STATUS AND CHALLENGES OF STRATEGIC PLANNING IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

ALICE GETRUDE ATIENO OKONYA

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JULY, 2016
DECLARATION

I declare that this research project report is my original work and has not been presented in any other university / institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulation.

ALICE GETRUDE ATIENO OKONYA
E55/CE/26420/2011
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

This research project report has been submitted with our approval as University Supervisors.

Dr. John Ndiritu
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

Dr. Martin Ogolla
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University
DEDICATION

To the Almighty God for protection and guidance and to my entire family for their endurance, support, guidance and the confidence they have in me, especially as I wrote my research project. Special dedication to my dear husband Douglas Odhiambo Owino for his perseverance and support, my daughters Stephie Sarah and Lovelle Akinyi and my son Douglas Booker Junior, and my mother Josephine Aloo Ogolla.
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<tr>
<td><strong>ASAL:</strong> Arid and Semi Arid Lands</td>
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<tr>
<td><strong>BoM:</strong> Board of Management</td>
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<td><strong>CfBT:</strong> Centre for British Teachers</td>
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<td><strong>DEMI:</strong> Decentralized Education Management Activity</td>
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<td><strong>EFA:</strong> Education for All</td>
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<td><strong>HoD:</strong> Head of Department</td>
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<td><strong>GoK:</strong> Government of Kenya</td>
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<td><strong>KEMI:</strong> Kenya Educational Management Institute</td>
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<td><strong>KESI:</strong> Kenya Education Staff Institute</td>
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<td><strong>KESSP:</strong> Kenya Education Sector Support Programme</td>
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<td><strong>MDGs:</strong> Millennium Development Goals</td>
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<td><strong>MoE:</strong> Ministry of Education</td>
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<td><strong>NACOSTI:</strong> The National Commission for Science and Technology and Innovation</td>
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<tr>
<td><strong>NGOs:</strong> Non Governmental Organizations</td>
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<tr>
<td><strong>SPSS:</strong> Statistical Package for Social Research</td>
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<tr>
<td><strong>SWOT:</strong> Strengths, Weaknesses, Opportunities and Threats</td>
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<tr>
<td><strong>OECD:</strong> Organization for Economic Co-operation and Development</td>
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<tr>
<td><strong>UNESCO:</strong> United Nations Educational, Scientific and Cultural Organization</td>
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<td><strong>USAID:</strong> United States Agency for International Development</td>
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ABSTRACT

A number of countries in Africa have implemented the strategic plans with cases of success and challenges. In Kenya, education has been a priority both at primary and secondary hence the need for strategic planning. Therefore, the major aim of this study was to establish the status of strategic planning in public schools in Kajiado County, Kenya. The challenges of strategic planning were determined from the study. This is because effective strategic plans are about implementation. The study was guided by the following objectives: to establish the number of public secondary schools in Kajiado County with operational strategic plans, status of strategic planning, identify the challenges encountered by education stakeholders during developing and implementing strategic plans and finally to establish strategies to enhance successful development and implementation of strategic plans in schools in Kenya. Decision theory was used in the study since it is concerned with goal-directed activities. Various studies done on strategic planning and their findings have been reviewed. Literatures on various studies done on the challenges of strategic plan were explored. The study further led the researcher to identify the gaps from those studies and how they have been addressed in this study. The survey design which was used in this study was descriptive. Kajiado County has 27 public secondary schools which formed the target population. Selection of schools was done by stratified sampling technique to allow for their variation. To select teachers and students stratified proportionate, simple random and purposive sampling techniques were employed, while research instruments used were questionnaires. From the findings, it was clear that out of ten schools sampled, eight of them developed and were using strategic plans in management of the schools. It was evident from the study that involvement of all stakeholders in strategic planning process was very important for success to be realized. Lack of human and physical resources, leadership commitment, inadequate training and knowledge posed a challenge to formulation and implementation of strategic plans. Another finding also showed that there needed to be adequate training of most stakeholders in education so that there can be a sense of commitment and ownership by all. This would ensure that there is proper management of physical, financial and human resources. The study recommends that enhancing successful implementation of strategic plans requires availing resources, setting and prioritizing targets, leadership commitment, frequent consultations and training of key stakeholders.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background to the Study

The purpose and primary value of strategic planning is its power to involve people in a process leading to new understandings and insights about the challenges public schools might confront in the future and how it should plan for those possibilities. The education sector, just like other important sectors, also requires long-term planning in the use of human, physical and financial resources to overcome anticipated challenges and plan for future possibilities. For instance, education sector in Kenya has since independence worked on ways to reform education to see the significance. The changing circumstances lead to important questions such as where the schools are, where they want to go, and how they want to get there (Mutuku & Mutuku, 2009). If these questions can be answered by the education stakeholders then education sector can move a notch higher than other economic sectors. These questions in reality force stakeholders to reflect and establish the conditions on the ground, examine competitive pressures, analyze and identify challenges and matters related to education with the target being public institutions of learning. This needs planning strategically in order to uplift the schools to their desired target.

It is therefore important to state that, strategic planning is usually concerned with making informed choices or decisions that are relevant to the future aspects of an institution (Thompson et al., 2007). Planning in this context focuses majorly on the schools goals, assesses its capabilities to achieve those predetermined goals, identify societal factors that may affect the institution and come up with strategies designed
to move it forward. Schools in Kenya can use a strategic plan as a means to discover its worth and place within the ever rapidly changing environment (Ansoff, 1988). For any institution, strategic planning helps by ensuring that there is cohesion between targets, objectives and various activities within the society. According to Thompson et al., (2007), developing strategic plans and ensuring that implementation takes place are very important to the well-being of institutions. Strategic plans may be developed but if not implemented, then the intended objectives may not be achieved in the end.

The idea about strategic planning has been in existence from the time man needed to get from one point to another. It is an important tool for setting priority areas and making informed decisions and choosing correctly about the future of an institution. The process has its foundation in the private business sector. Actually, this idea of strategic planning came into limelight in the 1950s. It was first developed in the USA in the early 1960s, to act as a tool for setting targets to be achieved by the private and commercial enterprises (Kaufman, 1991)). In the 1970s, this concept was seen to be of importance and therefore, was piloted to manage institutions of higher learning due to declining enrolment in the number of students, limited finances and the high competition that was present amongst the numerous institutions in the USA.

In the 1960s and 1970s, the topic of strategic planning started building reaching its peak in the 1980s and early 1990s and then eventually becoming quiet in the mid to late 1990s. There are numerous reasons for the decline in strategic planning, some of which can be described historically while others cannot be so easily explained. Pearce (2009) evidently discusses the evolution of the strategic management and
planning process in four phases. In the first and second phase emphasis was placed on performance and output. Phase three incorporated strategic planning while the fourth phase incorporated strategic management. In reference to Kaufman, Roger, and Herman, J. (1991), the process of strategic planning has been incorporated and used by many business sectors, government departments and organizations.

Strategic planning concept got into the education sector in the late 1980s to 1990s at a UNESCO Conference where traditional approaches were discredited (UNESCO, 1996). This was because education was seen to be involving more complicated and multidimensional problems that could not be tackled easily. The governments met the diversified demands for education without adopting restrictive measures within. They had to make difficult decisions to regulate the utilization of resources and finances without in any way leading to serious decline and collapse of functioning of institutions. Pressure was exerted on ministries of education by national and international financial institutions to provide proof that the resources they were provided with were being effectively utilized. These pressures contributed to the introduction of new approaches which are accountability-based programmes and the development of more result-based actions, therefore, giving rise to strategic planning, (Ansoff, 1988).

Strategic planning and implementation is a new phenomenon in the education sector especially in Kenya. This kind of management was borrowed from profit-making organizations and business entities and since it follows a systematic and technical process, it requires experts. It has been a wish by the Kenya government that education sector be developed, ever since it got independence. This has made the education sector become a priority area especially in resource allocation such as
financial to develop the sector. This, therefore, led to the development of planning activities in various government institutions in order to encourage them come up with strategies and ways of executing such strategies in order to give institutions a direction. The Government of Kenya (GoK) put in strategies and procedures on strategic planning schools but it seems that not all have adopted it (Sababu, 2007). Schools in the year 2012 were issued a directive by the Ministry of Education (MoE) to develop strategic plans. Due to the government’s order on the issue, some schools in Kenya have given it a try and through this they are able to identify challenges they face today (GoK, 2006). Thus, it is important to note that strategic plans enable institutions identify challenges they face and how to address them to enable them come up with ways of improving quality of their programmes in the provision of education.

Public institutions in Kenya are mandated to develop strategic plans as a means of achieving their desired goals to ensure proper management, performance and effectiveness in their functions. The MoE Strategic Plan 2006-2011 provides direction in regard to resources targeting programme implementation. From the manual of School Management Guide of 1991, strategic direction is a clear path of action planned by schools to achieve their aim and objectives using scarce resources available. Strategic planning leads to improved performance and better management of resources than lack of planning (Katsioloudes, 2002). The planning team is tasked with ensuring that activities undertaken by an institution reach the expected destination with the resources available. Article 56 (1A) of the Basic Education Bill of Kenya entrusts the role of developing and implementing a strategic plan for
public schools to the school management board. However, this law does not state who should take this responsibility in secondary schools (GoK, 2013).

According to Sababu 2007, the fact that some schools have strategic plans that are not operating shows lack of dedication on the planning team’s part of which may interfere with the provision of quality education, thereby resulting in management problems. By having strategic plans, there is assurance that any institution is prepared for the current and future challenges. The best way to follow the desired direction is to take part in critical thinking and planning strategically on a continuous basis and updating strategies as any new information that can be of influence to the institution’s overall direction and performance may arise.

