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Impact of Strategic Plan Implementation on School Effectiveness in Public Secondary Schools in Nakuru Sub- County, Nakuru County, Kenya

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Abstract:

In 2008, the Ministry of Education rolled out a five years' strategic plan 2008-2012 with the aim of providing Kenyans with globally competitive quality education and training for sustainable development. Every district was then mandated to develop, implement, monitor and evaluate its internal strategic plan. The purpose of this study therefore was to evaluate the impact of implementation of strategic plan on school effectiveness in public secondary schools in Nakuru Sub- County, Kenya. The study adopted descriptive survey design. The target population was all the 25 public secondary schools, 25 head teachers and 606 teachers. A sample of 15 schools and 171 teachers were selected using simple random sampling and 15 head teacher were purposively selected. Questionnaires and interview schedules were used to collect data. Descriptive statistics were used to analyze data using both quantitative and qualitative techniques. The study revealed that the implementation of strategic plan has achieved school effectiveness in areas of quality syllabus coverage, providing on-going remedial classes for weak students, teachers focusing on the mastery of skills, punctuality in and out of the class and finally the schools setting high and clear expectation for both teachers and students. The study also revealed that principals had demonstrated effective leadership by setting high and clear expectation for both teachers and students, motivated students and staff, and finally by holding constant dialogue with students.

Keywords: Strategic plan, Implementation, Impact, Evaluation, School effectiveness, Public Secondary School.

1. Introduction

At the dawn of the 21st century, education management continues to be a challenge to managers. These challenges are brought about by the changing nature of the society, development in technology, social and economic changes, political and cultural development and globalization. Ramler (1999) points out that in order to match with the above changes in the society and in order for the schools to remain relevant, the schools must be effective. This demands that the schools focus on the development of goals, curriculum, personnel, organizational structures, school processes and technology in the management of teaching and learning. Therefore, to achieve school effectiveness, the global focus is on strategic planning.

In the study by (Kamarulzaman, 2006), in 1995-2004, the Malaysian Ministry of Education drew a 10-year strategic planning. It targeted that all schools in Malaysia will be Smart Schools by the year 2010. It was therefore the responsibility of the Malaysian Ministry of Education to ensure that all regular schools become effective. Malaysian Ministry of Education evaluated its school effectiveness based on the eight key factors of school effectiveness as advocated by Ruth Colman a research consultant. These are: Effective Principal's Leadership, Sustained Focus on Instructions and Learning, Safe and Positive School Climate and Culture, High Expectation for all Students and Staff, Effective use of Students Achievement Data, Teaching Practice, Productive Parent Involvement, and Building Staff Skills.

The Malaysian Ministry of Education discovered that as far as professional leadership and governance was concerned, the head teachers did not possess proper leadership skills. They therefore developed an intensive training program for head teachers. On evaluating the aspect of shared mission and goals, they discovered that the principals enshrined them in the handbook and expected the staff to know them and consequently implement them as opposed to giving them orientation on the school mission and vision. They also discovered that they had many untrained teachers which affected teaching and learning. To correct this, all graduates and all those who wished to be teachers were mandated to attend teacher's professional training. Bullying was also going on in schools creating non-conducive learning environment. The Malaysian Ministry of Education therefore appointed school counselors and discipline teachers in every school. Students who committed serious offences were placed in the rehabilitation centers. The Malaysian Ministry of Education also discovered that, learning was examination oriented. To correct this, they developed an assessment program that assisted in improving instructions and assessment. They also had large class sizes which led to ineffective learning. They proposed a class size of 20 students as ideal for effective learning. Student did not play an active role in the life of the school and had no responsibility planning their learning. This led to students' low self-esteem and as a result they performed poorly. Home-school

partnership was also strengthened as they discovered that supportive relations and cooperation between home and school have positive effect in school effectiveness (Kamarulzaman, 2006).

In 2010, Malaysia Ministry of Education evaluated its strategic plan and there was evidence of improvement and it therefore rolled out another five-year strategic plan. This set Malaysia on the road map to achieving school effectiveness and in offering education for the global market. Today, Malaysia is one of the leading countries as far as school effectiveness is concerned all owing to the implementation, and evaluation of their strategic plan (Kamarulzaman, 2006).

