

# Influence Of Strategy Control And Evaluation On Improvement Of Performance Management Practices By Principals Of Public Secondary Schools, Nyamira County, Kenya

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*Abstract: Strategic planning in educational institutions, just like in many successful organizations in the world today has become a very crucial tool that is used to improve performance based management to ensure survival and competitive advantage, and presently, educational institutions too have embraced strategic planning to improve performance management practices. In the process of using strategic planning as a tool for improving performance, strategy control and evaluation is very important to ensure effective implementation and to gauge if progresses made towards the achievements of strategic goals and objectives are on track. This purpose of this study was to examine if the Principals had employed effective control measures and evaluated the progresses made on strategy designs and structures initiated to improve performance management practices in public secondary schools in Nyamira County, Kenya. The study used descriptive survey design with a total of 225 subjects. Stratified sampling was used to group the subjects while simple random sampling was used to select the participants from each stratum. Purposive sampling was used to select the Principals and Deputies while Slovin formula was used to select the HODs. Questionnaires were used for collecting data from the Principals, Deputy Principals and HODs,. The Statistical Package for Social Sciences (SPSS) 22.0 was used to analyze quantitative data. The findings of the study revealed that most of the Principals did not employ effective strategic plan control and evaluation and this affected improvement in performance management practices. Lack of effective control and evaluation of strategic designs and structures was therefore an impediment to the achievement of the desired standards in performance practices. The study recommended that there is need for Principals to put appropriate modalities in place to ensure there is effective control of strategy designs and decisions and enforce performance measurements processes to gauge the levels of achievements made in relation to strategic planning.*

*Keywords: Influence, Strategic planning, Strategy control, evaluation, Improvement, Performance, Management, Practices, Public secondary schools.*

## I. INTRODUCTION

The importance of strategic planning in education has been increasingly recognized but observations in the practices by school Principals have shown that little time is apparently devoted to reflective planning. In essence, strategic planning

process help leaders to think and act strategically, develop effective strategies, clarify future directions for the organization, establish priorities and establish teamwork to improve performance. Consequently, it's viewed as critical in times of change in school leadership by keeping the organization focused yet flexible to meet the dynamics of the

modern society. In such circumstances, organizational stability is enhanced because established committees still serve as the organizational memory in focusing on the future. (Katheren, 2003).

To achieve performance improvement, the strategy designs and decisions must be effectively controlled during the implementation processes and evaluated through performance measurement to gauge the extent to which the strategic goals have been met and if they are producing desired results. Evans (2007) observes that strategic planning is the process of looking at all aspects of your school and planning how you wish to move the school forward. It provides the 'big picture' of where you are, where you are going and how you are going to get there. This concurs with Root (2014), who states that strategic planning provides a blueprint for achieving organisation's goals. When creating a strategic plan, there are certain objectives that the organisation is trying to satisfy during the execution of the strategic plan. Understanding the organisational objectives of a strategic corporate plan will help to create efficient plans to guide organisation's growth as noted by Rumelt, Richard (2011) who argues that the output of strategic planning includes documentation and communication describing the organization's strategy and how it- should be implemented. The strategy may include a diagnosis of the competitive situation, a guiding policy for achieving the organization's goals, and specific action plans to be implemented. A strategic plan may cover multiple years and be updated periodically.

Devra (2018) argues that 'on evaluation of progress, strategic objectives are of necessity based on the best information you have at the time and your most realistic assessments of what your company can achieve. Organizations also benefit from building a stage into the strategic planning process that involves evaluating goals and progress after an elapsed period of time in light of the company's success in achieving these goals and developments that have arisen in the interim'. The evaluation will therefore gauge the performance levels and measurements of performance based management.

According to Glen (2011), performance management provides mechanisms for increasing the probability of success and to generate the data necessary to provide actionable information to the decision makers. 1. Know where you are going by defining "done" at some point in the future. This may be far in the future – months or years from now or closer in the future days or weeks from now. 2. Have some kind of plan to get to where you are going. This plan can be simple or it can be complex. The fidelity of the plan depends on the tolerance for risk by the users of the plan. The plan answers the questions how long are we willing to wait before we find out we are late? 3. Understand the resources needed to execute the plan. How much time and money is needed to reach the destination. This can be fixed or it can be variable. 4. Identify the impediments to progress along the way to the destination. Have some means of removing, avoiding, or ignoring these impediments. 5. Have some way to measure your planned progress, not just your progress. Progress to Plan must be measured in units of physical percent complete.