The world is so dynamic now that any institution must position itself to be able to compete with any new opportunities and initiatives. Strategic plans are considered to be very important in the management and successful operation of public schools. While schools prepare strategic plans to chart the course of directions they will take, secondary schools are still faced with the challenges in the implementation and adoption of their strategies thus affecting education. In reference to Aldehyyat, J., Al Khattab, A. and Anchor, J. (2011 there are numerous benefits that are associated with strategic planning in schools. First, strategic plans give the school clear roadmap to follow and guide the operations as long as the objectives are clearly stated and the strategies put in place to achieve them. Second, institutions can communicate the set goals and objectives to all members and education stakeholders. Third, a base upon which progress can be measured is by strategic planning and this can be done through continuous assessment, monitoring and evaluation. Fourth, strategic planning helps to build a strong team which has a clear
vision of how the school will be in future. Fifth, it opens the school management to new ideas which if can be implemented, can help greatly in navigating the school into greater achievement of excellence. Finally, according to Ngware et al., (2006), strategic plans ensure school funds and other resources are well organized and managed effectively. This protects the school from having many incomplete projects and misplaced priorities.

In reference to Ngware et al., (2006), strategic planning is imperative to helping schools to gain control of the future of their institutions. The core of strategic planning is in attempting to incorporate the school to the changes in the society (Ansoff, 1988). To be able to formulate and implement plans effectively, the world now needs creative and smart-thinking stakeholders who after scrutinizing the environment can be able to develop strategies that are consumer-based, Aldehyyat, J., Al Khattab, A. and Anchor, J. (2011)

Public schools in Kajiado County are not in any way different, they can also employ creativity that can transform them become consumer-focused bodies and in this case the consumer is the learner. According to Sagwa (2002) creative and proactive managers and leaders should enlighten employees and impart a sense of dedication. Such leaders like and would do everything possible to ensure that strategies are put in place for successful implementation. But sometimes, these leaders stay in those schools for a short time span due to transfers by the government and this creates a negative impact on implementation of strategic plans. More often government policy guidelines are flouted when developing school strategic plans. This research study is aimed at filling these gaps by finding out challenges facing development of strategic plans in public secondary schools.
In Kenya, currently, all schools are required to have a well-outlined five-year strategic plan, by the Ministry of Education (GoK, 2012). The strategic plan is developed by a team of teachers trained by the ministry through Kenya Education Management Institute (KEMI). In addition to this, Kenya has been implementing the USAID-funded DEMA for the Ministry of Education. This project aims at assisting in the preparation of the secondary school development plans. As part of this project, CfBT has been able to train over 10,000 school managers such as headteachers, heads of departments and school board managers and also supported some schools in the development of sample strategic plans for piloting.

1.2 Problem Statement

A school management and administration needs a well-developed strategic plan in order to effectively establish expectations for their institutions. Being a government initiative, there are still some mixed feelings resulting from the fact that strategic planning is rarely strategic and most frequently results in pages of plans that sit unused in desk drawers. This makes such institutions unable to realize their expectations. Getting caught up in the day-to-day operations of running a school is expected, but without a strategic plan a school administration can lose track of where the school is heading to. It is for this reason that the researcher sought to establish the status of strategic plans in public schools and the impact on utilization and identify the challenges of strategic planning in public schools in Kenya.
1.3 **Purpose of the Study**

The purpose of this study was to establish the status of strategic planning in public secondary schools in Kajiado County. The study also sought to determine the challenges of strategic planning especially on its development and implementation so as to come up with tangible recommendations.

1.4 **Objectives of the Study**

This study sought to achieve the following objectives:

1. Find out the status in development of strategic plans in public secondary schools in Kajiado County;
2. Establish the level of utilization of strategic plans in public secondary schools in Kajiado County;
3. Identify the challenges encountered in developing and utilization of strategic plans in the schools;
4. Propose strategies to enhance successful development and implementation of strategic plans in the schools.

1.5 **Research Questions**

The following research questions guided the study:

1. What is the status in the development of strategic plans in public secondary schools in Kajiado County?
2. What is the level of strategic plan utilization in public secondary schools in Kajiado County?
3. What challenges are faced by the schools in developing and utilization of strategic plans?
iv. What strategies should be adopted by the schools to address the challenges of in the development and implementation of strategic plans?

1.6 Significance of the Study

The study is significant to the education stakeholders such as the MoE, Departments of Education, teachers, parents and the society as a whole because it:

i. Brings out the various challenges that crop up before, during and after implementation and adoption.

ii. Identifies the strategies that should be put in place for public secondary schools to embrace the concept, development and adoption of strategic planning.

iii. Helps in understanding the importance of strategic planning in improving performance of schools.

iv. May help policy-makers in making strategic decisions that support continued growth and performance of all the learners in education and thus enabling them to make meaningful contribution to all areas of development.

1.7 Assumptions of the Study

The following assumptions were made during the study:

i. All the targeted respondents would cooperate in giving reliable responses.

ii. All the selected headteachers and other respondents are aware of the issue of strategic planning in schools.
1.8 Delimitations of the Study

The following were the delimitations:

i. The study confined itself to headteachers, teachers, students and parent representatives in public secondary schools who are the direct beneficiaries of the educational provision in Kenya yet there were other stakeholders may also have useful information about the schools.

ii. Private secondary schools which could have provided additional efforts are excluded from the study.

iii. The study only dealt with the respondents present during the time of study. Those absent were excluded from the study even though they may have had an input to add.

iv. The study limited itself to only one district in pastoralist region with very few public secondary schools. For a more conclusive result, all the public secondary schools in the county should have been studied. However, due to financial and other logistic constraints such terrain, distance and inaccessibility of some schools, this is not possible.

1.9 Limitations of the Study

The following were the limitations of the study:

i. There was dearth of literature on strategic planning in Kenya since the area has not received much coverage.

ii. It was not possible to cover the opinions of many the education stakeholders involved in these schools because tracing them required considerable time, resources and other logistics.
1.10 Theoretical Framework

The theoretical framework of the study was centred on the application of the Modern Decision Theory. Obtaining results is the most important aspect of any organization. It is the Decision Theory that links plans to reality in order to make an organization reach or attain its goals. The topic of strategic planning links theoretical models and instruments to come up with a decision or targets to achieve the intended goals. Various approaches, perspectives and models used in strategic planning have been developed. In reference to McNamara (2000), strategic plans framework ranges from traditional to strategic planning. However, the most popular technique is goal-oriented planning with its basis on an institution means of achieving the set objectives.

According to Weirich (1983 &1985), Condorcet who was a great enlightened philosopher was the first to put forward Decision Theory between 1743-1794 as a way of motivating the French Constitution of 1793. From there, modern decision theory followed in 20th century through contributions from several academic areas that identify themselves as economists, political analysts, scientists and philosophers. John Dewey's Modern models of Decision Theory followed Condorcet. It was developed in five stages that consisted of solving problems among others. In 1960, Herbert Simon customized that list made by Dewey from five to three stages. Brim et al., (1962) also agreed that all stages are relevant in that they partition decision stages follow categorically. Mintzberg, Raisinghani and Theoret in 1976, proposed and developed another model related to decision theory that was equally significant. They talked of diverse phases of decision-making, this agrees with Thompson et al., (2007).
likely that theories of strategic planning may be unsuitable and this may be related to the lack of a continued attempt to develop and build the response path. There may be instances when it becomes clear that there are inadequate tools or instruments that tie assessment, measurement and theory collectively, Kaufman, Roger, and Herman, J. (1991)

Basing the fact on Unwin (1986), there are innumerable examples in schools in African countries which have taken advantage of strategic planning in their institutions and proceeded to obtain better results due to the decisions and choices given or made. This modern decision theory was found relevant for this study because it guides in the selection and achieving the objectives set by the educational institutions (Hansson, 1992). This can be enhanced through making strategic decisions that steer the future operations of the schools and especially the Kenyan public schools. It is also relevant in defining objectives, adoption and dealing with the challenges so that they are not taken as excuses, since this can impact negatively on adoption of the strategic plans in our public secondary schools in Kenya.

1.11 Conceptual Framework

This conceptual framework is designed to help the researcher develop awareness and understanding of the situation under scrutiny and communicate it. Development and implementation of strategic plans highly depended on resources available in a firm as illustrated in Figure 1.1 on determinants of strategic plan implementation.
The resources needed for the development and implementation of strategic plans include financial support, human, physical resources and relevant information. Finances should be availed in order to carry out a strategic planning. Resources are some of the strategies that if available then the development and implementation of strategic plans becomes successful. It is through the use of resources both human and physical that leads to the carrying out of actions that ensure the most priority ones are met and this is through resources. This time with regard to the provision of scant resources between the various product directions, might have a reflective outcome on the strategic direction of an institution, (Bryson, 1995).
According to GoK, (2006), education policy refers to the guiding principles, conventions and regulations that enable an education system to carry out its intended functions in relation to the laid down procedures. Government policies and guidelines in development of strategic plans are quite essential. The Kenyan government has placed policies and guidelines on strategic planning in schools that require them to carry out strategic planning (GoK, 2006). When the government gives an order, then many or all targeted groups take it up. Like this directive that public schools should have strategic plans is very important because most schools follow it.

Ngware (2006) on the other hand indicates that headteachers and the BoM chairpersons should ensure that the schools have a quality strategic plan which should be reviewed regularly to involve all employees. The headteachers and BoM must ensure that the strategic plans are prepared and followed. Collecting and utilizing data on service quality and getting a response from service consumers is an important process to ensure that the quality plans continuously serve the intended group. Leadership style and organizational culture is usually mandated with determining strategic direction of any institution.

It is through leadership that is involved in the process of formulation and implementation through strategic planning which involves reforms and performance which depends on the motivation and capacities of the leadership. It is the leadership that is prone to shape strategies based on the preferences rather than the changing world technology. Understanding the culture of the school is also paramount to development, implementation and adoption of the strategic plans in the schools. Development and implementation of strategic plans are dependent on training
acquired on strategic planning. By training, the stakeholders will be in a position to identify what is required from the first step of developing a strategic plan up to the implementation level.

Strategic planning being new in the field follows a systematic and procedural process which requires experts. So, the strategic management teams should possess relevant skills or they should be trained by experts. This is an important decision that the top management should make for the strategic management teams who would benefit from getting technical skills on how to effectively implement the strategic plans.

1.12 Operational Definition of Key Terms

Mission: This is a statement that shows the reason for being of an institution, that is, 'the why you want to become what you aspire to'.

