

**PRINCIPALS' MANAGEMENT PRACTICES AND ITS INFLUENCE ON
IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY
SCHOOLS IN MOMBASA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

I make a declaration that this research project report is my original work and that it has not been handed in for examination or any other purpose in any academic institution.


Signature:.....  Date: 6th November 2024

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Declaration by the Supervisor

This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this project report to my loving father James King'oo, my mother Alice and my sister Ruth.



ACKNOWLEDGEMENTS

Honour and Glory be to God for it is by his divine guidance I wrote this project report. I am also grateful to my supervisor, Dr. Stephen Tomno Cheboi, for his timely guidance in the writing of this project report. I thank Mount Kenya University fraternity for an enabling learning environment and academic guidance. I acknowledge the sacrifices and time spent on this work by my research participants. My colleagues, finally your cordial support is plausible. To my parents; your support and prayers are incomparable. To my family, your tolerance of my absence during my long study period; financial and moral support is highly appreciated.



ABSTRACT

Since 2005, the Kenyan Ministry of Education requires all school heads to come up with strategic plans that detail resource allocation, plan of their schools and implementation of their strategic plans. However, recent reports from the Ministry of Education show that management of public secondary schools face a number of challenges seemingly pointing at strategic planning. The purpose of the study was to determine the principals' management practices on implementation of strategic plans in public secondary schools in Mombasa County. The objectives of the study were to; determine the scope to which principals involve parents in planning for infrastructure while implementing strategic plans in public secondary ; establish the extent to which principals involve teachers in planning school programs while implementing strategic plans Mombasa County, determine the extent to which principals involve students in resource allocation while implementing strategic plans in public secondary schools in Mombasa County, and establish the extent to which principals involve non-teaching staff in planning of school programs while implementing strategic plans in public secondary schools in Mombasa county. The study was based on Gaber's 2006 strategic model Capital. The study employed a descriptive survey research design and targeted a total of 13 out of the 40 public secondary schools in Mombasa County from which a sample of 392 respondents comprising 15 Principals, 75 teachers, 210 students and 75 non-teaching staff. Purposive sampling was used to select principals as they are the custodians of strategic planning and represent the Board of Management. and students from their group was chosen using simple random method. The stratified sampling method was used to sample a total of 392 respondents who included principals, teachers, students and non-teaching staff. The researcher used a self-designed questionnaire on teachers and on-teaching staff, and interview schedule on principals to gather qualitative data. The collected data was analysed using Statistical Package for Social Sciences (SPSS) computer program version 24.0. Data analysis involved descriptive statistics inform of frequencies and percentages. The inferential statistics that were used to compute the relationships between variables used Pearson product moment correlation coefficient. The analysed data was presented in form of tables and graphs. Thematic analysis of data obtained from the interviews was used and presented in summarised narration. The findings of the study were useful to Principals and BOM as they were able to understand management practices that can facilitate implementation of strategic plans in their schools. The Ministry of Education harnessed the study findings to take appropriate measures relating to school management practices to ensure the proper implementation of the set strategic plans by various schools. found that the in disagreement with statements related to principals' involvement of parents in planning for school infrastructure.

Results showed that teachers were close to being neutral about the statements associated with the principal's involvement of teachers in planning school programs. The findings show that individual statements, the teachers rated variedly with the school's principal always involving students when allocating time. The study found that the level of invo in various aspects of school management is fall within a moderate level. The study concludes that about 71.7% variations in the strategic planning were attributed to involvement of parents, teachers, students and non-teaching staff. The study recommends that the Cabinet Secretary Education should review the school management policy and statutory to meet the current needs for parental involvement in strategic planning of principals. Moreover, the public secondary school principals should design mechanism for inclusive strategic planning where everyone is taken care of.

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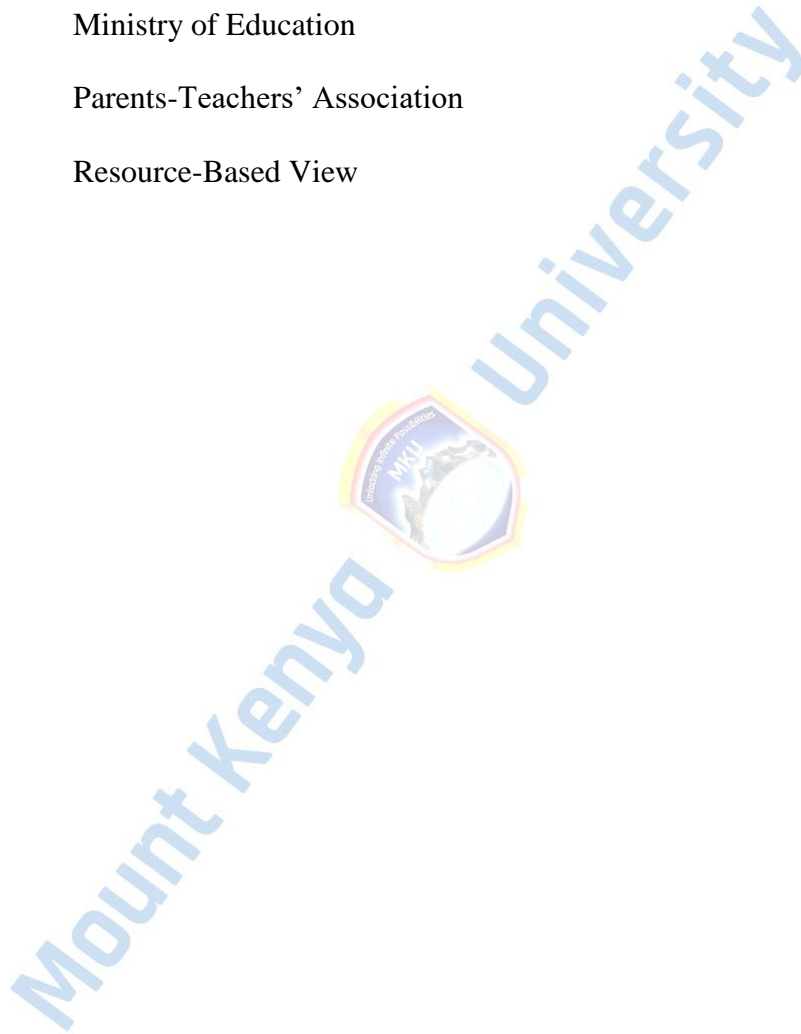
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LIST OF ACRONYMS AND ABBREVIATIONS

BOM	:	Board of Management
GOK	:	Government of Kenya
ICT	:	Information Communication Technology
KCSE	:	Kenya Certificate of Secondary Education
MOE	:	Ministry of Education
PTA	:	Parents-Teachers' Association
RBV	:	Resource-Based View



CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter contains study background, statement of the problem, purpose, objectives, research questions, justification, and limitations of the study, delimitations, and research assumptions.

1.1 Background to the Study

A strategic plan is an aspect of management that focuses from the present to the desired future goals (Cook, 2006). A Strategic plan projects on spearheading an institution from where it currently is to a better place in the future. (Weihrich & Koontz,1993) assert that it is a bit difficult to predict the future of an organization, but strategic planning makes the managers of the organizations to brainstorm what the future may hold for their respective organizations. According to (Schrader, 2002) strategic planning assists an organization to identify future needs, prioritise goals, expand production, and handle emerging issues in a better way in the rapidly changing environment. Developed countries started implementing strategic planning in their schools since 1960s (Schrader, 2002). Developed countries like USA have strategic planning outline standardising process for planning school programs; carrying out the need assessment, vetting the process of inquiry, designing the program and finally evaluating the program (Cook, 2006). However, in Europe, attitude and learning skills regarding strategic planning in education sector has been hampering systems implementation in such areas as e-tools, e-learning and e-networking (Deal & Peterson, 2008).

Otahuhu College in New Zealand is the first institution in New Zealand for initiating and implementing strategic planning in that country. The college's strategic planning focuses on

planning in developing all-round services that address social and educational gaps of the students' performance and their respective families (New Zealand Education, 2011). Among the South America countries, Argentina has been in forefront in implementing strategic planning in her education system. According to (Acedo, 2002) as early as 1990, Argentinean government embarked on decentralisation of educational institutions' management and reforming the sector by emphasizing on the appropriateness, rationale and sustainability through implementation of the strategic plans put in place. According to (Nagwa, 2002), Egypt's strategic planning aims at reforming the country's education, its socio-economic environment and the employment strategies. The country's strategic planning aligns itself with improving the quality and equity of post-primary level education as geared towards enhancing employment. In Kenya, the ministry of education science and technology requires that public schools come up with strategic plans that will facilitate management that is goal-oriented and enable efficient performance of their duties. Those strategic plans should guide institutions regarding resource targeting and program implementation (MOE, 2010).

The development of the Education sector has attracted keen interest from the government of Kenya since independence. One of the major reforms promoted by the education sector in Kenya is development of strategic planning in secondary schools. In the most recent times, policies of the government of Kenya focused on attainment of Education to all school going children. Indeed, in 2008, the Kenyan government declared Free Secondary Education mandatory for all school-going children. For this to be realized, it was important for secondary schools to keep on with strategic planning. In reference to a study by (Ngware, Wamukuru and Odebero,2006) Total Quality Management (TQM) in Kenyan schools at secondary revealed that many of those schools have not developed strategic plans. (Githire, 2008) observes that most schools in Kenya are operating under school development plans. He argues that development plans do not bring the expected results as only 58 % of the

envisioned initiatives are completed on time. (Achoka,2007) observes that even though the government of Kenya has put in policies and guidelines on strategic planning in public secondary schools and that good strategic plan is of great importance, very few have adopted it.

According to (Cosner & Jane,2016, Hayward, 2017) when strategic planning is clearly written with a strategic emphasis on teaching and learning together with strategic documentation of an implementation plan and areas of responsibility plus monitoring the process of implementation, identifying indicators of success, major school transformation is noted specific to whole school learning. According to Mombasa County Director of Quality Assurance and standards Office (DQASO) though most schools have drawn strategic plans, very few are implementing those plans. This has been identified as one of the key contributors of poor provision of quality education services in Mombasa County leading to low student achievement. In addition, the Teachers Service Commission as per the TSC Act (2012) mandates school heads with overseeing the implementation of strategic plans in their respective institutions. However, implementation of strategic plans involves various stakeholders in the school set-up.

Therefore, there is need to carry out a study focusing on involvement practices by the principals in management of secondary schools and their effects towards strategic plans' implementation so as to understand why only a few schools in Mombasa County have successfully implemented strategic plans despite the fact that there are gains connected to strategic planning.

1.2 Statement of the Problem

In 2005 the Ministry of Education Science and Technology developed session paper No. 1 which requires school management to develop strategic plans that can guide the development of their institutions. The strategic plans give direction on aspects of how to get resources and

ways of implementing programs (MOE, 2005). However, (Wanjohi et al, 2011), reports that the Ministry of Education Science and Technology has reported that public secondary schools' management in Kenya have been facing many challenges in strategic planning and implementation. In addition, (Nyagah, 2015) reports that there is lack of relevant leadership skills among the top management of public secondary schools in Mombasa County in strategic formulation and implementation. Furthermore, available data shows that though many schools in Mombasa County have developed strategic plans, very few are implementing them.

According to Director of Quality Assurance and Standard Office (DQASO) Mombasa County, it has been established that three quarters of the schools are not implementing strategic plans leading to poor management of schools therefore resulting to low academic standards and poor school environment. The TSC Act (2012) places the responsibility of ensuring drawing and implementation of strategic plans on the shoulders of the heads of institutions. However, the implementation process requires involvement of various stakeholders in the school set-up. There are few studies on the principals' management practices and its influence on implementation of strategic plans in public secondary schools in Mombasa County. Hence, this research seeks to fill this gap by examining principals' management practices and its influence on implementation of strategic plans in public secondary school in Mombasa County.

1.3 Purpose of the Study

The aim of the study was to determine the influence of principals' management practices on implementation of strategic plans in public secondary schools in Mombasa County, Kenya.

1.4 Objectives of the Study

This research was led by the following objectives

- a) To determine the extent of principals' involvement of parents while implementing strategic plans in public secondary schools in Mombasa County, Kenya.
- b) To establish the extent to which principals involve teachers while implementing strategic plans in public secondary schools in Mombasa County, Kenya.
- c) To determine the extent to which principals involve students in resource allocation while implementing strategic plans in public secondary schools in Mombasa County, Kenya.
- d) To establish the extent to which principals involve non-teaching staff in planning while implementing strategic plans in public secondary schools in Mombasa County, Kenya.

1.5 Research Questions

The following questions formed the basis of the research to achieve the stated objectives:

- a) What is the scope of principals' involvement of parents while implementing strategic plans in public secondary schools in Mombasa County, Kenya?
- b) To what extent do principals involve teachers while implementing strategic plans in public secondary schools in Mombasa County, Kenya?
- c) iii) To which extent do principals involve students in resource allocation while implementing strategic plans in public secondary schools in Mombasa County, Kenya?
- d) To what extent do principals involve non-teaching staff while implementing strategic plans in public secondary schools in Mombasa County, Kenya?