In Kenya, the Ministry of Education in 2005, in an effort to achieve its goals as envisioned in the social pillar of Vision 2030 of ensuring the provision of relevant and quality education to all Kenyans, introduced strategic management in all the public learning institutions. In 2008, The Kenya Government through the Ministry of Education Science and Technology provided a blue print five years strategic plan, 2008- 2012. The vision was "to have a globally competitive quality education and training for Kenya's sustainable development" and the mission is to provide, promote, coordinate quality education and training for empowerment of individuals to become caring, competent and responsible citizens who value education as a long life process" (MOE Strategic plan 2008-2009, p. 9). The core values which constitute the desired organizational culture are integrity, professionalism, team work, efficiency, continual improvement, courtesy, confidentiality, fidelity to law, respect of individual differences and upholding cultural diversity.

In 2013 the Government of Kenya through the Ministry of Education Science and Technology mandated all public institutions to develop, implement, monitor and evaluate its internal strategic plan as a means of enhancing result based management and efficiency in their operations. In 2008, the Ministry of Education Strategic plan 2008- 2012 stated that the strategic plan was also to serve as a monitoring tool. In a study on the implementation of strategic Plan in Nakuru District (now Nakuru Sub- County), Dan (2013) noted that, in Nakuru District, the implementation has three challenges, namely: the implementation procedures were unclear, lack of sufficient financial resources and lack of pre- requisite skills for teachers in public Secondary School to develop, implement, monitor and evaluate of strategic plan.

This fails to fulfill the mandate of the Ministry of Education Science and Technology whereby each learning institution was mandated to develop, implement, monitor and evaluate its internal strategic plan (Dan, 2013). Without evaluation it will also not be easy to achieve vision 2030 of offering global competitive education. On the same note, Kim (2009) on the Total Quality management theory states that, "management... need to establish performance measurement instruments that would reveal the level of customer satisfaction and having known that should be in a position to respond appropriately to customers' needs" (Kim, 2009 p. 90). This study therefore seeks to bridge this gap by conducting an evaluation on the impact of the implementation of strategic plan in school effectiveness in public Secondary school in Nakuru Sub- County. The focus of the study was on two indicators of school effectiveness advocated by Coleman (2011) and the Kenya Ministry of Education Strategic plan 2008-2012 performance outcome indicators namely; Sustained focus on instruction and learning and effective principal's leadership.

1.1. Statement of Problem

In Kenya, the Ministry of Education provided a five years' blue print strategic plan ranging from 2008- 2012. Based on this blue print strategic plan, each public learning institution was mandated to develop, implement, monitor and evaluate its internal strategic plan (Dan, 2013). A report from the Nakuru Sub- County Education office (2013) confirmed that all public Secondary Schools have developed and implemented their internal strategic plans. The problem is that seven years since the introduction of Strategic plan by the Government of Kenya through the Ministry of Education Science and Technology there is no documented literature on the evaluation of the impact of the implementation of strategic plans on school effectiveness in Nakuru Sub- County. This study therefore sought to evaluate the impact of strategic plan implementation on the effectiveness of public secondary schools in Nakuru Sub-County. The study was guided by the following objectives:

- i. To determine the impact of the implementation of strategic plan in sustained focus on instruction and learning in secondary school in Nakuru sub-County
- ii. To examine the impact of the implementation of strategic planning in effective principal's leadership public secondary school in Nakuru sub- County, Kenya.

1.2. Methodology

The study adopted descriptive survey design since the study investigated possible cause and effect relationship between strategic plan and school effectiveness. The location of the study was public secondary schools in Nakuru Sub- County, Nakuru County, Kenya. The target population was all the 25 public secondary schools, 25 head teachers and 606 teachers. By use of simple random sampling techniques, a sample of 15 schools was sampled, 15 head teacher and 171 teachers for (Gay(1981) suggests that in descriptive studies, ten percent of the population is adequate but where time and resources allow, the study can use a big sample size for this increases the researcher's confidence and reduces sampling error. Questionnaires and interview schedules were used to collect data. Descriptive statistics were used to analyze data both qualitatively and quantitatively. The results were presented in percentages, graphs and bar charts, frequency tables and pie Charts.