Plan: It is the outcome of the planning process which is defined as a set of decisions about what want to do, why and how to do it and at a particular time.

Policy: This is a set of the goals, purposes or guidelines that gives direction of how an institution runs its day-to-day activities within and out of the school.

Stakeholder: Stakeholders are individuals or organizations that are invested in the programme and the results of programme activities, and have a stake in what will be done with the results.

Strategic Management: This is the process of coordinating and aligning of resources and actions through identification of goals and objectives, planning, implementation, monitoring and evaluation.

Strategic Plan: This is a document that institutions can use to map direction on how to achieve its future set goals and objectives.
Strategic Planning: Strategic planning is a logical procedure by which institutions look into the future, give a picture of what they would like to be after formulation of appropriate measures or strategies, required for appropriate action.

Strategies: These are ways, tools or measures that an institution formulates in order to achieve its intentions or objectives.

Target: This is an aim of the institution that will make it reach the intended destination.

Vision: It is a statement that describes what an institution aspires to become. That is, the ‘who’ you want to become.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter covers reviews of literature related to the study. It discusses various studies that have been done on strategic planning, their main objectives, findings and their recommendations. The challenges of strategic planning and why this concept has been embraced by certain institutions and governments are also highlighted. The gaps this study intended to fill are stated.

2.2 The Concept of Strategy
Strategy is about an approach for achieving the targets for a long period because it gives direction to an institution focusing on major decisions about the future (Whittington, 1993). Meanwhile, Mintzberg, (1999) concur that a strategy is the blueprint that incorporates an institutional objectives, principles and patterns of action into a unified whole. According to Johnson (2005), they concur that an institution strategy is a management achievement tool for performing operations. In relation to the school situation, actions on current plan and ways of reinforcing strengths to ensure its continuity can only be realized if the team is led by proactive and innovative leadership. The core of strategy is in the identification of activities or strategies by choosing to perform activities differently than rivals (Porter, 1980).

The determination of objectives of an institution serves as a foundation within which decisions are made pertaining to the way and path the institution follows and which is very vital when it comes to strategic planning. This structure assists in the provision of resources to ensure better financial and strategic performance. In
reference to Whittington (2008), strategy places stress on resource provision and plans all way through the entire institution.

Making choices or decisions require an understanding of both the financial and institutional judgment from which a strategy is derived and implemented. A failure in either of these areas in understanding the strategic choice or the elements of strategy implementation make it less likely that there will be a high performance, (Barney, 2007). Effective strategies should involve certain critical factors and structural elements such as clear, decisive objectives, maintaining the initiative by preserving autonomy of action and enhancing commitment (Mintzberg, 1999).

The strategic decisions assist in differentiating an institution from its competitors in a way that is sustainable in the future, and make them different from others (Porter, 1985). It is also clear that strategy brings about changes and allows schools to position themselves in the market, and to make choices regarding what their mission and visions are. This may involve how well planning has been done, choosing the right direction the school should follow. A strategy, therefore, determines the direction in which any school needs to take to realize its mission and vision.

2.3 Status and Development of Strategic Plans

In reference to Thompson (2007), strategic planning and implementation is the foundation to any management functions. To ensure existence and success, a school does not only need to come up with targets that seek to relentlessly maintain equivalence between an institution and its environment but also ensure appropriate accomplishment of objectives. Institutions have numerous objectives to achieve. Wendy (1997) concurs that, strategic planning is the process of developing and
maintaining consistency between the institutional objectives and resources and its changing opportunities. Strategic planning process comprises the three main elements which help turn institutions visions or missions into tangible and achievable means (Wendy, 1997).

The UK government officials did research in 1988. It was done to identify schools with strategic plans that were operational. It was a requirement by the UK government that all schools prepare strategic plans. The said Education Reform Act which was mandated with responsibility of strategic planning in schools was voted for in 1988. Furthermore, Bell (2002) confirms that in 1989, the government put emphasis on the staff to also come up with their own strategic objectives and determine strategies of achieving them. Afterwards, it was recommended that strategic plans be used by the government of UK as a crucial point for inspection agenda both nationally and locally. This meant that teachers were expected to prove their achievements during regular assessment using strategies they had set in their plans. It was through this that the government gave out a clear instruction of what schools should incorporate in their strategic plans (Bell, 2002).

As much as this study was done in the UK (Europe) and it covered the whole country since the government used its officials it might not have been perfect. However, the current study’s locale was confined to Kajiado County only because the outcome got from the study gave an indication of what is happening in other parts of Kenya, and enabled the researcher to find out the status of strategic planning on the ground. Moreover, the above study targeted teachers who came up with their strategies and priorities and got a way of achieving them. This study had additional
stakeholders such as students and parental representatives to enhance the outcome of the study because their input was also paramount to this study.

Research has been done on establishing the relationship between planning and management. Some of the initial studies that were done include that by Thune and House in 1970. They studied some companies that used formal strategic planning, some that used informal strategic planning and others that did not use any means at all. They studied 36 companies that employed the approach. The main reason was to find out if companies developed strategic plans or not and whether they followed formal or informal ways. The study was timed over a 5-year period. On the other hand, in reference to Herold (1972) supported Thune and House (1970) study, whereby he surveyed 10 firms. He compared performance of those who planned formally and informal planning teams over a period of 7 years. From these two studies done, comparison was made to determine the effects of formal and informal planning. The findings were out that companies with formal planning performed better than the informal ones. Companies that did broad strategic planning outperformed the other companies without. The results of Thune and House and Herold as cited earlier led to a common conclusion that formal planners outperformed informal planners in firms and not in education institutions. In the study, the effects of formal planning which is same as strategic planning are not addressed. The researcher sought to capture the effects of strategic planning on performance and management of public schools.

In related studies, Ansoff (1970) also studied 93 firms using various variables of economic performance and planners. His findings revealed that that companies which did formal planning performed very well while others which did not plan
formally nor did not use strategic plans terribly failed. From these studies, it is evident that strategic plans were developed by others but not all. This study not only established the formal strategic plans in public schools only but also gave an overall analysis of each variable and to what extent strategic plans have on the total performance and management of institutions with and those without strategic plans in public schools. Thune and House studied business companies that deal with production of goods while this study targeted education institutions. They also based their study on the Taylor’s theory of Scientific Management. The theory addressed the ways of improving economic efficiency especially labour productivity which in turn leads to mass production. This study used the Modern Decision theory that is based on coming up with decisions and strategies that can enable a school to achieve its goals.

2.4 Challenges of Strategic Planning

Strategic planning challenges are diverse and depend on the prevailing environment. In a related study, Manyasi carried out a research on Crisis Management in Universities in Kenya in 2009. The research was conducted in Nairobi, Kenya. In his study, he wanted to find out if strategic actions are usually integrated in crisis management. Manyasi (2009) noted that managers in the institutions do not use proactive approach to deal with crises. They lack knowledge about strategic actions such as incorporating crises management into strategic planning process, formulating statements of excellence, creating crises management teams and including other relevant stakeholders to take part in the development and implementation process. This was seen through his research of which the study further revealed that many institutions did not have a crisis management plan.
In addition, in order to realize strategic success, institutions have realized that risk and crises management are critical and so should also be incorporated in strategic planning (Porter, 1985). The researcher recommends that competent team should be involved to execute all responsibilities and duties including crises management. Training and workshops should be provided to strategic planners. Other factors that are relevant are accredited to availability of finances, inspiring and rewarding employees, support by school management, staff know-how and government policy. The study however is unclear on the connection between strategic planning and managing crises, especially in universities. It is also seen that it dealt mostly with managing crises in institutions of higher learning using strategic plans. Again, the study was carried out in Nairobi only targeting universities ways of handling crises. Furthermore, managers are more involved in handling situations rather than other junior employees. The study involved all the education stakeholders some of who may be seen as juniors though they have important contributions that they can make.

A study conducted by Atieno (2013) on determinants of strategic planning in public secondary schools. This study was done in Kenya and it addressed some challenges of strategic planning. The findings of the study revealed that most schools had strategic plans in place, and that the planning process was entirely the responsibility of the school with the teachers and Boards of Management (BoMs) taking the leading role. Further, the study recommended that the strategic planning process in schools should incorporate expert opinions and incorporate more key stakeholders. The study also revealed that there should be continuous training to keep abreast with changes taking place.
Mutuku and Mutuku (2009) did a research on strategic planning and practices adopted by institutions in Kenya. The main area of study was Strategic Planning in the Higher Education Sector of Kenya. According to Mutuku and Mutuku (2009), thinking strategically enables a clear view of critical issues in every situation and would possibly help public universities to be flexible and open in their planning efforts. Further, it was observed that universities should consider incorporation of strategic thinking in the process of planning in order to make their planning more useful in view of the failures of strategic planning in public universities. The study recommended that universities should encourage active participation of many stakeholders. This study targeted the Kenyan public universities but the researcher carried out the study in public secondary schools in Kajiado County. She investigated the challenges encountered as well as the link between performance and strategic planning as variables to establish the status of strategic plans in public schools.

From the studies reviewed earlier, it shows that the studies done in the African perspective touched mostly on the formal plans rather than looking at the bond between planning and performance enhancement, some firms practised strategic planning while others did not (Woodburn, 1984). Organizations that practised strategic planning gave better performance as compared to the non-planners (Adegbite, 1986). However, it is evident that these past studies did not give attention to the individual steps that make up the strategic planning process (Fubara, 1986). Kenya is among some of the countries that signed the MDGs, for instance the Education for All goal by the year 2015. The achievement of this goal depends on how well educational programmes are planned and implemented and this called for
preparation of National Educational Strategic Plan upon which schools should peg their strategic plans (GoK, 2006).