1.6 Justification of the study

The research findings may be useful to secondary school principals as it may unveil the influence of principals' management involvement practices while implementing the strategic plans. The findings specified the aspects of principals' management involvement practices that are likely to influence the level of implementation of strategic plans like involvement of stakeholders including parents, teachers, students as well as the non-teaching staff in planning for school development. The BOM may utilise the findings of the research to better

institutional performance in the infrastructure development and improving students' academic performance. In addition, the study may benefit the educational management professionals and experts by adding knowledge to the existing pool and comprehension of the topic of strategic planning and its execution in schools at secondary level. The Ministry of education science and technology will also harness the study findings to take appropriate measures relating to school management practices to ensure the execution of the set strategic plans by various schools. The research outcomes will in addition reveal to stakeholders on the importance of their presence towards implementing schools' strategic plans

1.7 Scope of the Study

The researcher aimed the research in Mombasa County in Kenya. It targeted every public secondary school that had written strategic plans by December 2019, and as such, the outcome of the research was premised on collected primary data from the sampled public secondary schools. The schools' data was the Director of Education office and TSC, Mombasa County which is expected to cover all the public secondary schools. The participants were principals on behalf of Board of Management members, teachers, students and non-teaching staff in public secondary schools in Mombasa County. The research narrowed on the influence of involvement practices in development and implementation of school strategic planning policies.

1.8 Limitations of the Study

The research was limited to a number of factors:

The most outstanding limitation was that a number of those responding seemed not transparent enough in giving out the requested information. The researcher had given assurance to the respondents that all the details obtained would be handled confidentially and the institution participating in the research was coded to hide the real names.

1.9 Delimitations of the Study

The research narrowed down into using respondents found in the school only as sampling units. The respondents included principals, teachers and non-teaching staff who are consumers and are responsible for implementation of the strategic planning of school programs. The study used only four independent variables including planning for infrastructure, planning for school programs, and resource allocation which basically form basis of strategic planning in any learning institution. The study hypothesized the four variables as a result of a number of documented studies across the country showing that institutions of learning are experiencing challenges in implementation of strategic planning.

1.10 Research Assumptions

The researcher assumed that those who responded were transparent and would provide all the needed information in an accurate manner.



1.11 Operational Definition Of Key Terms

Principals' Management Practices - For this study, these implied the specific aspects of consultation the principals take in order to involve the parents, teachers, students and non-teaching staff in the implementation of strategic plans.

Strategic Planning - In this study, strategic planning refers to a well thought out procedure of visualizing the intended future and converting this vision into well-explained goals with clear steps to achieve them.

Teacher - A trained professional person that administers education to students.

Academic performance-For the purpose of this study academic performance refers to grades achieved by students in KCSE.

Supervision of the programs - In this study supervision of programs is the principals' role of monitoring the activities undertaken by school workers, teachers, students and other stake-holders.

Resource allocation - In this study it refers to the process of dividing teaching and learning materials to departments to support the strategic goals of a school

Involvement - For this research, involvement implies the process of inviting and discussing with parents, teachers, students and other important partners in implementing strategic plans in an institution

Teachers' involvement - In this study, it includes process of inviting and encouraging specific skills and experienced personnel suited for a particular school operational task

Strategic plan - In this research, an institution's strategic plan is a document highlighting that which the institution has purposed to attain and the means to attain it within a particular period of time not less than three years.

CHAPTER TWO

LITERATUREREVIEW

2.0 Introduction

The chapter discusses literature of allied studies done previously. The section is based on empirical literature review, the concept of school management practices elements including planning of school programs, supervision of teachers, resource allocation and staffing. It also provides theoretical and conceptual frameworks and concludes with research gaps and the literature summary.

2.1 Empirical Literature

2.1.1 The Concept of Strategic Planning

Though strategic planning started in the military, the conception used today originated from the business field at the start of the twentieth century (Sheridan, 1998; Taylor, 2003) For quite some time, strategic planning was largely a private sector practice up to the late 1970s (Candy & Cordon, 2011) At that time, the Higher education sector was increasingly experiencing difficulties hence activating in changing the difficult partnership between business and education sector. At first, educational stakeholders like the university management were reluctant to adopt business mind-set in solving their challenges. Initially, strategic planning implementation hindered notable transformation as the aim of strategizing was to create the plan instead of making use of it. However, by late 1980s strategic planners started to appreciate that planning ought to occur not just at the top levels of leadership but in the entire institution.

Strategic planning has been identified as a tool that guides schools in achieving their future goals (Fullan 2004; Quong& Walker, 2010). Steyn and Wolhuter reports that strategic planning in US schools assist schools in self-study and evaluation. Schools in that country

use strategic planning in identifying challenges that are likely to occur and plan for them. According to (Eacott, 2011), strategic planning in Australia improves school community relationships because it is used as communication tool across traditional boundaries in the school. Despite many benefits of strategic planning, research shows that strategic planning in many schools is still a challenge. (Miech, 1995), for instance, points out that strategic planning in North Korea have its origin in the business environment. In this area, strategic planning focuses on relatively detached groups of people. Managers in business community are experts in strategic planning development and ways of actualising the plans. However, in education, strategic planning and implementation usually follows political dimension. Conley (1993) report shows that strategic planning in schools comes across many challenges because a number of principals and BOM lack knowledge of the strategic planning processes, lack ways of converting strategic plans into action for effective implementation.

(Conley, 1993) points out that in China, most stakeholders have little understanding towards the following aspects of strategic planning and implementation; how to carry out planning, how to conduct the planning process, how to implement the process, how to come up with the good strategies, identify strategies that are suited to their contexts, and how best to apply strategic planning to improve all-round performance in students' achievement. According to (Mintzberg, 1994), in South Africa, ways of creating strategic plans is a multidimensional process requiring multifaceted cognitive and social skills that many schools' managers lack. Some researchers argue that some strategic plans development in schools are limited because they concentrate on physical assets of the institution, like vehicles and buildings, undermining instructional and learning that are core business to the school community (Reeves, 2008; Rumelt, 2011).

The Kenyan Education Sector Program from the year 2003, started to transform every level of education. This was done in recognition of strategic planning power in improving service

delivery in schools and minimising resource wastage. (Lewa, Mutuku & Mutuku, 2009). According to (Pearce and Robinson, 2007), institutions are required to use Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to evaluate conditions which will help them write down strategic plans to mitigate on identified present and future challenges. (Leithwood & Jantzi, 2005), points out school managers find running of school challenging and stressful. According to (Onguko *et al*, 2008), principals spend most of their time responding to government requirements and less on school management. This often limits them in designing strategic plans for their schools. However, the current political, community and employment demands pushes the principals to pay more attention to strategic planning management. The government of Kenya has come up with policies that demand learning institutions to develop and implement strategic planning in order to improve on resource allocation and utilisation (UNESCO, 2010).

2.1.2 Involvement of parents and Strategic Plan Implementation in Schools

A study by Bjerke and Hultman, (2013) reveals that when principals do not have a proper vision for their schools, it jeopardizes the future of the school as people within the school do not know the direction the school is heading to. In order for a school to be in a position where it achieves its goals the principal of the school must provide proper leadership by ensuring people understand the situation and what is required currently and, in the future, (Bjerke & Hultman, 2013). According to Aaltonen and Ikåvalko (2008) developed countries recognizes the role of school strategic planning and programs in proper resource management. (Bartlett and Goshal, 1996) report that strategic planning in Japan is based on building capabilities, providing guidance and support by encouraging entrepreneurial attributes.

Strategic planning originates from departmental levels and requires top management support (Olsen, 2019). According to Healthfield (2009), strategic planning is included in the school's vision and mission statement together with yearly goals that are yet to be implemented.

According to Olsen (2019), most institutions do not implement their strategic plans due to many reasons that include and not limited to; institutions do not link employee incentives to strategy, institutions don't connect strategy to budgeting, workforce do not understand their institution's strategy, managers spend less time discussing strategy on how to implement the strategic plan they develop. Chris Ahoy (1998) argues that school managers need to commit to the adherence of full implementation of program schedule which should measure up to the aims of the strategic plan at all levels of an organisation.

2.1.3 Supervision of Teachers and Implementation of the Strategic Plans in Schools

(Drucker,2013) observed that the challenge found in public schools located in New York, includes; failure to identify what should be taught, how learning should take place and the position of the school in society. (Forman and Argenti, 2005), note that in France, there has been minimal attention given to the links between communication and strategic planning in the education sector. Such communication according to Forman and Argenti should clearly define responsibilities and tasks needed to perform from employees. (Peng and John, 2011), report that communication is a major ingredient towards successful strategic planning. Communication contributes a lot in developing skills, dissemination of knowledge as well as the process of been equipped with skills at implementation stage of strategic plans.

Strategic management leadership provides institutions with vision and direction for their future development and success (GoK, 2010). In order to manage change, it requires leaders who can provide direction and then establish commitment and align themselves with their core-workers in implementing the transformation they need (GoK, 2010). According to (Ngware, Wamukuru and Odebero, 2010) public school teachers are supposed to establish an environment where students can obtain best grades in schools. The school managers, teachers and students must continuously work to improve students' academic performance. However, the major strategy on Education and Training (1997–2010) points out that quite a number of

public-school principals and teachers lack management skills and are not effective in strategic planning, its actualisation and lack accountability in financial management. Strategic planning therefore requires school managers be trained in order to acquire pre-requisite knowledge and skills in strategic planning, will assist them to become future oriented and be able to recognize the need for strategic planning.

2.1.4 Resource Allocation and Strategic Plans Implementation in Schools

Strategic planning involves the resources which an organization has as they dictate the activities and choices required for the organization to formulate and execute a strategic plan (Whittington, Scholes & Johnson, 2005). Resources can therefore be viewed as inputs which public schools use to plan and execute various activities within its framework. On the other hand, there is a resource-based view (RBV) which looks at resources being either tangible or intangible. Moreover, the resources are viewed as scarce, provide for competitive advantage, suitable and they have the ability to ensure the organization performs well (Pearson & Robinson, 2009). In order for any public school to have a competitive advantage over other schools, it must match its resources to its capabilities. Resources are the main pillar on which strategy is anchored as they dictate what an organization wants to do, how it can achieve what it wants to do and its potential. It has been noted that there should be a connection between strategies formed by an organization, how they are implemented and the resources the organization has (Rumelt, 2011).

(Rainey and Streinbauer, 1999) recognize resources such as finance, human capital, and technological as being important in strategic management planning. (Fry, Stoner and Hattwick, 2004) view resources as categories that are inclusive of physical materials, financial assets, people and information. According to (Russo and Fouts, 1997), resources include tangible materials, technologies, human resources and institutional capacity, and on the other hand there are intangible resources which include organizational reputation and

political intelligence. According to (Lee,2009) he categorized resources into six main classes and they are human resources, administrative resources which revolve around an organization's structure, physical resources, financial resources, reputation resources and political resources. This study focused on four types of resources which affect strategic planning, and they include: organization's structure; financial resources; human resources; and information systems.

(Njeru et al, 2013) carried a research based upon factors that influence formulating of strategic plans in public schools in Embu North District. The study reports that financial abilities and participants' understanding are important in school's strategic planning. However, Visscher (2011) points out those information systems are more important because they provide administrators and teachers with the required information for proper planning, policy formulation, and program evaluation. According to (Gurr,2010), information systems are important in changing management practices in the areas of school management, workload, decision making, communication, human resource management, responsibility allocation, and planning. There is no conclusive study that shows how various aspects of strategic planning affect institution's future goals. The current study examines the principals' management practices and its influence on implementation of strategic plans.

2.1.5 Teachers on the Implementation of Strategic Plans

Colombo and Grilli (2009) aver that when formulating a strategy, it is important for management of various public schools to look at the relationship of the strategy and the various individuals in different departments who are tasked to do the work of ensuring that the implementation of strategies is successful (Colombo & Grilli, 2009). The success of public schools heavily relies on the type of personnel it engages. (Michlitsch,2010) in his study revealed that an organization is also supposed to train its existing employees to ensure they have the right knowledge and skills relevant to strategy formulation and implementation.

When a school has competent employees especially when it comes to teachers it is likely to have an easy time when it comes to strategy implementation compared to schools that may have difficulty due to having inexperienced staff who may not possess the necessary skills in the field of strategy. Moreover, it is very important for an organization to ensure it has competent staff to ensure that they achieve their goals (Michlitsch, 2010).

In order for a public school to have a successful strategic planning process, it's imperative that teachers specifically understand that their input is very vital. When employees are involved in strategy planning process they come up with very unique and innovative strategies and ways of ensuring they are successful upon their implementation (Mintzberg, Ahlstrand & Lampel, 2009). Executives of the various public schools must employ the use of communication while coming up with various strategies after which they use the communication process to explain to their employees at large within their various schools the importance of the strategy and how they should employ it to ensure their organizations perform well compared to others operating in the same industry (Kaplan & Norton, 2011). After strategy has been formulated, it's very important for a school to create strategic awareness, defining objectives according to personal and team levels and providing reward to the various parties involved especially during strategy implementation process to ensure success of a strategy.

