

The Role of Strategic Plan Implementation on Internal Efficiency of Public Secondary Schools in Mombasa County, Kenya

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Abstract

Strategic plan implementation is a concept that has been embraced across sectors of the global world due to its effect on internal efficiency. Therefore, the study sought to determine the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County. It was addressed by the following objectives: to analyze the role of education mission and vision on strategic plan implementation and strategic resource mobilization on the internal efficiency of public secondary schools in Mombasa County. The Resource-Based theory guided the study. The study adopted a Convergent Parallel Mixed Methods design where data was analyzed both qualitatively and quantitatively. Stratified systematic random sampling techniques were used in the study. Principals, teachers and BOM chairpersons formed the population with 134 respondents forming the sample. The instruments were validated as reliability was determined. Tests such as t-tests, correlation, ANOVA and regression analyses. Descriptive statistics in the form of mean, variability such as standard deviation and variance were applied. The data was then presented in tables, graphs, pie charts and percentages. The study findings indicated that although most of schools had developed strategic plans, some were partially implemented as others not implemented at all. The results obtained through correlation and regression show that mission and vision and also strategic resource mobilization had a significant correlation with internal efficiency. Therefore, when other factors are held constant, for every unit change in the independent variables, the internal efficiency increases. This indicated that there are strong relationships established. As a recommendation, the study provides a base for policymakers to inform and formulate policies on applying strategic planning in improving the internal efficiencies of public secondary schools in Kenya.

Keywords: Academic performance, Completion rate, Government Policy, Educational mission and vision, Strategic resource mobilization

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1 Introduction

Strategic planning has become part and parcel of this global world. Across all economic and social sectors, it has benefits arising from its full implementation. It gives both institutions and organizations a smooth run in relation to effectiveness and efficiency. The education sector has not lagged behind in achieving internal efficiency. Education in most parts of the world is viewed as a pivotal contributor to social and private investment. A high completion rate of students is used as a measure of the internal efficiency in the education sector. To achieve an internally efficient system, there is a need for provision, improvement and effective allocation of facilities and resources in educational institutions in most developed nations (OECD, 2021). In the education institutions, it was first perceived that its implementation would help them address the quality of education and efficiency in utilizing limited educational resources.

The genesis of strategic planning is linked to firms that need to enhance their productivity. The Americans started strategic planning and as such, they are the pioneers. They used strategic plans as a gateway to success in managing their business firms and educational institutions such as universities, technical institutions and other tertiary institutions. The Americans adopted strategic planning as a prudent way of managing educational

resources at various levels. Regarding resource mobilization as an indicator of strategic plan implementation, the US government saw the need to allocate a significant share of its financial resources to education, specifically targeting spending more per student.

For instance, in 2018, the government spent USD 14009 per student at both primary and secondary levels. The government devotes about 75% of total expenditure to core-educational services. This significantly positively impacts the internal efficiency of education institutions (OECD, 2021). Further, the internal efficiency of public institutions has been prioritized by many nations across the globe, for instance, in the United States of America.

In Africa, especially in Nigeria, creating internally efficient systems made many sectors embrace strategic planning, with the universities at the forefront. This was able to ensure cost-effectiveness and cost efficiency in resource management. According to UNICEF (2017), Somaliland has been in the limelight for declaring free basic (primary and secondary) public education in 2011. However, the country's economic status is low due to the government's poor mechanisms for funding.

In Kenya, the ever-changing education reforms answer questions such as: Where are the schools headed? Where do they want to go? How do they want to get to their destination? When will they get to the destination? (Mutuku & Mutuku, 2009). To emphasize the questions, the government, through Kenya Education Sector Support Programme (KESSP), saw the need for strategic planning due to its positive impact on the education system. It is against this background that strategic planning was introduced in the education sector in Kenya between 2006 and 2011. The major target was public secondary schools. The Decentralized Education Management Activity (DEMA) provided the technical support that would ensure strategic plans are implemented. Nevertheless, academic performance in public secondary schools in Kenya is declining, and the quality is also decreasing (Sidi, Kindiki & Ongeti, 2020).