In 2009, Chege carried out a study on strategic planning and leadership, observation made indicated that most universities have well stated mission, vision, core values and objectives and the statements are mounted on conspicuous places such as walls, notice boards among other places. Ideally, these visions, missions, core values and objectives should act as drivers for these institutions to achieve their desired goals and realize their potential. According to Chege (2009), universities should be at the forefront when it comes to education and research in Kenya. His study however revealed that many students in these institutions made comparison between universities and their former secondary schools. They support that high school was better than university and college in terms of facilities and services offered and wondered what was wrong especially with universities which to them were managed very well due to proper planning. Chege in his study concluded that leaders in institutions of higher learning need to be exemplary in taking the lead in ensuring that orientation and people orientation, by embracing technological changes and regular revision of the curriculum. Above all, the leadership should be effective, appropriate and transformative to bring changes in the society because the true measure of education is change. Chege (2009), finally states that leadership without a following is just like somebody walking aimlessly.

The Kenya government frequently formulates and implements strategic plans, an example of an existing one covering the year 2006-2011. The reason for this is to help the schools to tackle the challenges they face in enhancing the education quality (MoE Strategic Plan, 2006-2011). For the public institutions to realize their set
targets, they are supposed to be managed like business enterprises, but the procedure still remains unclear hindering the full realization of the goals. Institutions of education have had a series of challenges in the implementation and adoption of strategic plans. Some of the challenges have been lack of sufficient funds, lack of prerequisite skills to implement the strategic plans, among others.

2.5 Strategies Enhancing Successful Implementation of Strategic Plans in Schools

In another study, Omboi and Gitau, (2011) carried out a research on factors that influence adoption and implementation of strategic plans in colleges. The study was done in Meru. It was guided by four objectives which answered the following four questions on how behaviour of leaders, policies and norms, resources, rewards and incentives influence the implementation of strategic plans, (Omboi and Gitau, 2011). In the study they recommended that tertiary institutions should ensure there is a high percentage of involvement of members in any strategy development and evaluation to avoid lack of commitment and lack of ownership on their part. It also recommends that a critical review be done to get a difference between strategic plan implementation and other performance and quality management tools. There was also need to institutionalize policies so that their guiding principles are shared across the staff and to avoid them being viewed as top-down management. The current study targeted public secondary schools in Kajiado County, looked at challenges and proposed strategies to ensure successful implementation of strategic plans.
2.6 Summary of Literature Review

Based on the reviewed studies, the first gap identified was that, there was limited involvement of stakeholders such as managers and teachers leaving out other important stakeholders. For instance, teachers and managers were seen as the only people who could participate in developing the strategic plans. Second, in another study, business production companies that used strategic plans were studied singling out the education institutions. Third, the studies that were done in Kenya targeted institutions of higher learning, especially in Nairobi leaving out other levels of education such as public secondary schools. Fourth, Scientific Management Theory by Taylor was used because it was mostly concerned with the production output in production companies. Lastly, the study on Crises Management studied the importance of strategic planning in managing crises ignoring other aspects of strategic planning creating a knowledge gap.

The studies reviewed were not explicit on the link between strategic planning and mitigation of crises in the institutions. From most of these studies, challenges involved in implementation and development of strategic plans did not come out clearly, and not even a single one researched on secondary schools. Therefore, this study was meant to identify the status and challenges and address them to ensure implicit strategic planning and explicit formulation in public secondary schools.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter discusses the design and methodology that was used in the study. Research design, study locale, target population, sample and sampling procedures, data collection procedures and methods of data analysis were all discussed.

3.2 Research Design
The design for this research was descriptive research design, which enabled the researcher to describe and portray characteristics of the population of the study. The researcher collected data from secondary headteachers, teachers, BoMs and Form 3 and 4 students of the schools sampled. The design helped the researcher to collect data, put together, present and make inference for easy understanding. Survey design was relevant for this study because it was intended to find out the status and challenges of strategic planning in schools. Ngechu (2004) holds the opinion that this design indicates a measure of variability when examining a relationship.

3.3 Study Locale
The study was done in Kajiado County of Kenya. The researcher preferred this county because of overall setting since it comprises both low and high potential areas in terms of classification by the government. Moreover, the county comprises schools of all categories, that is, national, county, district and private schools. This area of study is also suitable since the researcher had some knowledge of the county which made it easier for her to undertake the research because the fieldwork is self-sponsored. This region is classified under an ASAL and marginalized, hence, the
challenges they face were generalized in any other area with similar characteristics. These characteristics made this county most suitable for the research as indicated in County Strategy Paper (2013).

According to Kenya National Bureau of Statistics (KNBS) Kajiado County Report (2013), Kajiado County is found in Rift Valley region of Kenya bordering Nairobi County, Machakos to the east and up to the Tanzanian border. The county is divided into five sub-counties or districts namely; Kajiado North, Kajiado Central, Kajiado South, Mashuru and Loitokitok. Most of the inhabitants of Kajiado are the Maasai but other communities are also found in the county. The area lies between altitudes 600m to 2000m above sea level. Kajiado county covers an area of 21902 sq km, with a population of 687,312 (50.2% males) and (49.8% females) according to the 2009 National Population Census.

Kajiado County is primarily semi-arid, receiving an annual rainfall of about 500mm, most of it falling in April while August is usually extremely dry. It is this kind of climate that determines the economic activities of the region. The major sources of economic activities in the region are: livestock rearing of which there are ranches for beef cattle and goats for meat are also kept. Dairy farmers are also found in some cooler areas. Irrigation is done to support farming of various crops. Tourism is another boost for this county as indicated in Kajiado County LRA Report (2013).

3.4 Study Population

The study population comprised 27 public secondary schools in Kajiado County. The respondents were headteachers, teachers, students and BoM chairpersons or parent representatives. According to the MoE, Statistics Section, there are 27 public
secondary schools in Kajiado County. Further, there are 27 head teachers, 160 teachers, 600 form 4 students and 27 BoM chairpersons or representatives in the public secondary schools in the county. Table 3.1 shows the number of all public schools in Kajiado County indicating each sub-county’s total number, status and type of school.

Table 3.1: The Number of Public Secondary Schools in Kajiado County

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Boys</th>
<th>Girls</th>
<th>Mixed</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajiado North</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Kajiado</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Oloitoktok</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mashuuru</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Kajiado South</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office Records, Kajiado North district (2014)

3.5 Sample Size and Sampling Techniques

Sampling is the best way to carry out a study to represent the entire population if carefully selected, where there are limitations such as time, financial constraints, energy and inaccessibility to certain areas. According to Gay (1992), in small populations, such as the population principals, BoM representatives and teachers a sample size of at least 20% of the population was used, while for large populations such as that of students of form 3 and 4, a sample size of 10% was taken to be representative. In the whole study, a 10% of the population in Kajiado County which is equal to 90 people was sampled for the study.
The schools to be studied were then categorized into types and status. Each of the strata was represented by a sample depending on the population in each stratum. Random sampling technique for getting the real number of students and teachers was used by the researcher. The sample size was 50 form 3 and 4 students, 10 headteachers, 20 teachers 10 BoM representatives. Table 3.2 indicates the whole population and the sample that was used in the study. The population and samples were taken for principals, teachers, students and BoMs are shown below.

Table 3.2: Summary of Population and Sample to be Used in the Study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>Teachers</td>
<td>160</td>
<td>20</td>
</tr>
<tr>
<td>BoMs</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Principals</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>814</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office Records, Kajiado North district (2014)

Table 3.3 shows a summary of population and samples for the teachers and students categorized by gender in each Sub-county of Kajiado County.
### Table 3.3: Summary of Teachers and Students’ Sample

<table>
<thead>
<tr>
<th>Sub</th>
<th>TMN</th>
<th>TFN</th>
<th>TMn</th>
<th>TFn</th>
<th>BN</th>
<th>GN</th>
<th>Bn</th>
<th>Gn</th>
<th>TOTn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajiado</td>
<td>18</td>
<td>33</td>
<td>2</td>
<td>3</td>
<td>115</td>
<td>60</td>
<td>10</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Kajiado</td>
<td>17</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>60</td>
<td>50</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Kajiado</td>
<td>14</td>
<td>21</td>
<td>2</td>
<td>2</td>
<td>84</td>
<td>55</td>
<td>8</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Mashuuru</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>56</td>
<td>38</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Oloitokitok</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>60</td>
<td>32</td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>93</strong></td>
<td><strong>10</strong></td>
<td><strong>11</strong></td>
<td><strong>375</strong></td>
<td><strong>235</strong></td>
<td><strong>35</strong></td>
<td><strong>24</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office Records, Kajiado North district (2014)

**Key:** N-Population. n-Sample B- Boys G- Girls TM-Male Teachers TF-Female Teachers

### 3.6 Research Instruments

The instrument that was used for collecting data for this study was questionnaires. The researcher then personally distributed instrument to the principals, teachers, students and BoM representatives. The questionnaires which were the primary source of data were titled; Principals Questionnaire on Status of Strategic Planning in Schools, Teachers Questionnaire on Development and Use of Strategic Plans. Students questionnaire on Knowledge of Strategic Plan and its importance and BoM questionnaire on Involvement in Development and the Performance measurement using strategic plans. The study used questionnaire because of its numerous advantages. Gay (1992) observes that questionnaires enable respondents to have freedom to express their views or opinions and also to make suggestion freely.
Questionnaires are very efficient in terms of use of time, because they enable collection of large amount of data within a very short period of time. Analyzing questionnaires is easier than other tools. In addition, it is cheap to produce questionnaires as compared to other instruments. This instrument allows no bias since the questions are standardized. Lastly, it is very ideal to use questionnaires especially where this study was carried out because the subjects (some schools) were geographically far apart, (Orodho, 2009). All the questionnaires’ first sections sought general information in the study. Secondary data were also used and obtained from the internet sources, journals, publications and magazines to supplement primary data.

3.6.1 Principals Questionnaire

The Principals questionnaire sought information on status of strategic planning and use of strategic plans in schools and challenges involved. The questionnaire was subdivided into three sections. The background captured information that is general, second section captured development and performance measurement when strategic plans are used and finally third section gave challenges and strategies for effective development and implementation.