Performance management practices must be based on strategic goals and objectives as Robert, (2011), observes that performance management takes on a new meaning when

brought up in the context of organization strategy. To fully understand the term in a strategic setting, we must first understand what successful strategy management involves. Ultimately, successful strategy management involves achieving an organization's predetermined vision and goals as stated in their strategic plan. The process of how they go about achieving these desired outcomes is what we call performance management.

It's important to note that performance management in the context of strategy is strictly referring to the performance related to execution of the *organization's strategy*. In comparing the organization's "actual results" against its "desired results." when the actual results aren't meeting the desired results, then a "performance improvement zone exists." Those in charge of executing the strategy are then responsible for making adjustments in the strategic operating plan to address unsatisfactory performance. Performance management is critical to successfully executing an effective organizational strategy. It requires a commitment from those in charge of strategy to continuously monitor and analyze how each area of the organization is performing compared to expectations. For many leadership teams, this commitment is easier said than done.

Strategic planning in Kenyan school was a new concept that started gaining route in 2012 when the Kenyan Government through the Ministry of Education partnered with United States Agency for International Development (USAID), and developed Devolved Education Management Activity (DEMA) to train school managers on strategic planning as a reform tool in education at school level to improve- performance based management. The programme was implemented by Center for British Teachers (CfBT) now Education Trust and strategic planning was identified as a significant step towards the realization of improved performance based management in secondary schools.

The primary objective was to improve the quality of administration and performance management levels in line with current approaches and trends in education. To achieve this, training of school managers in strategic planning was therefore necessary as argued by (Hewlett, 2004) who asserts that effective institutional planning requires appropriate management and teacher training to steer the educational institution in the right direction. The DEMA training was a five-year programme from 2010 to 2014 in which districts and schools were trained on strategic planning and performance-based management. (USAID 2013).

Wanjala and Rarieya (2014) in their study on strategic planning in schools in Kenya found out that there was evidence of the myriad challenges that strategic planning in schools in the country still faced. The study identified factors that had facilitated or hindered schools' engagement in strategic planning and which all originate from both within and outside the schools, while Ngware, Wamukuru. & Odebero (2012) observed that before 2012, most public secondary schools in Kenya had not embraced the concept of strategic planning, and this was seen as one of the shortcomings in the effective management of schools in the country.

In 2012, many public secondary schools in Kenya were trained and developed strategic plans as a tool that could be

used to drive performance improvement in their schools. The strategic plans developed by the schools were for five year period, however, by 2017, MOE standards assessment reports revealed that many schools were still experiencing management problems and performance improvement levels were still below the desired standards. Strategic plans developed were not yielding significant improvements and assisting the schools to achieve the desired results. After development of strategic plans, the next stage is implementation, control and evaluation that indicate if the strategic goals and objectives had been achieved or are being achieved. This paper therefore examined the levels of control and evaluation of the strategy designs, structures and decisions by the Principals in performance improvement of their schools.

The objectives of the study was to examine the control and evaluation of strategy designs and structures put place to improve performance management practices by principals of public secondary schools in Nyamira County, Kenya and to find out if effective control and evaluation were yielding the desired results. The significance of the study was that the study would provide valuable insights to stakeholders in the education on effective control and evaluation of strategic planning in educational institutions that may be used to improve performance management practices and help the schools realise their strategic goals and objectives. It would also help the schools to put in place appropriate performance measurement structures and tools required to achieve desired levels in performance management practices. Data from these findings could provide the Ministry of Education with useful information on how effective control and evaluation of strategic plan designs and structures can be used to improve performance management practices.

## II. LITERATURE REVIEW

The control and evaluation of the strategic plan designs, decisions and structures during the implementation process is very crucial in the use of strategic plan as a tool for improving performance. This helps to identify good and bad strategies, and getting data that would show if the school is on the right strategic direction or not, and if the desired results are being achieved. It also helps in identifying the challenges and impediments to strategic planning usage and what can be done to discard or modify bad strategies. According to a study by George, Walker and Monster (2019), the evidence of practice revealed that Strategic planning has a positive, moderate, and significant impact on organizational performance in the private and public sectors, across international settings. The findings suggest that strategic planning should be part of the standard managerial approaches in contemporary organizations and contradict many of the critiques of strategic planning. The formality of the strategic planning processes (i.e., the extent to which strategic planning includes internal and external analyses and the formulation of goals, strategies, and plans) is important to enhancing organizational performance. Strategic planning is particularly potent in enhancing organizational effectiveness (i.e., whether organizations successfully achieve their goals), but it should

not necessarily be undertaken in the hope of achieving efficiency gains. These justifications therefore qualify Strategic planning as one of the more popular management approaches in contemporary organizations today.

