



Influence of Monitoring and Evaluation on the Management Effectiveness of Public Senior Secondary Schools in Bureti Sub-County, Kericho County, Kenya

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Abstract: Strategic plan implementation is an important component of educational management because it provides a framework for translating institutional goals into coordinated actions, stakeholder participation, monitoring, and improved management practices. Despite the adoption of strategic planning in public senior secondary schools in Kenya, variations in institutional management effectiveness remain evident. In Bureti Sub-County, limited empirical evidence exists on the extent to which monitoring and evaluation influence institutional management effectiveness. The purpose of this study was to examine the influence of monitoring and evaluation on institutional management effectiveness of public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. The study adopted a mixed-methods approach using a descriptive correlational research design. The target population comprised principals, teachers, and Boards of Management members from 40 public senior secondary schools. Stratified random sampling was used to select respondents. A total of 326 respondents provided usable quantitative responses, comprising 37 principals, 218 teachers, and 71 Board of Management members. Findings established positive and statistically significant positive statistically significant influence on institutional management effectiveness, $\beta = 0.209$, $p < 0.05$). The study concludes that effective implementation of strategic plans through systematic monitoring and evaluation is associated with improved institutional management effectiveness in public senior secondary schools. The study recommends that monitoring reports should be prepared, reviewed and discussed by the relevant school management structures to ensure that emerging issues are identified promptly.

Keywords: Monitoring and Evaluation, Institutional Management Effectiveness, Kenya

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1. Introduction

Globally, monitoring and evaluation as a component of strategic plan implementation has become an integral component of educational governance and institutional management. Countries such as Finland, Singapore, Australia, Canada and the United States have integrated monitoring and evaluation into school leadership to

improve institutional effectiveness, accountability and organizational learning. According to UNESCO (2023), effective implementation of institutional strategies strengthens governance structures, enhances stakeholder participation and promotes continuous improvement in educational institutions. Likewise, the Organisation for Economic Co-operation and Development [OECD] (2023) reports that education systems with effective monitoring and evaluation demonstrate stronger institutional

leadership, improved resource management and better organizational performance. These findings demonstrate that successful monitoring and evaluation, rather than the existence of strategic plans alone, contributes significantly to institutional management effectiveness.

Across Africa, governments have increasingly adopted strategic management reforms to improve governance and service delivery in educational institutions. Monitoring and evaluation has become an important mechanism for strengthening institutional accountability, participatory leadership and organizational effectiveness. The World Bank (2022) notes that education reforms across Sub-Saharan Africa emphasize effective implementation of institutional strategies to improve governance, leadership and management capacity. Similarly, UNESCO (2023) observes that although many African countries have institutionalized strategic planning in schools, variations in implementation continue to affect institutional effectiveness because of differences in leadership capacity, stakeholder involvement and monitoring systems. Within East Africa, governments continue to strengthen policy frameworks that require educational institutions to formulate and implement strategic plans as part of school improvement initiatives. Strategic implementation has been recognized as a critical tool for enhancing governance, accountability, institutional coordination and evidence-based decision-making. UNESCO (2023) reports that countries in the region have made significant progress in institutionalizing strategic management practices, although implementation effectiveness differs across institutions because of disparities in leadership capacity, financial resources and stakeholder participation. The World Bank (2024) further emphasizes that strengthening implementation capacity is essential for improving institutional management and achieving sustainable education reforms across developing countries.