3.6.2 Teachers Questionnaire

This questionnaire sought information on development, involvement and availability of functional performance management tools. It had three sections. The first section contained general information on gender and the year one joined that particular school. The second section captured the level of involvement of various stakeholders and lastly determinants of strategic planning.
3.6.3 Board of Management Questionnaire

The Board of Management representative questionnaire had three sections of which the first section captured general information such as gender and the position held. Second section sought information on involvement of parents during development and performance of strategic plans. It also captured the knowledge of strategic planning and its importance in performance management in schools.

3.6.4 Students Questionnaire

There were students’ questionnaire too that had three sections. In the first section, information captured was background. The second section comprised of items seeking information about knowledge and importance of strategic plans.

3.7 Pilot Study

According to Williamson (2005), a pilot study refers to a small experiment done to test logistics before the actual study. The pre-test in this study was done in order to help seal the gaps, shortages and deficiencies in the design and instrument. Moreover, it helped confirm the clarity of instructions and items in the questionnaire are understandable. Piloting in the study was done by selecting two public secondary schools to participate in this exercise, two headteachers, four teachers, eight students and two BoMs from the sub-counties which were selected through purposive sampling. These pilot schools did not form part of the sample study.

3.7.1 Validity

According to Orodho (2009), validity refers to a situation where results got after analyzing data actually represent the phenomenon under study. The researcher, therefore, specified the areas, which were relevant for measurement. Blank spaces,
unclear answers or inconsistencies in the instrument used indicate weakness that forces a review of the piloting process. The researcher also used comments and suggestions from the supervisors to enhance validity. The items were checked to confirm if they measured what they were supposed to measure.

3.7.2 Reliability

In the context of this study, reliability is defined as the measure to which a study process continues to give similar and consistent results repeatedly. To ensure reliability, test retest reliability was conducted. The researcher gave two headteachers, three teachers and four students a questionnaire to fill, then after two weeks, she re-administered a similar instrument after which a correlation coefficient for the two tests was calculated. A Pearson’s coefficient (r) was calculated using the formula:

\[
 r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}}
\]

Where r is the Pearson’s coefficient of correlation index, x is first test, y is the second test and N is the number of the respondents, Orodho (2009).

Pearson’s correlation coefficient of 0.8 was realized in the study which is affirmed by Gay (1992) who justifies that a correlation coefficient of 0.7 and above shows a high reliability, thus the instrument was reliable.

3.8 Data Collection Procedures

In order for one to carry out a research the approval is very paramount. Therefore, after getting this approval from the NACOSTI and Graduate School to conduct the
research, the researcher personally visited the sample schools to distribute the questionnaires, and at the same time managed to give instructions and clarifications on difficult areas in the questionnaire. For this case, there was no use of research assistants. This took place during the first term of the school calendar from February to April, 2014. The researcher gave the respondents four weeks to respond after which she collected the tools for analysis.

3.9 Methods of Data Analysis

Data analysis involved arranging and presenting the information collected from the field. Data were analyzed quantitatively and qualitatively which involved subjecting data collected to descriptive and content analysis. Quantitative data were coded, assigned labels to variables and organized before being entered in SPSS version 18.0. Outputs of analyzed data were then presented in tables and pie charts. Qualitative data were subjected to content analysis.

3.10 Logical and Ethical Considerations

After careful planning, the researcher obtained a research permit from the NACOSTI. Once the permit had been granted, the researcher sought consent from the Kajiado County Director of Education to enable her to access the public secondary schools within the county. For the sake of the confidentiality, the respondents were requested not to indicate their names in the questionnaire. Further, the respondents were assured of confidentiality of information they give and was only meant for research purposes. Data collected were used only for the purpose of this study and not for other uses contrary to the objectives of the study and no reference was made to individuals or schools.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction
This section presents the findings of the study based on the research objectives. It presents and analyses data collected on the status and challenges of strategic planning in public secondary schools in Kajiado County, Kenya. Specifically, the chapter presents findings on status on development of strategic plans in the public schools, level of strategic plan implementation, challenges faced in the development and implementation of strategic plans in the schools and strategies to be adopted to ensure successful development and implementation of strategic plans in the public schools.

4.2 The Rate of Response
The respondents in this study were the stakeholders involved in the strategic planning process and also those who participated in the study. The stakeholders' involvement is important in the successful development and implementation of strategic plans. Out of 90 questionnaires which were administered to 10 public secondary schools, 81 questionnaires (90%) were completed and returned. Table 4.1 provides a summary of status of response from principals, teachers, students and BoM representatives.
Table 4.1: Status of Response

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>BOM representatives</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td>Students</td>
<td>41</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

N = 81

The findings in Table 4.1 of the study show that 51% of the respondents were students, 25% were teachers, while principals and BoM representatives were 12%. Most of the stakeholders in schools are students followed by teachers as shown in this study. According to the GoK report (1999), quite a number of public schools have increased leading to a high student enrolment especially in the marginalized areas thus, the reason for the high percentage of principals, teachers and students who took part in the study. Principals and teachers are quite fundamental and formed an integral part in this study because they access and pass information easily without any big hitch.

According to Mapetere et al., (2012) and Bell (2002), accessibility of information is important and boosts the morale of the strategic plan developers and implementers. They observed that in state owned enterprises in Zimbabwe, employees who had easy access to information outperformed those with difficult access. It can also be concluded that even educational institutions need to have access to information in order to perform well.
4.2.1 Gender of Respondents

In any study it is important to establish the ratio between male and female participants in the study. Gender as used in this study shows the state of being either male or female. Gender of respondents is significant in that it may determine the response rate in a study. It could also determine representativeness of the study findings. The respondents including principals, teachers, students and BoM representatives were disaggregated by gender. The study established the proportion of respondents by gender in Kajiado County as shown in Figure 4.1. Majority of the respondents were female (53%) compared to male (47%). Therefore, it can be presumed that females were easily and readily available to participate in the study. This could possibly indicate that females have started dominating leading to under representation of males in future studies. Figure 4.1 presents data on the gender of the respondents.

Figure 4.1: Respondents Disaggregated by Gender

N= 81

In this study, it is evident that females took an integral role in their work places on matters pertaining to planning by taking part in the study. However, the findings do not concur with Georiou et al., (2007) who found out from their study that there was insignificant distinction in terms of participation of male and female respondents.
4.2.2 Status of Strategic Planning in Public Schools in Kajiado County

The first objective sought to establish the status of strategic planning in schools. The status in the development of strategic plans in the schools in the context of this study implies existence of strategic plans in the public schools in Kajiado County that participated in this study. The Government of Kenya through the Ministry of Education introduced strategic planning in schools and has, therefore, put in stringent measures to ensure implantation (GoK, 2006).

4.2.3 Year of Establishment of the Schools

The year of establishment refers to the point in time the school was registered by the Government of Kenya to provide both core curriculum and co-curriculum activities within the stipulated laws, regulations and policies. The time which a school is established confirms how long the school has been in existence. As such, in order to establish the major determinants of strategic plan implementation, this research sought to find out if the year of a school establishment had any effect on development and implementation of strategic plans in public schools.

The year of existence of schools is considered important in this study because it could inform availability and use of strategic plans in managing the schools. The period of existence is also of great significance to this study in that it aims at giving an analysis of that school in terms of developing and implementing strategic plans. Table 4.2 provides a summary of the year of establishment of the public secondary schools in Kajiado County that participated in this study.
Table 4.2: Year of School Establishment

<table>
<thead>
<tr>
<th>Year</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-1980</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>1981-1990</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>1991-2000</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>2001-2010</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

N=10

Data analysis showed that majority of the schools, (40%) were established between 1981-1990; 30% of the schools were established between 2001-2010; 20% of the schools were established between 1971 and 1980 and 10% were established between 1991 and 2000. Further data analysis showed that majority of the schools had strategic plans apart from the ones which were recently established in 2001-2010. This could imply that the schools which have been in existence for a relatively long period are likely to have strategic plans and are able to engage in long-term planning. Such schools are also ready to embrace change positively due to their experience. According to UNESCO (2009), the age of a school shows a reflection of physical and human resource endowment and performance.

4.2.4 Status and Type of Schools

Boarding schools in the context of this study refer to the schools that provide both accommodation and learning facilities for their students within the institution. On the other hand, day schools provide only learning facilities for their students. Mixed schools refer to the schools admitting both boys and girls. Information on status and
type of schools is important since it determines the needs and resource requirements in the development and implementation of the schools strategic plans.

It is evident that most schools that participated in the study were boarding schools (50%), followed by day schools (40%) while 10% were mixed day and boarding schools as indicated in Figure 4.2. There is an indication that boarding schools were more accessible in relation to the provision of information or data that were needed for the study. They also provided conducive environment for data collection since most respondents in the schools were easily available. Figure 4.2 presents status and type of the schools that participated in this study. The schools were either, boarding, day or mixed day and boarding.

Figure 4.2: Status and Type of Schools

![Pie chart showing the distribution of school types: Boarding (50%), Day (40%), Mixed Day & Boarding (10%).]

The study findings also showed that most participating institutions were boarding schools (50%) and it can be concluded that they had easy access of information. On the other hand, most stakeholders involved in the strategic planning were easily accessed by the researcher. It is possible to presume that boarding schools in
Kajiado County complied with the government directive of public secondary schools on strategic planning. It is important to note that the area studied also falls under ASAL region and therefore there were more boarding schools to ensure retention of students in the schools. A study by Mapetere et al., (2012) also found that in boarding schools, the relevant information related to education can easily be found since in most cases teachers and students are easily available.

4.2.5 Existence of Strategic Plans in the Schools

The study sought to establish the status in the development of strategic plans in terms of availability of strategic plans in the schools and the findings of the study are presented in this section. Figure 4.3 illustrates the existence of strategic plans in the schools in Kajiado County that were studied.

Figure 4.3: Existence of Strategic Plans in the Schools

According to the study findings, most schools (70%) were the principals of schools. This indicated that they had strategic plans in place in their schools. They also indicated that it was a government policy requiring schools to develop strategic
plans and there was need for planning strategically. On the other hand, only 30% did not have strategic plans. The schools that had strategic plans formulated their strategic goals for a 5-year period. It is possible to presume that majority of the schools considered strategic plan as an important driver for bringing cohesion between performance and management. It also helps bringing together curriculum and other plans into a more relevant and effective actions therefore, they had them in place.

