EFFECTIVENESS OF STRATEGIC PLANNING PROCESS IN THE MANAGEMENT OF SECONDARY SCHOOLS IN NAKURU COUNTY KENYA

JAMES KINYANJUI MWANGI
E55/CE/24021/2012

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

JUNE, 2017
DECLARATION

This is my original work and has not been previously presented for award of a degree or diploma in any other university.

JAMES KINYANJUI MWANGI

DATE

E55/CE/24021/2012

This research project has been submitted with our approval as University Supervisor(s).

DR SAMUEL WAWERU

DATE

Senior lecturer,
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University

DR NOBERT OGETA

DATE

Lecturer,
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University
DEDICATION

To my late dear wife Elizabeth Wangari Kinyanjui and my three lovely children Esther Faith Wanjeru, Kevin Mwangi and Ian Maina for their moral and spiritual support throughout the study.
ACKNOWLEDGEMENT

I wish to express my gratitude to my supervisors Dr. Waweru and Dr. Ogeta of the School of Education, Department of Educational Management, Policy and Curriculum Studies, Kenyatta University for the encouragement they gave me to carry out the research and the guidance they gave me through their study guides, books and professional guidance. Their advice is highly appreciated.

I also express my gratitude to the principal, teachers and students of various schools that I visited, the support they accorded me is highly appreciated.

I am also thankful to the board of management members from the sampled schools whom I interacted with during the research, May God bless them for getting time from their busy schedules to share with me. Mr. Antony Bojana deserves gratitude for editing the lexical setup of my work. Finally, I would like to recognize the patience of my family and their encouragements that enabled me to complete this study.
# TABLE OF CONTENTS

DECLARATION .................................................................................................................. ii  
DEDICATION ..................................................................................................................... iii  
ACKNOWLEDGEMENT ................................................................................................. iv  
TABLE OF CONTENTS ................................................................................................. v  
LIST OF TABLES ............................................................................................................. viii  
LIST FIGURES ................................................................................................................ ix  
ABRREVIATION AND ACRONYMS .............................................................................. x  
ABSTRACT ....................................................................................................................... xi  

## CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY 1

1.1 Background to the Study ......................................................................................... 1  
1.2 Statement of the Problem ....................................................................................... 11  
1.3 Purpose of the Study ............................................................................................... 12  
1.4 Objectives of the Study ........................................................................................... 13  
1.5 Research Questions ................................................................................................. 13  
1.6 Significance of the Study ....................................................................................... 13  
1.7 Limitation of the Study ........................................................................................... 14  
1.8 Delimitation of the Study ....................................................................................... 14  
1.9 Assumption of the Study ....................................................................................... 15  
1.10 Theoretical Framework ......................................................................................... 15  
1.11 Conceptual Framework ......................................................................................... 18  
1.12 Definition of Central Terms .................................................................................. 20  

## CHAPTER TWO: LITERATURE REVIEW ........................................................................ 22  

2.1 Introduction ............................................................................................................. 22  
2.2 Overview of Strategic Planning in Schools ............................................................. 22  
2.3 Overview of Structures in Secondary Schools ....................................................... 27  
2.3.1 Existence of Functional Laboratories .............................................................. 28  
2.3.2 Existence of Boarding Facilities ..................................................................... 28  
2.3.3 Existence of Well-equipped Libraries and Functional Administration Blocks ........................................................................................................................................................................... 29  
2.4 Existence of Strategic Plans in Secondary School ................................................ 29  


2.5 Approach Followed in Strategic Planning .......................................................... 30
2.6 Extents of Incomplete Projects in School ............................................................. 30
2.7 Academic Performance in Secondary Schools ...................................................... 31
2.8 Summary .............................................................................................................. 32

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ..........33
3.1 Introduction ......................................................................................................... 33
3.2 Design of the Study ............................................................................................ 33
3.3 Locale of the Study .............................................................................................. 33
3.4 Target Population ............................................................................................... 34
3.5 Sample Selection ................................................................................................. 34
3.6 Research Instruments .......................................................................................... 35
3.7 Pilot Study ........................................................................................................... 36
3.8 Reliability of the Instruments ............................................................................ 36
3.9 Data Collection Procedures ............................................................................... 37
3.10 Data Analysis ..................................................................................................... 37
3.11 Logistical, Ethical and Human Considerations .................................................. 38

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS ......39
4.1 Introduction ......................................................................................................... 39
4.2 Instrument Return Rate ...................................................................................... 40
4.3 Demographic Data of Respondent ..................................................................... 40
  4.3.1 Principals Demographic Data ....................................................................... 40
  4.3.2 Head of Department Demographic Data ..................................................... 44
  4.3.3 Characteristics of Schools ........................................................................... 46
  4.3.4 Teacher’s Demographic Data ..................................................................... 48
  4.3.5 Students Demographic Data ...................................................................... 50
4.4 School Resource Allocation ................................................................................ 52
  4.4.1 Students Population in the Class .................................................................. 52
  4.4.2 Sharing of Facilities among Students ............................................................ 52
  4.4.3 Physical Facilities in the Schools .................................................................. 54
  4.4.4 Adequacy of Teachers ................................................................................ 54
4.5 Existence of Strategic Plan in the Management of Secondary Schools ............... 55
4.6 Stakeholder’s Participation and Awareness in the Strategic Planning Process in Management of Secondary Schools...............................................................57
4.7 Effectiveness of Strategic Planning in Management of Secondary Schools..65
4.8 Challenges Faced in Implementing Strategic Plan in Management of Secondary Schools ......................................................................................................68

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS..............................................................................................................74
5.1 Introduction......................................................................................................................74
5.2 Summary of Findings......................................................................................................74
5.3 Conclusions.......................................................................................................................76
5.4 Recommendations..........................................................................................................76
5.5 Recommendations for Further Research........................................................................77

REFERENCES....................................................................................................................78

APPENDIX........................................................................................................................................83
APPENDIX I: PRINCIPAL’S QUESTIONNAIRE .................................................................83
APPENDIX II: HEAD OF THE DEPARTMENT QUESTIONNAIRE .......89
APPENDIX III: TEACHER’S QUESTIONNAIRES .................................................................94
APPENDIX IV: STUDENT QUESTIONNAIRES .................................................................97
APPENDIX V: BoM AND PTA CHAIRPERSON INTERVIEW
           QUESTIONNAIRES .................................................................................................101
APPENDIX VI: OBSERVATION SCHEDULE QUESTIONNAIRE ................103
APPENDIX VII: APPROVAL OF RESEARCH PROPOSAL FROM
                KENYATTA UNIVERSITY .................................................................106
APPENDIX VIII: RESEARCH AUTHORIZATION FROM KENYATTA
                UNIVERSITY .................................................................................................107
APPENDIX IX: RESEARCH AUTHORIZATION FROM NACOSTI ..........108
APPENDIX X: RESEARCH PERMIT .....................................................................................109
LIST OF TABLES