In Mombasa County, public schools have not achieved significant positive changes in academic performance in KCSE and internal efficiency. In addition, there has been little effort to conduct a study to establish the role of strategic plan implementation on the internal efficiency of public schools in Mombasa County, Kenya. The current study was concerned with declining completion rates of students and academic performance in national examinations; it used the mixed method design that changed from the standard descriptive analysis. Therefore, the study sought to analyze the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

1.1 Statement of the Problem

The government of Kenya has intended to create efficient internal systems in all public secondary schools. For this reason, strategic planning pegged on mission and vision in public secondary schools is being championed to create an internally efficient system and performance-based management driven to ensure education reform. The government has also rolled out some funding programmes in secondary schools in an attempt to promote a high completion rate and a high performance in academics among learners in public secondary schools. However, there is a growing concern about the realization of secondary education goals in Mombasa County. The observed trends of KCSE performances and completion rates of students in public secondary schools over the years indicate a sustained decline compared to other parts of the country. This is also attributed to poor resource mobilization strategies, (Sidi, Kindiki & Ongeti, 2020). Studies conducted in Mombasa County have not managed to fill the gaps as identified by the researcher. The studies are not exhaustive because they singled out the current topic and are inconclusive due to the methodology used to analyze data. Because of this, the researcher sought to fill the gap by conducting a study using the mixed method design on the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

1.2 Purpose of The Study

The purpose of this study was to analyze the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

1.3 Objectives of The Study

The following objectives addressed the study:

- i) To examine the role of strategic resource mobilization on the internal efficiency of public secondary schools in Mombasa County.
- ii) To determine the strategies of resource mobilization on internal efficiency of public secondary schools in Mombasa County.

1.4 Research Questions

The following research questions guided the study:

- i) What is the role of resource mobilization on the internal efficiency of public secondary schools in

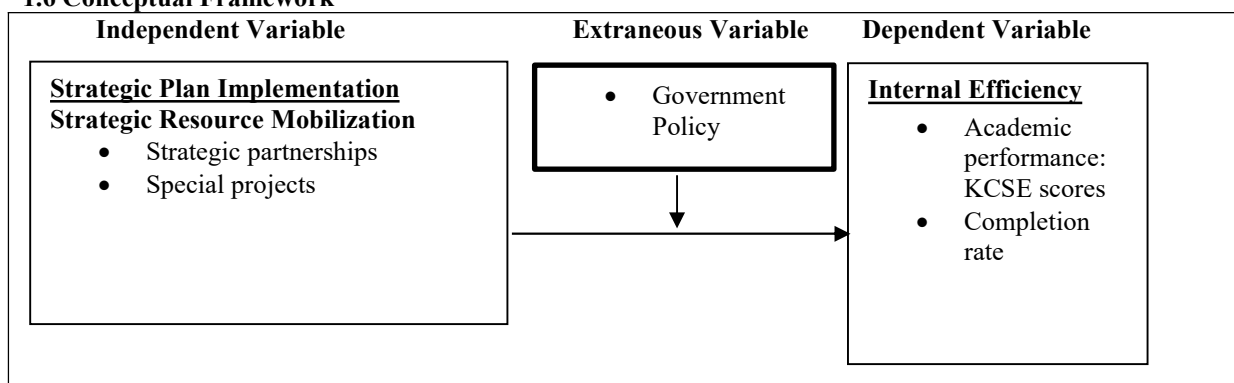
- ii) Mombasa County?
 What strategies are used to mobilize resources to achieve internal efficiency of public secondary schools in Mombasa County?

1.5 Theoretical Framework

The Resource-based theory by Penrose in 1959 will be applied to identify strategies that can be employed to gain competitive advantage. The theory states that the competitive advantage of any institution depends on how it mobilizes and utilizes the resources at its disposal. Such resources include; human power, finances, assets, capabilities, processes and attributes. Such resources should be strategically utilized to achieve efficacy in the institutions.

This theory is applicable as it answers questions school managers pose on how to keep a competitive edge through implementation of strategic plans effectively in order to achieve internal efficiency. It further fits the current study as it addresses the research questions; Thus, warranting its application as a theoretical underpinning in this study (Porter, 2008).