A study conducted by Thune and House (1970) on companies performance revealed that most of the companies in the 1970s had 5-year strategic plans and that they outperformed those companies without strategic plans. The Kenya government has put in clear measures on strategic planning in public secondary schools (Chege, 2009). It is, therefore, important to conclude from the study findings that most public schools have complied with the government guidelines on strategic plans since 70% studied had strategic plans in place.

4.3 Level of Strategic Plan Utilization in Public Secondary Schools

According to this study, the level of strategic plan implementation is the extent to which the use and knowledge of strategic plan as a management tool translates to the utilization of strategic plans in schools in terms of curriculum, management of resources, and performance of teaching and non-teaching staff. As a management tool, the schools strategic plans are critical in managing both physical and human resources as they leverage their performance with similar institutions. In this study, both principals and teachers were asked to rate their schools performance in relation to curriculum, co-curriculum and financial performance of both teaching and Board of Management.
4.3.1 Utilization of Strategic Plans in Core-curriculum

In the context of this study, core curriculum refers to clearly laid down educational content taught in schools, focused on ensuring that all students involved learn certain material tied to a specific age or level. Performance in core-curriculum in schools was rated by the respondents as Excellent, Very Good, Good, Fair or Poor in relation to the implementation of strategic plans. Figure 4.4 presents the findings of the study on performance of core-curriculum in relation to implementation of strategic plans in the schools.

Figure 4.4: Utilization of Strategic Plans in Core-curriculum

According to the study findings, majority of principals and teachers rated the utilization of strategic plans in curriculum as Good (40%), 36% indicated that it was very good and 20% felt it was Fair and 4% indicated that utilization in curriculum was Excellent. Based on the findings from the study, it may be deduced that implementation of strategic plans in the schools improve performance in the curriculum. The study by Adegbite (1986) corroborates the findings as the...
researcher noted that implementation of strategic plans in public schools revealed a significant correlation and improved overall performance, thus they were able to implement the strategies with ease and achieve better results.

4.3.2 Utilization of Strategic Plans in Co-curriculum

Co-curriculum includes the activities, programs and learning experiences that complement what students learn in school. Figure 4.5 presents the study findings in co-curriculum.

**Figure 4.5: Utilization of Strategic Plans in Co-curriculum**

Concerning utilization of strategic plans in co-curriculum, most principals and teachers rated it as Very Good (36%) and Good 36%, while 16% felt it as Fair and 12% indicated the performance as Excellent. The study findings on curriculum performance are corroborated with Katsioulides (2002) and Fubara (1986) who noted that strategic planning provides a base for other forms of planning, since planners have to match the activities taking place in the institutions.
4.3.3 Utilization of Strategic Plans in Financial Management

Financial management involves the use and accountability of fees paid and revenues generated to support teaching and related functions. Prudent management of school financial resources is critical in determining delivery of curriculum and related functions of the schools. Therefore, the study sought to establish rating of financial performance as Excellent, Very Good, Good, Fair and Poor in relation to implementation of school strategic plans. Figure 4.6 shows rating of financial performance in relation to development and implementation of strategic plans in schools.

Figure 4.6: Utilization of Strategic Plans in Financial Management as Reported by Principals

![Pie Chart](chart.png)

N=20

Figure 4.6 showed that majority of the principals and teachers interviewed rated financial management and performance of their schools as Good (42%), another 25% indicated that it was Very Good, 21% felt it was excellent, 8% indicated that it was Fair and 4% felt that financial performance of the schools were poor. The findings on financial performance have also been corroborated by other researchers on availability of finances or lack of it as having great influence on the planning and scheduling of strategic activities. For instance Barney (1991) noted that finances are
a bundle of assets since they are the institutions’ competitive advantage. He observed that availing finances to procure physical and learning materials leads to effective implementation and improved achievement in planned activities.

4.3.4 Teachers’ Performance When Strategic Plans are Utilized

Teachers’ performance in this study is considered in terms of delivery of curriculum content to realize strategic goals contained in the school strategic plans. The school principals were asked to rate performance of teachers as Excellent, Very Good, Good, Fair or Poor in relation to the implementation of the school strategic plans. Figure 4.7 illustrates the rating of performance of the teaching staff.

Figure 4.7: Utilization of Strategic Plans by Teachers as Rated by the Principals

![Pie chart showing teacher performance ratings](image)

N=20

Regarding teacher’s utilization of strategic plans, majority of the principals indicated that (56%) were rated as good, 28% felt it was very good, and 16% rated teachers utilization as excellent. Therefore, it can be presumed that implementation of strategic plans in the schools can lead to improved performance by the teachers.
Studies by Fubara (1986) and Katsioloudes (2002) also noted that strategic planning provides significantly better performance of people in an institution. On the other hand, when teachers have easy access of information on strategic planning process as supported by the findings of Bell (2002) and Atieno (2013) they tend to outperform those with difficult access to information which in turn leads to improvement in performance in institutions.

4.4 Level of Participation of Students in Development of Strategic Plans

This is the involvement of students in development and implementation of strategic plans. The students just as any other key stakeholder, their participation is very important. The school students were asked to define, and say if they had participated in development of strategic plans. Figure 4.8 illustrates findings on students’ participation in the development of the schools’ strategic plans.

Figure 4.8: Participation of Students in Development of Strategic Plans

![Pie chart showing participation of students in development of strategic plans.]

N= 41
Figure 4.8 shows that majority of the students (68%) indicated that they participated in the development of their schools strategic plans, 32% indicated that they were not involved at all. This implies that students were not left out of strategic plan development and their contribution was seen to have a positive impact as supported by Atieno, (2013).

**Figure 4.9: Students who were able to define the term Strategic Plan**

![Pie chart showing the distribution of students who were able to define the term Strategic Plan.](image)

N=41

Figure 4.9 shows that majority of the students (68%) who participated in the strategic planning process could define the term strategic plan, 25% were not sure of the meaning of the term and 7% could not define strategic plan as illustrated in Figure 4.9. It can be concluded that shared school vision, mission and commitments in the service delivery charter and finally a strategic plan by key stakeholders can potentially improve performance of the schools as supported by Barney, (2007) who illustrates that by having clear mission, vision, a service charter and strategic plans, a firm will generate high levels of performance.
4.4.1 Board of Management

Board of Management performance is defined in terms of their oversight role, formulation and implementation of policy. Therefore, the respondents in this case, the principals were asked to rate BOM oversight in relation the utilization of strategic plans. Figure 4.10 provides performance rating of Board of Management in relation to the implementation of the schools strategic plans.

Figure 4.10: Participation of Key Stakeholders in Strategic Planning as rated by BoM

The participation of key stakeholders and utilization of strategic plans in the study was rated as Excellent, Very Good, Good, Fair or Poor. Regarding an oversight by the Board of Management in relation to the utilization of schools strategic plans, majority of principals and teachers noted that it was Good, 32% indicated that it was Very Good, 16% felt it was Excellent, 12% noted that it was Fair and 4% felt that performance of Board of Management was Poor.
It is, therefore, presumed that the Board of Management concurs with the principals’ oversight on utilization of strategic plans to raise performance in curriculum, co-curriculum and financial management when they are incorporated in the development and implementation levels. The role of Board of Management in the development and successful implementation of the schools’ strategic plans has also been noted in this study and others to have a great impact on the whole planning process. For instance, Atieno (2013) observed that support by the Board of Management is critical in ensuring successful implementation of school strategic plans since it gives confidence to the strategy implementation team to perform better and makes it easy to finance strategic activities.

In a school situation, decisions and strategies are usually made by the Board of Management in consultation with the school principal. BoM is very crucial in effective development and implementation of strategic plans. According to Thompson (2007), for effective performance, there is need to acquire capacity to plan strategically and base management of education on performance and results. This implies that the government supports this new form of management system since one of the education reforms in the Ministry of Education Strategic Plan (2006-2011) advocates for an improvement on the delivery of education and training services through strategic planning.

4.5 Challenges in Development and Implementation of Strategic Plans

Challenges of strategic planning in this study include inadequate physical and human resources, behavior, attitudes and other external dynamics in education sector that may impede growth and performance of the schools in relation to the development and implementation of strategic plans. Figure 4.11 presents a summary
of challenges in the developing and implementation of strategic plans in the public secondary schools in Kajiado County.

Figure: 4.11: Challenges of Strategic Planning and Implementation in the Schools

According to Figure 4.11, the biggest challenge of developing and implementing strategic plan was lack of resources (12%), lack of involvement of all stakeholders (12%) and lack of commitment by all stakeholders involved (12%) followed by lack of clear communication (9%), lack of skills and training (9%), top-down approach in management (9%). Other challenges cited by the respondents were unclear and conflicting priorities (7%), poor coordination (7%), resistance to change (6%), lack of monitoring and evaluation (5%), ineffective management team (4%), unclear strategies (4%), conflicting roles (3%) and changes in technology (1%). The biggest challenges of strategic planning and implementation in the public secondary schools in Kajiado County are discussed as follows:
4.5.1 Inadequate Financial Resources

Inadequate resources as used in this context refers to the shortage of finances that can be used to drive the process of strategic planning from initial stage of development up to the utilization. The study revealed that inadequate financial resources are one of the biggest challenges facing the development and implementation of strategic plans in the schools as cited by 12% of the respondents. These findings corroborate Ngware (2006) who noted that financial resources are another factor which influences the implementation of strategic planning policy in most institutions. A study by Atieno (2013) also cited that most of the challenges in the implementation of strategic plans originated from the availability of funding due to the mechanisms of funding school activities. Adegbite (1986) also observed that strategies should flow through a common sieve of resource allocation process because actual strategies are manifested through a channel.