According to (Kaplan and Norton,2011), since people are the ones who formulate and implement strategies, their well-being must be looked at as they are the ones who determine success or failure of a strategy as the buck stops with them. In order to ensure that strategies formulated are implemented successfully, it's very important to provide incentives to various employees involved in strategy implementation process within an organization through rewards in various ways such as promotions and increase in salaries among other rewards (Mintzberg, 2004). Study by (Mashhadi, Mohajeri, and Nayeri,2008) shows that strategic

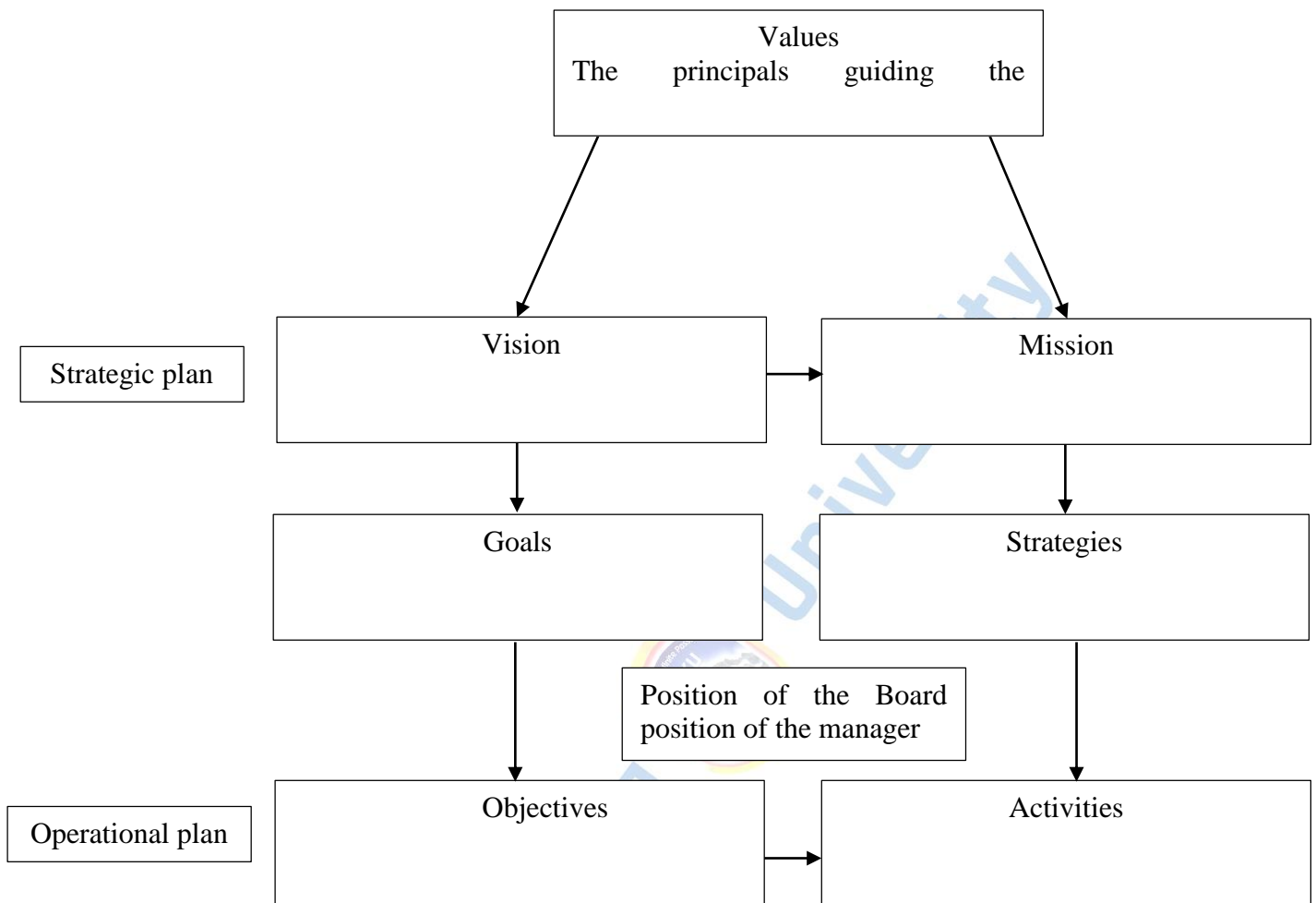
planning failure emanates not from planning stage but at implementation stage. The key gaps within the strategic management fall along the implementation of the strategies not just the growing phase where major studies focus. Discussed literature show that little attention to the school management practices aspects such as school programs, teachers' supervision, resources allocation and staffing have been neglected. Moreover, there is no particular study narrowing down to the proposed geographical location of the study, Mombasa County.

2.2 Theoretical Framework

The strategic planning model of Gaber (2006) served as the foundation for the study. According to this concept, strategic planning is the process of making the organization's goals more clear. It specifies objectives that a leader and staff members must meet as well as general approaches for achieving the objectives. Planning typically begins with gathering information about the organization and its surrounds through focus groups, interviews, focus groups, and other forms of research. The information is used to highlight the top concerns that the organization needs to pay close attention to during the next three to five years.

Using this information, the strategic planning team develops the mission, vision, and values statements for the organization. The organization will then choose the objectives it wants to accomplish at the conclusion of the planning period and the overall approach it will take to get there. Every strategy and goal has a corresponding performance indicator. The Mintzberg theory stresses that the leader should have deep knowledge about the institution that enables them to develop effective strategy.

Figure 1: A Figure Showing Shows (Gaber's, 2006) Strategic Planning Model.



The board monitors performance indicators during plan implementation to enable goals, plans, objectives, and techniques to be adjusted in response to unforeseen circumstances and changes in the firm and its environment. Consequently, the organization keeps up its strategic operations.

The role of the board comes from its core duties for governing the entire organization and the awareness that membership to the board is through volunteering and may not fully comprehend the way the organization operates. During the planning phase, the board is responsible for outlining the organization's core values, defining the organization's overall vision and mission, setting medium- to long-term goals, and devising strategies that will enable the organization to achieve its objectives while adhering to the values and principles

that govern organizational behavior. The management is in charge of establishing and implementing shorter-term goals. Operational plans are created by combining the creation of annual goals, budgets, service plans, and performance metrics. (Garber, 2006)

(Gareber's,2006) strategic planning model can be applied to the school situation in which the The Board of Management (BOM) is responsible for overseeing the school and developing medium- and short-term goals that provide the institution direction. It also clarifies the school's values, vision, and mission. The Basic Education Act of 2013 in Kenya highlights the importance of the BOM. According to the act, the Board of Management's responsibilities include, but are not limited to, planning and overseeing the physical facilities used for instruction and learning in schools, sourcing and managing the school's finances, preparing, approving, and carrying out the recurrent and development budgets, and controlling student admissions under the guidance of the County Director of Education. The principal of the school on his side performs his duties working closely with departmental heads, teachers and students to come up with shorter term goals and put the strategies set by the board in operation.

2.3 The Conceptual Framework

In order to explain how variables, interact in this study, the researcher generated figure 2.1

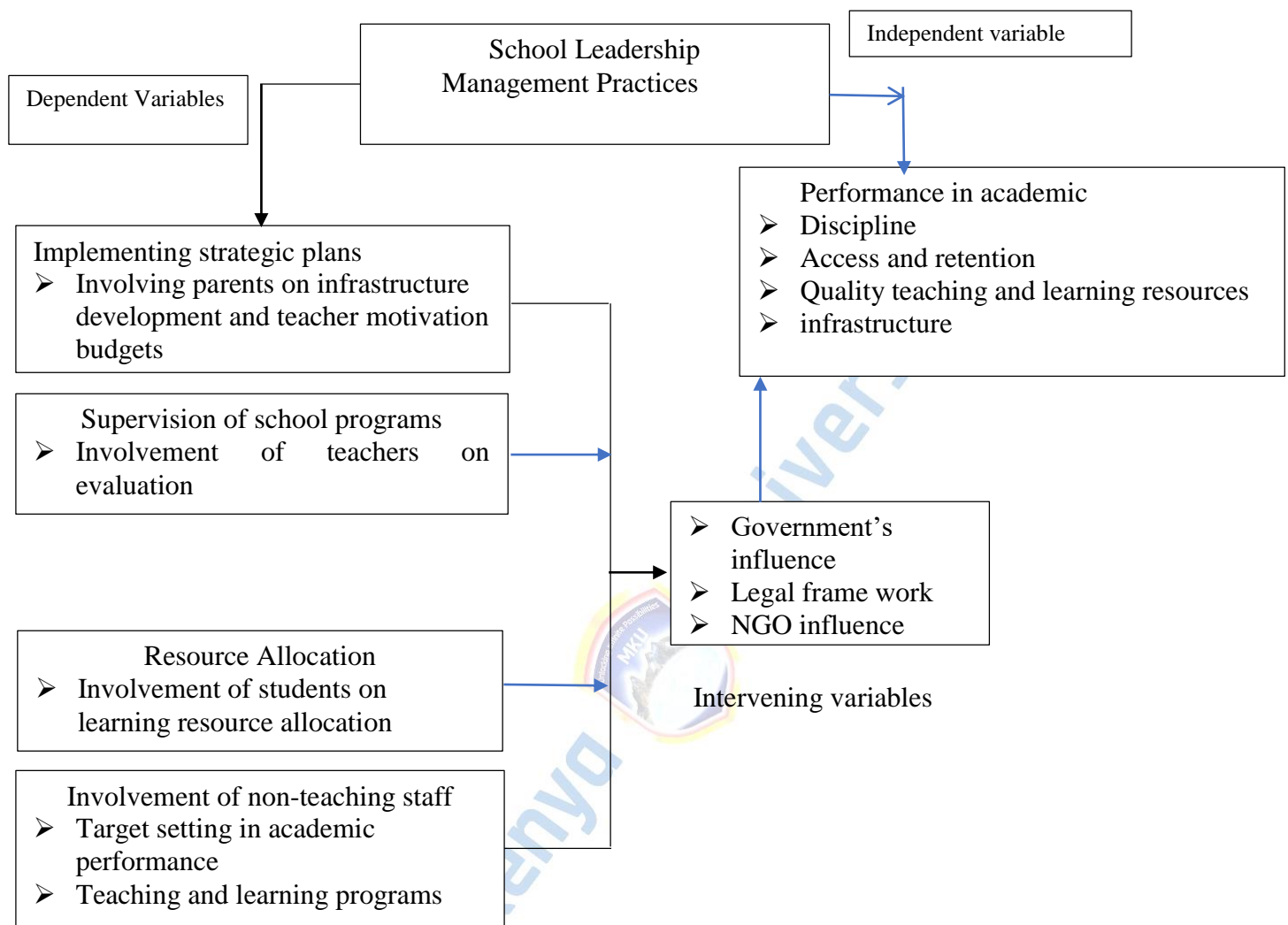


Figure 2: A figure showing Conceptual Framework.

Figure 1 shows the conceptualized variables in proposed study. The variables are illustrated to depict the independent variables which are the aspects of principals' management that the study involved. The dependent variables thus include involvement of parents, supervision of teachers, resources allocation and staff involvement. On the other hand, the outcome of the implementation of the dependent variables is how the school performs academically, discipline of students, and quality of teaching and learning resources. Some of the intervening variables that were considered were influence from government institutions, legal framework and influence from Non-governmental organizations.

2.4 Research Gaps

There has been increased study on strategy implementation. Locally done researches (Obare et al, 2006) observe that pleasant strategic plans have been developed but not much has been accomplished towards implementing them. The researcher on his view sought to ascertain the cause of these failures in implementing the strategic plans in public secondary schools. The literature review showed that there is limited research on how different leadership styles of principals (e.g., transformational, transactional) specifically impact the successful implementation of strategic plans. More studies are needed to explore the effectiveness of training programs for principals in strategic planning and management practices². This includes understanding the long-term impact of such training on strategic plan implementation. The influence of contextual factors such as school size, location (urban vs. rural), and socio-economic status on the implementation of strategic plans is not well-documented². Research in this area could provide insights into tailored management practices.

Thus, the current research is designed to ascertain principals' management practices and its in public secondary schools in Mombasa County, Kenya.

2.5 Summary

. As per the reviewed literature, observation made is that strategic planning in institutions contributes a lot in determining the attainment of their mission and vision. No studies from Mombasa County on principals' management practices and its influence on implementation of strategic plans in public secondary schools were found.

The literature reviewed showed principals greatly determine the implementing of strategic plans and their involvement of other stakeholders. Even when the school leadership has developed strategic plans, they need to involve other stakeholders for effective

implementation of the plans. The aim of the research was to establish how the principals' management practices influence the implementation of strategic plans in public secondary schools in Mombasa County.



CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The study design, target population, research instruments, and the validity and reliability of those instruments are all covered in this chapter. The chapter also covers data gathering procedures, ethics, data analysis methodologies, and data presentation techniques.

3.1 Research Methodology

The main research instrument was questionnaires consisting well-defined questions to gather qualitative and quantitative primary data developed to reflect the research objectives and questions.

3.2 Research Design

The research design used in the study was a descriptive survey. The purpose of descriptive survey research design is to characterize events as they occur in the natural world. Additionally, the design produces quantitative and qualitative data, both of which were produced in this study (Kothari, 2004). According to Kerlinger (1993), survey design helps researchers find answers to study questions by providing information about a population's characteristics that policymakers and other stakeholders find important. According to Borg and Gall (1989), the goal of a descriptive survey study is to generate statistical data on different demographic characteristics that policymakers find relevant without changing any study variables. Thus, the researcher selected a descriptive survey design, much like in the study, the researcher is interested in the state of affairs as they are existing in the field and no variable was manipulated.