Table 3.1: Sample size table ................................................................. 35
Table 4.1: Instrument Return Rate ...................................................... 40
Table 4.2: Principal’s demographic data ............................................. 41
Table 4.3: HoD demographic data ..................................................... 45
Table 4.4: School characteristics ...................................................... 47
Table 4.5: Teacher’s demographic data ............................................. 48
Table 4.6: Student’s demographic data ............................................. 50
Table 4.7: Student population in the class ......................................... 52
Table 4.8: Adequacy of teachers in the sampled schools .................... 54
Table 4.9: Extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools .............. 59
Table 4.10: Linear Regression Results on the Influence of the Strategic Planning on Schools Management .............................................. 66
Table 4.11: Stakeholders resistance faced by the principals’ in the strategic planning process ....................................................... 69
Table 4.12: Mechanisms put in place by school administration to combat the challenges faced in the implementing strategic plan .................. 71
**LIST FIGURES**

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1.1:</td>
<td>Strategic planning model</td>
<td>16</td>
</tr>
<tr>
<td>Figure 1.2:</td>
<td>Effectiveness of strategic planning process in the management of secondary schools</td>
<td>18</td>
</tr>
<tr>
<td>Figure 4.1:</td>
<td>Gender of the Principals</td>
<td>42</td>
</tr>
<tr>
<td>Figure 4.2:</td>
<td>Sharing of facilities among students in the major subjects</td>
<td>53</td>
</tr>
<tr>
<td>Figure 4.3:</td>
<td>Physical facilities in the schools</td>
<td>54</td>
</tr>
<tr>
<td>Figure 4.4:</td>
<td>Places where strategic plans were being kept</td>
<td>55</td>
</tr>
<tr>
<td>Figure 4.5:</td>
<td>Stakeholder participation in strategic planning process in management of secondary schools</td>
<td>58</td>
</tr>
<tr>
<td>Figure 4.6:</td>
<td>Challenges experienced in the implementation of strategic plan</td>
<td>70</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>BoM</td>
<td>Board of Management</td>
<td></td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Funds</td>
<td></td>
</tr>
<tr>
<td>CDN</td>
<td>Catholic Diocese of Nakuru</td>
<td></td>
</tr>
<tr>
<td>FDSE</td>
<td>Free Day Secondary Education</td>
<td></td>
</tr>
<tr>
<td>GDC</td>
<td>Geothermal Development Company</td>
<td></td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
<td></td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
<td></td>
</tr>
<tr>
<td>KEMACE</td>
<td>Kenya Education Management Capacity Assessment</td>
<td></td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
<td></td>
</tr>
<tr>
<td>KUCCPS</td>
<td>Kenya Universities and Colleges Central Placement Service</td>
<td></td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
<td></td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
<td></td>
</tr>
<tr>
<td>SMT</td>
<td>Senior Management Team</td>
<td></td>
</tr>
<tr>
<td>SSP</td>
<td>School Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
<td></td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
<td></td>
</tr>
</tbody>
</table>
ABSTRACT

Strategic planning is a key component to success in all institutions worldwide in regard to achievement of their mission, vision, goals and objectives. Our schools are therefore not an exception in strategic planning. The purpose of this study was to establish the existence of strategic planning in schools and to assess their effectiveness in management of the secondary schools in Nakuru North. The study employed a descriptive survey design, targeting all 33 public secondary schools in Nakuru North. With a population of 33 principals, 33 deputy principals, 425 teachers and 12439 students were purposively selected to provide a sample size of 154 respondents. Data was collected using questionnaires for principals, HoDs, teachers and students. An interview schedule for BoM and PTA chairpersons was used. A documentary analysis of vital school documents such as KCSE spread sheets and analysis, school inventories among others was also done. Prior to the actual data collection a pilot study in three secondary schools was conducted to determine the reliability and validity of the instruments. Collected data were both quantitative and qualitative. Data were analyzed using descriptive statistics (frequencies, percentages) and inferential statistics (chi-square and regression). The results are presented using tables and charts.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the Study

Planning is a rational process of preparing a set of decisions for future action. Therefore, it is an intellectual anticipation of possible future situations, the selective of desirable situation to be achieved and determination of relevant actions that need to be taken in order to reach those objectives at a reasonable cost. Accordingly, such strategic planning is a conscious procedure by which an organization evaluates its present state, recognizes an attractive conceivable future state for itself and creates discerning methodologies, policies and techniques for achieving that state. As indicated by department of education and early childhood development. The state government of Victoria School, Strategic Planning Guidelines 2012 guarantees that a typical reason and values are setup for the school and the school's strategic direction for the next four years is distinguished and communicated through objectives, targets and key change procedures. These rules are intended to help school groups to participate in key thinking and wanting to set the future heading for the school. The school strategy is the key arranging archive for the school and its group. Despite school sort, all administration schools endeavour to enhance in these three under study result ranges: Student learning, student engagement, prosperity, student pathways and transition.

Within each of the result areas, schools have the adaptability to characterize their objectives and targets. These objectives and targets will be founded on a careful examination of under study and other school information and with thought to government and regional needs where they are significant. Strategic planning hence
decides the direction and extent of an association over the long haul, coordinating its assets to its changing surroundings and, specifically, its business sectors, clients to meet partner desires (Johnson & Scholes, 1993). The current trend in the world today is provision of education. Every country is duty bound to provide education to its citizens by international laws. In a speech by the secretary of education United State of America (2015), Arne Duncan stated that, in today's worldwide economy, education is more vital than any other time both in individual achievement and to our aggregate flourishing. Accordingly, it is crucial for the United States to give all students a balanced, world-class education that sets them up to flourish in school, professions, and an inexorably focused and interconnected society. She keep on stating that the US. Department of Education’s Strategic Plan for 2014-18 offers a structure for the organization's key approach and operational needs, in accordance with President Obama's vision for education.

The Department of Education has distinguished a set number of need objectives that will include specific concentration throughout the next two years. These objectives, which will quantify the accomplishment of the Department's support to-professional education methodology, mirror the significance of teaching and learning at all levels of the education framework. These objectives are reliable with the Department's five-year strategic plan, which will be utilized to routinely screen and report advance. The Millennium Development Goals (MDGs) spell out the need for quality education for all. The eight millennium goals that were established after the United Nations millennium summit in 2000 have in them goal number two which aims at achieving universal basic education. The new constitution of Kenya (2012) spells
out basic education to cover to secondary school education. EFA goals (Education For All) spell out the need for quality education for all people in the world.

The six goals for education as spelled out in the document ensure that education must be accessible to all. The education offered must also be quality education and therefore, need for strategic planning. At the world level, the MDGs. have been viewed to adopt a strategic approach for them to be achieved. For the past 30 years enthusiasm for enhancing the quality of education has expanded globally and this has brought about various nations presenting educational reforms (Harris, 2000). The reforms have been through government policies and reforms that are mainly aimed at school improvement. The improvement of schools ranging from the human resources to infrastructure and land has resulted to strategic planning aimed at improving the quality of teaching and learning in the schools.

