FACTORS DETERRING EFFECTIVE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU EAST DISTRICT

BY

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DECEMBER 2009
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Declaration

This project is my original work and has not been presented for a degree in any other university.

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Dedication

To my husband Steve, daughter Olivia, son Eddy and all family members who encouraged and supported me in all ways from conceptualization to completion of this work.
Acknowledgement

I wish to acknowledge my supervisors Dr. Norbert Ogeta and Mr. Kiranga Gatimu who greatly contributed to the accomplishment of this research project.

Special thanks go to my supervisors and my family members who encouraged and supported me morally, spiritually and financially. Much gratitude goes to all the head teachers, members of Boards of Governors, PTA members and heads of department of the sampled schools for their cooperation in filling the questionnaires.

May the LORD bless them all.
### Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AGM</td>
<td>Annual General Meeting</td>
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<td>BoGs</td>
<td>Board of Governors</td>
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<td>CEO</td>
<td>Chief Executive Officer</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>DEO</td>
<td>District Educational Officer</td>
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<td>HODs</td>
<td>Heads of Departments</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>ROI</td>
<td>Return On Investment</td>
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<td>SDP</td>
<td>School Development Plan</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<tr>
<td>TQM</td>
<td>Total Quality Management</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>WSD</td>
<td>Whole School Development</td>
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Abstract

The purpose of this study was to determine the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East District. The objectives of the study were a) To establish the state of school development planning practices in secondary schools, b) To find out who had the responsibility over the planning process in the schools, c) To determine the role of the head teachers in the planning and implementation of the development plan in schools, and d) To identify issues and challenges faced by the school managers in developing and implementing the plans. The study adopted a descriptive survey design and a random sample of 14 schools was selected for study. Questionnaires were used to collect data from the head teachers, BoG/PTA members and HODs. The researcher also used an observation schedule to collect primary data. Quantitative data from the field was analyzed using descriptive statistics such as frequencies and percentages. Qualitative data was analyzed by putting the responses under themes consistent with the research objectives. Up to 88% of the school heads had ever attended education management in-service courses. It emerged that all the 14 schools had a motto, a vision statement and a mission statement while 75% of the respondents formulated development plans in their school. Up to 62% of the schools gathered information from the environment for planning purposes while the same 62% made an assessment of the weaknesses or strengths of the school in their planning. 100% of the respondents reported that development planning enhanced the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils. 100% of the respondents cited that it enabled the school to specify resources requirement and to target available resources towards meeting priority needs. Up to 88% of the respondents reported that they considered the Strengths, Weaknesses, Opportunities and Threats (SWOT) for their school as well as considering finances and funds required to implement the development plans. Incomplete projects were considered by 88% of the respondents with the aim of prioritizing them before new ones are brought on board. The 14 schools consulted extensively with their parents and BOG members on their development plans. Parents were consulted about, or informed of, the work which the school was doing in relation to development planning. In 88% of the schools, PTA members were consulted while in 75% of the schools, teachers were consulted. With regards to adequacy of physical facilities in schools, 63% of the schools had adequate classrooms and dormitories while 12% had adequate sanitation, dormitories and halls. Land size was fairly adequate in 63% of the schools. 100% of the heads reported playing the role of initiating the planning process under the direction of the BOG and establishing planning structures. Up to 88% of the respondents reported that they ensured that the school has a motto, vision, mission and objectives that were effectively communicated and understood by the entire school community. Regarding the main barriers to effective implementation of schools development plans, 100% of the respondents cited lack of adequate planning skills, inadequate funds and financial constraints. Lack of in-service training on educational management was identified by 63% of the respondents as a hindrance. Recommendations were based on implementing in-service courses on educational management for the head teachers, increasing participation in development planning and improving the schools financial base through diverse income generating projects.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The necessity for school improvement and the evolving mission of effective schools has become more and more pervasive in the field of education since the 1970s (Pashiardis, 2000). Scholars and effective schools advocates have claimed that, by focusing on key educational processes such as instructional methods, classroom organization and climate or culture, some school characteristics can be identified that have direct correlation to students' achievement. Many studies have been undertaken on the effective school management. Through an investigation of the internal operations in certain schools they identified certain factors, which helped to enhance student achievement and also contributed to improving school effectiveness (Campo, 1993).

Specifically, researchers differentiated effective schools from ineffective ones by considering certain factors. Researchers have consistently identified those factors as the characteristics of effective schools, namely: instructional leadership, teacher behaviour, parental/community involvement, and continuous assessment on student progress, and so on (Lezotte and Jacoby, 1990).

One factor that stands out as a key determinant of school success is effective planning. Successful planning efforts produce many benefits. Bryson (1995) identified several benefits:
• The promotion of strategic thought and action. Strategic thought is based upon data gathered about the institution. Systematic information gathering will result as a benefit of planning;

• Improved decision-making.

• Improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works toward resolution of the issues facing it.

Schraeder (2002) argued that planning can help an organization to clarify future direction, establish priorities, diversify its products or services, and deal effectively with rapidly changing circumstances. In this era of globalization when the world is undergoing many rapid changes in all fields, the operational environment in which many organizations operate is no longer stable and predictable. Planning then can provide an operational framework that can enable organisations to effect change and gain competitive advantage, as Navarro and Gallardo (2003) claimed, ‘in the world today, organizations that are determined to survive and maintain a sustainable competitive advantage must adapt themselves rapidly to continuous change.’

In more developed countries like Australia, New Zealand, the UK and Canada, school-based management was introduced in the 1980s and 1990s. Communities, through elected bodies variously called boards, councils or committees, set school policy, approve curricula, appoint or participate in the appointment of principals and create school development plans. In Asia, Hong Kong introduced school-based management in
the early 1990s, followed by Thailand and Malaysia. In Indonesia, the National Education Ministry introduced school-based management in the late 1990s (Bengoteku and Heyward, 2007).

In some parts of Central America, the policy has been taken further still. Community-managed schools established in El Salvador, Guatemala, Honduras and Nicaragua in the mid-90s were given wide powers. In addition to setting school policy and managing the schools’ financial resources, school councils hire and fire teachers. In Nicaragua, school councils in some rural schools not only appoint the staff but also establish incentives for teachers, collect school fees, design curriculum, select textbooks and allocate budgets (Plomp and Thijs, 2003).

In Indonesia, after the 2003 Education Law was introduced, a policy of school-based management was formally adopted for the 216,000 public and private schools, and madrasah (Islamic schools). In theory, this means that principals now manage their schools as autonomous units within the national education system, with parents and community members governing schools through representative school committees. In practice, a wide variety of models operates, ranging from schools with nominal school committees, which meet annually to sign off on a budget, to those with fully functioning committees that routinely participate in the school governance (Bengoteku and Heyward, 2007).
In Africa, Ghana adopted the concept of Whole School Development (WSD) which seeks to promote the following: a) Child-centered primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms; b) Community participation in education delivery; c) Competencies of teaching and learning through school-based in-service training; d) Participatory planning and resource management at school and district levels; and e) Improve efficiency in resource management (Ghana Education Service, 2004). At the heart of the WSD process in Ghana is the provision of support to head teachers and teachers to improve the quality of teaching and learning in schools. Akyeampong (2005) notes that WSD in Ghana is having the kind of impact expected from a school improvement initiative focusing its efforts on decentralized decision-making to enhance local community participation in school development, leadership training for head teachers, school infrastructure, local government support and capacity building to improve the quality of education.

In South Africa, Chinsamy (2002) notes that after transition from apartheid, there was much interest from different educational constituencies in finding out the characteristics of effective and improving South African schools. A number of school development, school effectiveness, and school improvement initiatives were initiated, both by the government utilizing donor funding, and by nongovernmental organizations. The programmes touched different aspects of school life in individual schools - school management, teacher development in subject content and teaching methodology, learner assessment, and organizational development. However, studies of school development projects in South Africa have revealed that they have not had a significant impact on

Chinsamy (2002) suggests that one of the main reasons for the relative failure of these projects in South Africa, despite their good intentions and excellent content in many cases, was the implementation of single change programmes or the lack of integration of many programmes initiated in schools. In addition, it was generally found that those schools that did make improvements in some aspects, and whose learners subsequently improved their performance, could not maintain that improvement in subsequent years consistently. Many of these projects, aside from having single change programmes, tended to be “supply-push” interventions, either focusing on inputs or on improved schools processes and that was natural; they generally did not focus on “demand-side” and on accountability for final results. They were based on the notion that there was some input or process deficit, and that fixing that deficit would more or less automatically lead to better final results.

In Kenya, the Kenya Education Master Plan for Education and Training 1997-2010 (Republic of Kenya, 1998) argues that quality is not mere passing of examinations or certification, but the development of independent, analytical, creative potential of the individual, including critical imagination, spiritual and ethical values. This implies standard agreed criteria for assessment. Saitoti (2003) posited that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, conducive learning environments, the quality of teaching force assessment and monitoring of learning achievements. Saitoti
(2003) concurs with the Master Plan’s view that quality education should shift from merely passing exams to encompass the discovery of talents, development of analytical, cognitive and creative potential. This is enhanced by efficient and effective management and prudent utilization of resources.

Galabawa (2003) observed that issues related to quality and relevance of education in Kenya is nebulous. He argues that the sources of quality improvement may be traced to the sense of competition and the pride institutions and schools whose students do well feel on finding themselves doing better than their rivals in performance. At tertiary level, there is often pressure exerted on every institution based upon the demand for the graduates in the formal employment sector. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set of criteria ensuring that the education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes.

School planning has also been shown to have serious implications on sanitation and hygiene. Sanitation, hygiene and education are Millennium Goals to be realized while protecting the environment. Yet, as Dierkx (2004) found out, Kenya’s urban conditions create hurdles for children to get quality education, and form barriers to school planning. Most schools in urban areas do not meet basic standards of health and inspection rarely takes place (Daily Nation, 2000). According to Dierkx (2004), authorities are biased to ‘modern’, expensive, building methods; use of sustainable methods is marginal; architects and building code form barriers even if energy efficient and affordable options are available.
There is lack of consultation and participation in communities. Top-down approaches are used in school planning, and innovation of climate/cultural-fit and cost-effective school plans is lacking. According to Dierkx (2004), the plans mostly from 1970/1980s have not been adapted to improve on energy-efficiency, cost-effectiveness, aesthetics, flexibility and adoptability to suit current learning systems, and comfort of the users. Yet, the government acknowledges a need for better school environments. A Commission of Inquiry on Kenya’s Education System (Republic of Kenya, 1999) attributed declining standards of education in part to poor school environments. These barriers influence the quality of learning and school environments.

Most schools in Kiambu East District have development plans that are well formulated and documented. It is a ministerial requirement that all schools formulate development plans with a time frame of 3-5 years and draw action plans for each year. According to the District Education Office, it has been established that some schools rarely develop plans for their development projects, they initiate projects without the consent of the District Education Board (DEB). This has led to some schools being characterized with inverted priorities, incomplete (white elephants) and dilapidated structures. Consequently, parents are subjected to pay inflated development funds hence resulting to high drop out rates of students because of the high fee. Due to lack of realistic development plans, school administrators are being implicated with misappropriation of funds since budgets are never strictly adhered to. Some schools have continuously registered very low academic performance as a result of poor planning.
The District Education Board has therefore come up with some requirements before a school development project is approved.

- A school must present a detailed budget for the project
- A detailed project description and its rationale
- Minutes for the BoG executive meeting on the project proposal
- Minutes for the full BoG meeting for its approval
- Minutes for the PTA on the project approval
- Minutes and list of attendance for the parents Annual General Meeting (AGM) to approve the project

This study will therefore be relevant as it will assess the challenges faced by school managers in developing and implementing the plans. It will also come up with inferences, conclusions, recommendations and possible strategies which could be adopted by secondary school managers to improve on their planning practices (Kiambu East District Education Office, 2008).