3.3 Geographical Location of the Research

Mombasa County is situated north to the county of Kilifi; South West of Kwale County and East to the Indian Ocean. Mombasa demographic has the following characteristics; transitional population structure caused by low birth rate, the population group between 0-14-year-olds constitute 33%, the youth migration to Mombasa in search of jobs is high leading to an increase in working age. The Population which is between 15-64 years old constitutes 65% of the entire population. The Gini index which measures if the deviation of the distribution of consumption expenditure among people in an economy is distributed from a perfectly equal distribution places the county Gini index at 0.365. Population characteristic shows that 37% of the residents of the county are educated up to secondary level or beyond and that 77% of county residents' homes have cement floors, 14% of homes have earth floors, less than 1% has wood and 5% have tile floors. The population characteristics show that strategic planning for secondary schools require people who are committed to the county. This is more so considering that the slow growing population require residents to concentrate more on quality in schools and on improving students' academic performance which is relatively poor. The Table 3.1 shows academic performance in Mombasa County based on 2022 KCSE results.

Table 1: 2022 KCSE Results

Sub county	C+ and above	Between C and D+	Between D and E
M.T	213	171	1180
N.L	11	9	155
K.S	97	55	260
L,K	73	48	542
C.N	31	31	376
J.M	21	17	343
Total	446	331	2856

Source: County Director of Education - Mombasa County

Table 3.1 shows that education in Mombasa County is poor since only 446 students out of 3136 candidates in 2022 qualified for direct university entry. The highest number fall

between D and E hence need for strategic planning implementation to improve academic performance which is what the present study is based on.

3.4 Target Population

This describes every member of a group from which the researcher hopes to obtain data for the study (Kombo, 2006). 40300 respondents from 40 public secondary schools in Mombasa County made up the target population. It was therefore made up of the principals, PTA representatives, teachers, form four students and non-teaching staff. Table 2 displays the population distribution in 40 public secondary schools across six Sub-Counties.2. The sub counties were represented by pseudonyms.

Table 2: Target population.

Sub county	Number of schools
M.T	15
N.L	3
K,S	5
L.K	8
C.N	5
J.M	4
Total	40

Source: Mombasa County Education office (2019)

3.5 Sampling Procedure and Sample Size

(Orodho, 2008) defines sampling as a technique in which a researcher chooses a predetermined number of participants from a specific group to serve as a representative sample of that community. The stratum was the sub-county. Firstly, stratified sampling was used, then purposive selection and basic random sampling.

3.5.1 Sampling Procedure

The sample matrix shows the number of schools in the proportion that they make up. To choose a set number of schools to represent each sub county in the study, the researcher employed basic random selection. Fifteen of the forty schools in the county were chosen in total. Gay (1992) argues that simple random sampling is the best method since it gives every

member of the population an equal chance of being included in the study. On a piece of paper, the names of the schools in each sub county were written, folded, and put inside a container.

The researcher then randomly selected the papers according to the specific number apportioned to each sub county. Purposive sampling was used in selecting principals who are the strategic planning custodians and represent the BOM in the study. Purposive sampling was also used to choose Form 4 students to be participants in the study. The Form 4 students were purposively chosen because they set academic target for KCSE. Teachers, non-teaching staff and students from their group were chosen using simple random method. There are two teachers who sit in parent teachers' association (PTA) that was purposively chosen to represent parents.

3.5.2 Sample Size

The size of the sample was decided based on the sample size table developed by (Krejcie and Morgan,1970) – Appendix I. Based on this proposition, the target population of 40300 required a sample of 381 respondents. This number was distributed to 15 public secondary schools that represent 37.5% of the public secondary schools located in Mombasa County. As stated by (Mugenda and Mugenda,2003) the population should be distributed to at least 30% of the groups in which they appear. The final sample rose from 381 to 392 respondents to take care of unresponsive respondents. The sample matrix for school as indicated in Table 3.3.

Table 3: Sampling Matrix

Sub County	No of schools	Sampled schools	Respondents	No of respondents	Sampling techniques
M.T	15	5	Principals	5	Purposive sampling
			PTA rep.	12	Purposive sampling
			Teachers	25	Random sampling
			Students	75	Random sampling
			Non-teaching staff	25	Random sampling
N.L	3	1	Principals	1	Purposive sampling
			PTA rep.	2	Purposive sampling
			Teachers	5	Random sampling
			Students	15	Random sampling
			Non-teaching staff	5	Random sampling
K.S	5	2	Principals	2	Purposive sampling
			PTA rep.	4	Purposive sampling
			Teachers	10	Random sampling
			Students	30	Random sampling
			Non-teaching staff	10	Random sampling
L.K	8	3	Principals	3	Purposive sampling
			PTA rep.	6	Purposive sampling
			Teachers	15	Random sampling
			Students	45	Random sampling
			Non-teaching staff	15	Random sampling
C.N	5	2	Principals	2	Purposive sampling
			PTA Rep.	4	Purposive sampling
			Teachers	10	Random sampling
			Students	15	Random sampling
			Non-teaching staff	10	Random sampling
J.M	4	2	Principals	2	Purposive sampling
			PTA rep.	4	Purposive sampling
			Teachers	10	Random sampling
			Students	30	Random sampling
			Non-teaching staff	10	Random sampling
Total	40	15		392	

3.6 Research Instruments

The researcher used a self-designed questionnaire and interview schedule as the instruments for the study. (Orodho,2009) refers to a questionnaire as a tool that enables collection of huge chunks of data within a short time. The questionnaire was distributed to respondents containing closed and open-ended questions. The principals' questionnaire (Appendix II) has five sections; section one sought to collect data on demographics; section two collect data on planning of school infrastructure, section three contains information on school programs and section four contains information on resources allocation.

Interview schedule (Appendix III) was also used to gather information from the principals including academic performance since they were best placed to give information on the principals' management practices and its influence on implementation of strategic plans in their secondary schools as recommended by Kombo and Tromp (Kombo & Tromp, 2005). There was also questionnaires for teachers (Appendix IV) who are incorporated in PTA collecting information on parents' involvement in infrastructure development, a questionnaire for teachers (Appendix IV) gathering information on involvement of teachers in planning of school programs, (Appendix V) gathering information on involvement of students in resource allocation, and a questionnaire for non-teaching staff (Appendix VI) collecting information on their involvement in planning of school programs. The closed questions in the questionnaires were of Likert scale level 5.

3.7 Pilot Study

Pilot study is trying out of research instruments on the respondents who do not participate in the main study. (Tuchman, 1988) advices that it is good to try a questionnaire in a pilot study to test its suitability and to revise it as per the outcome of the test. The pilot study was done to establish whether the instruments were capable of yielding relevant data. The pilot study was done to evaluate the clarity of the instructions and questions, where the respondents were tested on understanding of the instructions and wording of the questionnaires. This made it

possible to revise and make the instruments more valid and also identify problems in the instruments that were corrected before actual data collection.

The pilot study was undertaken in two schools in Kilifi town in Kilifi County. A total of 70 respondents from the two schools represented 15.4% of the sample. (Mugenda and Mugenda,2003) recommended for between 1% and 10% of the sample to be involved in the pilot study. Kilifi town was chosen for pilot study because it is an urban centre with almost similar characteristics as Mombasa County where the study was carried out.

3.7.1 Reliability of the Instruments

As stated by (McMillan and Schumacher,2009), reliability is the consistency given by the same instrument when it is administered to the same subjects several times under the same condition. (Mugenda and Mugenda,2003) describe one test re-test method that is used to work a co-relation co-efficient which is reliability co-efficient. The researcher prepared two similar instruments and administered one instrument to the pilot study group and after one week, administered the other instrument to the same group under similar conditions to the previous one. The researcher used the data collected to work the co-relation co-efficient and as recommended by Mugenda and Mugenda, co-relation co-efficient of 0.7 was good enough to declare the instrument suitable for the research (Mugenda & Mugenda, 2003).

3.7.2 Validity of Research Instruments

As stated by (McMillan and Schumacher,2009), validation of study instrument is through examining how well it measures what it is supposed to measure. The researcher developed the instruments and with the help of supervisors determine whether they was valid, adequate, itemized logically and intent tailored to collect the relevant data. A survey of opinion was sought to find the most appropriate design, and this was done to ensure that the instruments measure the content they are intended to measure (content validity); co-relate the results (concurrent validity) and show what the instruments purport to measure (face validity).

(Muijs,2004) explains that validity should not depend on the subjective judgement of only one specialist and the researcher also sought more opinion from other department experts in the department to improve the validity of the instruments. It must be based on thoroughly done analyses by various specialists of instructional objectives and the exact issue studied. Thus, the individual experts' pieces of advice were incorporated into the modified version of the instruments. In order to specify and to determine the content, concurrent, face validity and improve the instruments, opinions was sought from the supervisors and other experts from the department. Triangulation method was also used to check on the validity of the instrument. According to (Kennedy,200), triangulation refers to use of more than one source to assemble data on the same topic. This aims at assuring the validity of the study. Making use of different sources of collecting data on the same topic increases the validity of the instrument and information collected.

3.8 Data Collection Procedure

The investigator went to Mount Kenya University and obtained an introduction letter from the School of Postgraduate Studies there. Using the letter, the researcher applied to the National Commission of Science, Technology, and Innovation for a research permission. After that, the researcher went to the Mombasa County Education offices and the sub-county offices to get permission letters for her research. The researcher then scheduled a visit to the secondary schools that were included in the sample, informed the principals on the goals and purpose of the study, and collected the questionnaires. The investigator conducted interviews with a sample of principals and distributed questionnaires.

3.9 Data Analysis Techniques and Presentation

Analysis of data is the manipulation of data obtained from the field and in order to make meaning and inferences. Data analysis is the stage when the researcher tries to uncover fundamental structures; extract key variables, detect any inconsistencies and also test any

basic assumptions (Mugenda & Mugenda, 2003). According to (Kombo and Tromp,2008) it is the scrutinising of acquired information in order to make inference possible. The data obtained from the field was analysed based on descriptive statistics which included frequencies as well as percentages. The inferential statistics that were used to show degree of influence of the variables involved correlation and regression analysis. Version 24.0 of the statistical package for social sciences (SPSS) software was used to analyze the data gathered for this study. The majority of higher education institutions have access to SPSS, which is the statistical data analysis software package that is most frequently used in educational research, according to Muijs (2004). Bar graphs, distribution tables, percentages, and frequency were used to display the data. Themes were used to display the data from the open-ended questionnaire. Table 3 displays the analysis summary.

3.8 Ethical Consideration

The ethics in the process was checked by seeking clearance from the Mount Kenya University Ethics Committee and securing a permit from NACOSTI. To ensure confidentiality, participants and their schools were issued with no identity codes. Field notes and other sensitive data were contained in a tightly secured locker locked at the researcher's custody. Strong passwords were created for logging in computer-based files. Personal identifiers were removed from the research documents as soon as possible. The participants were briefed about the research study before sampling and informed consent was sought before the commencement of data collection. No participant was coerced to participate in the study by any means

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The study results are presented in this chapter along with their interpretations in light of previous research. The response rate from the sampled subjects opens the chapter. After then, the respondents' demographics are examined and their significance is clarified. The results on the dependent variable the degree of strategic planning in Mombasa County's public secondary schools are then presented in the chapter.

4.2 Response Rate

From the questionnaire sample (teachers) of 225, the study managed to collect 203 fully filled questionnaires. From this, the response rate was 90.2%. This is as presented in Figure 3.

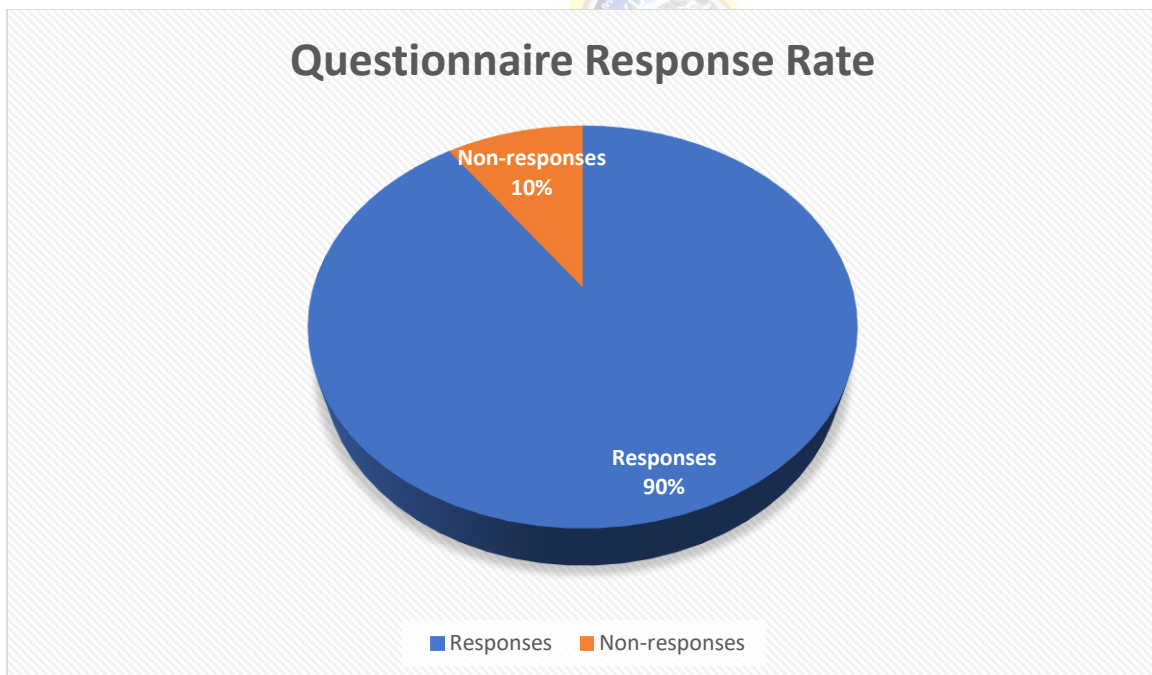


Figure 3 Questionnaire Response Rate

90% of respondents to the study were shown in Figure 3. This was deemed suitable for application in data analysis. The information gathered from these answers was analyzed, and the results are displayed in the subsections.