Bell (2002) argues that Strategic decisions evolve from analysis through planning to the achieving of objectives. Thus, strategic planning is predicated on being able to predict the future of the school's environment. It assumes that realistic organizational objectives can be identified. It requires the ability to plan effectively and to exercise sufficient control or influence over the organization and its environment to ensure that planned outcomes can be achieved by the deployment and redeployment of available resources. Thus, strategic planning in schools, if it is to succeed, must be based on an analysis of both the present situation and possible future states. Strategic planning demands that principals and teachers be proactive to the extent that they do not take the external environment to be immutable but seek to influence and shape it by deploying resources to create change.

Bell, further states that to achieve the desired management changes, it must be assumed that schools can be managed so as to respond in a rational way to environmental factors and that organizationally acceptable means and desired ends can be rationally linked. This implies that planning and implementation are orderly and sequential and that schools can be shaped and controlled in such a way as to avoid the unintended consequences of change while realizing strategic objectives. The plans into which these targets are incorporated must focus on strategies for bringing about curriculum change that will lead to improvements in student performance. Schools are now experiencing a focused form of strategic planning, school improvement planning with its emphasis on the curriculum and the improvement of pupil attainment. Principals of secondary schools are central to the process of strategic planning. They are to lead and manage their schools' improvement by using pupil data to set targets for even better performance while being subject to quality assurance and the publication of standards reports. This improvement in performance is concentrated on learner achievement. Specific targets that form aspects the strategic planning in individual schools are set in conjunction with the school's needs and performance at national levels. Planning for school improvement, therefore, should rest on a much more fundamental understanding of the nature of schools, the main features of appropriate management and leadership in those schools and of the world in which schools exist, than is the case at present. Such an environment requires an approach to planning which can be based not on a set of immutable, externally imposed targets but on reaching agreement on a series of short-term objectives derived from negotiated and shared common values. At the strategic level, there will be much more emphasis on the collaborative revision of the overall plan.

According to PBM-AGA CPAG Research Series Report No. 20 (March 2009), performance based management provides a structured way of combining all management and operations improvement initiatives and links performance to specific line-item costs, not just overall program costs. It affords predictive and forward-looking support for performance-based budgeting and helps assess risk, cost and

performance and enables an agile response to changes in demand or environment. It also enables elements in the enterprise architecture to be better understood and classified and enhances transparency through multidimensional reporting that lets officials and citizens see cost, performance and internal control information in one snapshot.

The strategic planning process in a school set up determines the success of a school in management and performance. As a suggestion for implications for practice, (George et. al. 2019) indicates that worldwide, strategic planning has often been engrained in public sector reforms, and our meta-analysis lends credence to these reforms. Despite the often very vocal and potent criticisms toward SP, based on the current research evidence, it appears that strategic planning “works” across sectors and countries. It should not be marginalized, but rather should be included in the standard managerial approaches of contemporary organizations. Although prejudice toward strategic planning remains, it seemingly lacks empirical validity. The evidence points toward significant performance benefits related to strategic planning’s effectiveness. We thus encourage policy makers and managers everywhere to engage with strategic planning and/or ensure their strategic planning processes are formal and comprehensive to enhance the performance of their organizations. However, we would also encourage practitioners to keep in mind “how” they implement strategic planning. They further stated that their findings indicate that simply having a plan is not enough. Strategic planning should include an informed process during which the internal and external environment is analyzed, clear strategies and goals are defined based on this analysis, and different courses of action are generated and carefully considered before making final decisions.

Nielsen (2013), observed that managing employee or system performance and aligning their objectives facilitates the effective delivery of strategic and operational goals. Some proponents argue that there is a clear and immediate correlation between using performance management programs or software and improved business and organizational results. In the public sector, the effects of performance management systems have differed from positive to negative, suggesting that differences in the characteristics of performance management systems and the contexts in which they are implemented play an important role in the success or failure of performance management. This brings a connection between strategy, planning and the future development of the organization. It is therefore important to note that strategic planning provides the structure for performance improvement and this has become a crucial component of management that schools and organization must embrace in order to enhance effectiveness and increase production of good results.