1.2 Statement of the Problem

As revealed in the background of the study, it is clear that there is a problem in the implementation of school development plans. Planning can help an organization to clarify future direction, to establish priorities, to diversify its product or services and to deal effectively with rapidly changing circumstances. For a school to be regarded as effective, it must provide conducive learning environment, adequate physical facilities, relevant instructional materials and equipment; enhance quality teaching, assessment and monitoring of learning achievements. All this is enhanced by efficient and effective management coupled with prudent utilisation of available resources. As such, there is need for secondary schools to prepare and effectively implement development plans.
This research study therefore intended to establish and determine the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East district.

1.3 Purpose of the Study

The purpose of the study was to determine the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East District.

1.4 Objectives of the Study

The objectives of the study were:

i. To establish the state of school development planning practices in secondary schools.

ii. To find out who has responsibility over the planning process in the schools.

iii. To determine the role of the head teachers in the planning and implementation of the development plan in schools.

iv. To identify issues and challenges faced by the school managers in developing and implementing of the plans.

v. To suggest strategies and recommendations on appropriate school development planning practices.
1.5 Research Questions

The study was guided by the following:-

i. What aspects of school development plans are applied in secondary schools?

ii. Who are the key people responsible for development planning in secondary schools?

iii. What role is played by the head teachers in the implementation of school development plans?

iv. What major challenges are faced in developing the plans and their implementation?

v. What strategies should be adopted by schools in order to effectively plan and implement development plans?

1.6 Significance of the Study

The government and parents have continued to invest heavily on secondary school education. Secondary education has been quite expensive over many years, but thanks to the government of Kenya for the tuition waiver in all public secondary schools as from January 2008. Despite this, parents are expected to meet other costs such as for boarding, improvement of the physical infrastructure in schools and other opportunity costs. Therefore, school managers are expected to plan development projects in their institutions wisely in order to ease the burden on the parents as they fund the projects. They are supposed to come up with realistic and achievable school development plans that are prioritized through needs assessment. Its evident in some secondary schools where priorities are inverted resulting to glaring stalled and dilapidate structures in the compound. There are also some schools where utilization and management of the available resources is wanting. Therefore, the study would:
• Establish the state of school development planning practices in secondary schools.

• Provide vital information to policy makers on problems afflicting school planners.

• Enlighten the head teachers, institutional managers and other educational planners on what entails the school development planning process. It would make recommendations on critical aspects of planning that school managers need to pay attention.

• Stimulate further research on appropriate planning practices especially in other sectors and in a way would further contribute to existing information or literature on school development plans.

1.7 Scope and Limitations

1.7.1 Scope of Study

The study was a cross sectional analysis on school development planning practices in secondary schools. It focussed on public secondary schools in Kiambu East District in Central Province of Kenya. The district has 57 public secondary schools. Private secondary schools were not targeted.

1.7.2 Limitations of the Study

1. This study was confined to selected public secondary schools in Kiambu East District due to scarcity of resources in terms of finance, time and other logistic constraints.
2. Required information was not forthcoming due to suspicion of its use. A letter of authority from the ministry of education was sought to counter this.

3. It was not possible to cover the opinion of the chairpersons of the board of governors due to their availability. The head teachers as the Chief Executive Officers (CEO) and the accounting officers of the school were interviewed on behalf of the top school management body.

4. From the literature review, there seemed not to be a lot of information on strategic planning in schools and therefore most information was from the primary source.

1.8 Assumptions of the Study

In the proposed study the following assumptions were made:-

a) All the sampled schools had development plans.

b) The school development plans were in line with the objectives, vision and mission of the schools.

c) The key stakeholders were involved in the school development planning process and were aware of the schools objectives, vision and mission.

d) Schools experienced minimal challenges in the implementation of development plans.

e) Schools would give reliable information on school development planning practices.

1.9 Theoretical Framework: Effective Schools Model

This study was based on Effective Schools Model by Lezotte (1991). Lozette (1991) came up with the Effective Schools Model, which details the correlates of effective schools. The model is based on effective schools research framework for school
improvement. The Effective Schools Model attempts to incorporate research and school improvement findings and offers a challenging developmental stage to which schools committed to the Learning for All mission ought to aspire. Lezotte (1991), after a series of studies, came up with seven correlates of effective schools – strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home–school relations, and opportunity to learn/time on task. The model is relevant to this study in that the seven correlates of effective schools are elements of school planning and therefore, the extent to which they are attained depends on whether or not schools prepare effective development plans.

1.10 Conceptual Framework

Previous researchers differentiated effective schools from ineffective ones by considering certain factors. Researchers have consistently identified those factors as the characteristics of effective schools. From the Effective Schools Model discussed above, these characteristics were identified as strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home–school relations, and opportunity to learn/time on task. Another factor that stands out as a key determinant of school success is school planning effectiveness. This study assessed the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East District. Figure 1 presents the conceptual framework for the study.
Challenges to School Development Planning
- Lack of planning skills
- Failure to involve key stakeholders
- High turnover of head teachers

Barriers to Implementation of Development Plans
- Lack of finances
- Poorly made development plans
- Lack of support from stakeholders

Effective school development planning

Effective schools Correlates
- Strong instructional leadership,
- Clear and focused mission,
- Safe and orderly schools,
- Climate of high expectations for success,
- Frequent monitoring of student progress,
- Positive home-school relations,
- Opportunity to learn

School Effectiveness

Figure 1.1 Conceptual Framework

Source: Researcher (2008)

It is expected that there are challenges to school development planning, which may include lack of planning skills among head teachers, failure to involve key stakeholders, and high turnover of head teachers. There are also barriers to effective implementation of development plans, which may include lack of finances, poorly made development plans, and lack of support from stakeholders. These factors affect the effectiveness of development planning in schools, which in turn determines the effectiveness of schools. Effective schools, according to the researcher, are those which are able to prepare good
development plans in a consultative manner, and are able to forecast on cost and resource needs during the planning process so that the various challenges are anticipated and accounted for in the development plans.

1.11 Definition of Operational Terms

**Action Plan:** This is a framework drawn by a school to show how it will carry out an identified task or activity. It includes how, by who, and by when.

**Evaluation:** This is an assessment carried out by the school managers to determine the success of the implementation of identified task or project.

**Mission:** This is a statement that explains why a school exists and steps it will take to achieve the future dreams.

**Monitoring:** It refers to keeping the track on the implementation of the development plan in order to identify constraints and devise strategies to overcome them.

**School Development Plan:** It refers to a line of action designed by the school to achieve desired targets within a given time scale using available resources in order to meet the educational needs of its pupils.

**Strategic Planning:** It is the process where a school defines her future prospects or desires and creates steps to attain the objectives or goals.

**Vision:** It is a statement developed by a school explaining her preferred future. It refers to a mental picture of what an institution would like to be.
2.1 Introduction

This chapter presents a review of literature related to the study. The literature review identifies the rationale for planning, rationale for school development planning, school strategic planning, school development planning procedure, the participants in school development planning, school development planning in Kenyan secondary schools and the summary of the literature reviewed.

2.2 The Rationale for Planning

Planning process begins with identification of the organisational vision and mission based on customer requirements. Key result areas are identified. Qualitative and quantitative data based on key result areas against industrial standards and benchmarked goals is analysed. Gaps become major improvement opportunities and after assessing these, managements can set priorities then develop improvement strategies. (Gore and Richardson, 1992, Simpson, 1996). Swarbrooke (2001) outlines a rationale for strategic planning approach to management.

- The effective allocation of resources and providing managers with a much needed rationale for evaluating competing budget, request for investment capital and new staff.
- Identify threats and opportunities, strengths and weaknesses through enhancing management alertness to the winds of change, new opportunities and threatening development
• Forcing organisations to clarify their missions and look to the future. It provides better guidance to the entire organisation on the crucial point of just what it is they are trying to do and to achieve.

• Creating a proactive management and counteracting any tendencies for decisions, be mostly reactive and defensive. It ensures that methods of evaluating performance are developed.

• Helping to unify numerous strategies-related decisions by managers across the organisations by allocating responsibilities to individual members of staff.

• Making sure organisations consider their competitors.

• Guiding day to day institutions or business activities.

• Planning is an interactive process and there is not a definitive starting point as institutions are working from their situation.

2.3 The Rationale for School Development Planning

The fundamental purpose of School Development Planning is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in a culture that is characterized by change. According to Jackson (2005), School Development Planning promotes the following:

School Effectiveness: Internationally, there is widespread acceptance among educationalists that collaborative School Development Planning is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals, and consensus on the means of attaining them. It constitutes the
school as a learning organization that focuses on meeting the professional needs of teachers in order to meet the educational needs of pupils (Jackson, 2005).

**School Improvement:** School Development Planning is a continuous improvement strategy. It provides a mechanism for systematic self-evaluation that enables the school community to review its progress, identify priorities, and prepare plans for further improvement.

**Quality Enhancement:** School Development Planning directs the attention and energy of the school community in a systematic way on the central task of the school: the provision of a quality education that is appropriate to the abilities and needs of all its pupils. It focuses on enhancing the quality of teaching and learning through collaborative action.

**Staff Development:** School Development Planning enhances the professional role of teachers and promotes their professional development. It helps to ensure that teachers are empowered to contribute decisively to the development of the school; are enabled to exercise a greater degree of ownership over the central issues that influence their work; thereby enhancing their sense of being in control of events; are offered opportunities to engage in collaborative policy-making, planning and teamwork and to participate in the leadership and management of development work; are involved in the identification of their own professional development needs and the specification of provision to meet those needs; are enabled to extend their professional skills; are encouraged to reflect on and learn from their professional experiences; and are affirmed and supported in their work through the creation of an ethos of collegiality and co-operation (Jackson, 2005).

**Partnership:** School Development Planning promotes partnership in the school's development by engaging the major parties in the school community – principal,
teachers, parents, pupils, Board of Management, and trustees—in a collaborative
dialogue focused on identifying and responding to emerging educational needs.
Participation in this dialogue fosters the partners’ commitment to and ownership of
school policy.

**Effective Deployment of Available Resources:** Formalized School Development
Planning enables the school to specify resource requirements and to target available
resources towards meeting priority needs.

**Management of Change:** School Development Planning helps the school community
to manage change effectively by enabling it to control the pace and direction of internal
change and to build a capacity to respond rapidly to new challenges.

**Furtherance of Aims and Priorities of National Education System:** School
Development Planning provides a structure that enables the school community to
subscribe to the stated aims of the national education system and to incorporate national
education priorities into the work of the school (Jackson, 2005).

2.4 School Strategic Planning

Strategic planning is a management tool for organizing the present on the basis of the
projections of the desired future. That is, a strategic plan is a road map to lead an
organization from where it is now to where it would like to be in five or ten years. It is
necessary to have a *strategic plan* for your company and/or department (Bell, 2002).
Bryson (1995) defines strategic planning as a disciplined effort to produce fundamental
decisions and actions that shape and guide what an organization is, what it does, and
why it does it. In other words, planning is an effort to determine and control the destiny
of an institution.
Strategic planning comprises the procedures of defining objectives and creating strategies to attain those objectives. A strategy is a long term plan of action designed to achieve a particular goal, as differentiated from tactics or immediate actions with resources at hand. The reason for strategic or long-range planning is to assist organizations in establishing priorities and to better serve the needs of the stakeholders. A strategic plan must be flexible and practical and yet serve as a guide to implementing programs, evaluating how these programs are doing, and making adjustments when necessary.

Strategic planning in the school situation has been defined differently by a number of writers. Basham and Lunenburg (1989) asserted that there exists a number of definitions pertaining to educational strategic planning, and that there is lack of a uniform, discrete definition of educational strategic planning amongst the various prescribed planning models. Brown and Marshall (1989) define strategic planning as a process that is designed to move an educational organization through the steps of understanding changes in the external environment, assessing the internal strengths and weaknesses of the organization, developing a vision of the desired future for the organization and some ways to achieve that mission, developing specific plans to get the organization where it is to where it wants to be, implementing these plans and monitoring that implementation so that necessary changes or modifications can be made. To Bryson (1995), strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what a school is, what it does, and why it does it. To deliver the best results, strategic planning requires broad yet effective information gathering, development and
exploration of strategic alternatives, and an emphasis on future implications of present decisions. Cawelti (1987) on the other hand defines strategic planning as a process deliberately designed to help leaders conceive of the kind of institution they would like to create to serve their students.