4.3 Demographics of the Questionnaire Respondents

The demographics of the teacher respondents were analysed from the questionnaire and presented in the following subsections.

4.3.1 Sex of the Teachers

The gender of the questionnaire teacher respondents was presented in Table 4.

Table 4 Sex of the Teacher Respondents

Gender	Frequency	Percent
male	121	59.6
female	82	40.4
Total	203	100

The table 4 above shows that the majority of teachers in the sample are male accounting for 59.6% of the total followed by that of the female accounting to 40.4%. From the table, there is a noticeable gender imbalance, with a higher representation of male teachers compared to female teachers. The distribution of teachers by gender reflects a potential gender disparity within the teaching profession, as suggested by the higher percentage of male teachers. This report indicates that, based on the provided data, there is an imbalance in the representation of male and female teachers. Further investigation into the underlying factors contributing to this gender disparity may be warranted to understand and address potential issues related to gender equality in the teaching profession.

4.3.1 School Category

The school categories where the teacher respondents came from was analysed and presented in Table 5.

4.3.2 Period in the school

The teachers were asked to indicate the period they had taken in their stations. The responses were analysed and presented in Table 5.

Table 5 Period in the School

	Frequency	Percent
Less than 1 year	5	2.5
3 years	21	10.3
4 years	21	10.3
7 years	14	6.9
8 years	24	11.8
9 years	27	13.3
10 years	7	3.4
11 years	29	14.3
12 years	36	17.7
14 years	5	2.5
18 years	14	6.9
Total	203	100

Table 5 presents information on the distribution of teachers by years of service in the school.

The distribution of teachers' tenure varies from less than one year to 18 years. The highest concentration was in the 9-year and 12-year categories, each accounting for more than 13% of the total tenure, with the distribution of teachers across different tenure categories showing some variation. This report provides insight into the distribution of teachers based on their length of service at the school.

4.3.3 Level of Knowledge about Strategic Planning among the Teacher Respondents

The study entailed collating data on the Level of knowledge about strategic planning among the teacher respondents. The findings were presented using Table 6.

Table 6 Level of knowledge about Strategic Planning

Responses	Frequency	Percent
Minimal	29	14.3
Moderate	141	69.5
Expert	33	16.3
Total	203	100

The provided data in table 6 presents information on the level of knowledge about strategic planning among a group of individuals. The levels of knowledge about strategic planning are categorized into Minimal, Moderate, and Expert. The majority of individuals in the sample

(69.5%) have a moderate level of knowledge about strategic planning. Significant proportions (16.3%) of individuals are classified as having an expert level of knowledge about strategic planning. A smaller but notable portion (14.3%) has a minimal level of knowledge about strategic planning. This report suggests that the majority of individuals in the sample possess a moderate level of knowledge about strategic planning. Additionally, there is a noteworthy presence of individuals with expert knowledge in the subject. Identifying the distribution of knowledge levels is essential for educational and professional development initiatives, as it allows for targeted interventions and training programs to enhance strategic planning capabilities among individuals with varying levels of expertise.

4.4 Level of Strategic Planning in Public Secondary Schools in Mombasa County

The degree of strategic planning in their schools was rated by the instructors. Six statements made up the nested table-style questionnaire item, which was scored on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The results are displayed in Table 8.

Table 7 Descriptive Statistics on Level of Strategic Planning

Description
The school has defined goals for strategic planning
The school conducts proper research in strategic planning
The school conducts mapping out any risks in its strategic planning
The school has a schedule all milestones in implementation of its plans
There is assignment of tasks in the implementation of strategic plans in my school
Implementation of strategic plans in my school entails allocation of helpful resources

The statistics in Table 8 offer experiences into the seen level of key arranging within the school over different dimensions. The findings show that for all the included statements, the means were within a rating of 2 which implied disagree. The specific rating means included; The school has defined goals for strategic planning at mean of 2.6995; The school conducts proper research in strategic planning at a mean of 2.7685; The school conducts mapping out any risks in its strategic planning at a mean of 3.2266; The school has a schedule all milestones in implementation of its plans at a mean of 2.5517; and There is assignment of tasks in the implementation of strategic plans in my school at a mean of 2.8719. Additionally, the Implementation of strategic plans in my school entails allocation of helpful resources was rated at a mean of 2.8670.

Standard deviations demonstrate a few variabilities in recognition, especially within the measurements of inquiry about, planning breakthroughs, and task of tasks. This report indicates a direct level of seen vital ranging within the school over different measurements. The ranges with higher standard deviations may require consideration, as they propose more prominent inconstancy in recognition among respondents. Assist examination and focused on advancements in these particular ranges seem to improve by and large the adequacy of the school's vital ranging forms.

The findings relate to a recent study titled “The Role of Stakeholder Engagement in Strategic Plan Implementation on Internal Efficiency of Public Secondary Schools in Mombasa County, Kenya” by Okonya, Malechwani, Murage and Abwalaba (2023). The objective of their research was to ascertain the degree of involvement of stakeholders and evaluate the significance of meaningful stakeholder engagement in the execution of strategic plans for internal efficiency. Their study demonstrated that meaningful stakeholder engagement greatly improved both internal efficiency and the implementation of strategic plans. They did this by using a Convergent Parallel Mixed Methods design and Resource-Based theory, and by

conducting both qualitative and quantitative data analysis. A robust correlation between internal efficiency and stakeholder participation was shown using correlation and regression studies. Stakeholder engagement was the most important factor in attaining internal efficiency while all other parameters remained unchanged. The study suggested that policymakers use this data to create policies that strengthen internal efficiencies and strategic planning in Kenya's public secondary schools.

4.5 Scope of Principals' Involvement of Parents in Planning for School Infrastructure

The study's primary goal was to determine how principals engaged parents in the process of constructing school infrastructure. One item in the teacher questionnaire was a stacked table including a list of six propositions. On a 5-strongly agree to 1-strongly disagree scale, the statements were ranked. It was necessary for the teachers to indicate how much they agreed with each of the claims. Table 9 presents the results of the descriptive analysis performed on the obtained data.

Table 8 Descriptive Statistics on Principals' Involvement of Parents in Planning for School Infrastructure

Descriptive	
My school's principal always ensures BOM discusses any new infrastructure project with parents	3
My school's principal ensures BOM always involve parents in all stages of infrastructure development in the school	
My school's principal regularly involves parents in evaluating the implementation of any planned infrastructure projects	
My school's principal ensures BOM always discusses with parents' implementation of infrastructure projects not funded by parents in all stages of project development	
My school's principal makes sure BOM always involve parents in whenever there is need to increase student's enrolment in the school	
The to involving other stakeholders in the implementation of strategic plan	

Table 8 shows that all the statements were ranked at a mean of around 2 (disagree). This implies that the teachers were not in agreement with the statements. These were individually rated as “My school’s principal always ensures BOM discusses any new infrastructure project with parents” at a mean of 2.7030. “My school’s principal ensures BOM always involve parents in all stages of infrastructure development in the school” was rated at a mean of 2.6010. Similarly, “My school’s principal regularly involves parents in evaluating the implementation of any planned infrastructure projects” was rated at a mean of 2.6552.

The teachers further rated “My school’s principal ensures BOM always discusses with parents’ implementation of infrastructure projects not funded by parents in all stages of project development” at a mean of 2.6897. “My school’s principal makes sure BOM always involve parents in decision making whenever there is need to increase student’s enrollment in the school” was rated at a mean of 2.7537. Finally, the teachers rated “The day-to-day

practices of school administration demonstrate commitment to involving other stakeholders in the implementation of strategic plan” at a mean of 2.7340. The findings were in contrary to the view of the principals during interviews where they argued that the planning of good learning spaces is a multidisciplinary endeavor that involves parents, in decision-making processes related to infrastructure development. On posited;

“When it comes to school planning, it’s essential to integrate it with community and regional planning, considering housing, transportation, and work needs of families, teachers, and surrounding communities. As a principal, I play a crucial role in sustaining learning communities by focusing on improvement based on organizational needs and individual input (KII 02)

The students, through the FGDs, were quick to point out some challenges that affected involvement of the teachers in infrastructure development in their respective schools. They argued that some principals are too strict and have leadership styles that do not involve the parents in planning for institutional infrastructure development.

The findings imply that school administrators in public secondary schools in Mombasa County have created gaps in planning. Literatures state that principals play a pivotal role in fostering meaningful parental engagement, which significantly impacts students’ learning experiences. By implementing effective strategies, administrators can create an infrastructure that encourages collaboration between families and educational institutions. Administrators can establish clear communication channels to keep parents informed about school activities, policies, and student progress. Regular newsletters, emails, and parent-teacher conferences facilitate this exchange of information (Winthrop, et al., 2023).

In other perspectives, principals can involve parents in decision-making processes. Seek their input on school policies, curriculum development, and extracurricular activities. When parents feel heard and valued, they become more engaged. Principals can also organize workshops, seminars, and events that empower parents with knowledge and skills to support their child’s education. Topics can range from study techniques to understanding

standardized testing. Other researchers recommend that principals should encourage parents to volunteer at school events, participate in classroom activities, or join parent-teacher associations. Their active involvement strengthens the school community. Administrators can also collaborate with parents to set academic goals for students. Regular check-ins and progress updates ensure alignment between home and school (Winthrop, et al., 2023).

The findings also reflect the postulation of the student through the focus group discussion where they noted that principals always liaised with their parents to get updated on the development of infrastructure. One student posted;

Our parents come around to participate in infrastructure development every time there is a proposal of a project. In fact, they have actively been involved as they contribute towards the funds of such projects. Parents came around during the laying of stones for the foundation of the new Form 1 block (FGD 02)

The findings are congruent with the 21st Century Community Learning Centers (21st CCLC) which are federal programs that emphasize deep partnerships between schools, communities, and parents. These centers require collaboration to receive funding (Fege and Foster, 2023). Research consistently shows that involving parents and engaging families in their children's education is a high priority for improving American education. Responsive schools accommodate various parent and caregiver schedules, recognizing parents as valuable resources who can assume leadership roles in education (ibid). The findings imply that engaging parents in their children's schooling leads to improved grades and standardized test scores. Family-school-community partnerships involve meaningful and culturally appropriate engagement, benefiting students' development and learning.

4.6 Principals Involvement of Teachers in Planning School Programs

The second research objective was on principals' involvement of teachers in planning school programs in public secondary schools in Mombasa County. The objective was assessed through a list of six statements for the teachers to rate the level of agreement. The statements

were measured on a 5-point Likert scale between 1- strongly disagree and 5 strongly agree. The data was analysed and the findings were presented using Table 10.

Table 9 Descriptive Statistics on Principals Involvement of Teachers in Planning School

Description	N	Minimum	Maximum	Mean	Std. Deviation
The principal always discusses with teachers when developing school learning programs in the school	203	1.00	5.00	2.8916	1.18909
The principal always discusses with teachers whenever a need arises to change learning programs in the school	203	1.00	5.00	2.6453	1.16139
The principal always discusses with teachers when developing remedial programs for students	203	1.00	5.00	2.9015	1.13458
The principal always discusses with teachers whenever there is need to change remedial programs in the school	203	1.00	5.00	2.7783	1.19617
The principal always discusses with teachers before setting academic target in the school	203	1.00	5.00	2.8374	1.21385
The principal always discusses with teachers every time there is need to evaluate academic targets in the school	203	1.00	5.00	2.6552	1.12545

Programs

Table 9 shows that the teachers rated all the six statements at an average of 2. This meant that the majority of the teachers disagree with the statements. However, there were varied responses about the statements with “The principal always discusses with teachers when developing school learning programs in the school” being rated a mean of 2.8 and standard deviation of 1.18. This implied that the teachers were close to being neutral about the statement.

The teachers rated the statement “The principal always discusses with teachers whenever a need arises to change learning programs in the school” at a mean of 2.6 and standard deviation of 1.16. This also implied that the teachers disagreed with this statement. The finding was contrary to the interview results through the principals who posited that they

consulted and briefed their respective teachers on the changes in any academic programs. One noted that it was his mandate to collaborate with teachers to ensure that any changes to learning programs are well-informed and considerate of the students' needs. It's essential to maintain open communication channels within the school community. About the principal always discussing with teachers when developing remedial programs for students, the majority of the teachers were neutral at a mean of 2.6 and standard deviation of 1.1. This implied that many teachers could neither agree nor disagree with the statement. The standard deviation shows that there was little variation in the ratings.

About the principal always discussing with teachers whenever there is need to change remedial programs in the school, majority of the teachers were neutral at a mean of 2.9 and standard deviation of 1.1. This was almost the same as the rating of discussions about developing remedials. The findings show that the teachers disagreed with "The principal always discusses with teachers before setting academic target in the school" at a mean of 2 that means disagree. Similar ratings among the teachers about 'the principal always discusses with teachers every time there is need to evaluate academic targets in the school' at a mean of 2.6.