2. Literature Review

2.1. The Impact of the Implementation of Strategic Plan on Sustained Focus on Instruction and Learning

In the study by Jaska and Kulik (1978) sustained focus on teaching and learning has been rated as one of the most important contributor of school effectiveness as quality of instruction determines the rate of learning for each individual and this consequently

decreases the learning difference in students. He also states that according to Bloom (1956), a student cannot take the next step until the previous learned material has been fully mastered. Therefore, the teacher should ensure that all the students have mastered the previous material before introducing another. This can only be achieved by the teacher making sure that the syllabus is fully covered and remedial classes offered to slow learners.

In the study the United Nations Educational Scientific and cultural Organization (UNESCO 2014) Module Six on better schools, states that "the quality of teaching and learning takes precedence over other factors of school effectiveness because effective learning and teaching determines the perceptions of everyone who is interested in the quality. For this to happen the teacher must effectively teach" (UNESCO 2014, p. 3). In the study by Coleman (2011), sustained focus on instruction and learning involves ensuring high curriculum coverage that offers rich learning opportunities for students, maximizing learning time at both the school and classroom level and focusing on the mastery of learning skill. In another study by Porter, Polokofi, Zeidner and Smithson (2008) asserts that, having high standard, clear expectation for all, are key to closing the gap between the low achievers and high achievers and this will consequently raise the overall achievement of all students and therefore lead to school effectiveness.

According to the study it is very clear that, sustained focus on instructions and learning is the most important factor in promoting school effectiveness. This is so because the mission of any learning institution is all about teaching and learning and all other factors revolve around it.

As per the literature review, the indicators of sustained focus on instruction and learning are: High curriculum coverage, maximizing teaching time at both school and classroom level, focusing on the mastery of learning skills and, having high standard clear expectation for both students and teachers. The study will focus on five of the above indicators, namely; high curriculum coverage, remedial classes or personalized instructions, head teacher's involvement in teaching and having high and clear students and teachers' expectation.

The study by Pennsylvania State of Education Association (2014), points out that maximizing teaching time is a critical tool which is needed to improve student achievement and requires multiple policies and programs to support great teaching and learning. This may not require change in the length of school day but rather changes in the instructions and the allocation of time within the school day, providing teachers with resources, implementation of positive behavior and ensuring teachers have sufficient planning time. Gettinger and Seibert (2014), on maximizing teaching time argues that this demands that teachers minimize lost instructional time, having high students' engagement rate and students experiencing high level of success. As far as high expectation is concerned, a study by Education Partnerships Inc (2014) asserts that, high expectation builds up student self-esteem, increases confidence and improve students' academic performance and student confidence make them willing to tackle challenging learning activities. Further still the study by Pollard and James (2004) argues that personalized learning is about developing social practices that enable all students to become self-actualized. This involves giving students opportunities to decide their own learning objectives providing guidance, giving feedback, providing opportunities for self-assessment and peer assessment. In May (2010) eNewline asserts that an effective head teacher schedules time to teach and Atlantic Bulletin (2012) adds that, teachers admire head teachers who personally interact with students.

2.2. The Impact of the Implementation of strategic planning on Strong and Effective Principal's Leadership

In the study by National Association of Secondary School Principals (2002), ten years ago school leadership was not considered as a factor that can contribute to school effectiveness but today it ranks high on the list of priorities of school reforms. This is because an effective Principals leadership boosts teaching and learning which is the core business of a school.

It also states that, there is very high expectation in the current world on principals to improving teaching and learning. On the other hand, when the U. S. Department of Education and State Agency (Wallace Foundation, 2009) embarked on the transformation of 5,000 most troubled nation schools, they discovered that transformation of such school depended on the skills and abilities of the head teachers. A research conducted at the University of Minnesota and University of Toronto in 2002 also, revealed that there is a close link between the school leadership and improved teachers' achievement.

In 1990, Leithwood, Days, Sammons, Adams and David, study on seven strong claims about successful school leaders asserted that leadership is crucial because leaders have the potential to unleash the latent capacities in organizations. Therefore, skills and abilities of the head teacher play an important role in school effectiveness as they have the potential to unleash the energies in the staff and students setting the school on the road to effectiveness.

Coleman (2011) asserts that, strong and effective principal's leadership means that the head teacher communicates the school's vision, mission and values to all stakeholders, there is low teacher absentee rate, involves teachers in decision making, inspiring teachers to follow, visits classroom to monitor daily activities, is visible and accessible, schedules time to teach, takes special interest in the wellbeing of the students and staff, plans regular social activities for staff, takes time to show appreciation and socializes with both staff and students.