Planning in schools has been categorized in a number of ways. For example, Wallace (1994) argues that frameworks for school planning have been produced based on cycles of review, planning and implementation. At institutional level MacGilchrist et al (1995) claimed that four different types of schools plans could be identified:

(a) The rhetorical, which had no credence within the school;

(b) The singular, produced by the principal alone;

(c) The co-operative, produced by a group of staff and focusing on finance and staff development; and,

(d) The corporate, produced by the staff working together and focusing across an agreed range of the school priorities.

Within educational institutions there may be a need to resolve pressing internal problems or to accommodate environmental changes (Berge, 2000). Cook (1995) identified four such environmental changes most affecting public education that must be accommodated: the unprecedented demographic shifts and reformations, transitions of a nation’s economy due to technological advancement, the corresponding transitions in mainstream personal values, and the intensification of global competition and consequent redefinition of excellence. To these four, others can be added: to control costs, to react to a demanding and selective population, to deal with governmental
constraints on actions, to be competitive with like organizations, to ensure quality, or to react to concerns for the environment (Boar, 1993).

Information technology also has affected administrative services. Databases hold information about students, faculty, staff, administration, and alumni. These databases are manipulated in a variety of ways and provide information in almost any format at almost any time that can be imagined. Electronic mail and complex computer and telecommunication systems give different schools the ability to communicate, collaborate, and coordinate "...beyond the limitation of time and space" (Heckman and Maswich, 2000).

Planning can also be a way to anticipate and accommodate trends that might affect an institution and its future. As Cook (1995) stated, institutions need to "...make decisions about the future before the future either forces the decisions or renders any decisions irrelevant". Institutional leaders left to them may opt not to plan at all, but may be under mandates by education governing boards to do so. Such mandates are common in higher education. According to Bryson (1995), leaders of an institution should see these mandates as opportunities, for if formulated correctly for and by institutional leaders to their respective constituencies, they help by defining what is not explicitly forbidden. If these are not studied carefully, institutional administrators "...may believe they are more tightly constrained in their actions than they actually are" (Bryson, 1995).

Successful planning efforts produce many benefits. Bryson (1995) identified several: (a) the promotion of strategic thought and action. Strategic thought is based upon data gathered about the institution. Systematic information gathering will result as a benefit
of strategic planning; (b) improved decision-making. In strategic planning, vital issues and challenges must be identified and planned for; and (c) improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works toward resolution of the issues facing it.

2.5 School Development Planning Procedure

For the development plan to be effective all those who have an interest in the school should be involved at various stages of its preparation and process. The interested groups (stakeholders) include the head teacher, the deputy head teacher, teachers, quality assurance and standards officers, support staff, school committee, parents and parent teachers’ association, sponsors of the school, patrons, pupils, other groups and Non-Governmental Organizations (NGOs) (Ministry of Education, 1999).

It is important that in deciding on the content of the plan, consultations be held at various levels with all interested groups to create a sense of ownership of the plan and to ensure sustainability. The plan should contain all the important information about the school, that is:

- School aims which should relate to the national goals
- The school motto, vision and mission statements
- A description of the school and the community it serves
- School priorities arrived at through discussions with the stakeholders
- An action plan for the next five years obtained as a result of a whole school review
- Information about the schools, such as the number of pupils by gender and age, enrolment, number of streams, retention and dropout rates and other important features
The process of School Development Planning can be summarised in figure 2 below.

Figure 2.1 School Development Planning Process


It involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plan. To determine school needs of the school, the head teacher should, in consultation with other stakeholders, carry out a review of the strengths and weaknesses of the school in the area of curriculum, people (staff and pupils) and resources (financial and physical) (Ministry of Education, 1999).

To prioritize is to arrange information and data in order of importance of the needs. The head teacher in consultation with stakeholders should decide on the criteria to determine...
the level of importance of the priorities by considering the urgency and cost of each need. It is important for the head teacher to have clear targets and tasks for each priority. A target is a specific aim within the goal of achieving the priority. Each priority could have a number of targets and each target will probably have a number of tasks.

Once the SDP has been agreed upon and the first priority identified, the head teacher should with some members of the staff and the school committee, prepare the action plan. The action plan should include the following:

- What should be developed, setting targets according to the priorities
- Tasks to be done and by whom
- The time-scale with a clear indication for each step
- The costs
- Sources of funding
- Staff development needs and priorities
- The indicators of success, the success criteria

The action plan should be clear on the success for each target against which the success of the implementation of the particular change will be measured.

To ensure that involvement, ownership, and support are solicited from all stakeholders and is maintained, it is essential that action plans be presented to and approved by the school committee and the Parents Teachers Association, especially if the PTA is to be mobilized to raise funds. It is suggested that presentation be made jointly by the head teacher and the chairperson of the school committee to emphasize the partnership approach in producing the plan. When marketing the agreed plan, it is necessary to
involve as many members of the school community as possible; explain to the stakeholders how the targets would improve pupil performance; and, to explain to the stakeholders how the activities in the plan will be sustained (Ministry of Education, 1999).

Once the plan has been presented to the committee and approved, the head teacher and staff members will be expected to implement the plan and monitor it to keep it on track; evaluate and report progress, and review the plan and refine priorities for the following year. For the plan to gain ownership and sustain commitment during the implementation period, the head teacher will be expected to mobilize support from teachers, the school committee and the community. This will require the head teacher to be accessible to give and receive advice, participation in joint meetings to discuss progress and constraints, and accessing expenditure on finances set aside for the intended changes.

Monitoring is a continuous process which is built into the implementation of the SDP in order to identify constraints and device strategies to overcome them. Success checks are a means of establishing whether the targets are being met as expected or not. Success checks involve:

- Assigning responsibility for collecting evidence about each target
- Collecting evidence by observing the tasks in progress
- Using the Quality Assessment instrument on self-assessment basis
- Noting changes in practice as a result of the plan
- Writing brief reports on whether targets are being met and identifying hindrances
• Assessing implications for future development

Evaluation takes place along with monitoring. Progress on each priority can be analyzed as information and evidence becomes available. The purpose of evaluating is to:

• Examine the success and drawbacks of implementation of the plan
• Assess the extent to which the aims of the school have been realized
• Assess the impact of the plan on pupils learning and achievement
• Determine successful practices in the school to make the process of reporting easier.

Taking stock enables the head teacher to share practices and take note of drawbacks. It also enables them to make reports to stakeholders to keep them informed and involved. Pupils are also important stakeholders in the school and the plan only exists to help them achieve more. They should inevitably be informed of the plan and be involved appropriately. Every effort should be made to celebrate success in a modest way with the stakeholders to motivate them to plan for the following year.

2.6 Participants in School Development Planning

School Development Planning is essentially a collaborative process that draws the whole school community together in shaping the school’s future. Accordingly, it requires the appropriate involvement of all the key stakeholders: Board of Governors, Principal, teaching staff, support staff, parents, students, and local community (Jackson, 2005).

Board of Governors: It is the responsibility of the Board of Governors (BoG) to arrange for the preparation of the school plan, and to ensure that it is regularly reviewed and updated. Accordingly, the BoG must ensure that the planning is done. Most of the
work involved will be delegated to the Principal and teaching staff, who will keep the board informed on progress. It is likely that the Board will wish to be closely consulted on matters relating to its statutory and legal responsibilities and on aspects of the plan that have a significant financial dimension, and it may wish to highlight particular issues as planning priorities. The board may participate directly in the planning process through its establishment of or representation on planning teams (Government of Ireland, 1999).

**The Principal:** The Principal plays a prominent role in the leadership and management of the planning process. Some of the responsibilities are shared with the BoG. Some aspects may be delegated to members of the teaching staff through the in-school management structure or through the establishment of planning teams. The Principal has a responsibility, under the direction of the BoG, with the collaboration of the in-school management team and the teaching staff, for the initiation of the planning process, the creation of a climate conducive to collaboration, the motivation of the staff, the establishment of the planning infrastructure, the organization of activities and resources, the arrangement of consultation, communication and approval procedures, and the management of the plan’s implementation and evaluation (Jackson, 2005).

**The Teaching Staff:** The whole-hearted participation of the teaching staff is crucial to the success of the planning process. The whole staff should be actively involved in the clarification of the school’s mission, vision and aims, in the review of the school’s current situation, and in the establishment of development priorities. The process should be designed to enable all members of staff to participate in discussion and decision-making. A steering group of staff may be established to oversee the process as a whole. A steering group could be constituted in a number of ways: for instance, it could be drawn largely from the in-school management team, or it could be established on a
broadly representative basis, to include a range of interests and skills. Ad hoc staff teams may be established to undertake tasks related to review, design, implementation or evaluation. Such teams represent one possible model of staff participation in development planning. Ideally they should be constituted on the basis of interest and expertise. They provide a professional peer support structure within which teachers can share ideas, work collaboratively, and learn from each other. Accordingly, they can play a major role in the process of staff development for school improvement (Jackson, 2005).

The Support Staff: It is advisable that the support staff be consulted during the review process on aspects of school life that are relevant to their work. They should also be kept informed of the school’s development plans.

Parents: It is important that parents are involved in the planning process. Through their representation in the BoG and through PTA, parents can readily be consulted in the clarification of the school’s mission, vision and aims, the review of the school’s current reality, the establishment of priorities, and the development of policies on issues such as discipline or homework. All parents should be kept informed of relevant outcomes of the planning process (Jackson, 2005).

Students: Consultation with students in the preparation of the school plan is necessary for example through the use of a Students’ Questionnaire to ascertain the views of a representative sample of students on aspects of school life. Where a students’ council has been established, it can be consulted in the preparation of aspects of the school plan and can be invited to participate in the dissemination of relevant sections of the school plan to the student body. Students should be kept informed of relevant outcomes of the planning process (Jackson, 2005).
Local Community: The local community can be involved in the planning process in a number of ways. The review process includes a consideration of local context factors that impinge on the school, and this might necessitate a survey of the local community to establish views, requirements, or opportunities. Representatives of the local community could be asked to participate in planning joint school-community projects. The school could draw on the expertise of relevant members of the local community in planning to address particular issues (Hargreaves & Hopkins, 2001).

The Role of the Ministry of Education: The core functions of the Ministry of Education include strategic planning and policy formulation for the system as a whole, the determination of national curricula, and the allocation of resources. Thus, the Ministry plays a major role in establishing the context within which individual school development planning takes place, in terms of national aims and priorities, curriculum development, and the availability of resources for implementation. Through the Directorate of Quality Assurance and Standards, the Ministry offers support and advice to schools in relation to best practice and thereby influences planning for quality enhancement. The Ministry also promotes quality enhancement through the provision it makes for curriculum and other support services and for the career development of teachers (Jackson, 2005).

2.7 School Development Planning in Kenyan Secondary Schools

There is very little that has been written on strategic planning in Kenyan secondary schools. Planning in Kenyan secondary schools has been conceptualized by the Education Master Plan 1997-2010 in terms of human resources, curriculum and financial resources (Republic of Kenya, 1998).
The plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. However the Plan observed that many secondary school head teachers had not been adequately trained in management and administration and were ineffective and lacking in accountability (Republic of Kenya, 1998). They should be the advisors in curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplores the poor terms and conditions of service that have led to poor morale. Some secondary school teachers who work in remote areas have inadequate basic amenities like housing, access to clean water and health facilities.

Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion of teachers (Republic of Kenya, 1998). Such malpractices are likely to affect teachers’ morale, performance and commitment to strategic planning as non-performers are rewarded. The quality of secondary schools in Kenya is also reflected in financial and other resources. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, Wamukuru and Odebero, 2006).

Ngware et al (2006) are of the opinion that the school teacher must establish the context in which students can best achieve their objectives. Continuous improvement that
results from students, teachers and Board of Governors working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process. Padhi (2004) calls it the most important element in total quality management, arguing that leadership appears everywhere and requires the manager to provide an inspiring vision, make strategic decisions understood by all and to instil values that guide the subordinates.