The other critical element, is that the Principal, school board and school staff must be ‘on the same page’ when it comes to strategic planning and thinking. That is, there must be a shared understanding about the key areas strategic thinking is going to concentrate on, and both staff and the board must have full confidence and trust in the Principal to report accurately about the school, its programs and trends in education.

This study therefore, identified the connection between strategic planning as a tool and its relevance to the structures put in place to improve performance-based management practices in educational institutions.

Performance improvement has always remained a big challenge to many organizations including educational institutions. The hard to achieve desired levels of performance creates a need to put in place performance improvement framework, strategic planning therefore is seen as a tool that can be effectively used to improve performance. The reviewed literature shows Strategic planning and performance management practices in schools have become a very crucial component of success and survival in the competitive world. Performance management depends of strategic designs and objectives set by schools. To remain relevant, schools’ management structures must therefore, be strategically designed to improve performance both in administration, finance academics and infrastructure. This study therefore examined how performance was managed and controlled at various departments and improved through strategic planning in secondary schools. Performance management was examined in terms of and adherence to ministerial policies and guidelines.

### III. THEORETICAL FRAMEWORK

This study was based on Porter’s generic Strategy Theories. This theory was advanced by Michel Porter in 1980. In his book, ‘Competitive Advantage: Creating and Sustaining Superior Performance’, Porter introduced many new concepts including; 5 forces analysis, generic strategies, the value chain, strategic groups, and cluster. Porter’s generic strategies can be applied to products or services in all industries to organizations of all sizes (Porter, 1985).

The strategies included; differentiation (creating uniquely desirable products and services), cost leadership (non-frills), and focus (offering a specialized service in a niche market). He then divided the focus into two parts; “cost focus” and “differentiation focus”. Cost focus means emphasizing cost minimization, and differentiation focus means pursuing strategic differentiation. Porter’s generic strategies are ways of gaining competitive advantage that is gaining an “edge” that gets you away from your competitors. The cost leadership is exactly that, it involves being the leader in terms of cost. It is important to continuously find ways of reducing every cost. Differentiation strategy involves making your products or services different from and more attractive than those of your competitors. This study focused on the strategies which should, therefore, be embraced by educational institutions to improve performance based management practices. For instance, ‘Focused leadership’ with well structured strategized services in an institution is crucial to improving performance management which will eventually determine its success. Michael Porter’s strategic theory addresses the specific strategies that can be put in place to improve performance and advocates for use of effective strategies in solving management problems and improving performance and this may help the schools embrace Japanese Kaizen philosophy of “continuous improvement.”

IV. METHODOLOGY

A descriptive survey design was used in this study. A research design is the main plan used by the researcher that provides solution to the four issues; what questions, relevance, data collection and analysis of the findings (Yin, 2003). Creswell (2004) posits that there are two general types of methodology called qualitative and quantitative research methods. Mulusa (1999) suggest that one-third of the target population is representative enough to make an estimate of characteristics being investigated; therefore the sample of public schools which were studied was based on one third of the target population. A sample is a small group obtained from the available population, Mugenda and Mugenda (2003).

135 public secondary schools in Nyamira County were selected for the study. One-third of 135 gave a sample size of 45 schools accounting for 33 percent of the target population. Stratified sampling method was then applied and this involved dividing population into different subgroups (strata). The respondents were selected by dividing population (135) into Boys' Boarding, Girls' Boarding, Mixed Day and Mixed Day and Boarding secondary schools in order to achieve equal representation of both categories in the sample group. Lottery technique was used to select the 45 schools which were sampled in each category. Purposive sampling was then used to select the 45 Principals, 45 Deputy Principals. Simple random sampling was used to select 3 HODs per school. The population of the study therefore consisted of 225 respondents.