In the 1960s, the emphasis was on the creation and dispersal of excellent educational curriculum material as a method for enhancing the standard of education (Dalin, 1998). Amid the 1970s, the concentration moved basically to the rebuilding of the dissemination of power in schools. It was clear that absence of counsel and the top-down models of power were not working. It was assumed that the implementation of school development strategies was a psyche boggling process and required an unstable blend of strategic planning, equal sharing of power and obligation to succeed (Hopkins, 1996).

In the 1980s, the emphasis was on school improvement concentrated on the procedure of progress. A considerable measure was found about the flow of progress procedures. This was utilized to present schools change systems. However, this was
not adequate to enhance the nature of education in schools and this prompted to various nations having distinctive educational policies. During this period, the emphasis of strategic planning was not only on manufacturing industries but also on service industries. All the sectors felt the need for strategic planning and strategic plans with the main characteristic of strategic decisions. Strategy is probably going to be worried with the long haul of heading an association, strategic decisions are ordinarily about attempting to accomplish some preferred standpoint for the organization over competition, strategic decision, are probably going to be worried with the extent of an association exercises and technique can be viewed as the coordinating of the assets and exercises of an association to the earth in which it works otherwise called strategic fit.

Adopting strategic planning ideas and practices formed in Western societies into different regions, for example, Africa has participated to administrative issues connected with the materialness of such systems and administration standards in creating nations (Haines, 2005). Gelfand et al., (2007) where social contrasts may be solid determinants of the achievement or disappointment of such activities. Strategic planning helped governments, groups, associations and even people manage change and adjust to it. Strategic planning is proposed to reinforce an associations’ ability to adjust to change and to enhance the ability of organizational members to think, act, and learn deliberately to confront consistent ecological and institutional changes (Bryson, 2004).

Africa was by then slowly catching up with the need for strategic planning. The strategic planning was spread across all the industries. Educational institutions also embraced strategic planning, though with very many challenges. With many
technocrats in Africa and leaders who were not willing to share power with anyone, decision making was purely left to the administrators of schools. The school management easily copied the Africa head of states who were dictators themselves. Majority African leaders hanged on power and were not willing to relinquish power. Fullan (1999) found that coupled with the adjustments in education are a test to principals and other educational administration which as indicated by Jones (1985) are autocratic and bureaucratic in nature. Bell (1992) recognized that for compelling effective decision making in schools those in power will not be relied upon to act like technocrats in management, rather they are required to show modern decision-making styles which are contrary to the traditional management approaches.

The modern decision-making styles according to Bell (1992) are participative, consultative group and delegate. The modern decision making styles include listening and responding to the real needs rather than telling and prescribing. This style leads to strategic planning for effective secondary education in African strategic planning to be adopted. The African principals should relinquish some of their decision-making powers and hand them down to the society, teachers and learners as they are the main beneficiaries and implementers of decisions made. Wekesa (1987) noted that due to growing appreciation of the need for valid knowledgeable input in administrative decision making, stakeholders are affected by decisions made. Among the effected are the teachers who are the custodians of instructions, implementation of school policies and co-organizers of school activities along with the principals.

Hengpiya (2008) also recognized decision making as one of the salient factors upon which the survival of any organization is based. In this respect, the wellbeing of all
the school community, members and the survival of the school heavily depends on the decision-making skills of the school community. A well, thought strategic plan involving all stakeholders will go a long way in the success of the institution. Fullan (2004) explains that good decision results in a course of action that helps the individuals and the organization to be effective.

Strategic planning spells the involvement of all stakeholders without discrimination. A well laid out strategic plan will involve the participation of the wider society of any institution. To curb discrimination, Africa countries have laws and regulations guiding appointments, recruitments and involvement in development agenda of their regions. The constitution of the People’s Republic of South Africa 1996 and more specifically the second chapter of the bill of rights underpin the value of non-discrimination and human rights. The employment of educators act 76 of 1998 Juta (2013) states, in making any appointment to fill any post of any educator establishment under the act, due regard is supposed to be made on equality, equity and other democratic values and principles which are contemplated in section 195 (article1) of the constitution of the republic of South Africa 1996 (act 108 of 1996). If this principles are adopted in strategic planning, then the decisions arrival will involve all stakeholders and everyone will feel part and parcel of the decisions made.

In Kenya, all-inclusive strategy for education and training 1997-2010 contends that quality is not mere passing of examination or certification but rather the improvement of autonomous diagnostic innovative capability of the individual, including basic creative energy, profound and moral qualities. This suggests standard concurred criteria for appraisal (Republic of Kenya). Saitoti (2003) posted
that, the real determinant of quality education incorporates educational modules content, significant education material and gear, physical offices, favourable learning institutions, the nature of showing strengths and appraisal and observing of learning achievements. In 2008, the government introduced plans to offer free secondary education to all Kenyans with an objective of raising under study enrolment to 1.4 million. More classrooms were expected to accommodate 1.4 million pupils expected in public secondary schools amid 2008. In 2008, Kenya had 4,478 public secondary schools. The majority of these classes required repairs while others lacked essential facilities. Before presentation of free public school tuition, the entire 2007 ought to have been utilized to get ready for the programme by building additional classes and enlisting teachers. However, this was not done. The Teachers Service Commission had solidified enrolment of extra teachers at the time free primary and subsidence secondary tuition being presented. They were just utilizing staff to supplant those leaving the administration through regular wearing down.

Accordingly, the experience of free primary education to specific teachers dealing with vast classes was to be rehearsed in Secondary schools. In 2008, average teacher-pupil ratio in Kenya’s secondary schools as of now remained at one to forty five. The pupils should have been given additional educational cost in the evenings, over the weekends and during holidays. This was because of too expansive classes where teachers would not finish the syllabus inside stipulated timeframe (Munyiri, 2008).

This called for need for strategic planning in secondary schools. A key way to deal with management in general, and strategic planning, has picked up prominence in
the recent past in Kenya (Republic of Kenya, 2005a, 2005b, 2006b). It has progressively gained status as a management tool as a result of its capacity to contribute to the improvement of sustainable educational institutions (Bell, 2002). The call for Educational For All, as well as technological advancements and non-stable economies have clearly threatened the stability of educational institutions in development context UNESCO (2010). It has become imperative that schools within such contexts reform their operations to adapt to the multiple changes and turbulent educational environment. Strategic planning has been distinguished as a profitable structure for effective implementation of school reforms and enables schools to successfully react to their necessities (Fullan, 2004); Gamage (2006); Xaba (2006); Steyn and Wolhutter (2010). Perhaps this is because strategic planning improves an outlook change from short-term planning approaches that are emergency headed to more extensive key procedures fundamental for supportability (Davies, 2002).