According to Okumbe (1998), leadership is the process of encouraging and helping others to work enthusiastically toward objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The school management should emphasize teamwork and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Governors (BoG) in working toward the achievement of the organizational objectives.

A study conducted by Ngware et al. (2006) to determine the extent of practice of TQM in Kenyan Secondary Schools revealed that most schools did not have strategic plans. Among the few schools that showed evidence of strategic planning, the strategic plan acts not only as the roadmap but also as a tool to communicate quality expectations to all employees. The researchers noted:

...unfortunately, such schools are weak in systematic follow-up to ascertain the implementation of the plans. In addition there seemed to be no deliberate attempts to do a formal, internal evaluation with a view to ascertain the extent to which qualitative and or quantitative targets have
been met. Failure to do such an evaluation denies the organization the opportunity to reflect on the quality planning and inculcate a culture of quality assurance in schools (p. 359).

The fact that schools are operating without strategic planning is an indication of a lack of commitment to quality management. Lack of quality planning may jeopardize the provision of quality education services, which may in turn lead to low student achievement. It is important therefore for the education system to sensitize school managers the importance of strategic management in education.

2.8 Summary of the Literature Reviewed

The reviewed literature has shown that the school effectiveness all over the world require effective school development planning. Various sources were reviewed in relation to school development plans narrowing down to Kenya. Extent of implementation of SDP in Kenya is however not well established. It is revealed that in order for schools to improve academic performance, appropriate planning in relation to curriculum, physical and human resources must be embraced. For effective implementation of SDP, it is reviewed that all key stakeholders must be involved in planning and all tasks distributed to them during the implementation.

In the reviewed literature the following gaps were evident.

- Not much has been done on strategic planning in secondary schools in Kenya. Most research studies on strategic planning are based on larger profit making organisations and companies.
• The few research studies carried out in public secondary schools in Kenya focuses on income generating projects as alternative source of funding, with little or no attention paid on development planning and the prioritization of the projects.

In an attempt to fill these gaps, this study intended to establish factors deterring effective implementation of SDP in public secondary schools in Kiambu East District.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology applied in data collection. It identifies the research design, target population, study locale, sampling procedure and sample research instrument, piloting, data collection procedure and methods of data analysis.

3.2 Research Design

The researcher used descriptive survey design in the study. It was relevant to the study because the researcher conducted the study without manipulating the variables. This is a technique that seeks to determine present practices or options of a specified population (Orotho 2005). It involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. A survey involves a sample survey that is designed to gather information from or about a fraction of the population. In survey design the researcher reports the findings. It is a method of collecting information by interviewing or administering a questionnaire to a sample individual (Orodho, 2005). It is a reliable design for collecting information about people’s attitude, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). In this study, descriptive survey design was used as the most appropriate, as it assisted the researcher to collect information on the school development planning practices in public secondary schools in Kiambu East District and gave the findings.
3.3 Study Locale

The study was carried out in Kiambu East District which is one of the districts that make up Central Province. It was curved from the larger Kiambu District now comprising Kiambu East and West Districts. Kiambu East District is made up of four divisions namely, Kiambaa, Githunguri, Municipality and Lower Lari. It has nine (9) educational zones.

The main economic activities in the district are farming and small scale businesses. Due to its proximity to the city of Nairobi, the district can be regarded as cosmopolitan with people from different ethnic background coming to work in the tea and coffee estates that also characterizes the district. According to Singleton (1993), the ideal setting for any study is one that is directly related to the researcher’s interest. The researcher identified the locale or the district among others because of its unsatisfactory educational development. The district has many secondary schools where essential facilities and services are lacking leading to low academic achievements. There are some schools where non-basic facilities are prioritized over the most basic ones. Therefore, dilapidated, stalled structures and inverted priorities leave a lot to be desired in regards to the school development planning practices in public secondary schools of Kiambu East District, hence the need for the study.

3.4 Study Population

All the items or people under consideration in any field of inquiry constitute a targeted population. All the 57 public schools, (10 girls schools, 8 boys schools, one mixed boarding and 38 mixed day schools) formed the target population. Kiambaa had 12
schools, Municipality had 7, Githunguri had 28 and Lower Lari had 10 schools. There were 1,129 girls, and 11,643 boys. The total number of students in the district was 22,772 (DEO’s office, Kiambu East). The 57 head teachers and 57 BoG/PTA were the main target population making a total of 114. They are the school managers entrusted by the Government and Minister for Education to run the schools and also to oversee the general school development and improvement.

3.5 Sample and Sampling Procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Sample design refers to the way of selecting a sample. Samples can either be probability (random) or non-probability (non-random). Slavin (1984) observed that due to some factors such as limited time, funds and other logistic constraints, a study can be carried from a carefully selected samples to represent the entire population.

The researcher based her study on a sample of 8 schools which comprised 14% of the target population of 57 schools in the Kiambu East District. The same percentage was used to sample head teachers and BoG/PTA. Gay (1992) recommends 20% sample for a small population. From each sample school, the head teacher, one BoG/PTA member, and 2 HODs per school were the respondents, giving rise to 14 head teachers, 14 BoG/PTA and 28 HODs, resulting to a total of 56 respondents.
3.6 Research Instruments

The research instruments that were used for data collection included questionnaires for head teachers, HODs, BoG/PTA members, and the researcher's observation schedule.

3.6.1 Questionnaires

A questionnaire was used to collect data from head teachers, BoG/PTA members and HODs on the factors deterring effective implementation of school development plans. Questionnaires are the most commonly used when respondents can be reached and are willing to co-operate. The method can reach a large number of subjects who know how to read and write independently (Peil, 1995). According to Lovelle and Lawson (1970), questionnaires are widely used in educational studies to obtain information about current conditions and practices. They assist in making enquiry concerning attitudes and opinions quickly and in precise form. Items in the questionnaire comprised structured (close ended) and unstructured (open ended).

Head teachers Questionnaire: the head teacher is the professional advisor to the BoG and PTA. He is expected to offer professional advice to the entire school management team. He supervises the implementation of the school development plans, hence, was a core target in this study. The questionnaire comprised background information like age, gender, headship experience, and length of stay in the current station; school vision, mission, motto and objectives, the role of the head teacher in school development plan, and challenges encountered in the implementation of the plans.
**BoG/PTA Questionnaire:** The BoG members are the legal managers of secondary schools in Kenya. They are appointed by the Minister for Education to run the school on his behalf. They assist the head teacher in enhancing the school general development. They are therefore key stakeholders in school development planning process. The questionnaire comprised of background information like, age, gender, and occupation, level of education, whether they are BoG/PTA members of other schools. The questionnaire also included their role in school development planning and challenges they faced in planning and implementation of the plans.

**HODs Questionnaire:** The heads of department are appointed by the TSC to head various departments in schools. They are crucial in the implementation of the curriculum since they advise the head teacher on the departmental needs. They therefore play a key role in the school development planning process. The questionnaire consisted of their background information for example age, gender, and experience as HoDs, their role in development plans and challenges faced in the implementation of the plans.

### 3.6.2 Researcher's Observation Schedule

This is a tool that provides information about the actual behaviour. Direct observation allows the researcher to put behaviour in context and thereby understand it better (Orodho and Kombo, 2002). The method implies collection of information by way of own investigation or observation without interviewing the respondent (Orodho, 2005). Information obtained relates to what is currently happening and is not complicated by either past behaviour or future intentions or attitude of respondents. The researcher used an observation schedule focusing on the availability of school motto, vision, and
mission, physical development of the schools since inception, state of the physical structures in the school and general utilization of the school resources such as land.

3.7 Piloting

Questionnaire must be tried out in the field. Piloting refers to pre-testing of questionnaires to a selected sample which is similar or identical to the actual sample to be used in the study. The selected sample for piloting should not be in the sample size. The researcher is able to detect deficiencies in the pre-testing for instance unclear directions, insufficient space to write the response, clustered questions and wrong phrasing of questions. Vague questions are revealed if during piloting the respondent interprets them differently. This enhances the validity and reliability of the instrument. The pilot should reveal if the anticipated analytical techniques are appropriate. The researcher therefore conducted a pilot study in two selected public secondary schools in Kiambu East district to measure the validity and reliability of the research instruments. The schools under pilot study were not included in the sample that was used.

3.7.1 Validity

According to Wiersma (1995) validity is the extent to which an instrument measures what it is intended to measure. With the support of the supervisor and the outcome of piloting, the researcher assessed the content of the instrument and whether it measured the concept under study.

3.7.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in a population similar to the
target population, but which was not used in the final study. The reason behind pre-
testing was to improve reliability of the instruments. The researcher assessed the clarity
of the questionnaire items and those items found to be inadequate or vague were either
discarded or modified to improve the quality of the research instrument thus increasing
its reliability. Split-Half technique of reliability testing was employed, whereby the pilot
questionnaires were divided into two equivalent halves and then a spearman’s
correlation coefficient for the two halves computed using the formulae given below:

(i) \[ r = 1 - \frac{6 \sum (D)^2}{N (N^2 - 1)} \]

Where:

\( r \) = correlation coefficient
\( N \) = sample,
\( \sum \) = summation of scores,
\( D \) = deviation

(ii) \[ SH = \frac{2r}{1 + r} \]

Where:

\( SH \) = Split half
\( r \) = correlation coefficient

(iii) A reliability of 0.75 was arrived at and was accepted.

3.8 Data Collection Procedure

After the approval of the proposal, the researcher got an introduction letter from the
Department of Educational Administration, Planning and Curriculum Development,
Kenyatta University, ascertaining that she is a bona fide student of the university. She then applied for authority from the Ministry of Education which enabled her go to the field and collect data. Thereafter, Kiambu East District Education Office was contacted and authority was given before the start of the study. After this, the researcher booked an appointment with the sample schools through the head teachers to visit and administer the questionnaires. The researcher then visited each of the sample schools and administered the questionnaires herself. The respondents were given relevant instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires; the researcher collected the filled in questionnaires after two days.

3.9 Data Analysis

Data preparation involves giving data a thorough check, coding it and tabulating it. It ensures accuracy, consistency, uniformity, completeness and identifies illegibility. Editing of the questionnaire was meant to ensure that errors and omissions are corrected so as to achieve data quality standards. The data was tabulated and classified into sub-samples according to school development planning practices and the challenges experienced by schools in implementing the plans. The coded, tabulated and classified data was subjected to both qualitative and quantitative analysis. Quantitative data was analyzed through descriptive statistics such as means, standard deviations, frequencies and percentages. Qualitative data was analyzed by arranging them according to the research questions and objectives. Where necessary data was analyzed through Statistical Package for Social Science and data outcomes communicated through pie charts, graphs and bar charts which are effective in displaying normal and ordinal data. Inferences, conclusions and recommendations were made after the whole data was analyzed.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The findings of the study are presented and discussed in this chapter based on the data collected from the respondents and as per the research objectives. These include: establishing the state of school development planning practices, finding out who had the responsibility over the planning process in the schools, determining the role of the head teachers in the planning and implementation of the development plan in schools, identifying issues and challenges faced by the school managers in developing and implementing the plan and suggesting strategies and recommendations on appropriate school development planning practices. Up to 95% response rate was achieved in all categories of respondents (head teachers, BOG/PTA members and head of departments) which was adequate for analysis. The researchers observation schedule also was used in analyzing the findings. Relationship between variables was shown using descriptive statistics such as percentages, frequency distribution tables and means.

4.1 Background Information

This section covers the respondent’s gender, age distribution, academic levels, type of school and school characteristics as it emerged from the study.

4.1.1 Gender of the Respondents

The study revealed that 87% of the respondents were males while the remaining 13% per cent were females as summarized in figure 4.1 below. This gave a rather biased representation of both genders in the study and indicates that women were poorly represented in the schools top management. Women are also generally few in the civil
service as confirmed by the recent presidential directive to increase their numbers to 30% in any civil service recruitment.