In Kenya, strategic plan implementation is anchored in the Constitution of Kenya (2010), the Basic Education Act (2013) and the Kenya Education Sector Strategic Plan (KESSP) 2023-2027. These policy frameworks require public secondary schools to formulate and implement strategic plans to strengthen institutional governance, accountability, participatory decision-making and efficient resource utilization. The Ministry of Education (2023) emphasizes that effective monitoring and evaluation contributes to improved institutional leadership, strengthened governance systems and enhanced management effectiveness. In addition, the Kenya Education Sector Strategic Plan recognizes monitoring and evaluation as an essential element for successful implementation of educational reforms. Within Kericho County, public senior secondary schools have increasingly embraced strategic planning as part of national efforts to strengthen educational governance and institutional

management. The Kericho County Integrated Development Plan (CIDP) 2023-2027 identifies improved educational management, institutional capacity building and strengthened governance as priorities for enhancing service delivery in the county (Kericho County Government, 2023). These priorities are consistent with the Ministry of Education's policy direction, which emphasizes monitoring and evaluation as a mechanism for improving accountability, leadership effectiveness and institutional coordination. Nevertheless, schools within the county differ in monitoring systems which suggested possible variations in institutional management effectiveness.

Within Bureti Sub-County, all public senior secondary schools are expected to implement strategic plans in accordance with the Basic Education Act (2013) and the Kenya Education Sector Strategic Plan (2023-2027). Strategic implementation is intended to strengthen institutional leadership, accountability, stakeholder collaboration, coordination of school programmes and effective utilization of institutional resources. However, differences in monitoring and evaluation practices and implementation capacity are evident across schools. Although strategic planning has become an established management requirement, there was limited empirical evidence specifically examining how goal setting, stakeholder involvement, and monitoring and evaluation influence institutional management effectiveness in public senior secondary schools in Bureti Sub-County, Kericho County. This contextual and geographical knowledge gap provided the basis for the present study, which sought to examine the influence of monitoring and evaluation on institutional management effectiveness in public senior secondary schools in Bureti Sub-County, Kericho County, Kenya.

2. Literature Review

2.1 Empirical Review

Monitoring and evaluation (M&E) is a fundamental component of strategic plan implementation because it enables educational institutions to systematically track progress, assess the achievement of strategic objectives, identify implementation challenges, and make evidence-based decisions for continuous improvement. Monitoring involves the regular collection and analysis of information regarding the implementation of planned activities, while evaluation entails the systematic assessment of the relevance, efficiency, effectiveness, impact, and sustainability of strategic interventions. In public senior secondary schools, effective monitoring and evaluation strengthen institutional accountability, improve resource utilization, support informed decision-making, and enhance the overall effectiveness of institutional

management. Bryson (2021) argues that strategic management is an iterative process requiring continuous monitoring and evaluation to ensure organizational activities remain aligned with strategic objectives. According to the author, institutions that establish robust monitoring mechanisms are better positioned to identify implementation gaps, adjust strategies, allocate resources efficiently, and improve organizational performance. Strategic management therefore extends beyond planning to include regular assessment of implementation progress and organizational learning. Bryson further emphasizes that institutions which fail to monitor implementation often experience delays, resource wastage, and poor achievement of strategic goals. This perspective demonstrates that monitoring and evaluation are indispensable elements of effective institutional management.

Globally, monitoring and evaluation have become integral components of educational governance because governments increasingly demand accountability, transparency, and evidence-based management. UNESCO (2023) reports that schools implementing structured monitoring and evaluation systems demonstrate greater institutional accountability, improved programme coordination, enhanced resource utilization, and stronger leadership effectiveness than schools lacking formal monitoring mechanisms. Similarly, the Organisation for Economic Co-operation and Development (OECD, 2023) observes that educational institutions that regularly review strategic targets and evaluate implementation outcomes are more likely to achieve institutional objectives because timely feedback supports continuous organizational improvement. Bryson, Crosby and Bloomberg (2022) concluded that educational institutions with effective monitoring systems demonstrated stronger governance, better coordination of institutional programmes, and greater stakeholder confidence because management decisions were informed by reliable performance information.