The data-based decision-making that is inherent to strategic planning enables a holistic appraisal of school strengths and weaknesses (Davies & Davies, 2006) Cheng (2008). Furthermore, research on change management advocates for strategic planning as a viable process to lead school reforms and changes the way people work (Fullan, 2004) as its approach is pegged on the involvement of the whole school community. Thus, the process provides an inclusive way for school planning, which is vital for soliciting higher commitment to the implementation of change Fullan (2004); Lane, et al., (2005). This is further facilitated by the ample forums for the communication among stakeholders that is necessary for strategic planning, Fullan, Hill and Crevola (2004). Hence, it has the potential to enhance collaborative and collegial working relationship among school community members. Despite the
foregoing identified strengths of strategic planning, it is relatively new in development contexts, including Kenya and is, therefore, still a challenge to many school stakeholders.

In Kenya today, strategic planning is rarely done, Kenyan principals view strategic planning as a tool originating from Jogoo house and its occupants. They hardly use or prepare them. In schools where strategic planning is done, principal, hand pick their cronies to be members of SMT even when one is picked as a member of SMT they hardly oppose the principal, as they fear falling out with them. In this case the SMT meetings become forums of stamping what the principal feels is good. In case of an incoming principal where transfer has taken place then the S.S.P prepared by the outgoing principal becomes just a paper to gather dust in the shelves. The incoming principal hurriedly constitutes his teams that quickly discredit the other team. As a result of this, a blame game emerges where each team blames the other and secondary education is affected.

Nakuru North is not an exception of this trend. All the principals are members of the Kenya secondary schools heads association (KESSHA) and the traits shown by their counterparts in other regions find their ways in Nakuru North This underscores the need for the Kenya government to provide universal free secondary education. Many schools in Nakuru North do not adopt strategic planning. Planning is done on individual basis by the principal. In our educational systems, the headteachers every year engaged in school planning. They formulate policy and plans in their schools that are aimed at improving the wellbeing of learners.
Many school projects have not even kicked off while others have stalled for many years. Cases of funds that were allocated for development have gone missing. Headteachers are transferred to other stations and the projects become white elephants in school. The incoming headteachers embark on other projects that they feel are of importance in their agendas hence abandoning the previous projects. This continues in almost all schools. Consequently, this has seen enrolment in secondary schools continue to increase year after year. The high enrolment in secondary schools has seen the need for establishment of more schools and expansion of the existing schools. The existing schools have to come up with projects that ensure continued increase in facilities under which learning takes place. Facilities such as classrooms, libraries, laboratories, toilets, dormitories among others must be expanded to cater for the ever increasing number of students. Kenyans are also realizing the need for education hence high enrolment.

The public institution must ensure quality education is offered to Kenyans hence need for selection of students at point of entry. This selection assures some vacancies in public schools and the rest are absorbed in the private sector. The private sector must therefore, invest heavily in the finished products to march the product of the public sector. Schools therefore, engage in several programmes and projects that are geared toward development of education in Kenya, it’s in this regard that they must adopt strategic planning. Strategic planning is viewed as centring in on decision-making, information, and what's to come. Its substance is centred on the possibility of current decision option in perspective of open data and taken in the light of their possible effects and results after some time. In that capacity, strategic planning is concerned with recognizing unsurprising threats and
inadequacies to avoid qualities and opportunities to look for. Strategic planning is the fruitful utilization of the best choice information to decisions that must be made to ensure a secured future (Day, 1997).

Mbugua and Rarieya (2014) affirm that not all schools in Kenya have embraced strategic planning fully, despite a ministerial directive. They cite cases of some school hiring consultants to make strategic plans for them and of others borrowing and adopting strategic plans from other schools, irrespective of variation in contextual needs. This raises questions about schools’ capacity and capability to successfully engage in strategic planning processes (Davies, 2004); Xaba (2006); Mulkeen (2007) and Webber (2008).

1.2 Statement of the Problem

School strategic planning is a must for success of schools in attaining its vision, mission, objectives, goals and core-values. It is, therefore, essential for schools to put in place mechanisms to ensure that strategic planning is done, in the right procedures and followed properly to guide the daily operations of schools. The MoE, through its agents and semi-autonomous bodies has continuously organized training programmes for principals to equip them with skills and knowledge on strategic planning. After training, principals are expected to give effective leadership in strategic planning for their schools. However, there have been an outcry by government bureaucrats, politicians, the teachers, learners themselves and the wider society over what they perceive as lack of adequate strategic plans in their schools and or in adequate planning procedures and practices in school and/or lack of adherence to the laid down school strategic plans and response to emerging issues (Githua, 2004).
In Nakuru North as more learners enroll in secondary schools and curriculum keeps on changing, schools have embarked on developing various development projects. The projects are aimed at expanding the schools, improving the school standards and making the school environment conducive place for impacting quality education for positive changes. As the school managers engage in planning for the future of their schools, failure creeps in and some of the schools deteriorate to very low standards. Students undergoing through such school systems end up as waste in the society. Some schools cannot send even a single student to the universities. Mulkeen (2007) noted that projects started in the schools take years to be completed; some are never completed as parents and government continues to contribute money to these projects. In the process, millions of resources are wasted. It is in this regard that this research sought to investigate the effectiveness of strategic planning in managing secondary schools. This study determines the extent of stakeholders’ participation and awareness in the strategic planning and the effectiveness of strategic planning in management. It also reveals the challenge in formulating and implementing strategic plans.

1.3 Purpose of the Study

This study sought to determine the existence of strategic plan and the effectiveness of strategic planning as well as to investigate any challenge in formulation and implementation of the strategic plans in secondary schools within Nakuru North Sub County, Nakuru County.
1.4 Objectives of the Study

The objectives of the study were:

i. To determine the existence of strategic plan document in the management of secondary schools.

ii. To determine the extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools.

iii. To analyze the effectiveness of strategic planning of secondary schools.

iv. To establish the challenges faced in implementing strategic plan in management of secondary schools.

1.5 Research Questions

i. Is there existence of strategic plan document in the management of secondary schools?

ii. To what extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools?

iii. What is the effectiveness of strategic planning of secondary schools?

iv. What are challenges faced in implementing strategic plan in management of secondary schools?

1.6 Significance of the Study

In the wake of permissiveness in the society, poor planning remains an issue that affects teaching and learning. The findings of the study will help the policy-makers in institutions to come up with decisions and policies that may ensure maximum success in schools. It may also reduce the conflict between the policy-makers and implementers as everyone may feel part and parcel of the decision made. The recommendation that will come out of this study may help the school managers to
effectively implement strategic planning and this will translate into school effectiveness and efficiency, and the quality of secondary education for socio-economic development to improve. The study may also help the teachers as the implementers of teaching and learning in our institutions as they will get to know and understand the importance of strategic planning. The learners will be the main beneficiaries as proper strategic planning may translate to excellent teaching and learning in our institutions. Well and successfully taught learners will be equipped with skills and knowledge needed in the society and for their own socio-economic development. The finding of this study can also be adopted by the MoE in its dealing with schools and curriculum developers and the TSC.