Figure 4.1: Gender of the Respondents

4.1.2: Age of the Respondents

The researcher sought to find out the age of the respondent headmasters. Most of those interviewed (50%) were at the age of 41 to 45 years and above, while only 25% of the respondents were between the ages of 36 to 40 years (Figure 4.2). The majority of the respondents were in their middle ages and thus conversant with issues related to schools development planning and the challenges involved.
4.1.3: Education Level

Most of the respondents (63%) reported that they had acquired bachelor's degrees while 25% reported that they had diploma qualification (Figure 4.3). Only 12% of the respondents had a master's degree qualification. It can thus be concluded that all head teachers had at least diploma education and thus well equipped academically to take the challenges of school development plans.
4.1.4: Types of School

With regards to the type of schools, 71% were mixed day while 14% were boys boarding. Girls boarding and girls day were 7% respectively. Though there were no mixed day and boarding schools studied, the study captured both mixed day schools and non mixed schools in both boarding and day categories. This was sufficient to make conclusions from the study.

Figure 4.4: Types of School
4.1.5: School Characteristics

With regards to the school characteristics, findings indicated that up to 85% of the schools studied were from district schools category while 14% were provincial schools. Regarding the size of schools up to 14% of the schools studied had three streams per class while schools with single and double streams constituted 21% and 50% respectively. Only 14% of the schools studied had four steams and above.

Table 4.1: School Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category of schools</td>
<td>Provincial</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>12</td>
<td>85</td>
</tr>
<tr>
<td>Size of schools</td>
<td>One</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>7</td>
<td>50</td>
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<tr>
<td></td>
<td>Three</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Above four</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Average annual school fees collection</td>
<td>50%-70%</td>
<td>9</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Above 75%</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Main sources of funding other than parents.</td>
<td>School farm</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>School bus/livestock</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Formally constituted BOG present</td>
<td>Yes</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>School heads ever attended</td>
<td>Trained</td>
<td>13</td>
<td>93</td>
</tr>
<tr>
<td>educational management in-service</td>
<td>Not trained</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
The average annual school fees collection was 50% - 70% for 64% of the schools while the rest 36% had a school fees collection of above 75%. The main sources of income for the schools other than parents were school buses and livestock according to 29% of the schools. Up to 86% of the schools had a formally constituted BOG while the remaining 14% did not have. Up to 93% of the school heads had ever attended educational management in-service courses.


The first research question in this study sought to identify the aspects of school development plan that are applied by the public secondary schools in Kiambu East district. It emerged that all the schools had a motto, a vision statement and mission statement. This was encouraging since these are the basic ingredients of development planning. In up to 88% of the schools studied, the motto, vision and mission were communicated effectively to the school community so that everybody was aware of the direction the school was taking in terms of development. In up to 88% of the schools, written motto, mission or vision statement were to a large extent regarded as important in directing the school development plans.

4.2.1 Objectives for the School

With regards to set objectives for the school, up to 88% of the schools had objectives that translated the vision into specific and achievable targets for the schools. However only in 62% of the schools was everyone aware of these objectives. This indicated poor communication of the set objectives and thus hard for the school community to plan to achieve them. Regarding the ranking of the attainment of objectives in school, up to 38% of the respondents reported the attainment to be high while very high and slightly
high were mentioned by 12% of the respondents each. Up to 25% of the respondents ranked the attainment of set objectives as low.

Table 4.2: State of School Development Planning Practices in Secondary Schools

<table>
<thead>
<tr>
<th>School has a motto</th>
<th>Yes</th>
<th>14</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>School has a vision statement</td>
<td>Yes</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>School has a mission statement</td>
<td>Yes</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Motto, vision and mission communicated to everyone</td>
<td>Yes</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Extent to which written motto, mission or vision statement are regarded as important</td>
<td>To a Large extent</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>To a Small Extent</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Have set objectives for your school</td>
<td>Yes</td>
<td>13</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Everyone in the institution aware of these objectives</td>
<td>Yes</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Ranking of the attainment of objectives in school</td>
<td>Very high</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>high</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Slightly high</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Very low</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Formulate development plan in your school</td>
<td>Yes</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Have formal planning meetings</td>
<td>Yes</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Frequency per year</td>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Once Per Year</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>2 to 3 meetings</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Above 3 meetings</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Time scale for your development plans</td>
<td>Less than One Year</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1 to 5 Years</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>5 to 10 Years</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Above 10 Years</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Gather information from the environment for planning purposes</td>
<td>Yes</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Make an assessment of the weaknesses or strengths of the school in your planning</td>
<td>Yes</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
The study revealed that up to 86% of the respondents formulated development plans in their school while 14% did not. Formal planning meetings were held in 71% of the schools studied. Formal planning meetings were held annually in 43% of the schools studied while up to 36% of the schools held more than two meetings per year. The time scale for most development plans was one to five years in 57% of the schools studied and five to ten years in 29% of the same schools studied. Up to 71% of the schools gathered information from the environment for planning purposes while the same 86% made an assessment of the weaknesses or strengths of the school in their planning (SWOT Analysis)

4.2.3 Importance of Development Plans in schools.

Respondents were asked why they thought it was important to have development plans in schools. The results were summarized in figure 4.5.

**Figure 4.5: Importance of a Development Plan in schools.**
All the respondents reported that it enhanced the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils. All the respondents also cited that it enabled the school to specify resources requirements and to target available resources towards meeting priority needs. Up to 75% of the respondents noted that development planning was a means to promote school effectiveness by setting priority areas and allocating resources to meet the priorities.

Up to 88% of the respondents reported that development planning enabled the school community to review its progress and identify priority area to focus interventions. In addition up to 75% of the respondent head teachers noted that development planning promoted partnership in the schools development by engaging the major parties in the community and making them work towards to realise common objectives. The same 75% of the respondents reported that development planning enhanced the professional role of teachers and promoted their professional development to enable them contribute decisively to the development of school. Others included providing structures that enabled the school community incorporate national education priorities into the work of the school and helping the school community to manage change effectively and to respond rapidly to new challenges.

4.2.4 Factors Considered When Developing Plans

The respondents were also asked what factors they considered when developing plans in their school. Figure 4.6 below summarises the results from the responses made. Up to 88% reported that they considered the Strengths, Weaknesses, Opportunities and Threats (SWOT) for their school. All respondents cited that they considered finances and funds required to implement the development plans. Incomplete projects were
considered by 88% of the respondents with the aim of prioritizing them before new ones are brought on board.

**Figure 4.6: Factors Considered while Developing plans.**

![Diagram showing factors considered while developing plans.]

Up to 75% of the respondents considered available physical resources in developing plans with the aim of expanding them where necessary and making optimum use of the available infrastructure. School enrolments were considered by 75% of the respondents. Review of the previous plans, emerging issues and new challenges were considered by 63% of the respondents. Future prospects were considered by 50% of the respondents while labour requirements were considered by only 25% of the respondents.

**4.3 Responsibility over the Planning Process in the Schools**

The second research question sought to establish who were responsible for development plans in secondary schools. 100% of schools consulted extensively with their parents and BOG members on their development plans (Figure 4.7). Parents were consulted about,
or informed of the work which the school was doing in relation to development planning. In 88% of the schools, PTA members were consulted while in 75% of the schools, teachers were consulted in formulating development plans. Heads of department were consulted by 63% of the schools while local leaders were consulted by 50% of the school. In a few cases (25%) of schools, pupils were consulted through student leaders who reported their perspective to members of the senior management team like the head teachers and heads of department. Others consulted included non teaching staff (38%) and sponsors (38%).

Figure 4.7: Key Stakeholders Involved in Developing Plans.

4.3.1 Adequacy of Physical Infrastructure

With regards to adequacy of physical facilities in schools, the study revealed that none of the schools studied had very adequate classrooms, laboratories, library services, land size or special rooms (Table 4.3). However, 63% of the schools had adequate classrooms and dormitories while 12% had adequate sanitation, dormitories and halls. Land size was fairly adequate in 63% of the schools while sanitation was adequate in
50% of the schools studied. Library facilities were the most inadequate with 12% being fairly adequate, followed by laboratories (63%), special rooms (63%) halls (50%) and Land size (25%). Up to 25% of the schools had inadequate classrooms and sanitation facilities.

Table 4.3: Rating of Adequacy of Physical Facilities Provision in Schools in %

<table>
<thead>
<tr>
<th>Physical facilities</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairly Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>0</td>
<td>63</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
<td>12</td>
<td>25</td>
<td>63</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>Dormitories</td>
<td>12</td>
<td>63</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Halls</td>
<td>12</td>
<td>38</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Sanitation</td>
<td>12</td>
<td>12</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Land size (acreage)</td>
<td>0</td>
<td>12</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>Special rooms</td>
<td>0</td>
<td>12</td>
<td>25</td>
<td>63</td>
</tr>
</tbody>
</table>

4.4 Role of the Head Teachers in the Planning and Implementation of the Development Plan in Schools

The third research question sought to investigate the role head teachers played in the planning and implementation process of the development plans. The results are presented in figure 4.8 below. 100% of the head teachers reported playing the role of initiating the planning process under the direction of the BOG and establishing planning structures. Up to 88% of the respondents reported that they ensured that the school has a motto, vision, mission and objectives that are effectively communicated and understood by the entire school community. In addition 63% of the respondents reported that they convened formal planning meetings through the BOG to discuss development planning activities of the school.
According to 88% of the respondents they played the role of ensuring that all key stakeholders were involved in planning and implementation process of development plans while 75% of the respondents conducted SWOT analysis or needs assessment of the school in consultation with other key stakeholders. Preparations of action plan with some members of staff and other stakeholders were done by 75% of the respondents. Others included presentation of the action plans for approval in order to solicit ownership and support from all stakeholders (25%), monitoring the implementation of action plans for the targeted activities (65%) and evaluation and compiling of the progress report on the plans for presentation to the stakeholders (65%).

Figure 4.8: Role of Head teachers in School Development
4.5 Challenges Faced by the School Managers in Developing and Implementing Development Plans

The fourth research question was to identify the main barriers or challenges to effective implementation of development plans in secondary schools, 100% of the respondents cited lack of adequate planning skills and thus failure to set priorities and manage limited development funds (Figure 4.9). Inadequate funds and financial constraint were also cited by 100% of the respondents as a barrier to effective implementation of school development plans since set priorities like building of classrooms required funds to implement, failure to which the projects stalled. Lack of in-service training on educational management was identified by 63% of the respondents as a hindrance. They said this would equip head teachers with additional skills to deal with the ever changing school environment.

Figure 4.9: Challenges to Planning and Implementation of Development Plans
According to 63% of the respondents, failure to conduct SWOT analysis or needs assessment was a major hindrance particularly if the planning team consequently failed to use the school strengths to utilize opportunities and cover its weaknesses. Emerging issues and new challenges were identified by 88% of the respondents as a hindrance to implementing development plans such as change in curriculum and new government policies on education. Failure to involve the key stakeholders was mentioned by 75% of the respondents as a major hindrance which led to lack of cooperation and ownership by all stakeholders and thus conflict of interest in development projects. Others included high headship turnover or transfers and thus lack of continuity in development planning (13%). Lack of regular school inspections (13%) external interference/ turbulent community (50%) and misappropriation of development funds (13%)

4.6 Head Teachers' perceptions on Appropriate School Development Planning Practices /strategies to effective planning and implementation of school development plans.

The fifth research question of this study sought to establish the head teacher's perceptions on the measures that can be taken to ensure effective planning and implementation of school development plans. The results were summarized in the figure 4.10

100% of the respondents felt that head teachers should undergo educational management in-service courses to improve their skills in school management. Similar percentage of the respondents also felt that schools should carry out SWOT analysis or needs assessment to ensure prioritization of needs in the school development plans. Up to 88% of the respondents were of the opinion that schools should involve all key
stakeholders in the planning process so as to incorporate diverse views in their development plans.

**Figure 4.10:** Respondents Perceptions on Appropriate School development Planning Strategies.

- Discipline school managers who misappropriate development funds
- Low headship turnover to be maintained in schools where necessary
- Schools routine inspections should be stepped up
- Formal planning meetings should be held by schools
- The approved development projects should be budgeted for well
- Schools should have clear vision, mission and objectives
- Schools should involve all key stakeholders in the planning process
- Schools should carry out SWOT analysis or needs assessment
- Head teachers should undergo educational management in-service course

100% of the respondents interviewed felt that schools should have clear vision, mission and objectives that should be communicated to all stakeholders to ensure focus and realization of the set objectives. In addition, 75% of the respondents reported that the approved development projects should be budgeted for well since lack of finance usually led to failure to implement the projects planned for in the development plans.