Within Europe, Schmidt and Braun (2022) found that schools conducting regular monitoring of strategic plans experienced improved institutional learning, enhanced administrative efficiency, and stronger accountability. However, the researchers reported that ineffective data management systems and limited technical capacity reduced the effectiveness of monitoring and evaluation in some institutions. The study concluded that successful monitoring depends not only on collecting information but also on analysing findings and integrating them into management decisions. Across Africa, educational reforms have increasingly emphasized monitoring and evaluation as essential mechanisms for improving governance and institutional performance. The World Bank (2022) reports that schools implementing comprehensive monitoring

systems demonstrate greater transparency, improved financial accountability, and stronger institutional management than schools with weak monitoring practices. Nevertheless, many educational institutions continue to experience inadequate technical capacity, limited financial resources, and weak institutional frameworks that undermine effective monitoring and evaluation.

In South Africa, Mokoena and Hlatshwayo (2023) established that schools conducting routine monitoring of strategic implementation demonstrated improved programme coordination, better financial management, and stronger institutional accountability. The researchers noted that continuous feedback enabled school leaders to respond promptly to emerging challenges and improve implementation effectiveness. However, insufficient training of school managers and inadequate performance indicators limited the effectiveness of monitoring systems in some schools. In Nigeria, Adeyemi and Oladipo (2022) found that schools implementing structured monitoring and evaluation systems experienced improved administrative efficiency, prudent financial management, and enhanced institutional effectiveness. The researchers concluded that regular review of strategic implementation strengthened managerial accountability and improved coordination among various school departments. However, inadequate financial resources and weak institutional support remained significant barriers to effective implementation of monitoring systems.

Within East Africa, governments continue to strengthen monitoring and evaluation frameworks to improve educational management. UNESCO (2022) reports that schools in Uganda, Tanzania, and Rwanda conducting systematic monitoring of strategic plans demonstrate stronger institutional governance, improved programme implementation, and increased accountability. Nevertheless, many schools continue to rely on irregular monitoring practices that provide limited information for effective managerial decision-making. In Kenya, monitoring and evaluation are recognized as essential components of educational planning under the Basic Education Act (2013), the Kenya Education Sector Strategic Plan (2023–2027), and Ministry of Education policy guidelines. These policy frameworks require schools to establish monitoring mechanisms, conduct periodic reviews of strategic plans, and use performance information to improve institutional management. The Ministry of Education (2023) emphasizes that continuous monitoring promotes accountability, strengthens resource management, and supports evidence-based decision-making within educational institutions. Ngugi and Kinyua (2021) established that schools implementing regular monitoring systems achieved better coordination of institutional programmes and improved strategic

implementation than schools lacking structured monitoring mechanisms.

Within Kericho County, County Directorate of Education reports indicated that schools conducting regular monitoring of strategic activities generally demonstrated stronger governance, improved financial accountability, and more effective implementation of institutional programmes. However, disparities remained because some schools conducted monitoring irregularly, fail to document implementation progress, or rarely used monitoring findings to improve institutional management. Consequently, implementation effectiveness differs considerably across schools within the county. In Bureti Sub-County, public senior secondary schools were expected to monitor implementation of their strategic plans through departmental reviews, Board of Management meetings, financial audits, and performance assessments. Nevertheless, anecdotal evidence suggested considerable variation in the frequency, quality, and utilization of monitoring information across schools. While some institutions regularly reviewed implementation progress and use findings to strengthen management decisions, others undertook monitoring primarily to satisfy administrative requirements. Such differences might have significantly influenced accountability, coordination of school programmes, resource utilization, and institutional management effectiveness. Despite this, empirical studies examining the influence of monitoring and evaluation on institutional management effectiveness in public senior secondary schools in Bureti Sub-County remained limited. Literature reviewed led to the development of the following hypothesis statement:

H₀₁ Monitoring and evaluation have no statistically significant influence on the management

effectiveness of public senior secondary schools in Bureti Sub-County, Kericho County, Kenya.

