conducted regularly in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Continuous assessments help me understand my academic strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My teachers provide feedback on continuous assessments that improve my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The continuous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	assessment strategy motivates me to study consistently.					
5	Continuous assessments positively impact my overall academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

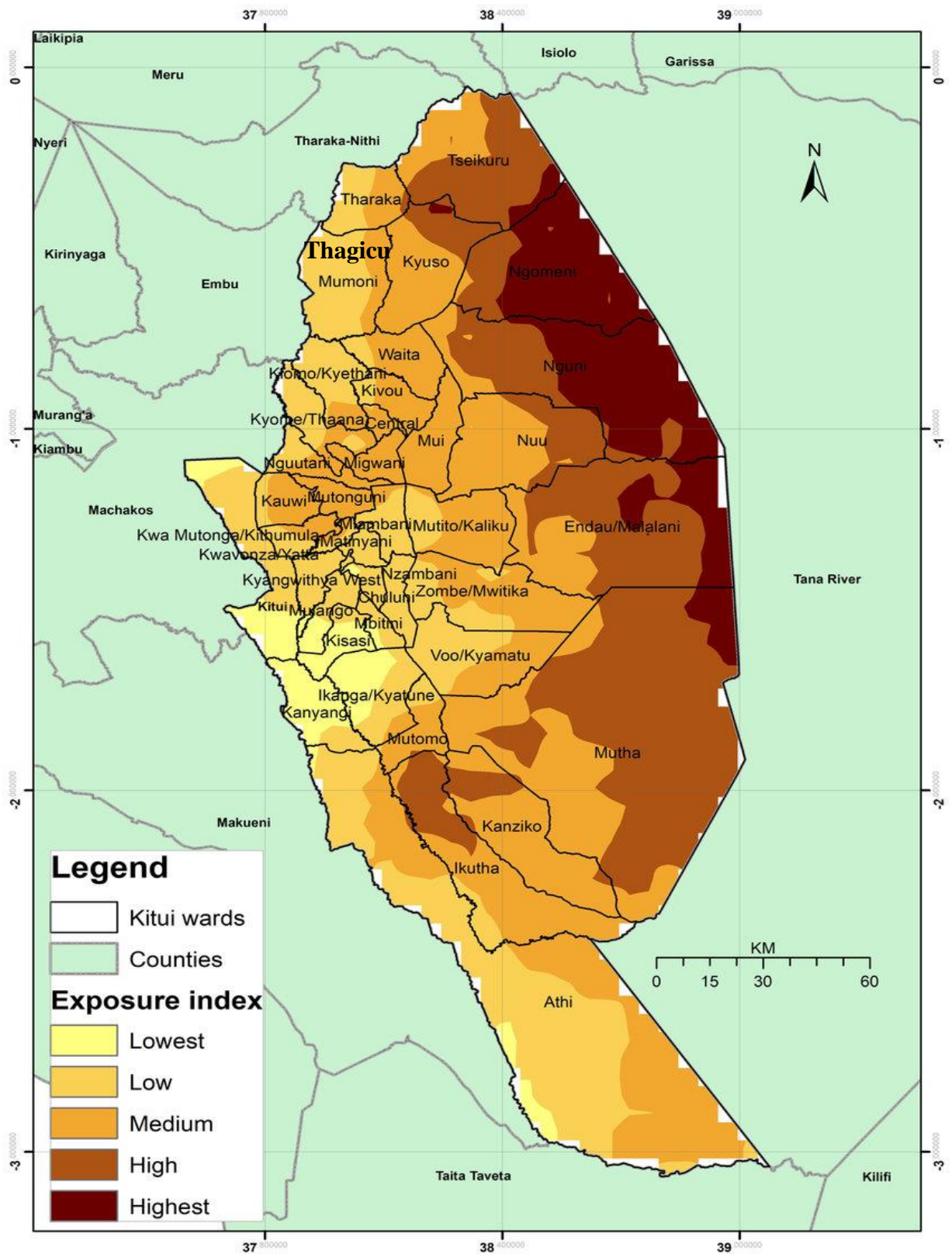
Objective 4: Influence of Collaboration and Benchmarking on Students' **Academic** Performance

Question Number	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My school participates in benchmarking activities with other schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Collaboration with other schools helps improve our academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Teachers encourage collaborative learning among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Benchmarking with other schools provides new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	learning strategies.					
5	Collaboration and benchmarking contribute positively to my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix IV: Map of Thagicu Sub-County



Appendix VII: ERC


Mount Kenya University

REF: MKU/15ERC/4291
TO: MUCUNGU MARANGU
REG: MED/2021/84210

Date: 23 August 2024

Dear Sir/Madam,

RE: Investigation of STRATEGIC PLAN IMPLEMENTATION on STUDENTS' ACADEMIC PERFORMANCE IN PUBUC DAY SECONDARY SCHOOLS IN THAGICU SUB-COUNTY, KENYA

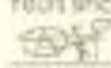
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3035**. The approval period is **23/08/2024 - 22/08/2025**.

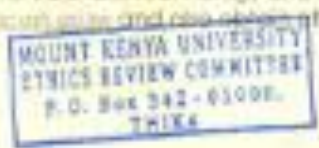
This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used.
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <http://research.ethics.mku.ac.ke> and also obtain other clearances needed.

Yours sincerely,


Dr. Alfred Owino, PhD
Chairman, Mount Kenya University BERG



Mail Campus, General Kagame Road, P.O. Box 342-01000 Thika
Call: +254 709 151 000 / +254 709 150 200
Email: info@mk.ac.ke / admission@mk.ac.ke

Appendix VIII: Introduction Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2021/84210

26th August, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: MUCUNKU MARANGU- REGISTRATION NO. MED/2021/84210

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Investigation of Strategic Plan Implementation on Students' Academic Performance in Public Day Secondary Schools in Thagicu Sub-County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between September, 2024 and November, 2024.

Any assistance accorded to the student will be highly appreciated.






Thank you


Dr. Samuel M. Karanga, PhD
Director, Graduate Studies

Mount Kenya University
P.O. Box 342-01000, THIKA
Office of the Director
Graduate Studies

Enc.

Appendix IX: NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 619772	Date of Issue: 05/September/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. AMOS MARANGU MUCHUNKU of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) to Kitui on the topic: INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN THAGICU SUB-COUNTY, KENYA for the period ending : 05/September/2025.</p>	
License No: NACOSTI/P/24/39643	
619772 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
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