Up to 63% of the respondents felt that formal planning meetings should be held by
schools to provide room for discussion and exchange of ideas and build ownership of
development plans to ensure their success.

Other school development strategies cited included stepping up schools routine
inspections so that areas of operational weaknesses can be improved and ensuring low
headship turn over to ensure continuity between planning and implementation of
development projects. There were also calls for school managers who misappropriate
development funds to be disciplined to discourage misappropriation of school resources.

4.7 Discussion

The study indicated that 100% of the schools had a motto, a vision and mission
statement which were highly valued and communicated effectively to the school
community such that everybody was aware of the direction the school was taking in
terms of development. This was commendable since a plan should start with a clear
statement of the school’s vision, mission and values together with any distinctive
characteristics. From PTA representatives and BOG members, there were concerns that
the school vision, mission and motto should be supported with effective leadership at all
levels. A culture of continuous improvement should be encouraged through effective
self-evaluation and development planning.

100% of the schools consulted extensively with their parents, BOG members, PTA
members and Heads of department. The head teachers, BOG members and PTAs
representatives interviewed through the questionnaires, seemed to agree to some extent
that the production of a school development plan is not a task that can be undertaken by
an individual working in isolation, irrespective of whether that person is educated or
senior. It requires close involvement of all staff, particularly teaching staff, parents, and pupils.

The inclusion of the school’s staff in both the planning process and its implementation is crucial to its success. If development planning is to lead to higher standards of pupil attainment and improvement in the quality of learning and teaching, staff must understand the planning process, take ownership of the process and be involved at all stages. Parents should be given an opportunity to contribute to the plan. This contribution can range across all aspects of school provisions such as the timing of the school day, school closures, and communication and how parents can support learning.

Pupils, irrespective of age, have likes/dislikes that inform the plan positively; they have their own views on, for example, after-school provision, the organization of their day, homework, uniform, and lunch facilities. Older pupils can be expected also to have views on issues such as curricular choices, careers education and guidance and enrichment activities. Consultation can be organized in a variety of ways, such as by speaking directly with the pupils, the establishment of a School Council, the discussion of a particular area as a class activity, the setting up of focus groups for the particular purpose and the use of feedback sheets or questionnaires.

The role head teachers play in the Planning and implementation of the development plans included initiating the planning process under the direction of the BOG and establishing planning structures. They also ensured that the school has a motto, vision, mission and objectives that are effectively communicated and understood by the entire school community as well as convening formal planning meetings through the BOG to
discuss development planning activities of the school. Effective planning requires effective leadership. It is essential for head teachers to demonstrate a strong commitment to the principle of school development planning and continuous improvement. They can do this through being actively involved with, and engaged in the process of improvement, understanding the process and the contribution required by all the stakeholders.

Among the main barriers to effective implementation of schools development plans were lack of adequate planning skills. Financial constraints was also identified as a barrier and a major challenge because all planned and budgeted projects required a lot of capital to implement. Failure to carry out SWOT analysis would lead to inverted priorities in schools. Emerging issues affects full and prompt implement of the planned activities and projects. Inadequate funds and financial constraints were also identified as major constraints to implementing set priorities.

On the possible strategies to effective implementation of school development plans, 100% of the respondents were strongly in favour of an ongoing form of on job professional development in which all head teachers should participate. This was seen to be more effective especially in enhancing the head teacher's school management skills.

Most of the head teachers expressed the need for more professional development, and emphasized the benefits of working in a collaborative whole-school manner with their peers and community members. This they said would enhance effective professional development and improve their skills in implementing development plans, dealing with
emerging issues and new challenges as well as acquire skills to adequately involve the key stakeholders in development planning.

Well conducted regular inspection of schools would prevent any would be challenges or barriers to effective implementation of the school development plans.

Involving all the key stakeholders would prevent any jeopardize of the projects hence ownership of the school improvement projects.

On top of government funding which was hardly enough to fund development plans, schools can initiate income generating activities to supplement school fees paid and other funds. Such activities could include farming and rearing of domestic animals since many schools reported to have large parcels of land.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, conclusions and recommendations which can be made to help in understanding the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East District.

5.2 Summary

The purpose of this study was to assess the factors deterring effective implementation of school development plans in public secondary schools in Kiambu East District. The study adopted a descriptive survey design and data analysis was largely descriptive by nature. Results indicated that 87% of the respondents were males while the remaining 13% per cent were females. Most of those interviewed (50%) were at the age of 41 to 45 years and above. Up to 63% of the respondents reported that they had acquired bachelor’s degrees while 25% reported that they had diploma qualification. With regards to the type of schools studied, 71% were mixed day while 14% were boys boarding. Girls boarding and girls day schools were 7% respectively. Regarding the size of schools, up to 38% of the schools studied had three streams per class while schools with single and double streams constituted 25% each. Up to 88% of the schools had a formally constituted BOG while the remaining 12% did not have. Up to 88% of the school heads had ever attended education management in-service course.

It emerged that 100% of schools had a motto, vision and mission statements. The study revealed that up to 86% of the respondents formulated development plans in their school while 14% did not. Up to 71% of the schools gathered information from the
environment for planning purposes. 100% of the respondents reported that planning enhanced the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils. 100% of the respondents also cited that it enabled the school to specify resources requirements and to target available resources towards meeting priority needs. Up to 86% of the respondents reported that they considered the Strengths, Weaknesses, Opportunities and Threats (SWOT) for their school. 100% of respondents cited that they considered finances and funds required to implement the development plans. Incomplete projects were considered by 88% of the respondents with the aim of prioritizing them before new ones were brought on board.

The 100% of schools consulted extensively with their parents and BOG members on their development plans. Parents were consulted about, or informed of, the work which the school was doing in relation to development planning. In 88% of the schools PTA members were consulted while in 75% of the schools, teachers were consulted. With regards to adequacy of physical facilities in schools, 63% of the schools had adequate classrooms and dormitories while 12% had adequate sanitation, dormitories and halls. Land size was fairly adequate in 63% of the schools.

100% of head teachers reported playing the role of initiating the planning process under the direction the BOG and establishing planning structures. Up to 88% of the respondents reported that they ensured that the school had a motto, vision, mission and objectives that were effectively communicated and understood by the entire school community.
Regarding the main barriers to effective implementation of schools development plans in schools, 100% of the respondents cited lack of adequate planning skills and thus failure to set priorities and manage limited development funds. Inadequate funds and financial constraint were also cited by 100% of the respondents as a barrier to effective implementation of school development plans since set priorities like building of classrooms required funds to implement failure to which the projects stalled. Lack of in-service training on educational management was identified by 63% of the respondents as a hindrance. This they reported would equip head teachers with additional skills to deal with the ever changing school environment and respond to the emerging issues and challenges amicably.

5.3 Conclusions

From the findings, it can be concluded that the process of development planning was an essential element in the development of a school as it focuses on improving the quality of learning by strategizing, setting priority targets and resources allocation. With commitment and application of best planning practices by the head teachers, Board of Governors, PTA members, staff and involvement of the key stakeholders as a whole can go a long way in improving the quality of education in schools.

There was fairly high level of consultation in the formulation of school development plan. However, this needs to be strengthened so as to create ownership and support from all the stakeholders. A few schools had not progressed beyond the stage of setting the motto, vision, mission and objectives; they needed professional guidance and support on to how to see through the central issues. Some schools reported to have taken responsibility for their own continuous improvement, through development planning which had contributed to prioritizing development projects.
The head teachers still played an important role in the planning and implementation of the development plans especially initiating the planning process under the direction of BoGs. However, their effectiveness in implementing school development plans was limited by lack of funds, inadequate skills in educational management and particularly development planning.

5.4 Recommendations

The following recommendations were made from the findings of the study.

i. School policies regarding development planning needs to have a clearly defined framework and strategies to achieve its goals. There is need to include and define clearly the different roles expected of key players and partners for effective delivery of policy. The government through the ministry of education should guide and support schools on how to see through the central issues.

ii. There is need for development planning to include strategies in place for learning, teaching and assessment, the promotion of pupils’ attendance, good behavior and discipline since the focus in most schools was on physical infrastructure funding and unfinished projects.

iii. The findings indicated the need for a comprehensive in-service training for all head teacher’s adjusting it to the challenges of understanding and implementing a complicated development plan with limited teaching and learning resources. This professional development program should be based on promoting better understanding of emerging issues, SWOT analysis and management of development funds among others.
iv. There is need to actively involve all stakeholders in development planning since according to the respondents in this study, school-level change was supported by all stakeholders especially if it contained a variety of shared ideas, mechanisms, and processes that appeared to be promising for promoting systemic change and quality improvement. Educational policies need to work towards strengthening of local participation in education service delivery.

v. Schools management should also seek collaboration with other stakeholders such as the government, civil societies and other development agencies who are good at resource mobilization. This coupled with improved skills in management of funds can help the schools meet their budgetary requirements to fund development projects.

5.5 Recommendations for Further Research

To understand further the factors deterring effective implementation of school development plans in public secondary schools, further research is recommended in the following areas.

a) The study was carried out in one district only. Similar studies should be carried out in the whole province to gather adequate information on the subject to be able to generalize.

b) Further study can be conducted on the role of KESI in enhancing educational management skills among the secondary schools head teachers and Boards of Governors in the district.

c) For comparison purpose, a similar study can be conducted in private secondary schools in the district.
REFERENCES


APPENDICES

APPENDIX ONE: HEADTEACHER'S QUESTIONNAIRE

You are kindly requested to give information concerning planning practices and implementation of school development plans in your school by filling this questionnaires by putting a tick [✓] within the boxes. Response to these questions will be treated strictly confidential and only used for the study.

PART A:

Background Information

1. Gender
   a) Male [ ]
   b) Female [ ]

2. Age
   a) Below 30 years [ ]
   b) Between 31 – 35 years [ ]
   c) Between 36-40 years [ ]
   d) Between 41-45 [ ]
   e) Between 46-50 years [ ]
   f) Above 50 years [ ]

3. Your level of education
   a) Master’s Degree [ ]
   b) Bachelor’s Degree [ ]
   c) Diploma [ ]
   d) Other (Specify) ..............................................................

4. Number of years served as a head teacher ............... years

5. Number of years served as a head teacher in the current school .......... years

6. Type of school
   a) Boys Boarding [ ]
   b) Girls Boarding [ ]
   c) Mixed Boarding [ ]
   d) Mixed Day & Boarding [ ]
   e) Boys Day [ ]
   f) Girls Day [ ]
   g) Mixed Day [ ]
   Other (Specify) ..............................................................

7. Category of your school
   a) National [ ]
   b) Provincial [ ]
   c) District [ ]

8. Size of school
   a) Single stream [ ]
   b) Four streams [ ]
   c) Double stream [ ]
   d) Above four [ ]
   e) Triple stream [ ]

9. When was the school started? .................................
10. (a) School Enrolment
   Girls ..................   Boys .................   Total .................

(b) Comment on the enrolment trend.

..............................................................................................................

..............................................................................................................

11. Estimate the average annual school fees collection
   a) Below 50% [ ]  b) 50% - 75% [ ]  c) Above 75% [ ]

12. What are the main sources of funding other than parents?
   a) School farm [ ]
   b) Other income generating projects e.g. school bus, livestock [ ]
   c) Houses for Rent [ ]
   d) Bursary [ ]
   e) Donor funds [ ]

13. Do you have formally constituted BoG Yes [ ] No [ ]

14. (a) Have you attended any education management in-service course?
    Yes [ ] No [ ]

(b) If yes, please state

..............................................................................................................

..............................................................................................................