1.6 Conceptual Framework



Source: Researcher, 2022

Figure 1.1 A Conceptual Framework on the Relationship between Strategic Plan Implementation and the Internal Efficiency of Public Secondary Schools

2.0 An Overview of Strategic Plan Implementation on Internal Efficiency

Strategic planning has been in existence for a long time. The practice is said to have links in politics and military sectors attributed to their effectiveness and efficiency in the systems. On the other hand, the concept of efficiency originated from economics. It refers to the prime interconnection between inputs and outputs. An internally efficient education system produces a maximum output out of a minimum input without wastage like repetition and dropouts. So, efficiency in education cannot be overlooked (Onyango, Orodho & Nderitu, 2020).

In education, internal efficiency refers to the ability of an institution to graduate its students with minimum resources. In most cases, internally efficient systems aim at avoiding wastage through improper and indiscriminate allocation and utilization of resources that an institution has at a given time. An education system is termed internally efficient if there is a high completion rate of learners and students who successfully achieve high scores in KCSE and join colleges and universities. Again, if there are low dropout and repetition rates thus, low wastage rates, (Kiprop et al, 2015).

A study by Chukwumah and Ikediugwu (2015) established that in Nigerian schools, strategic plans were developed moderately. However, most urban schools had developed and implemented strategic plans fully. The schools that had implemented their strategic plans had improved performance. Further, an elaborate and effective system is vital because it ensures the success of school projects and programmes to meet the set goals and objectives. The study indicated that institutions with operational strategic plans that were fully implemented in all stages, types and levels had a high performance in all the departments and such institutions were internally efficient as corroborated by Khatete, (2018).

2.1 Strategic Resource Mobilization and Internal Efficiency

Resource mobilization is a way that institutions are strategically involved in securing new and additional resources. It may also involve the maximizing the use of available and existing resources at disposal. Resource mobilization is critical as it ensures continuity, improvement and sustainability of education institutions, (Mgaya & Onyango, 2022). The assertion by Souck and Nji, (2017) is that the issue of resources, school administration, and school curriculum management has affected students' learning progress in Cameroon schools.

They assert that the number of students who do not complete secondary education is higher in public

schools than in private secondary schools, which poses a tremendous academic concern. According to Olufemi, Adediran and Oyediran (2018), Nigeria has been experiencing challenges in its education system. The government's poor funding mechanisms have caused this due to poor resource mobilization strategies. This has negatively impacted the supply of physical, financial and human resources experience in the system.

A study conducted by Murumbakiveu et al., (2017) established that the primary cause of low student completion rate was poverty attributed to parents' inability to pay fees and poor academic performance, which eventually forced them to drop out of school because of insufficient or lack of resources. Further, a study by Aasma, (2015) and Laterite (2017), explores the causes of students' low completion rate of a particular education cycle. Further, gender stereotypes and the value families put on boys' education compared to girls discourage them hence low completion rates among girls in Rwanda schools.

This study is corroborated by Nataraja and Bright (2018), who established that most schools had challenges with resource acquisition and that an efficient and effective education system requires that resources acquired are aligned with needs to achieve internal efficiency. The current research was done in Mombasa County, establishing the role of implementing strategic plans in improving internal efficiency by targeting public secondary schools and finding out other causes and interventions for low rates of completion of students.

A study by Densford et al., (2018), indicate that there should be a broader funding base such as grants, donors, sponsors, and other funding mechanisms put in place in order to achieve institutional goals like a high performance and completion rates. This also allows the effective implementation of strategic plans. Further, their study indicated a positive correlation between strategic resource mobilization and the completion of prioritized projects. However, the study analyzed quantitative data using questionnaires only, while the current study explored the role of resource mobilization on the internal efficiency of public secondary schools in Mombasa County using a mixed method approach of data analysis.

3.0 Research Methodology

The study adopted a mixed method design where triangulation was used. It systematically integrates quantitative and qualitative data within a single investigation (Creswell & Plano, 2017). It integrated the two databases, and a comparison was made during the overall interpretation. Qualitative and quantitative data was collected concurrently, compared and related, and then merged during analysis and interpretation as posited by (Schoonenboom & Burke, 2017) see Fig 3.1