3. Methodology

This study adopted a mixed-methods research methodology, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the influence of strategic plan implementation on institutional management effectiveness in public senior secondary schools. The quantitative component of the study employed a descriptive correlational research design. The study was conducted in Bureti Sub-County, Kericho County, Kenya. Bureti Sub-County is one of the administrative sub-counties in Kericho County and has forty (40) public senior secondary schools distributed across six educational zones. The target population for this study comprised principals, teachers, and members of the Boards of Management (BoMs) in all the forty (40) public senior secondary schools in Bureti Sub-County, Kericho County. According to the Bureti Sub-County Education Office (2026), the target population consists of 40 principals, 600 teachers, and 100 Board of Management members, giving a total target population of 740 respondents. This study employed stratified random sampling to ensure adequate representation of respondents from all public senior secondary schools in Bureti Sub-County. After stratification, simple random sampling was used to select teachers and BoM members from each stratum. Since the number of principals is relatively small (40), a census approach was adopted, whereby all principals were included in the study. The sample size for teachers and members of the Boards of Management was determined using Yamane's (1967) formula, $n = N / (1 + N(e^2))$ where n is the Sample size, N is Target population and e is the Level of precision (0.05) as shown in Table 1.

Table 1: Sample Size Distribution

Zone	No. of Schools	Principals	Teachers	BoM Members
P	10	10	60	21
Q	8	8	48	13
R	7	7	32	13
S	5	5	40	11
T	5	5	28	11
U	5	5	32	11
Total	40	40	240	80

Data for this study was collected using three instruments: structured questionnaires, semi-structured interview guides, and a document analysis guide. Content validity was established through expert review. The research instruments were pilot-tested in two public senior secondary schools in Transmara East Subcounty, Kenya. To determine the reliability of the questionnaire, a pilot study was conducted in two public senior secondary

schools outside Bureti Sub-County. These schools were not included in the main study. Internal consistency reliability was determined using Cronbach's Alpha coefficient. The recommendation of Nunnally and Bernstein (1994) is that a reliability coefficient of 0.70 or above is considered acceptable for each construct in a research study. Data collected through the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) Version

26. Both descriptive and inferential statistics, while qualitative data obtained from interviews and document analysis was analyzed using thematic analysis. Descriptive statistics were used to summarize respondents' demographic characteristics and responses to the study variables. Frequencies, percentages, means, and standard deviations were computed and presented using tables where appropriate.

Inferential statistics was used to test the study hypothesis and determine the influence of M&E on institutional management effectiveness. Pearson Product-Moment Correlation Analysis was used to determine the strength and direction of the relationship between monitoring and evaluation, and institutional management effectiveness. Simple linear regression analysis was then conducted to determine the extent to which the independent variables jointly and individually predict institutional management effectiveness. The regression model for the study was expressed as: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$ where Y is Institutional Management Effectiveness, β_0 is Constant (intercept), β_1 is Regression coefficient, X_1 is Monitoring and Evaluation, ε

is the Error term. Qualitative data obtained from interviews and document analysis were transcribed, organized, coded, and analysed thematically. The findings were grouped into themes based on the study objectives and used to complement and explain the quantitative results. Selected verbatim quotations from interview participants were presented where appropriate to enrich the interpretation of the findings. The analysed data was presented using frequency tables, percentages, means, standard deviations, correlation matrices, regression tables, and narrative descriptions to facilitate interpretation and discussion of the findings.

4. Results & Discussion

The response rate was 90.8% where 218 teachers out of the 240 were able to respond to the questionnaires as shown in Table 2.

4.1 Response Rate

Table 2: Response Rate

Category	Questionnaires issued	Questionnaires returned	Response rate
Teachers	240	218	90.8%

The response rate was high as it was above 80% which is sufficient for data analysis. The study had sought to understand the demographic information of the teachers which included gender, teaching experience, highest

qualification, and designation. The results were presented in Table 3.