PART B:

(i) SCHOOL DEVELOPMENT PLANS

The School Motto, Vision, Mission and Objectives

15. Do you have a motto for your school? Yes [ ] No [ ]

16. Do you have a vision for your school? Yes [ ] No [ ]

17. Do you have a mission for your school? Yes [ ] No [ ]

18. Who conceived the idea of the motto, vision and mission statements?
   a) The principal [ ]
   b) The PTA [ ]
   c) The teachers [ ]
   d) The BOG [ ]
   e) The HODs [ ]
   f) The students [ ]
   g) Other (Specify) .........................................................

19. Is the motto, mission and vision communicated to everyone in the institution?
    Yes [ ] No [ ]
20. How are teachers, parents and students involved in the formulation of the motto, mission and vision in order to own it? Explain

..........................................................................................................................................................To what extent do you regard a written motto, mission or vision statement important?
  a) To a large extent [ ]
  b) To a small extent [ ]
  c) Not important [ ]

Objectives
21. (a) Do you have any set objectives for your school? Yes [ ] No [ ]
   (b) If yes, please list them down in order of importance
   ........................................................................................................................................................
   (c) Is everyone in the institution aware of these objectives? Yes [ ] No [ ]
22. In your opinion, how would you rank the attainment of objectives in your school?
   a) Very high [ ] d) High [ ]
   b) Slightly high [ ] e) Low [ ]
   c) Very low [ ]
23. What do you understand by School Development Plan?
   ........................................................................................................................................................
24. Do you formulate development plan in your school? Yes [ ] No [ ]
25. (a) Do you normally have formal planning meetings with BOG, PTA members and Teachers? Yes [ ] No [ ]
   (b) How often per year? (Tick appropriately)
      a) None [ ] c) Once per year [ ]
      b) 2 – 3 meetings [ ] d) above three meetings [ ]
26. What is the time scale for your development plans
   a) Less than 1 year [ ] d) Between 1 and 2 years [ ]
   b) Between 3 and 5 years [ ] e) between 5 and 10 years [ ]
   c) Above 10 years [ ]
27. Do you gather information from the environment for planning purposes

84
28. Do you make an assessment of the weaknesses or strengths of the school in your planning?  
   Yes [ ]  No [ ]  
   (b) If Yes, what are the strengths?  
   ............................................................................................. 
   ............................................................................................. (c)  
   What are the weaknesses?  
   .............................................................................................  
   ............................................................................................. 
   Give the most important opportunities and threats encountered by your school  
   (a) Opportunities  
   .............................................................................................  
   .............................................................................................  
   (b) Threats  
   .............................................................................................  
   .............................................................................................  

31. Why do you think it is important to have development plans in schools? [Tick any six]  
   a) A means to promote school effectiveness [ ]  
   b) It enhances the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils [ ]  
   c) Enables the school community to review its progress and identify priorities [ ]  
   d) It promotes partnership in the schools development by engaging the major parties in the community [ ]  
   e) It enhances the professional role of teachers and promote their professional development to enable them contribute decisively to the development of school [ ]  
   f) It enables the school to specify resources requirements and to target available resources towards meeting priority needs [ ]  
   g) It provides structures that enables the school community incorporate national education priorities into the work of the school [ ]  
   h) It helps the school community to manage change effectively and to respond rapidly to new challenges [ ]  

32. What factors do you consider when developing plans in your school?(Tick any six
key factors)
   a) SWOT analysis [ ]  f) Available physical resources [ ]
   b) Finances/Funds required [ ]  g) Labour required [ ]
   c) Review of the previous plans [ ]  h) Incomplete projects [ ]
   d) School enrolments [ ]  i) Emerging issues/New challenges [ ]
   e) Future prospects [ ]

(ii) KEY PEOPLE RESPONSIBLE FOR SCHOOL DEVELOPMENT PLANS

33. Who are the major key stakeholders you involve in school development planning process (Tick six major key stakeholders)
   a) All BoG members [ ]  f) Heads of Department (HoDs) [ ]
   b) PTA members [ ]  g) Non-teaching staff [ ]
   c) Teachers [ ]  h) Sponsors [ ]
   d) Parents [ ]  i) Local leaders [ ]
   e) Pupils [ ]

34. How do you describe the school environment?
   a) Stable [ ]  b) Turbulent [ ]

35. How many development projects has your school initiated over the last five years?
   a) None [ ]  d) 1 [ ]
   b) 2 [ ]  e) 3 [ ]
   c) 4 [ ]  f) More than 4 [ ]

36. How would you rate the provision of physical facilities in your school?

<table>
<thead>
<tr>
<th>Physical facilities</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairly Adequate</th>
<th>Inadequate</th>
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<td>Classrooms</td>
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<td>Special rooms</td>
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</tbody>
</table>
37. How often do you maintain and repair facilities in your school?
   a) Regularly [ ]
   b) When extremely necessary [ ]
   c) When funds are available [ ]
   d) Not at all [ ]

38. What problems do you encounter in your efforts to fully utilize the available physical resources in your school? Explain

........................................................................................................................................................................
........................................................................................................................................................................

(iii) ROLE PLAYED BY HEADTEACHER IN SCHOOL DEVELOPMENT PLANNING

39. What role do you play as a head teacher in the planning and implementation process of the development plans? (Tick any six key roles)

   a) To initiate the planning process under the direction the BoG and establish planning infrastructure [ ]
   b) Ensure that the school has a motto, vision, mission and objectives that are effectively communicated and understood by the entire school community [ ]
   c) To convene formal planning meetings through the BoG [ ]
   d) To ensure that all key stakeholders are involved in planning and implementation process [ ]
   e) To conduct SWOT analysis or needs assessment of the school in consultation with other key stakeholders [ ]
   f) Preparations of action plan with some members of staff and other stakeholders [ ]
   g) Presentation of the action plan for approval in order to solicit ownership and support from all stakeholders [ ]
   h) Monitoring the implementation of action plans for the targeted activities [ ]
   i) Evaluation and compiling of the progress report on the plans, for presentation to the stakeholders [ ]

PART C:
(i) MAJOR CHALLENGES TO PLANNING AND IMPLEMENTATION
PROCESS OF DEVELOPMENT PLANS IN SCHOOL

40. What are the main barriers to effective implementation of schools development plans in your school? *(Tick any six major barriers)*

a) Lack of adequate planning skills [ ]

b) Lack of in-service training on educational management [ ]

c) Inadequate funds/ financial constraints [ ]

d) Failure to conduct SWOT analysis or needs assessment [ ]

e) Failure to involve the key stakeholders [ ]

f) High headship turnover or transfers [ ]

g) Lack of regular school inspections [ ]

h) External interference/ Turbulent community [ ]

i) Misappropriation of development funds [ ]

j) Emerging issues /new challenges [ ]

41. What would you consider to be the key factors that would lead to success in secondary schools.

........................................................................................................................................................................

(ii) STRATEGIES TO EFFECTIVE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS

42. What measures can be taken to ensure effective planning and implementation of school development plans? *(Tick any six key measures)*

a) Head teachers should undergo educational management in-service course [ ]

b) Schools should carry out SWOT analysis or needs assessment [ ]

c) Schools should involve all key stakeholders in the planning process [ ]

d) Schools should have clear vision, mission and objectives [ ]

e) The approved development projects should be budgeted for well [ ]

f) Formal planning meetings should be held by schools [ ]

g) Schools routine inspections should be stepped up [ ]

h) Low headship turn over to be maintained in schools where necessary [ ]

i) School managers who misappropriate development funds should be disciplined [ ]

THANK YOU FOR PARTICIPATING.
APPENDIX TWO: BOGIPTA QUESTIONNAIRE

You are kindly requested to give information concerning planning practices and implementation of school development plans in your school by filling this questionnaires by putting a tick [✓] within the boxes. Response to these questions will be treated strictly confidential and only used for the study.

PART A:

Background Information

1. Gender
   a) Male [ ]
   b) Female [ ]

2. Age
   a) Below 30 years [ ]
   b) Between 36-40 years [ ]
   c) Between 46-50 years [ ]
   d) Between 31 – 35 years [ ]
   e) Between 41-45 [ ]
   f) Above 50 years [ ]

3. Your level of education
   a) ‘O’ Level [ ]
   b) ‘A’ Level [ ]
   c) Diploma [ ]
   d) Bachelor’s Degree [ ]
   Other (Specify) .................................................................

4. Number of years served as a BOG/PTA member .............. years

5. Are you a BOG/PTA member in any other school? Yes [ ] No [ ]

6. (a) How many BOG members are there? .........................

   (b) How many PTA members are there? ..............................

7. Type of school
   a) Boys Boarding [ ]
   b) Girls Boarding [ ]
   c) Mixed Boarding [ ]
   d) Mixed Day & Boarding [ ]
   e) Boys Day [ ]
   f) Girls Day [ ]
   g) Mixed Day [ ]
   Other (Specify) .................................................................

8. Category of your school
   a) National [ ]
   b) Provincial [ ]
   c) District [ ]

9. Size of school

89
a) Single stream [ ]  
b) Double stream [ ]  
c) Triple stream [ ]  
d) Four streams [ ]  
e) Above four [ ]

10. When was the school started? ..............................................

11. (a) School Enrolment
   Girls .....................  Boys .....................  Total .....................
   ...........................................................
   (b) Comment on the enrolment trend.
   ...........................................................
   ...........................................................
   (c) Estimate the average annual school fees collection
      a) Below 50% [ ]  b) 50% - 75% [ ]  c) Above 75% [ ]

12. What are the main sources of funding other than parents?
   a) School farm [ ]
   b) Other income generating projects e.g. school bus, livestock [ ]
   c) Houses for Rent [ ]
   d) Bursary [ ]
   e) Donor funds [ ]

PART B:

(i) SCHOOL DEVELOPMENT PLANS

The School Motto, Vision, Mission and Objectives

13. Do you have a motto for your school?  Yes [ ]  No [ ]
14. Do you have a vision for your school?  Yes [ ]  No [ ]
15. Do you have a mission for your school?  Yes [ ]  No [ ]
16. Who conceived the idea of the motto, vision and mission statements?
   a) The principal [ ]  d) The BOG [ ]
   b) The PTA [ ]  e) The HoDs [ ]
   c) The teachers [ ]  f) The students [ ]
   Other (Specify) ......................................................

17. Is the motto, mission and vision communicated to everyone in the institution?
   Yes [ ]  No [ ]

19. To what extent do you regard a written motto, mission or vision statement
important?

a) To a large extent [ ]
b) To a small extent [ ]
c) Not important [ ]

School Objectives

20. Do you have any set objectives for your school? Yes [ ] No [ ]
21. Is everyone in the institution aware of these objectives? Yes [ ] No [ ]
22. In your opinion, how would you rank the attainment of objectives in your school?
   a) Very high [ ]
   b) Slightly high [ ]
   c) Very low [ ]
23. What do you understand by School Development Plan?

24. Do you participate in the formulation of development plan in your school?
25. What factors do you consider when developing plans in your schools? (Tick any six key factors)
   a) SWOT analysis [ ]
   b) Finances/Funds required [ ]
   c) Review of the previous plans [ ]
   d) School enrolments [ ]
   e) Future prospects [ ]
   f) Available physical resources [ ]
   g) Labour required [ ]
   h) Incomplete projects [ ]
   i) Emerging issues [ ]
26. What is the time scale for your development plans
   a) Less than 1 year [ ]
   b) Between 3 and 5 years [ ]
   c) Above 10 years [ ]
27. Do you gather information from the environment for planning purposes
   Yes [ ] No [ ]
28. How do you describe the school environment?
   a) Stable [ ]
   b) Turbulent [ ]
29. (a) Do you normally have formal planning meetings with BOG, PTA members and Teachers?
   Yes [ ] No [ ]
   (b) How often per year? (Tick appropriately)
30. How many development projects has your school initiated over the last five years?
   a) None  [  ]  d) 1  [  ]
   b) 2 – 3 meetings  [  ]  e) 3  [  ]
   c) 4  [  ]  f) More than 4 [  ]

32. Why do you think it is important to have development plans in schools? [Tick any six]
   a) A means to promote school effectiveness  [  ]
   b) It enhances the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils  [  ]
   c) Enables the school community to review its progress and identify priorities  [  ]
   d) It promotes partnership in the schools development by engaging the major parties in the community [  ]
   e) It enhances the professional role of teachers and promote their professional development in order to contribute decisively to the development of school  [  ]
   f) It enables the school to specify resources requirements and to target available resources towards meeting priority needs [  ]
   g) It provides structures that enables the school community incorporate national education priorities into the work of the school [  ]
   h) It helps the school community to manage change effectively and to respond rapidly to new challenges [  ]

(ii) KEY PEOPLE RESPONSIBLE FOR SCHOOL DEVELOPMENT PLANNING

33. Who are the major key stakeholders you involve in school development planning process (Tick six major key stakeholders)
   a) All BoG members  [  ]  f) Heads of Department (HoDs)  [  ]
   b) PTA members  [  ]  g) Non-teaching staff  [  ]
   c) Teachers  [  ]  h) Sponsors  [  ]
   d) Parents  [  ]  i) Local leaders  [  ]
   e) Pupils  [  ]

34. How would you rate the provision of physical facilities in your school?
<table>
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35. How often do you maintain and repair facilities in your school?
   a) Regularly [ ]
   b) When extremely necessary [ ]
   c) When funds are available [ ]
   d) Not at all [ ]

36. What problems do you encounter in your efforts to fully utilize the available physical resources in your school?

   ........................................................................................................................................
   ........................................................................................................................................