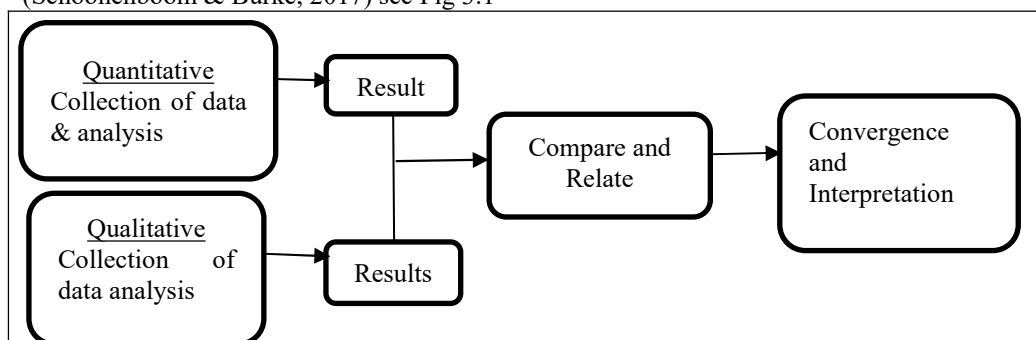


Figure 3.1 : Convergent Parallel Mixed Method
 Source: (Creswell, 2017)

3.1 Target Population

Target population refers to a group, individuals, cases, or objects the researcher wants to know more about. This may be due to some common or similar characteristics whereby the researcher can generalize the results after the study. In addition, Saunders, Lewis and Thornhill (2012) define a population as the full set of cases from which a sample is derived. The population of interest in this study included all the public secondary schools that start from form one to form four in Mombasa County. Public secondary schools were studied due to resource diversity, such as teachers.

The Category and Staff Profile of Public Secondary Schools in Mombasa

Category	No.	Principals	Teachers	BOM
National	2	2	74	2
County	9	9	119	9
Extra County	8	8	107	8
Sub County	21	21	223	21
Total	40	40	523	40

Source: Mombasa County Education Office Records (2020)

3.2 Sampling Techniques

Stratified systematic random sampling technique was applied. The schools were stratified into four categories: National, County, Extra County, and Sub County. The schools, principals, and BOM chairpersons were then randomly sampled.

3.3 Sample Size

As a general principle, it is best to have a large sample. Further, Gay, Mills & Airasian, (2006) stipulate that a sample size of at least 20% to 50% of the population is a good representation, especially for small populations, while a sample size of 10% is representative enough for large populations. Therefore, out of 40 schools, 13 principals and 12 BOM chairpersons were sampled at 30%, while 108 teachers were sampled at 20% from each stratum. The total sample to be studied is made up of 134 respondents.

3.4 Research instruments

Research instruments used to gather information during the study include questionnaires, interviews, and document analysis.

3.5 Pilot Study

The schools were stratified into categories such as national, extra county, county and sub-county schools. Three principals, six teachers, and three BOM chairpersons totaling eighteen respondents, participated in the pilot study. This is because 10% of the total sample was considered good enough for piloting (Amin, 2005);

3.5.1 Validity of the Instrument

The pilot study conducted improved face validity and content validity, (Orodho, 2009). Therefore, research instruments were submitted to university supervisors to ascertain content validity through appraisal of the tools and verification by the supervisors. Blank spaces and responses in the instruments that seemed inaccurate or inconsistent indicated weaknesses that were reviewed after piloting.

3.5.2 Reliability of the Instrument

Test-retest reliability was conducted to confirm reliability. The researcher gave 12 teachers questionnaires to fill, 3 principals and 3 BOM chairpersons were interviewed. Then after two weeks, similar instruments were re-administered to the same respondents, after which statistical tests were done to determine the reliability of the data. Cronbach's alpha test was done, and a correlation coefficient for the two tests calculated.

3.6 Data Analysis Methods

Data analysis was done both qualitatively and quantitatively applying convergent parallel mixed method design as shown in Fig 3.1. Qualitative data collected from the interview and document analysis were organized into significant patterns to create meaning. Qualitative data from the principals' interviews were subjected to inductive content analysis through coding, creating categories and abstractions to enrich the analysis and findings of the study (Elo & Kyngas 2008). The results were transcribed and put in themes before being reported thematically.

Quantitative data was subjected to descriptive and inferential analysis with data from the teachers' questionnaire. Data was coded, labeled to variables, and organized before being entered into SPSS. Tables, graphs, pie charts, frequencies, means, and percentages were used to analyze data on the implementation of strategic plans and the internal efficiency of secondary schools. The data collected was subjected to multiple correlation coefficients to establish the direction and the strength of the relationship between the independent and dependent variables (Sharma, 2018). Pearson product-moment correlation coefficient (r) was used.