V. RESULTS

A. STRATEGIC PLAN CONTROL AND EVALUATION

Strategic plan and evaluation on PMP		S A 4	A 3	D 2	SD 1	Total	Mean	Weighted Mean
Principals	Freq.	0	5	24	16	45	1.76	2.5
	%	0	11.1	53.3	35.6	100		
D/Principals	Freq.	0	3	31	11	45	1.82	2.5
	%	0	6.7	68.9	24.4	100		
HODs	Freq.	0	18	96	21	135	1.98	2.5
	%	0	13.3	71.1	15.6	100		

Table 4.1: The levels of strategic plan control and evaluation in improving performance management practices

The analysis of data presented in table 5.1 above on levels of control and evaluation of strategic planning tool and its effect on performance management practices reflected the following percentage points: Strongly Agree (0%), Agree (6.7%-13.3%), Disagree (53.3%-71.1%) Strongly Disagree (15.6%-35.6%). This indicated that the levels of strategic plan control and evaluation was low and weak and therefore not strong enough to effectively support performance management improvement strategies to the desired levels, meaning that the Principals, heads of departments and teachers were not employing effective control measures in the strategy structures and designs at their management levels to improve performance management practices, therefore there was lack of effective control of strategic plans as a tool that could be used to drive performance improvement practices.

The findings are in agreement with a study by Devra (2018) who argues that 'on evaluation of progress, strategic objectives are of necessity based on the best information you have at the time and your most realistic assessments of what your company can achieve. Organizations also benefit from building a stage into the strategic planning process that involves evaluating goals and progress after an elapsed period of time in light of the company's success in achieving these goals and developments that have arisen in the interim'. The evaluation will therefore gauge the performance levels and measurements of performance based management in relation to strategic planning. This also concurs with Ivan (2016), who states that strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward.

Control of school funds and procurement of goods and services		S A 4	A 3	D 2	SD 1	Total	Mean	Weighted Mean
Principals	Freq.	0	8	24	13	45	1.89	2.5
	%	0	17.8	53.3	28.9	100		
D/Principals	Freq.	0	3	36	6	45	1.93	2.5
	%	0	6.7	80.0	13.3	100		
HODs	Freq.	2	24	96	13	135	2.11	2.5
	%	1.5	17.8	71.1	9.6	100		

Table 5.2: Control and management of school funds and procurement procedures

The analysis of data presented in table 5.2 above on levels control of funds received in schools and procurement of goods and service reflected the following percentage points: Strongly Agree (0%-1.5%), Agree (6.7%-17.8%), Disagree (53.3%-71.1%) Strongly Disagree (9.6%-28.9%). This reflected that schools funds were not prudently used by most school managers for intended purposes and procurement procedure were not observed. Control systems in respect to school funds were therefore weak and ineffective. This meant that workable structures put in place to control use of finances and procurement procedures were probably ignored in favour of individual managers' interests, indicating that there were weak systems and mechanisms put in place to control and monitor I priorities based on needs of the schools. This also revealed that weak control measures and evaluation of school funds and procurement procedures affected the laid down structures meant to strengthen and improve performance management practices in finance.

The findings are agreement with a study by Maleka (2014) who argued that organizations implement strategies through creating budgets, programs and policies to meet financial, management, human resources and operational goals.

Departmental control and teaching / learning processes		S A 4	A 3	D 2	SD 1	Total	Mean	Weighted Mean
Principals	Freq.	0	0	29	16	45	1.64	2.5
	%	0	2	64.4	35.6	100		
D/Principals	Freq.	0	4.4	34	9.	45	1.84	2.5
	%	0	6.7	75.6	20.0	100		
HODs	Freq.	0	25	95	15	135	2.07	2.5
	%	0	18.5	70.4	11.1	100		

Table 5.3: Departmental control and teaching and learning processes

Table 5.3 above shows the level of control strategy designs at departmental levels and teaching and learning processes in schools. The results show that 64.4 percent of the Principals disagreed while 35.5 percent strongly disagreed that there was effective control of teaching and learning processes in the schools. The same sentiments were expressed by 95.6 percent of the Deputy Principals and 81.1 percent HODs. This meant that heads of departments in most schools observed were not in full control of their departments in terms of organization, teaching and learning processes and achievement levels; indicating that most teachers were operating at individual levels thereby hindering effective curriculum implementation. This indicated lack team work that could drive good practices in performance improvement and that curriculum monitoring tools were not effectively used by the teachers.

The findings are in agreement with Ong, (2019), who argues that a strategic plan defines how success is measured. In order to achieve success, it's important to know what success means. A school with a strategy can monitor its progress toward key outcomes and evaluate where and how it may have gotten off track and that strategic plan aids a school's board with governance decisions and provides direction for the future. With a plan in place, the board has a roadmap which it can track, evaluate and modify to facilitate better governance decisions and provide direction for the future of the school.