4.5.2 Lack of Involvement of Stakeholders

Lack of involvement indicates lack of participation by the key stakeholders in whole or part of the strategic planning process from the first stage up to the final stage of implementation. The level of involvement of the various stakeholders determines the success or failure of the process. The findings of the study show that lack of involvement of stakeholders in the strategic planning process is among the biggest obstacles to the development and implementation in the schools. According to data collected on challenges, 12% of the respondents indicated that lack of involvement of stakeholders impeded the development and implementation of the strategic plans in the schools. The study finding is corroborated by Atieno (2013) who noted that strategy implementation team in schools should also incorporate key stakeholders to
represent the strategic agenda in the board to enhance financing and fast track implementation of strategic plans.

Involvement of stakeholders has emerged as a key aspect in achieving educational goals in Kenya (Mutuku & Mutuku, 2009). On the other hand, Pearce and Robinson (2007) consider strategic planning as involving making right choices, identifying most priority areas and decisions about long-term future of an organization. Chege (2009) asserted that funds should be available to train teams so that each can know his or her responsibilities and expectations. Therefore, schools should encourage active participation of many stakeholders as possible including administration, education authorities, students, alumni among other stakeholders to encourage building of ownership and synergies (Lewa, Mutuku & Mutuku, 2009).

4.5.3 Lack of Commitment by Stakeholders

Commitment refers to showing the highest level of dedication and willingness to give one time and energy to ensure successful development and implementation of strategic plans. Apart from financial resources and stakeholder involvement, commitment by stakeholders was cited as a major challenge in the development and implementation of strategic plans in the schools. According to the study findings, 12% of the respondents indicated that lack of commitment by stakeholders made the development and implementation of schools strategic plans difficult. Various studies conducted in strategic planning in public schools have revealed similar challenges. For instance, a study carried out by Omboi and Gitau (2011) found that it was the responsibility of the leaders to promote the stakeholders relations for effective implementation process.
According to Omutoko (2009), a leader who is committed and able to transform his or her leadership is very important in regard to successful implementation of strategic plans. He noted that schools and education were in crisis and the situation was not sustainable throughout globally without proper leadership. On the other hand, Chege (2009) observed that school leadership usually determines success or failure of schools to develop and implement strategic plans. Thus for efficient implementation of strategic plans in schools, school leaders must address challenges starting with their own (Pearce, 2009).

Leaders in educational institutions need to take a lead in taking the institutions forward by balancing task orientation and people orientation, embracing technological changes and ensure regular revision of curriculum (Chege, 2009). Therefore, effective, appropriate and relevant leadership should bring changes in the society, for the true measure of education is change. On the other hand, Omutoko (2009) noted that style a leader uses to manage institution has a significant role when it comes to the implementation of the strategic plan policy in secondary schools.

4.5.4 Inadequate Skills and Training in Strategic Planning

The training element is vital in the planning process. Training deals with teaching learners to acquire relevant skills and knowledge in their areas of specialization. Training has specific goals of improving one’s capability, capacity, production and performance, UNESCO (2009). Lack of skills and training in strategic planning was cited by 9% of the respondents as a challenge in the development and implementation of strategic plans. A study by Omutoko (2009) revealed that lack of training in strategic planning to school principals, teachers and other education
stakeholders were some of the challenges facing effective implementation of strategic planning policy in schools.

The reason of this is explained by Omboi and Gitau (2011), who in his study also found that weak institutional policies influenced strategic plan implementation because of low awareness among the stakeholders. A study conducted by UNESCO (2009) also observed the need for adequate numbers of professionals or trained teachers, adequately equipped with skills and knowledge in strategic planning for the schools. Atieno (2013) also noted that teachers did not possess appropriate skills on strategic planning and management and hence posed a challenge on developing and implementing strategic plans in institutions.

4.5.5 Top-down Management

In the study, top-down management refers to a central type of management where decisions, advice and ideas originate from the top management team which is senior to the lower category comprising junior staff. Another challenge noted by 9% of the respondents in this study was top-down approach in management of the schools with minimal support to staff. Minimal or lack of support by top management poses a challenge to implementation of strategic plans (Leggate & Thompson, 1997). Therefore, support should come from top management by engaging others to formulate strategic plans. On the other hand, Ngware (2006) also opined that top management should convince parents and other stakeholders on the rationale for spending money to formulate strategic plans since they have a duty to safeguard public interest and give guidance to the stakeholders.
4.5.6 Unclear and Conflicting Priorities

This involves identifying areas of need and setting goals or targets but instead of dealing with the most pressing issues, they are met without any order or unclear guidance. The study respondents (7%) cited unclear and conflicting priorities as a challenge in the development and implementation of strategic plans in the schools. The same challenge was cited by the Government of Kenya in 2007 and thus putting education as the first priority in the social pillar and a driver to other factors. On the other hand, Les (2002) noted that only educational programmes that have the highest returns should be funded after the key action areas have been identified.

4.5.7 Resistance to Change

Resistance to change can also impede development and implementation of strategic plans as indicated by 6% of the respondents in this study. According to Steiner (1999), due to an ever changing environment and policies, strategic planning should be a continuous activity and effective leaders should therefore embrace change, initiate action and influence the organization's environment.

4.6 Strategies for Successful Implementation of Strategic Plans in the Public Schools

Strategy is about long-term direction of an organization and it is typically thought of in terms of major decisions about the future (Pearce, 2009). According to Mintzberg et al., (1999), strategy is the pattern or plan that integrates an organization's major goals, policies and action sequence into a cohesive whole and this includes goals and objectives as part of strategy. Therefore, the study sought to establish strategies for successful implementation of strategic plan in public schools.
Table 4.3 illustrates strategic interventions suggested by respondents to ensure successful implementation of strategic plans in the schools.

Table 4.3: Strategies to enhance successful implementation of strategic plans in the schools

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve and avail resources</td>
<td>10</td>
<td>14.1</td>
</tr>
<tr>
<td>Setting targets and priorities right</td>
<td>24</td>
<td>33.9</td>
</tr>
<tr>
<td>Educating or awareness</td>
<td>13</td>
<td>18.3</td>
</tr>
<tr>
<td>Commitment by all stakeholders</td>
<td>14</td>
<td>19.7</td>
</tr>
<tr>
<td>Frequent consultations</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Training of many stakeholders</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Motivation</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

N= 71

According to Table 4.3 respondents observed that setting of targets and right priorities (33.9%) was very important, followed by commitment by all stakeholders (19.7%), education and awareness (18.3%) and improved resources availability (14.1%). The respondents also suggested some interventions including frequent consultations with the stakeholders (5.6%), training of stakeholders (4.2%) and motivation of stakeholders (4.2%). The strategies are discussed as follows:

i) **Improve and Avail Resources**

In relation to this study, improving and availing resources refer to the providing and ensuring proper utilization of resources. 14.1 percent of respondents indicated that resources should be availed and the little that is available should be used
exhaustively in order of priority. Pearce, (2009) also concurs with the study that provision of adequate resources is necessary to ensure development and implementation of strategic plans.

ii) Setting Targets and Priorities Right
This involves identifying areas of need and setting goals that are achievable. 33.9 percent of respondents indicated the need for prioritization of most pressing issues and then addressed first. In 2007, the government of Kenya identified education as a priority area therefore putting it as a first priority in the social pillar and a driver to other factors (GoK, 2007). Les, (2002) also revealed that only productive educational programmes that have the highest returns should be funded after the key areas have been identified.

iii) Commitment by all Stakeholder
Commitment in the context of the study refers to the dedication and giving oneself fully in the whole process of strategic planning. Commitment by all education stakeholders is a strategy that ensures time and resources are utilized correctly. In the study, 19.7% of the respondents felt that for a successful development and implementation of strategic plans, the committee in charge should be committed up to the end. This study corroborates Omutoko’s (2009) findings that indicated that commitment by all key stakeholders is very important in regard to successful implementation of the strategic plans.

iv) Educating and Creating Awareness
According to this study educating and creating awareness involves using people with the knowledge on strategic planning to show the importance of strategic plans as performance management tool. Awareness creation ensures that the intended target
is met by the target group. In the study, 18.3% felt that awareness was an important way of ensuring that the right target is met and the relevant information reaches the intended group.

v) Frequent Consultations
Consultation refers to the exchange of ideas, views or advice. Frequent consultation with stakeholders is quite important because views, ideas and advice can be shared as suggested by the 5.6% of the respondents who felt that these ideas can be vital in the planning and delivery of future services. It was viewed that frequent consultation enable stakeholders to provide feedback as long as they user-focused, open and transparent, communication between key stakeholders and others is improved.

vi) Training of Many Stakeholders
Training involves teaching or developing oneself or others to acquire any skills and knowledge that relate to specific competencies. Training has specific goals of improving one’s capability, capacity, production and performance, UNESCO (2009). In the study 4.2 percent of the respondents indicated that training on strategic planning was a vital element that ensures successful development and implementation. Atieno, (2013) also concurs with the study revealing that training in strategic planning of school principals, teachers and other education stakeholders was paramount for successful implementation and utilization of strategic plans.

vii) Motivation
In the context of this study, motivation represents the drive that makes one to want to repeat behaviour. According to the respondents, 4.2 percent indicated that presence of extrinsic or intrinsic motivation drives one to have the urge to continue working. They felt that motivation should be part and parcel of the planning process.
Omboi and Gitau (2011) confirmed that it was the responsibility of the leaders to motivate and promote the stakeholders' good relations for effective implementation process.

Several studies on strategic planning in public institutions have also proposed some similar strategies to ensure successful implementation of strategic plans in public schools. For instance, Les (2002) suggested that provision of adequate and up-to-date resources are necessary to ensure professional development of strategic plans. On the other hand, Chege (2009) found that there was need to address acute strain on physical and human resources in public schools to ensure successful development of strategic plans. It is possible to conclude that motivated, committed and empowered stakeholders, and adequate physical facilities is critical in ensuring successful implementation of strategic plans.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes findings of the study, draws conclusions from the findings, gives recommendations and also provides suggestions for further research based on the findings.