Further, multiple linear regression was applied to explain scores on a criterion variable based on obtained scores on two or more predictor variables and knowledge of the relationships among all the variables.

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 \dots\dots\dots (3.1)$$

Where Y represents the dependent variable internal efficiency and represents independent variables resource mobilization, resource utilization, and stakeholder engagement respectively. Outputs of analyzed data were then presented in tables, percentages, frequencies, graphs and pie charts. A multiple regression analysis was used to establish the significance of independent variables. Analysis of Variance (ANOVA) was used to determine the variability or statistical differences between means of three or more independent groups in the data set. Finally, a one-way ANOVA was used to compare the effects of an independent variable on dependent variables.

4.0 General Information

Response Rate

In this research, 108 questionnaires were given out to teachers as respondents, and 107 of them were duly completed and returned. The 13 Principals filled out a semi-structured questionnaire while 13 BOM chairpersons

were all interviewed, which translated to 100% response. This culminates in a response rate of 99.6%, which is way above the threshold of 50% for studying, as recommended by Duncan et al., (2015). The response rate per group is given in Tables 4.1 and 4.2

Table 4.1 Response Rate (teachers)

Response	Frequency	Percentage
Responded	107	99.1
Non-response	1	0.9
Total	108	100

Out of the possible 100% turnout, 99.1% of the teachers participated in the study. Only 0.9% did not respond or submit the questionnaire to the researcher. The large number that responded was outstanding because teachers are conversant with education matters and policies relating to the education sector, where they contribute significantly and therefore formed an excellent target for the study.

Table 4.2 Response Rate (BOM and Principals)

Response	Frequency	Percentage
Responded: Principals & BOMs	26	100
Non-response	0	0
Total	26	100

Table 4.2 indicates the response rate of BOM chairpersons and principals of the schools. The response was 100% showing that every respondent was readily available and therefore participated in the study. This confirms that the respondents were willing and ready to participate by giving their contributions which would also help them evaluate themselves. The school principal's participation in the study was important since they are the ones who usually give strategic direction in their institutions through effective leadership, coordination, and management. On the other hand, the school board of management (BOM) supports the general welfare of a school. Hence their full participation as critical stakeholders added strength to the study.

Level of Education

The respondents were asked to state the highest level of their education and this were the results from respondents.

Table 4.6 Levels of Education

Highest academic level	Frequency	Proportion (%)
Diploma	10	7.5
Degree	77	57.9
Masters	46	34.6
Total	133	100%

Education is quite important since it promotes understanding of issues on the ground through gaining exposure as one rises. On the levels of education, the least respondents were Diploma holders (7.5%), Masters holders at 34.6%, and finally Bachelors holders accounting for 57.9%. Therefore, the majority of the teachers are graduates (57.4%), which is consistent with the current trend in the teaching profession in secondary schools in Kenya.

4.1 Findings of Quantitative Data

Strategic Plan Implementation

The study's first objective was to determine institutional policies' role in internal efficiency. Descriptive statistics, correlation, and regression analysis were used to measure this objective.

Descriptive Statistics

Descriptive proportions of various indicators were computed.

Table 4.8 Availability of Strategic Plan

	Frequency	Total
Yes	128	96.3%
No	5	3.7%
Total	133	100%

The respondents were asked to confirm if their schools had developed a strategic plan, and feedback was given. Table 4.8 shows that 96.3% of the schools had strategic plans, which is a good sign that the government's initiative on developing and adopting strategic plans should be done in schools. Only 3.7% did not indicate any evidence of strategic plans in their schools.

Table 4.9 Implementation of Strategic Plan

	Frequency	Total
Fully implemented	4	30.2%
Partially implemented	7	54.7%
Not implemented at all	2	15.1%
Total	13	100%

The Principals were asked about the state of implementing the strategic plans in their schools. Results of table 4.9 and figure 4.1 show that only 30.2% of the schools have fully implemented strategic plans, 54.7% only partially implemented, while 15.1% did not implement the strategic plans at all yet they had them.

Resource Mobilization and Internal Efficiency

The second task in this study was the influence of strategic resource mobilization. The sources of school resources identified in this study were government grants, loans, parents' fundraising, and donations. The results show that all schools rely on the government and parents as their only source of financial resources. Therefore, the main aim of this study's second objective was to determine the influence of resource mobilization on internal efficiency. Descriptive statistics, correlation, and regression analysis were used to measure this objective.