Control of students' discipline to improve performance		S	A	D	SD	Total	Mean	Weighted Mean
		4	3	2	1			
Principals	Freq.	0	8	29	8	45	2.00	2.5
	%	0	17.8	64.4	17.8	100		
D/Principals	Freq.	2	9	27	7	45	2.13	2.5
	%	4.4	20.0	60.0	15.6	100		
HODs	Freq.	2	27	86	20	135	2.08	2.5
	%	1.5	20.0	63.7	14.8	100		

Table 5.4: Control of students discipline as an improvement strategy

The analysis of data presented in table 5.4 above indicates the levels of control of students discipline in the schools as an improvement strategy reflected the following percentage points: Strongly Agree (1.5%-4.4%), Agree (17.8%-20.0%), Disagree (63.7%-64.4%) Strongly Disagree (14.8%-17.8%). This meant that the levels of discipline in most schools were low and control was weak and therefore the rate of indiscipline affected performance improvement strategies and achievement of desired results. This indicated that there was dissatisfaction with the level of discipline in most schools, meaning that students' behaviours were not being effectively controlled as a strategy for improving performance. This implied that in most schools, indiscipline among students was relatively high and that there were difficulties faced by the school administration, disciplinary committees and teachers in controlling students' behaviours, meaning that one of the reasons why some schools were not achieving desired results in performance was indiscipline of learners.

Difficulty in controlling students' indiscipline cases was attributed to MOE ban on corporal punishment, the penalties teachers pay in the process of disciplining students who make mistakes which included interdiction, intimidation by parents,

being sued in law courts, attack by students and overprotection of learners by parents and higher offices among others. This had made the most teachers to develop hands off approach in controlling student's behaviour which is why students' unrest was common in schools, sometimes leading destruction of property including arson. The level of control on discipline of students was therefore weak in most schools and this had impacted negatively in performance improvement structures as good performance has always been attributed to high level of discipline in schools as noted by Omari (1995) who argued that school discipline as one among aspects that influence performance in schools. School discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. Indiscipline in schools, and consequently school strikes, destroy the teaching learning environment. This concurs with Adeyemo, (1985), who in his study on the level of discipline in secondary schools in Nigeria, established that there is wide spread violation of school rules and regulations which was capable of obstructing the smooth functioning of the school system and thereby affect pupils performance

PM structures put in place to evaluate progress achieved in line with strategic goals and objectives		S	A	D	SD	Total	Mean	Weighted Mean
		4	3	2	1			
Principals	Freq.	0	7	26	12	45	1.89	2.5
	%	0	15.6	57.8	26.7	100		
D/Principals	Freq.	3	5	23	14	45	2.22	2.5
	%	6.7	11.1	51.1	31.1	100		
HODs	Freq.	0	25	105	8	135	2.16	2.5
	%	0	18.5	75.6	5.9	100		

Table 5.5: Performance measurement structures and strategic goals and objectives

The analysis of data presented in table 5.5 above on performance measurement being undertaken to evaluate progress in strategic goals and objectives reflected the following percentage points: Strongly Agree (0%-6.7%), Agree (11.1%-18.5%), Disagree (51.1%-75.6%) Strongly Disagree (5.9%-31.1%). This showed that the schools did not have in place performance measurement structures and tools to evaluate the progresses made in achievement of the strategic goals and objectives, indicating that that strategic goals and objectives of the schools were not being pursued by most schools. As a result, the levels of performance in relation to strategic goals and objectives could not be established to show how far the schools were; if they were meeting the goals; what was being achieved; what was not being achieved; what adjustments could be made and what could be done to steer the schools towards the right strategic direction.

Because there were no measurement tools and structures, it was also not possible to tally the progresses made in respect to strategic planning goals and objectives. This would have shown the actual levels of achievement against the pre-set performance targets.

The implication was that the schools Principals were not aware if their schools were in the right strategic direction because strategy designs and decision must be effectively controlled during the implementation processes and evaluated by a performance measurement tool to gauge the extent to

which the strategic goals were being met and if they were producing desired results in performance.