The study findings depict the role of principals in planning school programs as crucial for creating effective learning environments. Principals play a vital role in communicating clear expectations for Professional Learning Communities (PLCs). These expectations guide teachers' collaborative efforts and ensure alignment with school goals (Thessin, 2021). Principals also facilitate professional development opportunities within the school. By providing time and resources for teachers to engage in collaborative learning, they enhance instructional practices and student outcomes. Tessin further opine that principals contribute to a positive school culture focused on learning and collaboration. They empower teachers to work together, analyse data, and improve teaching practices.

Related to the quantitative findings, the interview findings showed the principals' involvement of the teachers in planning as an evidently critical component in development of public secondary schools in Mombasa County. Many of the principals pointed at the office and meeting consultations with their teachers over planning for school programs. One of the principals posited;

The findings were also corroborated with the FGD findings from the students where the anonymously indicated that the principals always held meetings with their teachers to discuss and develop school programs. One posited;

The findings imply that collaborative problem-solving initiatives, such as the Southside Schools Reading Collaborative, will show positive results in student performance. By working together, teachers and administrators can address challenges effectively and improve outcomes (O'Brien, 2014). This elaborates the role the teachers play when involved in school programming. Teachers contribute to this process by providing insights into the practical aspects of teaching and learning. Their involvement ensures that the policies and programs are realistic and aligned with classroom needs.

Similarly, teachers play a critical role in the actual delivery of the curriculum. Their feedback is crucial for curriculum development, and they are responsible for adapting the curriculum to meet the diverse needs of their students. Teachers engage in professional development to enhance their skills and knowledge, which they then apply in the classroom to improve student outcomes. Teachers' involvement in decision-making processes ensures that decisions are informed by classroom realities and that they are more likely to be implemented successfully. Teachers are often the first to identify students who need additional support. Their involvement in programming ensures that student support services are accessible and effective. In conclusion, the collaboration between school administration and teachers in school programming is fundamental to creating a cohesive, effective, and responsive

educational environment. Their combined efforts ensure that educational programs are well-designed, effectively implemented, and continuously improved to meet the needs of students.

4.7 Principals Involvement in Students in Resource Allocation

The third objective was aligned to principals' involvement in students in resource allocation. The questionnaire respondents were required to rate their level of agreement with a list of statements relating to involvement of students in resources allocation in their schools. The statements were measured on a 5- point Likert scale from 1- strongly disagree to 5- strongly agree. The data was analysed using descriptive statistics and presented in Table 11.

Table 10 Descriptive Statistics on Principals Involvement in Students in Resource Allocation

Description
My school's principal always involves students when allocating time for various school activities in the school
The principal always involves students when evaluating time allocated for various school activities in the school
The principal always involves students when determining feeding programs in school
The principal always involves students when changing menus in the school feeding program
The principal always discusses with students anytime there is an issue with teacher allocation in teaching
The principal always discusses with students on timeline to complete the syllabus in the school
The principal always discusses with students on ways to motivate other stakeholders in the school

Table 10 shows that all the statements about the principals' involvement of the students in resource allocation were rated at a mean of disagree. The means ranged between 2.6 and 2.9 which fell within the rating of disagree. However, for individual statements, the teachers rated variedly with the school's principal always involving students when allocating time for

various school activities in the school rated at a mean of 2.6897. This was lower than the statement about the principal always involving students when evaluating time allocated for various school activities in the school at a mean of 2.7. This statement was also closely rated at an equal mean (The principal always involves students when determining feeding programs in school) at 2.73.

With a mean of 2.8916, the statement about the principal always involving students when changing menus in the school feeding program was rated neutral by a majority of the teachers. The table shows that, “the principal always discusses with students anytime there is an issue with teacher allocation in teaching,” was rated at a mean of 2.64. Apparently, ‘the principal always discusses with students on timeline to complete the syllabus in the school’ was rated neutral by majority of the teachers at 2.9. Finally, the statement “The principal always discusses with students on ways to motivate other stakeholders in the school” was rated at a mean of 2.7.

The principals were asked to explain any infrastructure developments that were in the strategic plan according to priority. Most of them pointed out that school infrastructure development play a critical role in strategic planning within the education sector. Effective infrastructure supports the delivery of educational programs, improves student outcomes, and ensures a safe and conducive learning environment. They anonymously argued that involving students in school infrastructure development is an innovative approach that can enhance the learning environment, foster a sense of ownership, and develop practical skills among students. One of the principals posited;

Our school has been conducting surveys and organizing focus groups where students voice their opinions on existing facilities and suggest improvements. This feedback informs decisions about renovations and new constructions. Similarly, we always include student representatives in our school committees focused on infrastructure development ensuring that students' needs and preferences are considered in decision-making processes (KII 01).

The findings imply that the principals were keen about need to include students-feedback and desires in infrastructure development in public secondary schools in Mombasa County. Involving students in school infrastructure development not only improves the physical environment of the school but also enhances student engagement, learning, and ownership of their educational experience. By participating in these processes, students gain practical skills, learn the value of collaboration, and contribute meaningfully to their school community. Similar arguments are seen in the works of Teixeira, Amoroso and Gresham (2017) who posit that engaging students in infrastructure development can have several benefits. Students take pride in their school environment when they actively participate in its improvement. In another perspective, involvement in construction or maintenance projects provides practical learning experiences. Collaborative efforts also foster a sense of community and responsibility among students.

Based on strategic planning model (theoretical framework), Schulten (2023) discusses the involvement of students in school programming through strategic planning as essential for creating student-centered educational experiences. The author recommends amplifying student voices through actively including student representatives in the strategic planning process. This is achieved through engaging students through surveys, focus groups, and interviews to understand their experiences and needs (ibid).

Through a focus group discussion with some students, they showed a different argument from the principals. Most of the students in FGDs argued that the school management (principal) hardly involved them in resource allocation in the schools. One student explained how they experienced persistent unrests in their school as the principal had refused to consider their suggestions on how to utilize the newly developed hall. The student explained that as they advocated for using the hall for entertainment on Saturday, the principal had a different opinion arguing that the earlier entertainment venue would remain put.

However, other FGDs showed the incorporation of the students' views on school development projects into the execution. One student explained;

Our school has been conducting surveys and organizing focus groups where we voice our opinions on existing facilities and suggest improvements. This feedback informs decisions about renovations and new constructions in the school. As student representatives, we have been included in school committees focused on infrastructure development which ensured students' needs and preferences were considered in decision-making processes (FGD 04).

The findings conform to the works of Bergman (2016) who opines that school infrastructure projects can be used as the basis for project-based learning assignments. For example, students could be tasked with designing a new playground as part of a math or engineering class, incorporating real-world constraints and considerations. Encouraging students to take the lead on smaller infrastructure projects, such as setting up a study space or organizing a school garden, fosters leadership skills and a sense of responsibility.

On the other hand, Darling-Hammond, Flook, Cook-Harvey, Barron & Osher (2020) posit how students can organize awareness campaigns and fundraising activities to support infrastructure development. This not only helps finance projects but also builds a sense of community and shared purpose. The authors argue that students can advocate for inclusive infrastructure, ensuring that facilities are accessible to all students, including those with disabilities. This can include campaigning for ramps, accessible restrooms, and other necessary adjustments.

In conclusion, involving students in school infrastructure development not only improves the physical environment of the school but also enhances student engagement, learning, and ownership of their educational experience. By participating in these processes, students gain practical skills, learn the value of collaboration, and contribute meaningfully to their school community.

4.8 Involvement of Non-Teaching Staff in Planning of School Programs

The fourth research objective was pegged on involvement of non-teaching staff in planning of school programs in public secondary schools in Mombasa County. The teacher respondents were asked to rate their level of agreement with a list of statements about the involvement of the non-teaching staff in planning school programs.

Table 11 Descriptive Statistics on Involvement of Non-Teaching Staff in Planning of School Programs

Description
The principal fully involves non-teaching staff when developing school programs
The principal involves non-teaching staff in monitoring students' discipline in the school
The principal involves non-teaching staff during academic target setting in the school
The principal involves non-teaching staff during academic clinics with students
The principal always discusses with non-teaching staff students' evaluation programs
The principal always discusses with non-teaching staff on ways to motivate students

The provided descriptive statistics in Table 11 offer insights into the level of involvement of non-teaching staff in various aspects of school management. The means across all measures fall within the range of 2.6552 to 2.8916, suggesting a moderate level of involvement of non-teaching staff in various aspects of school management. Standard deviations indicate variability in perceptions, particularly in the dimensions of academic clinics, evaluation programs, and ways to motivate students. This report suggests a moderate level of involvement of non-teaching staff in school programs and processes. The areas with higher standard deviations may require further attention, indicating variability in views among respondents. Improving communication and collaboration between the principal and non-

teaching staff in these specific areas could contribute to a more cohesive and effective school management approach.

Individual statements show varied mean scores with “The principal fully involves non-teaching staff when developing school programs being rated a 2.8374 which is close to neutral rating. The teachers disagreed that the principal involves non-teaching staff in monitoring students’ discipline in the school (mean = 2.6552).

The teachers rated the “principal involves non-teaching staff during academic target setting in the school” at a mean of 2.6897 implying disagree. The statement “The principal involves non-teaching staff during academic clinics with students” was also rated as disagree (mean =2.7537). However, this was close to being neutral with similar findings of students on “principal always discusses with non-teaching staff students’ evaluation programs” and “The principal always discusses with non-teaching staff on ways to motivate students’ rated means of 2.7340 and 2.8916 respectively.

Through interviews with the principals, it was found that non-teaching staff played a significant role in planning and execution of the school development projects. One Principal posited;

Non-teaching staff play a crucial role in the smooth functioning and success of school programs. Their involvement in planning can bring several benefits. Involving non-teaching staff in planning not only enhances the effectiveness of school programs but also promotes a sense of inclusion and teamwork within the school community. This is not even special to Mombasa county public secondary schools but across so many organizations (KII 05).

The findings show that non-teaching staff, such as administrative personnel, help in organizing and managing the logistics of school programs. They ensure that all necessary resources are available and that the program runs smoothly (Bordia, 2022). The author further argues that staff members like counsellors and librarians contribute to the holistic

development of students. They can provide valuable insights into student needs and help tailor programs to better support student growth.

Similarly, the maintenance and cleaning staff ensure that the school environment is safe and conducive to learning. Their input can be vital in planning events that require specific setups or safety measures (ibid). Health and Safety: School nurses and other healthcare staff are essential in planning programs that involve physical activities or large gatherings, ensuring that health protocols are followed. Non-teaching staff often have strong connections with the local community. Their involvement can help in planning programs that engage parents and community members, fostering a supportive school environment.

Through the FGDs, the students revealed that the involvement of non-teaching staff in planning of school programs was an impetus in holistic development of students. Staff members like counsellors and librarians contribute to the holistic development of students. They can provide valuable insights into student needs and help tailor programs to better support student growth (Duncombe, Kenneth and Cassidy, 2019). Other students posited;

The maintenance and cleaning staff ensure that the school environment is safe and conducive to learning. Their input can be vital in planning events that require specific setups or safety measures. On the other hand, school nurses and other healthcare staff are essential in planning programs that involve physical activities or large gatherings, ensuring that health protocols are followed (FGD 02).

The findings imply and comfort existing literature that describes how non-teaching staff often have strong connections with the local community. Their involvement can help in planning programs that engage parents and community members, fostering a supportive school environment (ibid).

Lots of literature point to involvement of non-teaching staff in planning as important. Non-teaching staff, such as administrative personnel, maintenance workers, and support staff, have a deep understanding of the day-to-day operations of a school. Their involvement ensures that the logistical aspects of planning, such as scheduling, resource allocation, and facility

management, are efficiently addressed. This leads to smoother implementation of school programs and reduces operational bottlenecks.

In another perspective, non-teaching staff often serve as the communication bridge between different departments within a school. Involving them in planning can enhance coordination among various stakeholders, ensuring that everyone is on the same page. This prevents misunderstandings and ensures that programs are executed as planned, contributing to overall school performance (Conus & Fahrni, 2019). Similarly, when non-teaching staff are included in the planning process, it fosters a sense of ownership and belonging. This inclusive approach boosts their morale and encourages them to take a more active role in the success of school programs. Higher job satisfaction among non-teaching staff can lead to better performance in their roles, indirectly benefiting students and teachers (Mustafa, Alzubi & Bashayreh, 2021).

Involving non-teaching staff, in the planning of school programs, leads to better coordination, efficient use of resources, and improved morale, all of which contribute to the overall performance of the school. Their unique perspectives and expertise help create well-rounded programs that address both academic and operational needs, ultimately benefiting the entire school community.

4.9 Correlation Analysis

The collected data on independent and dependent variables was used to run a correlation analysis to establish the strength of association between the two. The findings were presented in Table 13.

Table 12 Correlation Analysis

	1	2	3	4	5
Implementation of strategic plans					
Parental involvement					

eaching staff
involvement

tudents
Involvement

on-Teaching staff
involvement

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

Table 12 shows that independent variables were parental involvement, teaching staff involvement, students' involvement and non-Teaching staff involvement. The dependent variable was implementation of strategic plans. From the statistics, the correlation between Implementation of strategic plans and Parental involvement was .137 at Sig. (2-tailed) =.052. This implies that the correlation was weak positive and insignificant. The table shows a weak positive correlation between Implementation of strategic plans and Teaching staff involvement ($r=.051$, sign. =.052. This implies that the correlation was insignificant. Similarly, the correlation between Implementation of strategic plans and Students' Involvement was reported as weak positive ($r=.039$ and Sig. (2-tailed) = .577). This implied that the correlation was insignificant.