1.7 Limitation of the Study

i. The study limited itself only on one Sub-County in Nakuru County for more conclusive result all sub counties in Nakuru County and all counties at large should have been studied. This was due to financial and other logistical constraints.

ii. There was a tendency of mistrust in some school administrators as this study may have been perceived to unearth their wrong doing hence giving of inaccurate information. To avoid this, the researchers made clear communication on the purpose of the study and provided confirmation that the results were only to be used for academic purpose.

1.8 Delimitation of the Study

The proposed study restricted itself within secondary schools in Nakuru North Sub County as most primary schools take their plans from the county Ministry of Education officials. The study also limited itself within public and mission schools
as the private schools are run by private individuals whose development agenda is private in line of their mission and vision.

1.9 Assumption of the Study

i. The responses given by the respondents were honest and a true reflection of their opinion on school management.

ii. All projects in public secondary schools are partially funded by government and partially by parents.

iii. All projects in mission secondary schools are partially funded by the church and partially by parents.

iv. The schools sampled have a strategic plan.

1.10 Theoretical Framework

The study was guided by Garbers (2006) strategic planning model. As per the study strategic planning is a procedure for illuminating the yearning and the imagined dreams objectives and goals of the association. It sets up objectives to be met by pioneers and individual staff, and distinguishes expansive methodologies to accomplish the objectives. Regularly, the arranging procedure starts by social occasion data about the association and its surroundings that are SWOT investigation and PESTEL examination through discussion, focus groups, and conceptualizing sorted out workshop, retreats and perception among other research strategies. These data are utilized to gauge the present position of the association and distinguishes issues that the association should address in the next 3-5 yrs.

With this knowledge and understanding, the strategic planning model steering makes or survey organizational qualities, dreams and statement of purpose. After this, the
following stride is to build up the objectives the association will accomplish before the end of the planning timeframe and the expansive systems it will utilize to accomplish them. Performance pointers are recognized for every objective and methodology embraced the review additionally express that in many associations, the official chief and staff build up the yearly destinations and strategies identified with projects and administrations of the association. The board develops annual objectives and tactics related to its governance goals. Depending upon the organization, the board staff or both may develop strategic objectives and tactics for fundraising.

![Strategic planning model](image)

**Figure 1.1: Strategic planning model**

**Source:** Adopted from Garber’s (2006)
When the plan is accomplished, the board monitors the performance indicators so that objectives, methodologies, targets and strategies adjust to unanticipated occasions, and changes in the organization and environment. In this way, the organization can keep on operating deliberately. The board’s role derives from its obligation regarding general administrations of the association and the acknowledgment that the board individuals are volunteers with restricted information of the association operations. In the planning procedure, the board is in charge of illuminating authoritative qualities, characterizing the vision and mission of the association all in all, setting medium-to long range objectives for the organization and selecting methodologies that will empower the organization to accomplish its objectives while staying devoted to the convictions and rule that guide hierarchical practices. The part of administration is to create short-term objectives, budget plans, service plan and execution measures' can be called operational arrangement (Garber, 2006).

The strategic planning model by Garber (2006) is applicable to the school situation whereby the BoM is responsible for the overall governance of the school; clarifying the school values, vision and mission as well as setting medium and short-term goals that give direction to the school. In Kenya, the role of BoM is spelt out in the education act (RoK, 1980) and revised in 2012. The act spells out the following roles of schools governors as, planning and management of physical facilities for the purpose of learning/ teaching in school; sourcing and management of school finances which include receiving all fees payable by students, grants out of public funds, donations made to the school and any other income to the school and shall be responsible for the expenditure of all monies belonging to the school; preparation,
approval and implementation of both the recurrent and implementation of development budget of the school, directing, supervising and monitoring approved projects and programs of the school projects and regulating the admission of students, subject to the direction of the directors of education among others. The school principal as the manager on the other hand, works closely with the HoD subject teachers and students to set short-term goals and operationalize the strategies set by the board.

1.11 Conceptual Framework

The purpose of the study was to identify the existence of strategic planning in secondary schools to determine their effectiveness and highlight challenges facing the implementation of the strategic planning in Nakuru North sub-county Nakuru County.

![Conceptual Framework Diagram]

Figure 1.2: Effectiveness of strategic planning process in the management of secondary schools

Source: Researcher’s own, 2016
Figure 1.2 is a summary of the school strategic plans and how they relate to school success. On the basis of the theoretical framework and literature reviewed in this section, school strategic plan act as independent variable and school success as dependent variable. However, school strategic plan involves; stakeholders participating in strategic planning, material resources, learning materials (human resources, financial resources), school leadership and challenges which interact in one way or another to school success.

In the study, the researcher perceived that the use of vital arrangements to be confronted by different challenges as appeared in figure 1.2 schools create strategic plans with regard to school development strategic plans in consideration of school objectives, vision and mission and in addition core values as noted by Swiderska (2001). Stakeholder's interest assumes a basic part in guaranteeing that strategic plans endeavors are fruitful and in exhibiting potential issues at the implementation stage, partner's support gets extensive advantages terms of building the conditions important to offices smooth usage of strategic plans. A strategic plan regularly is an arrangement on how assets are to be activated and used to meet hierarchical objectives and targets. As indicated by Garber (2006), as the arrangement is executed, the board ought to screen the execution pointers so that objectives, systems destinations and strategies adjust to unanticipated occasions, and changes in the association and environment. School authority is likewise a critical determinant of adequacy of usage in strategic plans. The initiative creates yearly target and that creates and strategies on administration objectives. In the event that the directors neglect to do their work affectively, then the usage stage will undoubtedly come up short (Sullivian & Glanz, 2000).
For schools that have arranged a strategic plan, then there could be difficulties of compelling usage of the strategic plan. Such elements that were dissected under the autonomous factors of my review, may affect the usage of the key arrangements which will be the needy factors of the review. The result of executing strategic plan was school execution as measured as far as scholarly execution, pupils train and nature of instructing and learning assets. There were likewise interceding factors in the review, which could influence the relationship between the independents and ward factors. A portion of the interceding factors to be considered incorporate preparing of principals in strategic plans involvement and incessant exchange of standards and also accessibility of funds.

1.12 Definition of Central Terms

**Academic performance:** This refers to how well or badly a student performs in his or her schoolwork in relation to past result and the current scores as perceived by students, teachers, parents, guardians and other stakeholders.

**Educational goals:** This is what a student hopes to achieve in order to adjust well in the society and live reasonably well after graduating from the school system.

**Educational process:** It is the holistic way in which educational curriculum is disseminated for the purpose of the students well rounded growth.

**Implementation:** This alludes to execution or operationalization of a strategic plan with the goal that it directs the everyday exercises of the school. It likewise advances observing and assessment to decide the degree to which destinations are being met.

**Learning process:** It is the acquisition of new knowledge by students either from teachers, books or the media.
**Ministry of education:** The government department that is in charge of running schools and overall responsibility planning, supervising and implementing all educational matters in Kenya.

**Projects:** Any undertaking in the school that is aimed at wellbeing of the school.

**School strategic plan:** Refers to a formal document setting out school goals, objectives and initiatives over a defined period of time.