37. What role do you play as a BOG/PTA member in the planning and implementation process of the development plans?

   ........................................................................................................................................
   ........................................................................................................................................

PART C:

(i) MAJOR CHALLENGES TO PLANNING AND IMPLEMENTATION PROCESS OF DEVELOPMENT PLANS IN SCHOOL

38. What are the main barriers to effective implementation of schools development plans in your school? (Tick any six major barriers)
   a) Lack of adequate planning skills [ ]
   b) Lack of in-service training on educational management [ ]
   c) Inadequate funds [ ]
   d) Failure to conduct SWOT analysis [ ]
   e) Failure to involve the key stakeholders [ ]
   f) High headship turnover or transfers [ ]
g) Lack of regular school inspections
h) External interference/turbulent community
i) Misappropriation of development funds
j) Emerging issues/new challenges

(ii) STRATEGIES TO EFFECTIVE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS

39. What measures can be taken to ensure effective planning and implementation of school development plans? (*Tick any six key measures*)

a) Head teachers should undergo educational management course
b) School should carry out SWOT analysis/needs assessment
c) Schools should involve all key stakeholders
d) Schools should have clear vision, mission and objectives
e) The approved development projects should be well budgeted for
f) Formal planning meetings should be held by schools
g) Schools routine inspections to be stepped up
h) Low headship turn over to be maintained
i) School managers who misappropriate development funds to be disciplined
APPENDIX THREE: HODs QUESTIONNAIRE

You are kindly requested to give information concerning planning practices and implementation of school development plans in your school by filling this questionnaire by putting a tick [✓] within the boxes. Responses to these questions will be treated strictly confidential and only used for academic purposes.

PART A:

Background Information

1. Your gender a) Male [ ] b) Female [ ]
2. Your level of education
   a) Master's Degree [ ]
   b) Bachelor's Degree [ ]
   c) Diploma [ ]
   Other (Specify) ...........................................................
3. Number of years served as a teacher .............. years
4. Number of years served as a HoD in the current school .......... years
5. Type of school
   a) Boys Boarding [ ] e) Boys Day [ ]
   b) Girls Boarding [ ] f) Girls Day [ ]
   c) Mixed Boarding [ ] g) Mixed Day [ ]
   d) Mixed Day & Boarding [ ]
   Other (Specify) ...........................................................
6. Category of your school
   a) National [ ] b) Provincial [ ] c) District [ ]
7. Size of school
   a) Single stream [ ] b) Double stream [ ] c) Triple stream [ ]
   d) Four streams [ ] e) Above four [ ]
8. When was the school started? .................................

PART B:

(i) SCHOOL DEVELOPMENT PLANS

95
The School Motto, Vision, Mission and Objectives

9. Do you have a motto for your school? [ ] Yes [ ] No

10. Do you have a vision for your school? [ ] Yes [ ] No

11. Do you have a mission for your school? [ ] Yes [ ] No

12. Who conceived the idea of the motto, vision and mission statements?
   a) The principal [ ]
   b) The PTA [ ]
   c) The teachers [ ]
   d) The BOG [ ]
   e) The HoDs [ ]
   f) The students [ ]
   Other (Specify) .................................................................

13. Is the motto, mission and vision communicated to everyone in the institution? [ ] Yes [ ] No

School Objectives

14. a) Do you have any set objectives for your school? [ ] Yes [ ] No
   b) Is everyone in the institution aware of these objectives? [ ] Yes [ ] No
   c) In your opinion, how would you rank the attainment of objectives in your school?
      a) Very high [ ]
      b) Slightly high [ ]
      c) Very low [ ]

15. What do you understand by School Development Plan?

   a) Do you participate in the formulation of development plan in your school? [ ] Yes [ ] No
   b) If Yes, what are the strengths of your school? ........................................
   c) What are the weaknesses? .................................................................
   What factors do you think should be considered when formulating school development plans? (Tick any six key factors)
   a) SWOT analysis/needs assessment [ ] f) Available physical resources [ ]
   b) Finances/Funds required [ ] g) Labour required [ ]
   c) Review of the previous plans [ ] h) Incomplete projects [ ]
d) School enrolments [ ] i) Emerging issues/new challenges [ ]
e) Future prospects [ ]

18. Why do you think it is important to have development plans in schools? [TICK any six]
a) A means to promote school effectiveness [ ]
b) It enhances the quality of teaching and learning through collaborative action, in order to meet needs of all the pupils [ ]
c) Enables the school community to review its progress and identify priorities [ ]
d) It promotes partnership in the schools development by engaging the major parties in the community [ ]
e) It enhances the professional role of teachers and promotes their professional development in order to contribute decisively to the development of school [ ]
f) It enables the school to specify resources requirements and to target available resources towards meeting priority needs [ ]
g) It provides a structure that enables the school community incorporate national education priorities into the work of the school [ ]
h) It helps the school community to manage change effectively and to respond rapidly to new challenges [ ]

(ii) KEY PEOPLE RESPONSIBLE FOR SCHOOL DEVELOPMENT PLANS

19. Who are the major key stakeholders a school should involve in development planning process (TICK six major key stakeholders)

   a) All BoG members [ ] f) Heads of Department (HoD) [ ]
   b) PTA members [ ] g) Non-teaching staff [ ]
   c) All Teachers [ ] h) Sponsors [ ]
   d) Parents [ ] i) Local leaders [ ]
   e) Pupils [ ]

20. How do you describe the school environment? a) Stable [ ] b) Turbulent [ ]

21. How many development projects has your school initiated over the last five years?
   a) None [ ] d) 1 [ ]
   b) 2 [ ] e) 3 [ ]
   c) 4 [ ] f) More than 4 [ ]

22. How would you rate the provision of physical facilities in your school?
Physical facilities | Very adequate | Adequate | Fairly adequate | Inadequate
---|---|---|---|---
Classrooms
Laboratory
Library
Dormitories
Halls
Sanitation
Land size (acreage)
Special rooms

23. How often does the school maintain and repair physical facilities?
   a) Regularly
   b) When extremely necessary
   c) When funds are available
   d) Not at all

24. What role do you play as a HOD in the planning and implementation process of the development plans, particularly in relation to curriculum implementation in your school?

PART C:
(i) MAJOR CHALLENGES IN PLANNING AND IMPLEMENTATION PROCESS OF DEVELOPMENT PLANS IN SCHOOL

25. What are the main barriers to effective implementation of school development plans in your school? (Tick any six major barriers)
   a) Lack of adequate planning skills
   b) Lack of in-service training on educational management
   c) Inadequate funds
   d) Failure to conduct SWOT analysis/needs assessment
   e) Failure to involve the key stakeholders
   f) High headship turnover or transfers
   g) Lack of regular school inspections
   h) External interference/turbulent community
   i) Misappropriation of development funds
   j) Emerging issues/new challenges
(ii) STRATEGIES TO EFFECTIVE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS

26. What measures can be taken to ensure effective planning and implementation of school development plans? *(Tick any six key measures)*

a) Head teachers should undergo educational management course

b) School should carry out SWOT analysis

c) Schools should involve all key stakeholders

d) Schools should have clear vision, mission and objectives

e) The approved development projects should be well budgeted for

f) Formal planning meetings should be held by schools

g) Schools routine inspections should be stepped up

h) Low headship turn over should be maintained where necessary

i) School managers who misappropriate development funds to be disciplined

THANK YOU FOR PARTICIPATING.
APPENDIX FOUR: RESEARCHERS OBSERVATION SCHEDULE

1. Name of school .................................................................

2. Is there school motto, vision and mission? Yes [ ] No [ ]

3. a) Are they strategically displayed in school compound? Yes [ ] No [ ]
   Explain ................................................................................
   ...........................................................................................
b) Does the school have a documented or displayed school development plan? 
   Yes [ ] No [ ]

4. How is the provision of physical facilities in school

<table>
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<tr>
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5. Does the school seem to be achieving her objectives, vision and mission 
   Yes [ ] No [ ]
   Explain ...........................................................................

6. Is there evidence on any recent development in terms of physical structures? 
   Yes [ ] No [ ]
   Indicate ...........................................................................

7. (a) Are there stalled, incomplete or dilapidated physical facilities? 
   Yes [ ] No [ ]
   (b) Name them ....................................................................
   (a) What is the state of physical structure?
      a) In good shape [ ] b) In Bad Shape [ ]
(b) Explain

........................................................................................................................................... Does the school have the most basic facilities necessary for enhancing good academic performance? Yes [ ] No [ ]

8. What basic facilities are lacking?

........................................................................................................................................... Is there evidence of inverted priorities in terms of school general development and in the provision of facilities?

Explain

...........................................................................................................................................

9. Generally how has the school utilized its resources or assets?

a) Very good [ ]

b) Fairly good [ ]

c) Poorly [ ]

d) Good [ ]

e) Fair [ ]
## APPENDIX FIVE: BUDGET

<table>
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<tr>
<th>Task</th>
<th>Cost in Kshs</th>
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<tbody>
<tr>
<td>Proposal preparation</td>
<td>3,500</td>
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<tr>
<td>Pre-testing research instrument</td>
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<tr>
<td>Transport</td>
<td>7,000</td>
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<td>Computer services</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Project writing</td>
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<tr>
<td>Miscellaneous expenses</td>
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<td><strong>TOTAL</strong></td>
<td><strong>35,000</strong></td>
</tr>
<tr>
<td><strong>Time (2008)</strong></td>
<td><strong>Activity</strong></td>
</tr>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>February – April 2009</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>May – July 2009</td>
<td>Proposal corrections, pre-testing, data collection</td>
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<tr>
<td>August -2009</td>
<td>Data analysis and project writing</td>
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<tr>
<td>September- 2009</td>
<td>Project report presentation</td>
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<td>October-2009</td>
<td>Final Project report corrections</td>
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<tr>
<td>November- 2009</td>
<td>Submission of the final project report</td>
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</tbody>
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MINISTRY OF HIGHER EDUCATION SCIENCE 
& TECHNOLOGY

Telegrams: “SCIENCE TEC”, Nairobi
Telephone: 02-318581
E-Mail: ps@scienceandtechnology.go.ke

When Replying please quote

Ref. MOHEST 13/001/ 38C 452/2

11th August 2008

Wachira Nancy Ngunju
Kenyatta University
P.O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on,
"Assessment on the Factors Deterring Effective Implementation of
School Development Plans in Public Secondary Schools, Kiambu
East District,

I am pleased to inform you that you have been authorized to carry out
research in Kiambu East District for a period ending 30th August, 2008.

You are advised to report to the District Commissioner and the District
Education Officer, Kiambu East before embarking on your research.

On completion of your research, you are expected to submit two copies of
your research report to this office.

M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner
Kiambu East District
KIAMBU

The District Education Officer
Kiambu East District
KIAMBU