Finally, the table shows a weak positive correlation between Implementation of strategic plans and non-teaching staff involvement ($r=.033$ at a significant level = .643). This also implied an insignificant correlation between the two variables. To examine the association between Implementation of strategic plans and the dependent variables in public secondary schools in Mombasa County, the collected data was used in regression analysis as presented in the following subsection.

4.10 Regression Analysis

Using regression analysis, the model summary was presented in Table 14.

Table 13 Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.864 ^a	.746	.717	.44538

a. Predictors: (Constant), AverSTOnv, AverTeachInv, AverStuInov, AverParenIN

Table 13 shows that the model presented an R=.864 and R-square = .746. With an adjusted R-square of .717, the findings imply that about 71.7% variations in the strategic planning were attributed to involvement of parents, teachers, students and non-teaching staff.

The regression AVONA results were presented in Table 15.

Table 14 Regression Analysis ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.091	4	.273	1.375	.244 ^b
1 Residual	39.277	198	.198		
Total	40.367	202			

a. *Dependent Variable: averImpleSt*

b. *Predictors: (Constant), AverSTOnv, AverTeachInv, AverStuInov, AverParenIN*

Table 14 shows that at the df =4, the F-Statistic = 1.375 was small and insignificant (sign =.244). This implies that while there was influence of principals' management practices on implementation of strategic plans in public secondary schools in Mombasa County, it was insignificant.

Using the regression analysis coefficients were used to illustrate a model that connects the four independent variables (involvement of parents, teachers, students and non-teaching staff) to the dependent variable, implementation of strategic plans.

Table 15 Regression Analysis Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.549	.286		8.912	.000
AverParenIN	.185	.102	.176	1.820	.070
1 AverTeachInv	-.061	.089	-.062	-.680	.497
AverStuInov	.073	.107	.062	.685	.494
AverSTOnv	-.090	.113	-.084	-.798	.426

a. Dependent Variable: averImpleSt

$$Y = 2.549 + 0.176X_1 - 0.062X_2 + 0.062X_3 - 0.084X_4 + 0.286$$

Where;

Y – Implementation of strategic plans

X₁ – Involvement of parents

X₂ – Involvement of Teachers

X₃ – Involvement of students

X₄ – Involvement of non-teaching staff

The model implies that without the four dependent variables (no involvement of the stakeholders, the level of strategic of planning) would be 2.549 with an error term of 0.286. Considering the independent variables, (with other variable held constant) a unit increase in involvement of parents in strategic planning would increase the implementation of the plans by 0.176 units. A unit increase in involvement of teachers in strategic planning would reduce the implementation of the plans by 0.062 units. A unit increase in involvement of students in strategic planning would increase the implementation of the plans by 0.062 units. Finally, a unit increase in involvement of non-teaching staff in strategic planning would reduce the implementation of the plans by 0.084 units. The findings imply that the regression model describes the involvement of parents and students are positive while defining the involvement of the teachers and non-teaching staff as of negative effect in implementation of the strategic plans in public secondary schools in Mombasa County. However, the statistics show that all the effect of the involvement of the parents, teachers, students and non-teaching staff would be insignificant (sig. = .070, .497, .494 and .426 respectively).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, and the conclusions made from the findings. The chapter was guided by research questions. From the conclusion, the chapter presented the recommendations for policy, practice and further studies.

5.2 Summary of Findings

5.2.1 What is the Scope of Principals' Involvement of Parents in Planning for Infrastructure While Implementing Strategic Plans in Public Secondary Schools in Mombasa County?

The study found that majority of the teachers was in disagreement with statements related to principals' involvement of parents in planning for school infrastructure. The teachers were not in agreement with the statements but contrary to the view so the principals during interviews where they argued that the planning of good learning spaces is a multidisciplinary endeavour that involves parents, in decision-making processes related to infrastructure development.

The students, through the FGDs, were quick to point out some challenges that affected involvement of the teachers in infrastructure development in their respective schools. They argued that some principals are too strict and have leadership styles that don't involve the parents in planning for institutional infrastructure development. The findings showed that school administrators in public secondary schools in Mombasa County have created gaps in planning. The principals always liaised with their parents to get updated on the development of infrastructure. The study found weak positive and insignificant correlation between Implementation of strategic plans and Parental involvement ($r=.137$ at Sig. (2-tailed) $=.052$).

With other variables held constant, the study found that a unit increase in involvement of parents in strategic planning would increase the implementation of the plans by 0.176 units.

5.2.2 To What Extent Do Principals Involve Teachers in Planning of School Programs While Implementing Strategic Plans in Public Secondary Schools in Mombasa County?

The study reported that on the teachers were close to being neutral about the statements associated with the principal's involvement of teachers in planning school programs. The interview results showed that principals consulted and briefed their respective teachers on the change in any academic programs. The teachers disagreed with "The principal always discusses with teachers before setting academic target in the school." The study findings depict the role of principals in planning school programs as crucial for creating effective learning environments

Interview findings showed the principals' involvement of the teachers in planning as an evidently critical component in development of public secondary schools in Mombasa County. The students anonymously indicated that the principals always held meetings with their teachers to discuss and develop school programs. The findings imply that collaborative problem-solving initiatives, such as the Southside Schools Reading Collaborative, will show positive results in student performance.

The finding showed weak positive correlation between Implementation of strategic plans and Teaching staff involvement ($r=.051$, $sign. =.052$). A unit increase in involvement of teachers in strategic planning would reduce the implementation of the plans by 0.062 units.

5.2.3 To Which Extent Do Principals Involve Students in Resource Allocation While Implementing Strategic Plans in Public Secondary Schools in Mombasa County, Kenya?

The results shows that all the statements about the principals' involvement of the students in resource allocation were rated at a mean of disagree. The teachers rated variedly with the

school's principal always involving students when allocating time for various school activities in the school rated at a mean of 2.6897. Most of them pointed out that school infrastructure development play a critical role in strategic planning within the education sector. The principals were keen about need to include students-feedback and desires in infrastructure development in public secondary schools in Mombasa County.

Most of the students argued that school management (principal) hardly involved them in resource allocation in the schools. Correlation between Implementation of strategic plans and Students involvement was reported as weak positive ($r=.039$ and Sig. (2-tailed) = $.577$). This implied that the correlation was insignificant.

5.2.4 To What Extent Do Principals Involve Non-Teaching Staff in Planning for School Programs While Implementing Strategic Plans in Public Secondary Schools in Mombasa County, Kenya?

The study found that the level of involvement of non-teaching staff in various aspects of school management. The means across all measures fall within a moderate level of involvement of non-teaching staff in various aspects of school management. Non-teaching staff played a significant role in planning and execution of the school development projects. The students revealed that the involvement of non-teaching staff in planning of school programs was an impetus in holistic development of students.

The study also shows a weak positive correlation between Implementation of strategic plans and non-teaching staff involvement ($r=.033$ at a significant level = $.643$). This implies that the regression model describes the involvement of parents and students are positive while defining the involvement of the teachers and non-teaching staff as of negative effect in implementation of the strategic plans in public secondary schools in Mombasa County.

5.3 Conclusions

The study found that the majority of the teachers were in disagreement with statements related to principals' involvement of parents in planning for school infrastructure. The principals on the other hand always liaised with their parents to get updated on the development of infrastructure.

Results showed that teachers were close to being neutral about the statements associated with the principal's involvement of teachers in planning school programs. The interview results showed that principals consulted and briefed their respective teachers. The principals' involvement of the teachers in planning is an evidently critical component in development of public secondary schools in Mombasa County. The study showed the principals always held meetings with their teachers to discuss and develop school programs.

The findings show that individual statements, the teachers rated variedly with the school's principal always involving students when allocating time. That the principals were keen about need to include student feedback and desires in infrastructure development in public secondary schools in Mombasa County. The study found that the level of involvement of non-teaching staff in various aspects of school management. That means across all measures fall within a moderate level of involvement of non-teaching staff in various aspects of school management. This shows a weak positive correlation between Implementation of strategic plans and non-teaching staff involvement. The study concludes that about 71.7% variations in the strategic planning were attributed to involvement of parents, teachers, students and non-teaching staff.

5.4 Recommendations

The study makes the following recommendations informed by the findings

5.4.1 Recommendations for Policy

The study recommends that;

- i. The Cabinet Secretary Education should review the school management policy and statutory to meet the current needs for parental involvement in strategic planning of principals.
- ii. The teachers to be sensitized on the importance of their involvement in strategic planning in their respective schools.
- iii. The principals in public secondary schools may need to draw clear guidelines for students to be involved in strategic planning as well as equipping them with knowledge about planning.

5.4.2 Recommendations for Practice

The study recommends that the public secondary school principals design mechanism for inclusive strategic planning where everyone is taken care of. Moreover, the teachers need to appreciate their role in strategic planning for secondary schools. It is also imperative for the parents to be sensitized, and awareness raised for their participation in strategic planning for secondary schools.

5.4.3 Recommendations for further Studies

Future research may dwell on the influence of civic education on principals' management practices on implementation of strategic plans in public secondary schools in Mombasa County, Kenya.

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APPENDICES

APPENDIX I: PRINCIPALS' QUESTIONNAIRE

I am a student undertaking a degree in master of education course at Mount Kenya University. I am supposed to submit, as part of my research work examination, a research project on principals' management practices and its influence on implementation of strategic plans in public secondary schools in Mombasa County, Kenya. To get this done, your institution is chosen to be involved in the research. I humbly appeal to you to take part in the research. The data was utilized solely for purposes of academic work and your identity shall not be included in the report. The outcome of the research will, based on request, be available for you.

Section A: Demographic Information

Instructions: Tick in the box where the statement fits your situation and write briefly where necessary.

1. Sex

Male	{ }
Female	{ }

2. Which is the category of your institution

National school	{ }
Extra County	{ }
County	{ }
Sub county	{ }

3. For how many years have you been a principal in this school.....

4. What would you say is the level of your understanding of the ministry of Education policy on Strategic Plans?

Minimal	{ }
Moderate	{ }
Expert	{ }

5. Does the school have infrastructure development going on or recently concluded?

Yes	{ }
No	{ }

Section B: Scope of involvement of parents in Planning for Infrastructure

Below are statements concerning the scope of involvement of parents in planning of any infrastructure development in the school. Rate them in a scale of five. Tick in each item only once.

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

School leadership

Statements	SA	A	U	D	SD
I always ensure BOM discusses any new infrastructure project with parents					
I ensure BOM always involve parents in all stages of infrastructure development in the school					
I regularly involve parents in evaluating the implementation of any planned infrastructure projects					
I ensure BOM always discusses with parents implementation of infrastructure projects not funded by parents in all stages of project development					
I make sure BOM always involve parents in decision making whenever there is need to increase student's enrollment in the school					
The day-to-day practices of school administration demonstrate commitment to involving other stakeholders in the implementation of strategic plan					

Section C: Teachers' participation in implementation of strategic plans

Below are statements concerning the extend of teachers' participation in the implementation of strategic plans in the school. Rate them in a scale of five. Tick once in each item only once.

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
I always allow teachers to make decisions and instigate action					
I involve all teachers in all stages of strategic plan implementation					
I always discuss with teachers when developing remedial programs					
I always welcome teachers' inputs on improvement of quality of programs and services					
I make sure I involve teachers while setting academic targets in the school					
The principal always discusses with teachers every time there is need to evaluate academic targets in the school					

Section D: Involvement of students in Planning for Resource Allocation to Achieve Academic Targets.

Below are statements concerning the involvement of students in planning for resource allocation in the school. Rate them in a scale of five. Ticking each item only once

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
I always involve students when allocating time for various school activities in the school					
The principal always involves students when evaluating time allocated for various school activities in the school					
The principal always involves students when determining feeding programs in school					
The principal always involves students when changing menus in the school feeding program					
The principal always discusses with students anytime there is an issue with teacher allocation in teaching					
The Principal always discusses with students on timeline to complete the syllabus in the school					
The Principal always discusses with students on ways to motivate other stakeholders in the school					

Section E: The involvement of non-teaching staff in Planning for School Programs

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
The principal fully involves non-teaching staff when developing school programs					
The Principal involves non-teaching staff in monitoring students' discipline in the school					
The Principal involves non-teaching staff during academic target setting in the school					
The Principal involves non-teaching staff during academic clinics with students					
The Principal always discusses with non-teaching staff students' evaluation programs					
The Principal always discusses with students on ways to motivate students					

Section F: Further Information Concerning Strategic Planning

- Is there a documented strategic plan in the school have?
 - Yes { }
 - No { }
- Is the implementation of the strategic plan within schedule
 - Yes { }
 - No { }

3. Which infrastructure developments are in the strategic plan according to priority?

.....

What is the KCSE mean target for the school in points for this year.....



APPENDIX II: PTA TEACHERS' QUESTIONNAIRE

I am currently enrolled for a degree in master of education course at Mount Kenya University. I am expected to handover a research project on principals' management practices and how it influences the implementing of strategic plans in public secondary schools in Mombasa County, Kenya. To attain this, your institution has been identified to get involved in the research. I humbly appeal to you to take part in the research. This data was utilized solely for purposes of academic work and your identity shall not be included in the report. You was given **the research findings upon request.**

Section A: Demographic Information

Instructions: Tick in the box where the statement fits your situation and write briefly where necessary.