**Staff and personnel:** It includes the teaching and non-teaching workers working in school.

**Stakeholder:** Refers to board of management, parents, teachers, students and non teaching staff.

**Strategic plan:** A list of actions so ordered as to attain over a particular period of time, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect school.

**Strategic planning:** An approach to establishing the long-term future of school and then moving that school in an appropriate direction to achieve the future state to which its members aspire.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This research project aimed at exposing what affects the success or failure of strategic planning in our schools. It explored in detail what those who have succeeded have done so as to succeed and what those who have failed have not done or have done poorly to warrant their failure.

Strategic planning is slowly catching up in our schools in Kenya. However, the process is taking long to kick start fully in some organizations. Some have succeeded while others have failed. MoE is pushing the schools administration hard to adopt strategic planning. Having realized its benefits, the ministry is insisting on all schools to adopt strategic planning. Most school principals are poor in management skills while some are poorly trained to handle the enormous task of strategic planning. It’s in this regard that strategic planning has remained a challenge in our schools and where it has succeeded a lot has been done. This research explored all areas and steps of strategic planning and how schools have applied them in order to succeed or fail.

2.2 Overview of Strategic Planning in Schools

In this study, the researcher investigated the involvement of all stakeholders in the formulation of the strategic planning as well as the awareness levels in secondary schools, the success of strategic planning in management of schools and the challenge that schools may have encountered during the formulation and implementation periods.
Johnson and Scholes (1993) strategic planning helps determine the direction and scope of an association over the long haul, coordinating its assets to its changing surroundings and specifically, its business sectors, clients and customers, in order to meet partner desires. As indicated by state legislature of Victoria Schools Strategic Planning Guidelines (2012), strategic planning guarantees that a typical reason and values are set up for the school and the school's vital course for the next four years is recognized and communicated through objectives, targets and key change procedures. Strategic planning starts as a dream. It’s the mental picture of where you are and where you want to be after a specified period of time. As indicated by International Establishment for Educational Programme (IIEP) site (2015), a strategic plan is an administration tool that helps an association to enhance its performance by guaranteeing that its individuals are attempting similar objectives and by constantly conforming to the course of the association to the changing environment on the premise of results got. Strategic planning is in this manner the way toward making the school exercises to the present and rising environment, remembering what can plausibly be accomplished with the assets base which can be produced.

Accordingly to Johnson and Scholes (1989), the process of school strategic planning can be seen to encompass three stages; strategic analysis, strategic choice and strategic implementation. In the first stage (strategic analysis), the main aim and emphasis are to form a deep understanding of the strategic position of the school at the moment and to identify key factors which will influence the school both short-term and long-term (John, 2002).
Your organization needs to gather information on five basic questions:

i. Where are we now? (The Situation)
ii. How did we get there? (Our Momentum)
iii. Where are we going? (The Direction)
iv. Where should we be going? ( Desired Direction)
v. How will we get there? (The Strategic Plan)

These factors therefore, affect the choice of the strategy to be adopted. To appreciate fully the strategic position of the school, it is necessary to understand how a wide range of stakeholders such as the students, supporting staff, teaching staff, the employers, the community view the situation which the school faces and its possible direction. The school strategic plan is a stage for encouraging dialogue and level-headed discussion around the strategic directions and advancement of the school. The finished strategic planning report is a profitable administration device for the school. Drawing in students, guardians and staff and additionally other important group offices in the strategic plans process guarantees that there is a common feeling of reason, and a mutual comprehension of what the school is attempting to accomplish and how it arranges to arrive. Key arrangement is best organized through a group, S.M.T (SENIOR MANAGEMENT TEAM) with contribution from staff, students and parents. Connecting with staff, students and parents right on time in the strategic plan procedure is critical to guarantee shared possession and vision for the school's key headings, Elmore and Fiarman (2009). According to Olive Publications Ideas for a Change: Part 1: How are you managing organizational change? July 1997 any strategic planning will encounter resistance from staff to changes. In such a circumstance, the publication advice the association to take after the
recommendations in change administration, be prepared to deal with conflict in an empathetic, but firm and assertive way. The involvement of a higher number of stakeholders is recommended as this will help reduce friction in the formulation and implementation of the strategic plan. The greatest challenge in any association is finding adequate time to meet, talk about and develop longer-term goals. This concern can be mostly tended to by guaranteeing that gatherings are all around, arranged and planned during a period that will get the best esteem. As a rule, having frequent short, focused meetings maintains the momentum, but it is useful to schedule one or two longer sessions where conceivable at proper circumstances in the process (Elmore & Fiarmann, 2009).

Strategic choice includes the recognizable proof or producing choices, the development of those choices and the choice of an appropriated strategy. During this stage, the SMT should ask itself questions regarding the suitability, acceptability and feasibility of options given. The suitability of the strategies taken will refer to the ability of the choice to overcome the difficulties in the SWOT analysis given. Does the strategy have ability fit in the SWOT analysis given? On acceptability, it will refer to the strategic ability to be accepted in accordance to the school values system, vision and mission. Feasibility will refer to the financial implication of the strategy. Can the school fund the strategy if adopted? The funding should also be in line with the ministry spending and guidelines according to Kenya education secretary 2015, DN (2015).

The third stage, strategic accomplishment that includes planning can be put into impact and dealing with the vital changes, this is additionally alluded to as school advancement planning strategic usage is viewed as the basic stage, at which those
inside the school build up a plan for accomplishing the choices which have been picked. At this stage, there ought to be authenticity about the harmony between new improvement and the support of the current exercises; generally, there will be over-burden work and absence of assets: If the plans are to happen as expected, it is vital to consider both the way toward making the strategic plan and the way of the record itself into many cases the report has turned out to be so point by point and awkward that it can't be utilized as a working document.

Strategic planning has a military perspective in that it started with the Greeks Strategies when the Greek military officials elected by the citizens of Athens to assume leadership in times of war. The strategies were expected to prepare and implement overall top-level plans in order to achieve the long-term goals of winning the war through battle or negotiations. Strategic planning therefore, focused on three areas.

i. To think big, taking into consideration all possible options. The top management must be able to strategize their institutions to think big. Schools must have big plans for their academic operations. All options must be explored so as come up with the most appropriate and affordable option. The option adopted that is the strategies must be the one that will make the institutions to actualize their mental picture. Thus, strategic planning inspires to exploit the new and diverse opportunities of tomorrow, as opposed to long-run arranging, which tries to upgrade for tomorrow the patterns of today (Drucker, 1980).

ii. Strategic planning must put into consideration the changing environmental conditions. The schools do not operate in vacuums. They exist alongside other facts of life. This is the reason why the top management strategies must be alert
on what is going on around the school environment. The management needs to undertake a thorough PESTEL analysis. Many changes are taking place in many platforms for instance technology, socio-political, and economic platforms. The school should be able to adapt, adjust and accommodate the changes without losing their visions. The changes should not divert the attention of the managers to a point of abandoning their set course and goals. The changes should be made to re-align themselves with the stated goals. Unpredicted and unintended events frequently occur that differ from the secondary school's intended strategies, and the secondary schools must respond. Emergent strategy is "a pattern, a consistency of behaviour over time," "a realized pattern [that] was not expressly intended" in the original planning of strategy. It results from a series of actions converging into a consistent pattern (Mintzberg, 2000). In this study, we sought to establish how the changes affect the institution either positively or negatively.

iii. Strategic planning primarily focuses on clear, final and firm goals to be achieved. Most of our schools have veered out of their ways when implementing strategic planning and this has been the source of their downfall while others have stuck to their goals despite changing environmental conditions. The research explored how sticking to the organizational goals or how not sticking to the organizational goals has influenced implementation of strategic planning within the given timeframe.