4.2 Demographic Information

Table 3: Demographic information

		Frequency	Percent
Teachers (n=218)			
Gender	Male	144	66.1
	Female	74	33.9
Teaching experience	Below 5 years	52	23.9
	5-10 years	83	38.1
	11-15 years	56	25.7
	Above 15 years	27	12.4
Highest qualification	Diploma	20	9.1
	Degree	160	73.4
	Masters' degree	38	17.4
Designation	Teacher	108	49.5
	Head of Department	67	30.7
	Deputy principal	6	2.8
	Senior teacher	37	17.0

The study had also sought to know the distribution of teachers by gender and established that 66.1% were male

while 33.9% were female. This implies that both genders participated in the study which enhanced diversity of

opinions and thus improved the quality of the study. On distribution of teachers by teaching experience, 23.9% had teaching experience of below 5 years, 38.1% between 5 and 10 years, 25.7%, 11-15 years and 12.4% above 15 years. This implies that all the teachers had teaching experience that could help them provide the information on strategic plan implementation and institutional management effectiveness of public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. On highest qualification, 9.1% had diploma, 73.4% degree and 17.4% masters; degree. This that all the respondents were educated and therefore were in a position to understand and provide accurate information on strategic plan implementation and institutional management effectiveness of public senior secondary schools. On designation, 49.5% were teachers, 30.7% heads of department, 2.8% deputy principals and 17.0% senior teachers. This implies that the respondents were either teachers, heads of department, deputy principals or senior

teachers. This implies that diversity of opinions was enhanced which improved the quality of the study findings.

4.3 Descriptive statistics

4.3.1 Monitoring and Evaluation on The Management Effectiveness

The objective of the study was to evaluate the influence of monitoring and evaluation on the management effectiveness of public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. The study also sought to find out from the teachers, their opinion on monitoring and evaluation and institutional management effectiveness in public senior secondary schools. The results were presented in Table 4.

Table 4: Teachers responses on M&E (n=218)

Statements		S. D	D	U	A	S. A	Mean	Std. Dev
Strategic plan implementation is monitored regularly.	F	34	29	27	94	34	2.40	1.49
	%	15.6	13.3	12.4	43.1	15.6		
Teachers receive feedback from monitoring and evaluation activities.	F	27	34	34	80	43	2.50	1.48
	%	12.4	15.6	15.6	36.7	19.7		
Monitoring results are used to improve school management.	F	34	26	22	78	58	2.63	1.45
	%	15.6	11.9	10.1	35.8	26.6		
Progress towards strategic goals is evaluated periodically.	F	26	29	27	71	65	2.42	1.37
	%	11.9	13.3	12.4	32.6	29.8		
Monitoring promotes accountability in the school.	F	21	34	27	56	80	2.42	1.45
	%	9.6	15.6	12.4	25.7	36.7		
Corrective measures are taken after evaluation.	F	26	29	34	100	29	2.33	1.48
	%	13.3	11.9	15.6	45.9	13.3		
Monitoring and evaluation improve institutional management effectiveness.	F	29	29	26	51	83	2.55	1.34
	%	13.3	13.3	11.9	23.4	38.1		
Aggregate values							2.46	1.44

The study had sought to determine whether strategic plan implementation is monitored regularly, 58.7% of the teachers agreed, 28.9% disagreed and 12.4% neither agreed nor disagreed. A mean of 2.40 and a standard deviation of 1.49 were recorded. This implies that majority of the respondents opined that strategic plan implementation is monitored regularly. The study by Wotela (2021) also established that strategic plan implementation is monitored regularly. On whether teachers receive feedback from monitoring and evaluation activities, 56.4% agreed, 28% disagreed and 15.6% neither agreed nor disagreed. A mean

of 2.50 and standard deviation of 1.48 were recorded. This implies that majority of the respondents enunciated that the teachers receive feedback from monitoring and evaluation activities. The study by Nweke (2021) also established that teachers receive feedback from monitoring and evaluation activities. On whether monitoring results are used to improve school management, 62.4% agreed, 27.5% disagreed and 10.1% neither agreed nor disagreed. A mean of 2.63 and a standard deviation of 1.45 were recorded. This implies that majority of the respondents revealed that monitoring results are used to improve school

management. The study agrees with that of Ndungu et al. (2021) that monitoring results are used to improve school management. In regards to whether progress towards strategic goals is evaluated periodically, 62.4% agreed, 25.2% disagreed and 12.4% undecided. A mean of 2.42 and a standard deviation of 1.37 were recorded. This implies that majority of the respondents agreed that progress towards strategic goals is evaluated periodically. The study agrees with that of Rumenya and Kisimbi (2020) that progress towards strategic goals is evaluated periodically in public schools.