These findings are in agreement with study by Illes, (2013), who found out that ‘to understand performance management, there is need to put in place performance measurement, which is the comparison of actual levels of performance to pre-established target levels of performance. Effective performance measures can let us know: How well we are doing, if we are meeting our goals, if our customers are satisfied, if our processes are in statistical control, and if and where improvements are necessary. They provide us with the information necessary to make intelligent decisions about what we do’. This is also in agreement with Randall (2017) who states that performance management is critical to successfully executing an effective organizational strategy. It requires a commitment from those in charge of strategy to continuously monitor and analyze how each area of the organization is performing compared to expectations.

Supervision monitoring and evaluation of teaching and learning processes		S	A	D	SD	Total	Mean	Weighted Mean
		4	3	2	1			
Principals	Freq.	0	19	23	3	45	2.36	2.5
	%	0	42.2	51.1	6.7	100		
D/Principals	Freq.	0	2	34	9	45	1.84	2.5
	%	0	4.4	75.6	20.0	100		
HODs	Freq.	0	41	89	5	135	2.29	2.5
	%	0	30.4	65.9	3.7	100		

Table 5.6: Supervision, monitoring and evaluation of curriculum implementation

The analysis of data presented in table 5.6 above on effectiveness in supervision, monitoring and evaluation of curriculum implementation processes in schools reflected the following percentage points: Strongly Agree (0%), Agree (4.4%-42.2%), Disagree (51.1%-75.6%) Strongly Disagree (3.7%-20.0%). This indicated that supervision, monitoring and evaluation of curriculum implementation processes in most schools were ineffective and that curriculum monitoring tools put in place to enhance implementation and monitoring the levels of syllabus coverage as per the strategy designs were hardly used by the teachers, meaning that although the tools were available, they were not effectively used to ensure proper curriculum implementation. This affected the actual implementation and learner achievement levels in the national exams. Supervision and monitoring of curriculum implementation and assessment procedures were therefore weak and below the expected levels, negatively impacting on curriculum supervision that is crucial in controlling curriculum implementation, effective teaching and learning processes, testing and evaluation outcomes. The findings are in agreement with Pulakos (2004) who argued that Performance-based management is supposed to improve service quality, productivity and efficiency, transparency of allotted means and achieved results, and to better focus the activity of employees and of the whole organization.

## VI. DISCUSSION OF FINDINGS

The findings revealed that most Principals did not employ effective strategic plan control and evaluation schools to achieve the desired results in performance. The strategies put

in place to control use of funds and procurement of goods and services were ignored, meaning that most school managers did not effectively control funds available and that public procurement procedures in the schools were not observed in most schools. In practice therefore, most schools did not strictly adhere to control structures of their strategic plan designs to improve performance management.

Most schools did not have performance measurement structures and tools for evaluating progresses made in respect to strategic goals and objective, any improvement made could not be attributed to strategic planning or lack of it, therefore lack of performance measurement structures and tools made it difficult to relate the levels of achievement in most schools. There was also ineffectiveness noted in control of students discipline, most teachers had developed hands off approach due to the challenges they often faced in the processes of maintaining students discipline in schools and this affected learner achievements to the desired performance levels.

## VII. CONCLUSION

Most Principals did not put in place effective strategy control and evaluation in their schools. Proper control structures were lacking in most schools and this affected performance improvement strategies in the schools.

Performance measurements tools, structures and documentation were not available most schools and therefore, gauging the levels of performance in relation to strategic goals and objectives could not be established to give directions on how far the schools were; what had been achieved; what was not achieved and what could be done to steer the schools towards the right strategic direction and improvement to the desired levels.

## VIII. RECOMMENDATIONS

- ✓ Principals of public secondary schools should ensure effective control of strategy designs, decisions and structures for ease of implementation of strategic plans. This will put in check overlaps, excesses, inadequacies, under allocation of resources and work performance at departmental level. It will also help monitor the implementation processes, progress, strength and weaknesses of the structures and make adjustments accordingly so as to improve performance
- ✓ There is need for Principals to ensure that discipline of students in their schools is effectively controlled to improve learner achievement levels.
- ✓ There is need for the Principals to develop performance measurement tools and use them accordingly to evaluate or measure the progresses made in performance improvement practices, and to obtain a feedback that would help them gauge the levels of achievements gained in respect to strategic plans. This will also help in identifying good and bad strategies, and help in deciding which strategies should be discarded and which strategies should be improved for better results. It will also help in determining if the schools strategic direction are on track,

or if the strategic goals and objectives are being achieved, and undertake necessary review or make adjustments in the strategy designs and structures in case the results noted may not be leading the schools to the desired performance levels.

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