2.3 Overview of Structures in Secondary Schools

Schools in Nakuru North have structures standing in their compounds; some of the structures date back to colonial times while others have been constructed recently. School structures have an impact on teaching and learning process. Dilapidated
structures like classrooms, dormitories, library, laboratories and dining halls are not conducive places for learning. Some schools do not have a conducive place for learning. Some schools do not have enough classrooms hence students congest in the available classrooms. In congested classrooms, teachers cannot impact knowledge efficiently as movement inside the classroom for a teacher to efficiently supervise the class is hampered, the teacher, student contact is impossible. Student classwork goes unsupervised. During examinations, students copy from their colleagues as the distance between students is very minimal. Copied work will lower the student independency hence poor performance cases for exam cheating therefore are rampant in schools. This research explored the level of educational performance on the availability of classrooms in schools.

2.3.1 Existence of Functional Laboratories

Structures like laboratories affect learning directly. Some schools lack basic science laboratories. Students can’t therefore perform basic experiment. It may not be a wonder to find such schools with school buses yet they don’t have laboratories. Some laboratories are just shells and they lack basic chemicals and apparatus. Students cannot perform experiment as the ingredients needed are not available. Provision of chemicals and apparatus in the laboratories is required for the laboratories to be said to be functional. The few who have laboratories lack qualified lab technicians and qualified science teachers.

2.3.2 Existence of Boarding Facilities

Dormitories for boarding schools are also important structures needed for wellbeing of the student. Some schools do not have adequate boarding facilities leading to student overcrowding in poorly maintained dormitories, sleep in an important
ingredient for good academic performance. In schools that do not prioritize dormitories as they increase intake, then educational progress is hampered.

2.3.3 Existence of Well-equipped Libraries and Functional Administration Blocks

Library and administration blocks are other structures that assist in educational progress. Library assists the students and teachers in their studies and research. As schools prepare their strategic plans then structures need offices from where they work from staffrooms are essential structures in the schools as they boost morale of teachers. Teachers have spaces from where they can perform their duties. This research aimed at establishing the availability of well laid plans to have the necessary resources needed for academic excellence in the school.

2.4 Existence of Strategic Plans in Secondary School

In the study, the researcher investigated whether the schools have any development plan. According to Management theorist Henri Fayol (1841-1925), whose work still endures today included planning amongst what he said were the prime responsibilities of management: Planning, organizing, command, co-ordination and control. Any institution needs a road map on where it is going. As an institution, every stakeholder needs to know where the institution is going and where it’s coming from. In my work I established whether we have such plans in our schools in Nakuru North Sub-County. Development plans protect the institutions agenda especially when stakeholders’ such as the principals must adopt what has already been discussed by the stakeholders. His/her own ideas before the set targets are achieved.
2.5 Approach Followed in Strategic Planning

Strategic planning in schools can have taken two approaches;

i. Sinaic approach where the plan was done by one person at the top. In sinaic approach only one person or a group of individuals is concerned in formulating the plan. This approach amounts to dictatorship type of leadership according to Sigmund Freud. Autocratic type of leadership has more demerits than merits. Members of the organization do not own the ideas since they are not involved in their formulation. Sinaic approach suffers a lot of distrust as members do not trust the source of the plan. In such a case, implementation becomes difficult.

ii. Some schools can also have engaged in consultative approach. Consultative approach, also known as collaborative involves teamwork. All stakeholders are consulted from the start. In this approach, members own the idea. According to Sigmund Freud, consultative type of leadership has many merits than demerits. In this research, I investigated how the strategic plans if available in the schools were formulated. I also investigated the various steps that the institutions followed when formulating the strategic plans. To achieve my objectives, I also evaluated the level of involvement of all the stakeholders in coming up with the plans.

2.6 Extents of Incomplete Projects in School

Unfinished projects will amount to all the projects undertaken by the schools and yet they are still incomplete. Schools have come up with various reasons as to why projects in the schools are incomplete. The Ministry of Education conducts audit of all government institutions every year while mission schools engage private audit to
audit the books of accounts and projects. Auditing both internal and external should be done yearly to establish the progress in the school.

According to the Ministry of Education Department of Quality Assurance and Standards 2012, it states that many schools in Kenya were not inspected and the few inspected showed large discrepancies in their books of accounts to what was on the ground. It further states that schools should not impose any kind of levy without approval from the ministry. In adherence to the ministry’s policy on education standards and facilities, many school projects are still incomplete. For schools that had adopted well laid down procedures for strategic planning, a good number of the projects are complete.

2.7 Academic Performance in Secondary Schools

Many form four graduates every year continue to miss vacancies in public universities in Kenya every year. Statistics show that only a small fraction of the form four graduates are absorbed by the public universities in Kenya. Many students score poor grades [below C+], hence they cannot secure a vacancy in public universities. According to JAB website (2012), boys who scored a B of 62 points and girls who scored a B of 59 points are the only ones eligible to join university in Kenya. The total number of these grades cannot go beyond 40,000 bearing in mind that form four graduates were in excess of 500,000 students. These figures are disturbing, hence the need for strategic planning in schools.
2.8 Summary

In conclusion, I can say that currently there exists a gap in the education sector, hence the need for strategic planning. However, very few schools adopt strategic planning in their development. For the few that undertake strategic planning, then its effectiveness is in doubt. How effective the strategic plans are, remains a very big puzzle. A study by KEMACA (2008) demonstrated that 27% of schools in Kenya did not have a vital arrangement. Essentially, a review by Ngware et al., (2006) to decide the degree of routine of TQM in Kenyan secondary schools settled that most schools did not have strategic planning is perceived as a critical instrument that prompts organizational effectiveness. However, a number of schools recently have awakened to this reality hence formulating their strategic plan. The MoE has also been pushing the school to adopt their new method of management where schools are encouraged to formulate their own strategic planning. It’s in this regard that some school administrators have embraced this idea or totally refused it. The few that have adopted it rarely stick especially in times of difficulty. Some schools have abandoned the strategic plans half way while others have just shelved them without following them. This research investigated the existence of the strategic plans as well as their effectiveness and the challenges the administrators are facing as they formulate and implement the strategic plans and this research tried to unveil what is going on in our schools.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the procedures that were used to collect and analyze data. It highlights the research design, study area, population, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.2 Design of the Study
The study adopted a descriptive survey of public secondary schools in Nakuru North. The study involved a documentary analysis of the various documents in the schools selected for the study. It also investigated the effectiveness of strategic planning in those schools with a view to enhancing proper strategic planning in schools for educational development as well as highlighting the challenges encountered during formulation of the plans in order for future leaders and planners to come up with possible solutions. Descriptive survey was adopted for the purpose of coming up with statistical information about aspects of strategic planning that will assist educational stakeholders in formulating strategic plans that will bridge the gap that exists in schools. The design assisted in highlighting areas that need more emphasis for the success of strategic planning.