In relation to whether monitoring promotes accountability in the school, 62.4% agreed, 25.2% disagreed and 12.4% neither agreed nor disagreed. A mean of 2.42 and a standard deviation of 1.45 were recorded. This implies that majority of the respondents revealed that monitoring promotes accountability in the schools. The study agrees with that of Javed et al. (2021) that monitoring promotes accountability in the schools. On whether corrective measures are taken after evaluation, 59.2% agreed, 25.2% disagreed and 15.6% neither agreed nor disagreed. A mean of 2.33 and a standard deviation of 1.48 were recorded. This implies that majority of the respondents agreed that corrective measures are taken after evaluation. The study is in agreement with that of Mahnaz et al. (2023) that corrective measures are taken after evaluation. In relation to whether monitoring and evaluation improve institutional management effectiveness, 61.5% agreed, 26.6% disagreed and 11.9% neither agreed nor disagreed. A mean of 2.55 and a standard deviation of 1.34 were recorded. This implies that majority of the respondents revealed that monitoring and evaluation improve institutional

management effectiveness. The study by Datahan (2020) also established that monitoring and evaluation improve institutional management effectiveness. Overall, the aggregate mean was 2.46 and the standard deviation was 1.44 which implies that majority of the respondents revealed that monitoring and evaluation affects institutional management effectiveness in public senior secondary schools. Majority of the respondents stated that;

“Establishment of goals that are clear, use of digital tools for learners’ attendance tracking and score in tests, teacher training on use of data, conducting class observations regularly and involvement of parents and staffs in review meetings can help improve monitoring and evaluation in schools.”

Secondary data drawn from monitoring and evaluation reports revealed that monitoring procedures, evaluation findings and recommendations were available. Monitoring and evaluation was highly valued which implies that it had a significant impact on institution management effectiveness.

4.3.2 Institutional Management Effectiveness

The dependent variable was institutional management effectiveness in public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. The study also sought to find out from the teachers their opinion on institutional management effectiveness in public senior secondary schools. The results were presented in Table 5.

Table 5: Teachers’ response on Institutional Management Effectiveness(n=218)

Statements		S. D	D	U	A	S. A	Mean	Std. Dev
School leadership is effective.	F	29	29	21	52	87	2.52	1.34
	%	13.3	13.3	9.6	23.9	39.9		
Decision-making in the school is transparent and timely.	F	21	29	29	56	83	2.50	1.36
	%	9.6	13.3	13.3	25.7	38.1		
School programmes are well coordinated.	F	29	34	21	47	87	2.61	1.37
	%	13.3	15.6	9.6	21.6	39.9		
School resources are effectively utilized.	F	29	29	26	105	29	2.29	1.49
	%	13.3	13.3	11.9	48.2	13.3		
Staff work collaboratively to achieve school objectives.	F	27	26	29	58	78	2.48	1.33
	%	12.4	11.9	13.3	26.6	35.8		
Accountability is promoted in school management.	F	27	29	26	107	29	2.28	1.50
	%	12.4	13.3	11.9	49.1	13.3		
Strategic plan implementation has enhanced institutional management effectiveness.	F	26	29	29	105	29	2.28	1.47
	%	11.9	13.3	13.3	48.2	13.3		
Aggregate values							2.42	1.41