Moreover, in the study by National Association of Secondary School Principals (NASSP, 2012) on school leadership, it identified ten skills of a successful head teacher namely; setting instructional leadership, embracing teamwork, being sensitive to the widening range of student's needs, practicing good judgment, is result oriented, has good organizational ability, is good in oral and written communication, organizes self-development courses for the staff and is at home with ones weaknesses and strengths. It adds that an effective Principal performs five functions namely, "Shaping the vision of the academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people data and processes to foster school improvement" (NASSP, 2012. P. 2). It adds that without effective leadership, it will be difficult to achieve most of the educational improvement goals.

In the study by eNewline (2010), communication of school vision, mission and goals contribute to school effectiveness for a good strategy is meaningless if it is not acted upon. Therefore, employees cannot know the vision, mission and goals of the institution unless communicated to by the principal and it is only then that they can act on them. It adds that an effective head teacher also schedules time to teach. In the study by Atlantic New Bulletin (2012), teachers admire administrators that take time to interact personally with students and students love it too. On the other hand, showing appreciation to student and staff leads to school effectiveness for appreciation is a good motivator which helps one to unleash the energies. The study further adds that, teachers are the best resources that an administrator has and therefore involving them in decision making leads to school effectiveness, for "a central part of being great leader is cultivating leadership in others." (Atlantic New Bulletin 2012, p. 2).

From the study therefore, the indicators of effective principal's leadership are; Communication of the school vision, mission and values to all stakeholder, low teacher absentee rate, involving teachers in decision making, inspiring teachers to follow, visits classroom to monitor daily activities, visibility and accessibility, being involved in teaching, takes special interest in the wellbeing of the students and staff, organizes regular social activities for staffs, reinforcement, shows appreciation, socializes with both staff and students, involving teachers in decision making, sets high academic standards for all students, creates safe and positive school climate and culture, cultivates leadership in others, improves instruction and is able to manage peoples data and processes to foster school improvement. The study focused on the following five of the above indicators of school effectiveness: communication of the vision, mission and values to the staff members, involving teachers, and staffs in major decision making, presence of structures of staff professional development, visibility and accessibility and involvement in classroom teaching.

From literature review it is very clear that strong and effective principal leadership is a very important component as far as school effectiveness is concerned as it is the second most important factor after sustained focus on instructions' and learning in promoting school effectiveness.

3. Results and Discussions

3.1. Impacts of Implementation of Strategic Plan on Sustained Focus in Instruction and Learning

As far as sustained focus on instruction and learning is concerned, the study focused on, quality syllabus coverage, offering of remedial classes to the weak students, teachers focus on the mastery of skills, punctuality and setting high and clear expectation for students and staffs. The results of the study are presented on the Table 1 below:

Instruction and Learning	Agree		Undecided		Disagree	
	Frequency	percentage	Frequency	Percentage	Frequency	percentage
Quality syllabus coverage	142	90.5%	7	4.5%	8	5.2%
Remedial classes offered for weak students	118	75.2%	5	3.2%	34	21.6%
Focus on mastery of skills	143	91.1%	7	4.5%	6	3.8%
Punctuality	130	82.8%	14	8.9%	13	8.3%
Setting high expectations for teachers and students	147	93.8%	3	1.6%	7	4.7%

Table 1: Sustained Focus in Instruction and Learning

Findings in Table 1 indicate that quality syllabus coverage was vastly achieved in majority of school by 90.5% agreeing and a small percentage of 5.2% disagreeing. This shows that the strategy of syllabus coverage has been properly implemented and this is a big step towards achieving school effectiveness as syllabus coverage is the main determiner as far as academic performance is concerned. This can be attributed to the high and clear expectation set by the school. Many of the head teachers interviewed revealed that the students covered the syllabus by first or second term in the fourth form. The students then had enough time to revise focusing more on the areas of their interest. This is a positive step towards school effectiveness for Coleman (2011) asserted that sustained focus on instruction and learning involves ensuring high curriculum coverage that offers rich learning opportunities for students.