Descriptive Statistics

Descriptive statistics are usually brief descriptions that give a summary of data derived from the whole population or a sample of a given data set. Descriptive measures of resource mobilization were computed. These included proportions, arithmetic mean, and standard deviation.

Tables 4.21 and 4.22 present the descriptive statistics of resource mobilization. The first component was on ways through which schools acquire resources. The identified sources of resources were government grants, loans, parents, fundraising, and donations. These sources identified the most common ways schools use to mobilize resources for effective school functioning.

Table 4.21 Ways of Acquiring Resources

Ways	Frequency	Yes %	No %	Frequency
Fundraising	30	22.2	77.8	103
Donations	47	35.2	64.8	86
Government	130	98.1	1.9	3
Loans	10	7.4	92.6	123
Parents	121	90.7	9.3	23

The results obtained in Table 4.21 shows that most schools rely on government grants (98.1%) for the daily running of the schools, and parents (90.7%) also make a big share as their source of resources. About 35.2% and 22.2% rely on donations and fundraising, respectively. Loans (92.6%) are not highly considered since the schools do not want debts and payment may become a challenge. Donations (64.8%) and fundraising (77.8%) play a small role in the schools as strategies for resource mobilization. The respondents were further asked on a scale of 1 to 5 (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, and 5 strongly agree) about their perception of some components of resource mobilization. The average response was also computed and the results are presented in Table 4.22.

Table 4.22 Descriptive Results of Resource Mobilization

Category	1	2	3	4	5	Mean	Std dev
The government allocates enough resources to schools	3.7	29.6	27.8	37	1.9	3.04	0.951
The school has other means of generating its resources	3.7	5.6	29.6	53.7	7.4	3.56	0.861
The school encourages participation in resource mobilization	1.9	5.6	22.2	61.1	9.3	3.7	0.792
Overall resource mobilization	1.9	7.4	46.7	40.7	5.6	3.43	0.6748

Results from Table 4.22 show that, on average, respondents are uncertain about various elements of resource mobilization, with a mean of 3.43. This could imply that teachers were not involved in resource mobilization activities. Hence they may lack information concerning the mobilization of resources. On the other hand, the standard deviations were small enough, implying no biases (outliers) among the respondents.

Correlation Analysis between Resource Mobilization and Internal Efficiency

Pearson correlation coefficient was computed to measure the strength of the relationship between resource mobilization and internal efficiency. Table 4.23 presents the results.

Table 4.23 Correlation Coefficient Between Resource Mobilization and Internal Efficiency

	Resource mobilization	Internal efficiency	
Resource mobilization	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	N	106	106
Internal Efficiency	Pearson Correlation	.750**	1
	Sig. (2-tailed)	.000	
	N	106	106

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

Table 4.23 shows a strong positive correlation between resource mobilization and internal efficiency since the correlation coefficient between the two variables is 0.75. A correlation coefficient value of more than 0.6 is always an indication of a strong relationship. This implies that as resource increases, the internal efficiency increases.

Regression Analysis between Resource Mobilization and Internal Efficiency

A regression model was fitted between resource mobilization and internal efficiency. The results obtained are given in Tables 4.24, 4.25 and 4.26.

Table 4.24 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.555	.23704

a. Predictors: (Constant), Resource mobilization

Table 4.24 shows that 56.3% (R square) of all the variations in internal efficiency are accounted for by Resource mobilization. Other factors not in the model account for 43.7% of all the variations in internal efficiency. This further indicates a strong relationship between resource mobilization and internal efficiency.

Table 4.25 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.767	1	3.767	67.041	.000 ^b
	Residual	2.922	106	.056		
	Total	6.689	107			

a. Dependent Variable: efficiency

b. Predictors: (Constant), Resource mobilization

Table 4.25 shows that there is significant relationship between resource mobilization and internal efficiency.

Table 4.26 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.484	.169		14.724	.000
	Resource mobilization	.395	.048	.750	8.188	.000

a. Dependent Variable: efficiency

Table 4.26 shows that resource mobilization has a significant influence on internal efficiency. Keeping other factors constant, for every unit change in resource mobilization, efficiency increases by 39.5%. The resultant model is given by equation 4.1 as

$$Y_i = 2.484 + 0.395X_i \dots\dots\dots (4.1)$$

Where Y_i is the internal efficiency and X_i is the resource mobilization

It can be concluded that resource mobilization has significant influence on internal efficiency.