Table 5 reveals that 63.8% agreed that School leadership is effective, 26.6% disagreed and 9.6% undecided. A mean of 2.52 and standard deviation of 1.34 were recorded. This implies that majority of the respondents agreed that school leadership is effective. On whether decision-making in the school is transparent and timely, 63.8% agreed, 22.9% disagreed and 13.3% neither agreed nor disagreed. A mean of 2.50 and standard deviation of 1.36 were recorded. This implies that majority of the respondents agreed that decision-making in the school is transparent and timely. The study by Austin and Reynolds (2020) also established that decision-making in public schools is transparent and timely. In regards to whether the school programmes are well coordinated, 61.5% agreed, 28.9% disagreed and 9.6% undecided. A mean of 2.61 and standard deviation of 1.37 were recorded. This implies that majority of the respondents agreed that School programmes are well coordinated. The study agrees with that of Cameron (2020) that school programmes in public senior schools are well coordinated. On whether School resources are effectively utilized, 61.5% agreed, 26.6% disagreed and 11.9% undecided. A mean of 2.29 and standard deviation of 1.49 were recorded. This implies that majority of the respondents agreed that school resources are effectively utilized. The study agrees with that of Stoll and Fink (2024) that school resources are effectively utilized in public senior schools. In regards to whether Staff work collaboratively to achieve school objectives, 62.4% agreed, 24.3% disagreed and 13.3% undecided. A mean of 2.48 and standard deviation of 1.33 were recorded. This implies that majority of the respondents agreed that Staff work collaboratively to achieve school objectives. The study by

Arar and Nasra (2020) also established that staff work collaboratively to achieve school objectives.

The study was also interested in knowing whether accountability is promoted in school management, 62.4% agreed, 25.7% disagreed and 11.9 neither agreed nor disagreed. A mean of 2.28 and standard deviation of 1.50 were recorded. This implies that majority of the respondents agreed that accountability is promoted in school management. The study agrees with that of Mortimore (2023) that in public senior schools, accountability is promoted in school management. On whether Strategic plan implementation has enhanced institutional management effectiveness, 61.5% agreed, 25.2% disagreed and 13.3% undecided. A mean of 2.28 and standard deviation of 1.47 were recorded. This implies that majority of the respondents agreed that strategic plan implementation has enhanced institutional management effectiveness. The study by Cheng (2021) also found similar results that strategic plan implementation has enhanced institutional management effectiveness. Overall, the construct recorded an aggregate mean of 2.42 and a standard deviation of 1.41.

4.4 Document Analysis Guide

The document analysis results corroborated the questionnaire and interview findings, providing documentary evidence that strategic plan implementation through goal setting, stakeholder involvement, and monitoring and evaluation was reflected in actual school management practices. This strengthened the credibility of the study through triangulation of data sources.

Table 6: Summary of Document Analysis Findings

Document reviewed	Evidence verified	Document analysis finding
School Strategic Plans	Vision, mission, strategic goals and objectives	Evidence of institutional strategic goals and objectives was available in the strategic planning documents.
Strategic Plan Implementation Reports	Progress in implementation of strategic activities	Implementation activities and progress towards institutional priorities were documented.
Monitoring and Evaluation Reports	Monitoring procedures, evaluation findings and recommendations	Monitoring procedures, evaluation findings and recommendations were available, providing evidence of systematic monitoring and evaluation.
Board of Management Minutes	Stakeholder participation and strategic decisions	The minutes showed stakeholder participation in strategic decisions and involvement in matters relating to strategic plan implementation.

Annual School Reports	Institutional management practices	Annual school reports contained documented evidence of institutional management practices.
School Improvement Plans	Institutional development priorities	School improvement priorities were documented and linked to institutional development activities.
Departmental Reports	Implementation of planned activities	Departmental activities and implementation of planned programmes were documented.
Resource Utilization Reports	Budget implementation and resource management	Records provided evidence concerning institutional resource management and utilization.

Inferential statistics

Correlation analysis

Correlation analysis was conducted to ascertain the direction, strength and nature of relationship between the study variables and the results were provided in Table 7.