Remedial classes were also found to be offered to the weak students to improve the general performance of the schools with 75% agreeing and 21.8% disagreeing. According to the head teachers this was done by appointing peer educators in each and every subject, holding remedial instructions, and use of co-operative learning strategy (mixed ability grouping). Most principals indicated that the performance of their schools improved fairly and on a positive trend after implementing school strategic plan. According to Jaska and Kulik (1978), remedial classes leads to school effectiveness as it decreases the learning difference in students. Therefore, since according to the study remedial classes do take place, it is likely that in public secondary schools in Nakuru Sub-County the learning difference between learners is within acceptable levels and this is a step towards school effectiveness.

As far as Focus on mastery of skills is concerned, 91.4% were in agreement that the schools focused on mastery of skills with only 2.4% disagreeing. This strongly portrays that the schools focus on the masterly of skills and according to Bloom (1956) this is a very important aspect of learning as a student cannot take the next step until the previous learned material has been mastered. The researcher also observed that art of masterly of skills was clearly entrenched in the school strategic plan. According to the head teachers, to achieve this, teachers were given seminars from time to time. According to the researcher focus on the mastery of skills may be a step forward in instilling globally competitive quality education and training for sustainable development.

As regard punctuality 87.4%, agreed that punctuality in and out of class was adhered to. This means that teaching time was fully maximized during the class and school time. According to the principals interviewed, to achieve this, the teachers used tools like

lesson plans and of schemes of work. A monitoring tool in form of teacher attendance register was also used by prefects whereby they noted down the arrival and departure time of teachers during the lessons schedule. The teachers then signed the attendance register at the end of class and was then forwarded to the deputy head teacher on a daily basis. After going through them the deputy Principal forwarded to the head teacher for perusal and action. Some head teachers also used Closed Circuit Television to monitor learning in the classroom and ensure punctuality. This proved that the schools due to implementation of strategic plan are on the path to school effectiveness for as (Coleman 2011) asserts, sustained focus on instruction and learning involves maximizing learning time at both the school and classroom level.

Setting high and clear expectations for both the teachers and students emerged to be among the highest set priorities by majority of schools 92. 4% in agreement and with only 4. 7% in disagreement. The Head teachers interviewed confirmed that there was a lot of emphasis on value added progress. The students were also helped to set goals for themselves in consultation with the subject teachers and the parent. The three also monitored the progress and discussed it during the academic clinic. This strategy is sure to impact on school effectiveness for Porter (2008) states, having high and clear expectation for all is a key to closing the gap between the low and higher achievers. According to Katsioloudes (2002), strategic plan provides significantly better performance than unplanned opportunistic adaptive approach. From the study therefore strategic planning has highly impacted on sustained focus in instruction and learning by closing the gap between the low and high achievers.

3.2. Impact of Strategic Plan Implementation on Strong and Effective Principal's Leadership

The study sought to establish the impact of strategic plan implementation of strong and effective principal's leadership. The study focused on teacher's induction on the implementation of strategic plan, setting high and clear expectation for staff and students, staff and student motivation, consultative decision making and dialoguing with students. The results of the study are presented in the Table 2 below:

Strong and effective principal leadership	Agree		Undecided		Disagree	
	Frequency	percentage	Frequency	Percentage	Frequency	percentage
Strategic plan induction	97	61. 9%	15	9. 6%	45	28. 7%
Setting High expectations for teachers and students	131	83. 5%	11	7%	15	9. 5%
Student and staff motivation	115	73. 3%	24	15. 3%	18	11. 4%
Consultative decision making	98	62. 4%	23	14. 6%	36	23%
Dialoguing with students	134	85. 3%	11	7%	12	7. 7%

Table 2: Effectiveness of Principal's Leadership

The findings in Table 2 reveal that induction was carried out in most schools by the management with 61. 9% agreeing that they had been inducted by the school management on the implementation of strategic plan. On the other hand, 28. 7% of the respondent said that they had not been inducted. The study shows that, the same percentage of people not trained is almost the same with those not inducted. This may mean that induction to new members is not done. According De Montfort University Work Place Induction Guidance (2015), "effective induction is an important and valuable part of ensuring real benefit to the new members of staff..." This assists new members to perform their task effectively as soon as possible. They will be able to understand the direction the school is going and therefore join the team. This in return will lead to school effectiveness.