1. Sex

Male { }
Female { }

In which category is the institution?

National school { }
Extra County { }
County { }
Sub county { }

2. For how many years have you been in PTA this school.....

3. What would you say is the level of your understanding of the ministry of Education policy on Strategic Plans?

Minimal { }
Moderate { }
Expert { }

4. Does the school have infrastructure development going on or recently concluded?

Yes { }
No { }

Section B: Infrastructure development

You are requested to give information on implementation of strategic plans in your school indicating the influence of parents' involvement by filling this questionnaire. The information provided will remain confidential and only utilized for the research. Indicate the extent to

which you agree or disagree with each statement by ticking on the appropriate column using the scale below.

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
Before any infrastructure project is started in the school, BOM discusses it thoroughly with parents					
BOM always involve parents in all stages of infrastructure development in the school					
BOM always involve parents in evaluating the implementation of infrastructure projects					
BOM always discusses infrastructure projects not funded by parents in all the stages of their development					
BOM always discusses with parents whenever there is need to increase student's enrollment in the school					
BOM always discusses with parents on ways to motivate students in the school					

Section B: Further Information Concerning Strategic Planning

1. Is there documented strategic plan

Yes

{ }

No

{ }

2. Is the implementation of the strategic plan within schedule

Yes

{ }

No

{ }

3. Which infrastructure developments are in the strategic plan according to priority?

.....

4. What is the KCSE mean target for the school in points for this school.....

Thank you for your cooperation

APPENDIX III: TEACHERS' QUESTIONNAIRE

You are humbly asked to provide information regarding implementation of strategic plans in your institution indicating the extent to which teachers are involved in planning of school programs by filling this questionnaire. Answers provided will strictly be handled confidentially and utilized for this research only.

Teachers' involvement in planning of school programs

How long have you been a teacher in this institution?

- Below 1 year { }
- 2-3 years { }
- 4-5 years { }
- Above 5 years { }

Below are statements regarding the involvement of teachers in planning for completion of syllabus and evaluation program in your institution Show to what degree you agree or disagree with each statement by ticking on the appropriate column using the scale below.

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
The principal always discusses with teachers when developing school learning programs in the school					
The principal always discusses with teachers whenever a need arises to change learning programs in the school					
The principal always discusses with teachers when developing remedial programs for students					
The principal always discusses with teachers whenever there is need to change remedial programs in the school					
The principal always discusses with teachers before setting academic target in the school					
The principal always discusses with teachers every time there is need to evaluate academic targets in the school					

Section B: Further Information Concerning Strategic Planning

1. Is there a documented strategic plan in the institution?
 - Yes { }
 - No { }
2. Is the implementation of the strategic plan within schedule?
 - Yes { }
 - No { }
3. Which infrastructure developments are in the strategic plan according to priority?

.....

.....
4. What is the KCSE mean target for the school in points for this year.....

Thank you for your cooperation



APPENDIX IV: STUDENTS' QUESTIONNAIRE

1. Sex
 male { }
 Female { }
2. In which level is the institution?
 National school { }
 Extra County { }
 County { }
 Sub county { }
3. Does the school have infrastructure development going on or recently concluded?
 Yes { }
 No { }

You are humbly asked to provide information touching on implementation of strategic plans in your school indicating the involvement of students on resource allocation by filling this questionnaire. Your answers to the questions was handled with secrecy and strictly used for this study. Below are statements regarding the completion of syllabus and evaluation program in your school. Indicate to what extent you agree with each statement by ticking in the appropriate column using the scale below.

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
The principal always involves students when allocating time for various school activities in the school					
The principal always involves students when evaluating time allocated for various school activities in the school					
The principal always involves the students when determining feeding programs in school					
The principal always involves students when changing menus in the school feeding program					
The principal always discusses with students anytime there is an issue with teacher allocation in teaching					
Principal always discusses with students on timeline to complete the syllabus in the school					
Principal always discusses with students on ways to motivate other stakeholders in the school					

Section B: Further Information Concerning Strategic Planning

1. Is there a documented strategic plan in the school?
 Yes { }
 No { }
2. Is the implementation of the strategic plan within schedule?
 Yes { }
 No { }
3. Which infrastructure developments are in the strategic plan according to priority?

4. What is the KCSE mean target for the school in points for this year.....

APPENDIX V: NON-TEACHING STAFF QUESTIONNAIRE

You are kindly requested to provide information pertaining implementation of strategic plans in your school indicating the involvement of non-teaching staff in planning for school programs by filling this questionnaire. Answers provided was handled with confidentiality and used for this research only.

How long have you served as a non-teaching staff in this school?

- Below 1 year { }
- 2-3 years { }
- 4-5 years { }
- Above 5 years { }

Below are statements regarding the role of non-teaching staff on syllabus coverage and evaluation programs in your school. Indicate to what extent you agree or disagree with each statement by ticking on the appropriate column, using the scale below

5. SA-Strongly Agree, 4. A-Agree, 3.U- Undecided, 2.D-Disagree, 1.SD- Strongly Disagree

Statements	SA	A	U	D	SD
Principal involves non-teaching staff when developing school programs					
Principal involves non-teaching staff in student discipline issues in the school					
Principal involves non-teaching staff during academic target setting in the school					
Principal involves non-teaching staff during academic clinics with students					
Principal always discusses with non-teaching staff students' evaluation programs					
Principal always discusses with non-teaching staff on ways to motivate students					

Section B: Further Information Concerning Strategic Planning

1. is there a documented strategic plan in the institution?
 - Yes { }
 - No { }

2. Is the implementation of the strategic plan within schedule?
 - Yes { }
 - No { }

3. Which infrastructure developments are in the strategic plan according to priority?

.....

.....

4. What is the KCSE mean target for the school in points for this year.....

APPENDIX VI: INTERVIEW GUIDE

NAME OF INTERVIEWEE:

NAME OF INTERVIEWER:.....

VENUE OF INTERVIEW:.....

DATE OF INTERVIEW:.....

1. How long have you served in this school as a principal?
2. Is the strategic plan well communicated to parents?
3. Is the strategic plan well communicated to the teachers?
4. Does the school have enough learning resources?
5. Are teachers actively involved in extra-curricular activities of the school?
6. Are the teachers given opportunities to develop in their career?
7. Are the teachers highly involved in the discipline of the students?
8. Are the parents provided with a forum for educational discussions with teachers?
9. Are the students involved in distribution of learning resources in the school?
10. Do you think the implementation of strategic plan has led to improved overall performance of the school?

APPENDIX VII: INFORMED CONSENT FORM

TITLE: Principals' Management Practices and Its Influence on Implementation of Strategic Plans in Public Secondary Schools in Mombasa County

RESEARCHER : JOHN KIOKO KING'OO
CONTACT : MOBILE NUMBER 072005037
EMAIL johnking'oo2006@yahoo.com

I am currently enrolled for a degree in Master of Education Course at Mount Kenya University. I am expected to hand over a research project on principals' management practices and its influence on implementation of strategic plans in public secondary schools in Mombasa County, Kenya. To attain this, your institution has been identified to get involved in the research. I humbly appeal to you to take part in the research.

When you participate in this research you will be asked to complete one questionnaire. I estimate that 392 participants who are: principals of secondary schools in Mombasa County, teachers, students and non-teaching staff members will take part. Your participation will involve one visit, approximately 20 minutes in length. There are no known risks in participating in this research.

To ensure confidentiality, your identity shall not be included in the report. Your name will not be used in any quotations or report of my findings. I used pseudonym for your school, and I will omit or obscure any identifying details. This research will not collect any audio or visual audio recording.

By signing this form, you authorize the use and disclosure of the information contained in the questionnaire. Your decision to participate in this research is completely voluntarily. Participants will not be compensated for participating in this study.

Tick where Applicable

I voluntarily agree to participate in this research program

Yes { } No { }

I understand that I was given a copy of this signed consent form

Name of the Participant

.....

Signature.....Date.....

APPENDIX VIII: RESEARCH PERMIT

Republic of Kenya
HARAMBEE
REPUBLIC OF KENYA

588770

RESEARCH LICENSE



This is to Certify that Mr.. John Kioko King'oo of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mombasa on the topic: Principals' Management Practices and its influence on implementation of Strategic Plans in Public Secondary Schools in Mombasa County, Kenya for the period ending : 10/November/2023.

License No: **NACOSTI/P/22/21844**

588770
Applicant Identification Number

Walter Mombasa
Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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See overleaf for conditions

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
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The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
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12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
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Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX IX: ERC CERTIFICATE



REF: MKU/ISERC/2467

Date: 01 November 2022

TO: KING'OO JOHN KIOKO

REG: MED/2016/60140

Dear Sir/Madam,

RE: PRINCIPALS' MANAGEMENT PRACTICES AND ITS INFLUENCE ON IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1540**. The approval period is **27/10/2022 - 26/10/2023**.

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) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed

Your sincerely,
Dr. Peter G. Kirira
Chairman,
Mount Kenya University
Ethics Review Committee
P. O. Box 342, 01000 Thika

Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,

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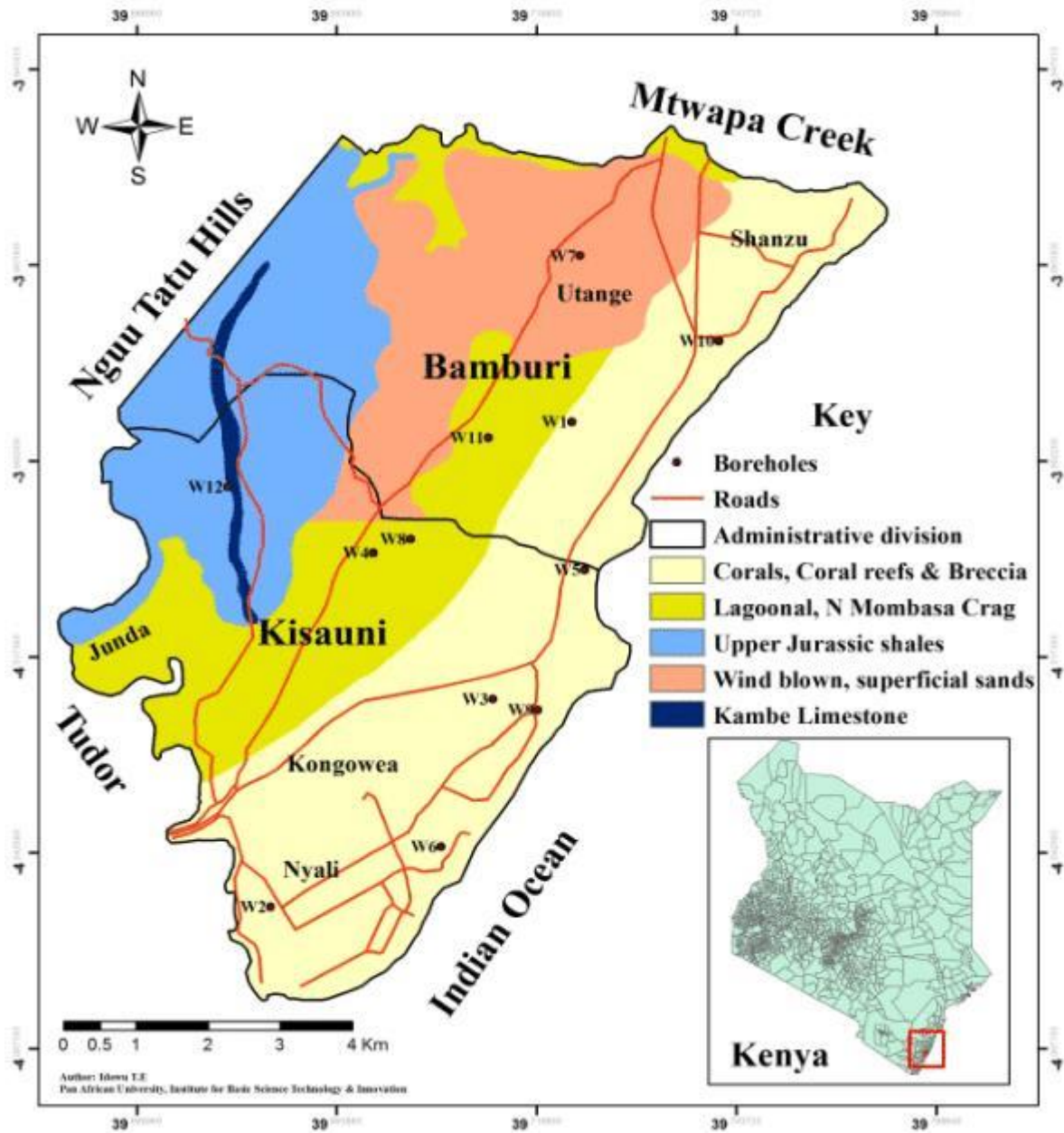
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APPEDIX XI: RESEARCH SITE MAP



Appendix XII: Table for Determining a Sample Size from A Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

KEY: N = POPULATION

S= SAMPLE SIZE

Source: Krejcie, R. V., Morgan, D. W., (1970). "Determining Sample Size for Research Activities", Educational and Psychological Measurement (Online) (<http://www.fns.gov>).