Table 7: Correlation analysis

n=326		Institutional management effectiveness	M&E
Institutional effectiveness	management	Pearson Correlation	
		Sig. (2-tailed)	1
M&E		Pearson Correlation	.827*
		Sig. (2-tailed)	.000

*. Correlation is significant at the 0.05 level (2-tailed).

Table 7 reveals that there is a positive strong and significant relationship between monitoring and evaluation and institutional management effectiveness ($r=0.827$, $p=0.000$). The finding corroborates that of Mokoena and Hlatshwayo (2023) that there is a positive strong and significant relationship between monitoring and evaluation and institutional management effectiveness.

Regression Analysis

This section presents regression analysis results which include model summary, ANOVA and regression coefficient results. Model summary results were presented in Table 8.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932 ^a	.869	.868	2.43899

a. Predictors: (Constant), M&E

Table 8 reveals that monitoring and evaluation had a strong relationship with institutional management effectiveness ($R=0.932$). The Table also shows that 86.9% of the

variance in institutional management effectiveness was explained by monitoring and evaluation. ANOVA results were presented in Table 8.

Table 8: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12547.531	1	4182.510	675.588	.000 ^b
	Residual	1993.475	324	6.191		
	Total	14541.006	325			

a. Dependent Variable: Institutional management effectiveness

b. Predictors: (Constant), M&E

The value of F test was $F(3, 324) = 675.588$, $p < 0.05$.
This implies that the model was fit for the study and could

be adopted to predict institutional management effectiveness.
Regression coefficients were presented in Table 9.

Table 9: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	4.334	.605		7.161	.000
	M&E	.209	.119	.186	1.761	.000

a. Dependent Variable: Institutional management effectiveness

As per the results in Table 9, the simple linear regression model based on the regression coefficients was as follows;
 $Y = 4.334 + 0.209X_1$

Where Y is institutional management effectiveness, X_1 is monitoring & evaluation. According to the results, a unit increase in goal setting, stakeholder involvement and monitoring & evaluation had 0.209 units change in institutional management effectiveness respectively. The null hypothesis was rejected and the alternative was accepted ($\beta_3 = 0.209$, $p = 0.000 < 0.05$). This implies that monitoring & evaluation had a positive significant influence on institutional management effectiveness in public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. The finding corroborates that of Wekesa and Sang (2024) that monitoring & evaluation had a positive significant influence on institutional management effectiveness in public senior secondary schools. Monitoring and evaluation that is effective, goes along improving how schools are managed and hence enhancement of effectiveness.

5. Conclusion and Recommendations

The study concludes that monitoring and evaluation had a positive and significant influence on institutional management effectiveness in public senior secondary schools in Bureti Sub-County, Kericho County, Kenya. Regular monitoring of school programmes and periodic evaluation of progress provide information that can be used to identify implementation gaps and guide management decisions. The preparation and discussion of monitoring reports, provision of feedback to teachers and the use of

evaluation findings for corrective action contribute to continuous improvement in school management. The participation of the Board of Management in reviewing progress and using monitoring findings in its decisions further strengthens the implementation of the strategic plan. School management should strengthen systematic monitoring and periodic evaluation of strategic plan implementation. Monitoring reports should be prepared, reviewed and discussed by the relevant school management structures to ensure that emerging issues are identified promptly. Evaluation findings should be translated into appropriate management actions and used to improve institutional planning and implementation. Teachers should receive timely feedback from monitoring and evaluation activities to facilitate follow-up. The Board of Management should also use monitoring reports and evaluation findings when reviewing strategic plan implementation and making decisions. Where implementation gaps are identified, corrective measures should be instituted and followed up to determine their effectiveness. Further research should examine other dimensions of strategic plan implementation that were not covered in the present study, such as action planning, role assignment, institutional alignment and resource allocation. This would provide a broader understanding of how different aspects of strategic plan implementation contribute to institutional management effectiveness in public senior secondary schools.

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