As far as setting of high expectations for both students and staff 83. 5% agreed that the head teachers had set high and clear achievement goals for both students and staff while 9. 5% disagreed. To achieve the high expectation, most of the head teachers interviewed revealed that the schools had set a mean grade for each class and also focused on value added progress for each individual student. Academic day is organized every term by majority of schools and also meetings of PTA and students to discuss the areas of concern. The principals delegated leadership to the dean of studies, heads of departments and class teachers. In one school, they have what they call small principals who are fully in charge of specific assignments. This leads to motivation and ownership of the set expectations. Students also have a share of leadership as peer educators and students' council. All these explain why such a big percentage agreed that principals had set high and clear expectations. This is positive step toward school effectiveness for it builds up student self-esteem and make them confident, that will make them willing to tackle challenging learning activities (Education Partnership Inc, 2014).

Students and staff motivation was found to be of great impact with 73. 3% of respondents agreeing while 15. 3 % were undecided and 11. 4 % disagreed. From the interview with the principals, it was noted that the motivation was in the form of providing morning tea and meals for teachers, delegating leadership, encouraging them to further their studies and involving them in decision making. The students were found to be motivated by awarding of certificates to the best performers. Provision of ten o'clock porridge and lunch for students was also found to be catalyst of motivation. In one school, they have provided boarding at the request of students for ample revision time. This extrinsic motivation assists in the achievement of school mission for a teacher who is intrinsically motivated can undertake a task for its own sake for the satisfaction it provides or the feeling of accomplishment and self-actualization (Ofoegbu, 2004).

On the consultation on major decision- making, the study found that 62. 4% of the teachers agreed that the principal consulted whereas 23% disagreed. This was confirmed in the head teachers interview that they delegated authority to head of department and are empowered to make independent decisions and inform the head teacher on the decision reached for more guidance. This participatory

decision making, according to (Wadesango, 2012), leads to organizational effectiveness and high staff morale. This is so because it creates a sense of responsibility, achievement and recognition for the teachers. This therefore implies that the teachers in public secondary school in Nakuru Sub- County own their school strategic plan since they have been part of the decision making process in their schools. This will definitely unleash the synergies in the teachers, setting the school on road to school effectiveness.

As regard dialoguing with students, 85. 3% agreed while 7. 7% disagreed class meeting. Majority of the principals interviewed confirmed that they held dialogue, open forum with all students, meetings with student leaders, and had also embraced open door policy where any student is free to go in and air their views without being victimized. This can also be termed as participatory decision making which creates a sense of recognition, responsibility and achievement among students (Wadesango, 2012). In addition, Leithwood, (1990) asserted that dialoguing with students is very crucial because leaders have the potential to unleash the energies in staff and students setting the school on the road to effectiveness. The study therefore presumes that the students have owned up their school strategic plan and are working hand in hand with the management to achieve school effectiveness.

4. Conclusions and Recommendations

The study revealed that the implementation of strategic plan has achieved school effectiveness in areas of quality syllabus coverage, providing on-going remedial classes for weak students, teachers focusing on the mastery of skills, punctuality in and out of the class and finally the schools setting high and clear expectation for both teachers and students. This is a positive impact in that the quality of teaching and learning takes precedence over other factors of school effectiveness. Teaching and learning is also the core business of any learning institution and all the other factors supports this. Therefore, the implementation of strategic plan in the public Secondary School in Nakuru Sub- County has led to sustained focus on instruction and learning.

The study also revealed that principals had demonstrated effective leadership by setting high and clear expectation for both teachers and students, motivated students and staff, and finally by holding constant dialogue with students. It was only in the area of inducting the new staff members and involving them in major decision making that was found wanting. Overall, this is very encouraging for effective principal's leadership is very crucial for it unleashes the energies in staff and students. This may have also led to sustained focus on instruction and learning. It can therefore be concluded that strategic plan implementation in Nakuru Sub- County has led to effective principal's leadership.

Based on the findings of the study the study recommends that a unit on school Strategic Plan be introduced in the Teachers' Education. This will provide a long term solution on the training on how to develop, implement, monitor and evaluate school strategic plan. According to the study, in Nakuru Sub- County no evaluation has been done on the impact of the implementation of strategic Plan on School effectiveness. The study therefore recommends that the Kenya Ministry of Education conduct an evaluation on the Impact of strategic plan in all the Public Secondary Schools. According to the study, consultative decision making is wanting. The study therefore recommends that the head teachers improve on participatory leadership for this has power to unleash the energies of the staff members towards making schools effective.

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