5.2 Summary of Findings
The purpose of this study was to establish the status and challenges of strategic planning in public secondary schools in Kajiado County. In the first chapter, the researcher looked the background to the study, statement of the problem and significance of the study. The chapter further outlined the research questions and objectives of the study as well theoretical and conceptual frame works. In the second chapter, literature was reviewed. Research design used in the study was survey. The locale and the target population were illustrated. Four sets of questionnaires were used as the instruments for data collection. Based on the results of data analysis and research objectives, the following findings were made by the researcher:

5.2.1 Status in the Development of Strategic Plans
Most of the public schools under study in Kajiado County (70%) developed and utilized strategic plans in management of their schools while only 30% did not have strategic plans in place.
5.2.2 Level of Strategic Plan Implementation in the Schools

Involvement of all stakeholders in the schools strategic planning process was very important for successful implementation of strategic plans. This is shown from the study where all the 10 respondents felt that there should be involvement of all key stakeholders.

5.2.3 Challenges of Strategic Plan Implementation in Schools

The schools faced challenges in the development and implementation of strategic plans including inadequate physical and human resources (12%), lack of involvement of key stakeholders (12%) and commitment by those stakeholders posed a great challenge. On the other hand, external dynamics in education sector such as changes in technology at (1%) also posed some challenge to the schools.

5.2.4 Strategies in Addressing Challenges of Implementation of Strategic Plans

Enhancing successful implementation of strategic plans requires availing resources, setting and prioritizing targets, leadership commitment, frequent consultations and training of many stakeholders are also some of the strategies that should be put in place to ensure successful implementation of strategic plans.

5.3 Conclusion

Based on the findings and objectives of the study, the following conclusions are made:

5.3.1 Status in the Development of Strategic Plans

Most schools used strategic plans as management tools to improve their performance.
5.3.2 Level of Implementation of Strategic Plans in the Schools

The study concludes that most school teachers lacked training, knowledge and commitment to strategic planning which is presumably of great impact when it comes to development and implementation of strategic plans.

5.3.3 Challenges of Strategic Plans in Schools

The implementation of strategic planning in schools is greatly hindered by inadequate resources in terms of physical facilities, finances and human resources and ignorance of the existing education policies, unclear priorities, resistance to change, top-down management, inadequate skills and training and lack of commitment.

5.3.4 Strategies to be Adopted by Schools

The study concludes that the process of strategic planning is an essential element in school development. Thus, it focuses on improving quality and performance by strategizing, setting priorities, targets and resource allocation. With the involvement and commitment of all stakeholders in school improvement through application of best planning practices, this can go a long way in improving the quality of education in public secondary schools in Kenya.

5.4 Recommendations

From the research findings, the following recommendations were to Government Agencies and stakeholders in the education sector:

i. Strategic planning is an expensive exercise that requires financial, physical and human capital. Therefore, officers concerned with educations should ensure that adequate physical, human and financial resources are availed to the schools for the purposes of strategic planning and implementation.
There is need by the heads of institutions to actively involve all education stakeholders in strategic planning from the initial stage for its success in implementation and adoption in public schools. The principals should create a higher level of involvement of stakeholders such as teachers, parents, students support staff and education officers in any further strategy development and review to avoid lack of commitment and ownership on their part.

School management should seek partnerships with other stakeholders such as NGOs, civil society, government and other development agencies that are good at resource mobilization as suggested by the principals as a way of cushioning inadequate finances.

Management of public schools should adhere to and implement strategic plans as required by the education stakeholders. Education stakeholders should also ensure a high level of sensitization among stakeholders and where possible practical programmes should be instituted for capacity building.

5.4.1 Recommendations for Further Research

The following areas are recommended for further research:

a) The role of the students in the development and implementation of strategic plans in the public schools in Kajiado County.

b) Success factors in the implementation of strategic plans in a resource constrained schools in Kajiado County.

c) Other studies should be done in counties not covered by this study.
REFERENCES


Al-Ghamdi, S. (1998). Obstacles to Successful Implementation of Strategic Decision:


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS

SECTION I: BACKGROUND INFORMATION

Instructions: Please tick \(\checkmark\) or insert numerals where appropriate.

1. Gender:
   Male [ ] Female [ ]

2. Please indicate when your school was established? Year [ ]

3. How many are teaching staff?
   Male [ ] Female [ ]

4. What is the school type?
   Boys’ school [ ] Girls’ school [ ] Mixed [ ]

5. What is the status of this school?
   Boarding [ ] Day [ ] Mixed Boarding and Day [ ]

SECTION II: DEVELOPMENT OF PERFORMANCE MANAGEMENT TOOLS

6. Do you have a school strategic plan?
   Yes [ ] No [ ]

7. Have you undergone any training on Strategic planning?
   Yes [ ] No [ ]

8. Were other stakeholders involved in the strategic planning process?
   Yes [ ] No [ ]

9. If yes, who were involved? ................................................................................................................
 .......................................................................................................................
 .......................................................................................................................
 .......................................................................................................................

75
SECTION II: PERFORMANCE MEASUREMENT

10. Do you have set targets for the departments
   Yes [ ]   No [ ]

11. How would you rate the contribution of departmental targets to school performance?
   Excellent [ ]   Very good [ ]   Good [ ]
   Fair [ ]   Poor [ ]

How would you rate your school’s performance in the last three years in the following in relation to the use of Strategic plans?

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Extra-curriculum</td>
<td></td>
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<tr>
<td>13. Financial Management</td>
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<tr>
<td>14. Core-curriculum</td>
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<tr>
<td>15. Teaching staff</td>
<td></td>
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</table>

To what extent do the following determine implementation of strategic plan in your school?

<table>
<thead>
<tr>
<th></th>
<th>Very Great Extent</th>
<th>Great Extent</th>
<th>Moderate Extent</th>
<th>Small Extent</th>
<th>No Extent</th>
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<td>16. Availability of resources</td>
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<td>17. Leadership and commitment</td>
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<td>18. Training</td>
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<td>19. School, type, category and status</td>
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20. Apart from the Government’s grants, cite other sources of income.

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APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION I: BACKGROUND INFORMATION

Instructions: Please tick \( \square \) or insert numerals where appropriate

1. Gender:
   Male [ ]  Female [ ]

2. Which year did you join this school?

SECTION II: STRATEGIC PLANNING PROCESS

3. Do you have a school strategic plan?
   Yes [ ]  No [ ]

   To what extent were you involved in development of each of this?

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<th></th>
<th>Great extent</th>
<th>Small extent</th>
<th>Not involved at all</th>
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</table>
   4. School mission          |              |              |                    |
   5. School vision           |              |              |                    |
   6. School strategic plan   |              |              |                    |

7. Were you involved in the strategic planning process?
   Yes [ ]  No [ ]

8. Were other stakeholders involved in the strategic planning process?
   Yes [ ]  No [ ]

9. If yes, who were involved?

   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
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SECTION III: PERFORMANCE MEASUREMENT

To what extent do the following determine implementation of strategic plan in your school?

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<th>Great Extent</th>
<th>Moderate Extent</th>
<th>Small Extent</th>
<th>No Extent</th>
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</thead>
<tbody>
<tr>
<td>10. Availability of resources</td>
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<tr>
<td>11. Leadership commitment</td>
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<td>12. Training or prerequisite knowledge</td>
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<td>13. School, type, category and status</td>
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14. What are some of the challenges you encountered during the development and implementation of strategic plans? 

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APPENDIX III: QUESTIONNAIRE FOR STUDENTS

SECTION I: BACKGROUND INFORMATION

Instructions: Please tick {\ }

1. Gender:
   Male [ ]  Female [ ]

2. How many students are there in your class?
   Boys [ ]  Girls [ ]

SECTION II: KNOWLEDGE OF STRATEGIC PLANNING

3. Does this school have a vision and a mission?
   Yes [ ]  No [ ]

4. What do you understand by the word Strategic plan?
   ............................................................................................................................
   ............................................................................................................................

5. Does your school have a strategic plan?
   Yes [ ]  No [ ]

6. If yes, were students also involved in the development of this strategic plan?
   Yes [ ]  No [ ]

SECTION III: IMPORTANCE OF STRATEGIC PLANNING

7. To what extent do you think having a strategic plan can help lift the school a step higher?
   Great extent [ ]  Small extent [ ]  No extent [ ]
APPENDIX IV: QUESTIONNAIRE FOR BOMs

SECTION I: GENERAL INFORMATION

Instructions: Please tick \( \checkmark \) or insert numerals where appropriate.

1. Gender: Male [ ] Female [ ]

2. What position do you hold?
   - Chairperson [ ]
   - Secretary [ ]
   - Treasurer [ ]
   - Class representative [ ]
   - Sponsor [ ]
   - Other (specify) [ ]

SECTION II: STRATEGIC PLANNING PROCESS

3. In your opinion, are there planning activities in the school?

4. What do you understand by a strategic plan?

5. Does your school have a strategic plan?
   - Yes [ ]
   - No [ ]

6. What would you consider appropriate to be done in order to achieve the school’s goals, objectives and targets?

SECTION III: DETERMINANTS OF STRATEGIC PLAN IMPLEMENTATION AND ADOPTION

7. To what extent do the following determine the implementation and adoption of strategic plan in your school?

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<th>Determinant</th>
<th>Great Extent</th>
<th>Small Extent</th>
<th>No Extent</th>
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<tbody>
<tr>
<td>Availability of resources</td>
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<td>Leadership commitment and style</td>
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<td>Training on development of strategic planning</td>
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<td>School category, type or status</td>
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8. How would you rate your school’s performance in relation to the use of strategic plans?
   - Excellent [ ]
   - Very good [ ]
   - Good [ ]
   - Fair [ ]
   - Poor [ ]
APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. ALICE GETRUD E ATIENO OKONYA of KENYATTA UNIVERSITY, 76558-508 nAIROBI, has been permitted to conduct research in Kajiado County

on the topic: STATUS AND CHALLENGES OF STRATEGIC PLANNING IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

for the period ending: 30th October, 2015

Permit No: NACOSTI/P/15/0690/5830
Date Of Issue: 20th May, 2015
Fee Received: Ksh 1,000

Applicant's Signature

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Director General
National Commission for Science, Technology & Innovation

REPUBLIC OF KENYA

Serial No. A 5129

CONDITIONS: see back page