4.2 Findings of Qualitative Data

The Role of Strategic Resource Mobilization on Internal Efficiency

The second task in this study was the influence of strategic resource mobilization. The sources of school resources identified in this study were government grants, loans, parents' fundraising, and donations. When the

regression results were brought here, they showed that all schools rely on the government as their only source of financial resources. On the other hand, resource mobilization was found to be a critical factor in realizing internal efficiency. 98% of the respondents confirmed that the schools rely majorly on government grants. In addition, 90.7% indicated that parents have to contribute towards fees for their children. Ng'etich, Kiprop and Tanui (2019) opined that proper mechanisms for resource mobilization such as income generating activities, government grants, loans, and parents' contributions are essential. High internal efficiency is realized when there are mechanisms to enable strategic mobilization. If a school can use the resources they have to the maximum, then there is an assurance of progress, sustainability, and improvements, thereby enhancing the internal efficiency of the public schools.

The findings indicated that schools primarily relied on government funding for all respondents indicated. Strategic resource mobilization was noted to significantly impact the realization of internal efficiency in schools, as posited by Murumbakiveu et al., (2017). The schools with other mechanisms of mobilizing resources for their institutions recorded an improved academic performance indicated by the KCSE mean scores. On the other hand, those which relied on government funding alone recorded a low performance and a low completion rate of students.

Likewise, the study revealed a significant relationship between resource mobilization and internal efficiency. This finding implies that as the resource mobilization rate is high, the internal efficiency increases, and vice versa. Odenyo and Rosemary (2018) and Ayodele & Ogbiye (2018) asserted that proper resource mobilization enhances schools' internal efficiency. Parental contribution of fees for their children as a mechanism for resource mobilization is never enough. The findings show that most schools rely on the government and others on the government. Most students come from low-income families, and many do not afford to pay any levies at school.

A study by Murage and Kisaka (2020) on the influence of parental socio-economic factors on KCSE performance in Lamu West Sub county established that parental background impacts academic performance. This is because students whose parents had low-income levels performed poorly in school. After all, most of the time, such students are out of school searching for school fees, unlike students whose parents were earning performed well due to time spent in school. In conclusion, when there are poor resource mobilization and utilization ways, they adversely affect the internal efficiency of public schools. However, the finding contradicted the findings of Afolabi (2005) who concluded that no relationship existed between resource mobilization and internal efficiency.

5.0 Conclusion and Recommendations

The schools' principals and other key stakeholders should put emphasis on the full implementation of their strategic plans because the study revealed that most strategic plans are partially implemented, while others are not. This is because full implementation of strategic plans led to recording improvement in academic performance. The schools should employ more mechanisms for resource mobilization and strategic resource utilization since the findings indicate that strategic resource mobilization led to achieving the internal efficiency of public schools. Regarding the financial crisis, parents should be enlightened to take up the responsibility of financing their children's education since they are key education stakeholders. School authorities should make optimum use of available resources to improve internal efficiency. This was indicated by the results that showed most resources were available and moderately utilized. Therefore, school heads should make it a priority for all teachers to use available resources in teaching and learning processes to realize improved academic performance.

Based on the study findings and conclusions drawn, the following are some of the policy recommendations made: The Ministry of Education and other key stakeholders should emphasize the full implementation of the strategic plans because the study revealed that most strategic plans are partially implemented, while others are not. This can be done through frequent and regular visits to conduct monitoring and evaluation of the process. The government should increase capitation to cater for the 100% transition due to the upsurge of students because of the large numbers that are enrolled in secondary schools. This was indicated by the shortage of resources. The study established that students' completion rates in secondary schools was high due to the government policy on 100% transition. The government of Kenya should therefore develop a proper policy balance of equity and quality in education to realize internal efficiency.

Declaration of Competing Interests

We wish to sincerely declare that this paper has been purely developed from my PhD thesis. The research was entirely self-sponsored. We would also wish to make a declaration that no personal, business interests or affiliations to any school, company or organization that may claim party or will be affected or benefit from the research findings of this study.

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