3.3 Locale of the Study
The study was conducted among public schools in Nakuru North Sub-County, Nakuru County. The location had a wide population of the targeted secondary schools. Some had a history of success while others didn’t. The educational performance of the sub-county is also high with some high ranking secondary
schools in Kenya. The study of such schools was a perfect model for majority secondary schools in Kenya.

3.4 Target Population

The target population in this study was principals, HoDs, teachers, students, BoM chairperson and PTA chairpersons. Nakuru North has 33 public secondary schools with 33 principals, 121 HoDs, 425 teachers, 12439 students, 198 Student Council members and 33 BoM.

3.5 Sample Selection

From the targeted population purposive sampling was employed in selecting 10 public secondary schools. In the public secondary schools 3 categories of secondary schools were considered, that is National schools, county schools and extra county schools. One national school was purposively selected, 2 extra county schools were selected based on best performing and average performing in KCSE 2013 results. In the county category, 7 schools were selected based on divisions with 2 from Bahati, 2 from Solai, 2 from Kiamaina and 1 from Ndundori making a total of 10 public secondary schools. In each school, 3 HoDs were selected randomly and 5 teachers selected purposively based on the subjects taught mainly Mathematics, English or Kiswahili, Chemistry or Biology, CRE, Geography or History and Business Studies, Agriculture or Computer Studies so as to cut across all the departments.

Students were purposively selected based on their levels and membership in the student council. In all the schools selected, only the form two, three and four students in the student councils were selected. These members are also known as the class prefects. In all the ten schools selected the president and deputy president were
also studied. In total, a student population of 50 students was selected for the study. The population total comprised 50 students, 50 teachers, 30 HoDs, 10 principals and 20 BoM chairpersons bringing the total population to 154 individuals. The table below illustrates the sample size of my population.

Table 3.1: Sample size table

<table>
<thead>
<tr>
<th>NAME</th>
<th>Population</th>
<th>Sample</th>
<th>% Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public secondary school principals</td>
<td>33</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>HoDs</td>
<td>121</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Teachers</td>
<td>425</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Members of Students council</td>
<td>198</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>BoM chairpersons</td>
<td>33</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The researcher used four types of questionnaires; One for principals, second one for HoDs, the third for teachers and the last one for students. The questions asked were aimed at assessing the availability of strategic plans in schools, extent of awareness and involvement of stakeholders in formulation and implementation of strategic planning, the effectiveness of the strategic planning in management and challenges encountered in the formulation and implementation of the plans in their institutions. The questionnaire contained part one which collected demographic data of the principal and the school, Part two collected data on various aspects of strategic plan and the procedure employed in strategic planning, Part three involved the challenges facing the formulation and implementation of strategic plan. The questionnaire for HoDs and teachers had six parts. Part one involved demographic data of HoD and teachers, Part two involved the extent of strategic plan in school, part three involved stakeholder’s participation while part four involved availability of resources, Part
five involved leadership and strategic plan while part six collected data of the challenges faced in implementation process. A sample for each category has been attached as an appendix to this thesis.

The researcher also used an interview guide (attached appendix v). This guide was used for direct face-to-face discussions with the BoM and PTA chairpersons to gauge the level of involvement in formulation and implementation of the schools strategic plans. From the discussion, scholarly skills were used to assess the effectiveness of strategic planning in secondary schools.

An observation schedule was also used (attached appendix VI). The schedule was used to assess the availability of physical facilities, instructional material as well human resources in the school. The physical conditions of the facilities were also studied.

3.7 Pilot Study

The researcher selected three schools for piloting purposes. A purposive sampling was done where one school from each division was sampled apart from Ndundori whose sample population stood at one hence not suitable for piloting as piloting is to be done with a small representative sample identical to, but not including the group you are going to survey Orodho (2009). The feedback obtained from the piloting stage was used to modify the instruments used.

3.8 Reliability of the Instruments

Borg and Gall (1989) define reliability of a research instrument as its level of internal consistency or stability over time. A visible instrument therefore, is one that
constantly produces the expected results when used more than once to collect data from the samples randomly drawn from the same population. Reliability of a standard test is usually expressed as a correction coefficient which measures the strength of association between variables such coefficients vary between -1<\nu>+1 and 1.00 with the former showing that there is no reliability whereas the latter shows perfect reliability.

3.9 Data Collection Procedures

The researcher sought permission from the Ministry of Education through the county director of education Nakuru County so that he can travel and visit the targeted schools during school time. Questionnaires were administered by the researcher to the students, teachers, HoDs, and principals. The researcher further interviewed PTA and BoM chairpersons.

During the visit, observation method was applied and an observation schedule filled (appendix VI.). The researcher visited various projects undertaken by the school in their respective compounds to assess their status. During the visit, a documentary analysis was done where crucial documents such as the school KCSE results for the past three years was done. The school inventory and books of account were also studied. After the visit the researcher took the filled questionnaires for analysis.

3.10 Data Analysis

The collected data were coded and analyzed accordingly and were used to gauge the effectiveness of strategic planning. During this stage, the variance and standard deviation of what was on the ground and what was envisioned in the strategic plans were calculated and evaluated. The range in development of the schools selected
was calculated and the figures used to calculate percentages. The coded data obtained were further consolidated in tables through tabulation to analyze the effectiveness of strategic planning. The coded data obtained were analyzed using the statistical package for social sciences (SPSS). The documentary analysis done was clearly stipulated in tables and an achievement index developed.

3.11 Logistical, Ethical and Human Considerations

The researcher sought research permit from National Commission for Science, Technology and Innovation (NACOSTI) and approval from Kenyatta University graduate school. Throughout the research, the researcher used introductory letter from the university and a permit from the MoE to prove to the respondents that the research was meant for education purposes only. The researcher personally assured the respondents that the information obtained was confidential and strictly meant for the research purposes only. During the research, the researcher followed protocol in all institutions that were visited by first borrowing permission from the principals and adhering to the timeframe given.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to investigate the effectiveness of strategic planning process in the management of secondary schools in Nakuru County. The study was guided by the following objectives

i. To determine the existence of strategic plan in the management of secondary schools.

ii. To determine the extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools.

iii. To analyze the effectiveness of strategic resources in management of secondary schools.

iv. To establish the challenges faced in implementing strategic plan in management of secondary schools.

Data were collected from the school principals, HoD, teachers, students and BoM chairpersons therefore data analysis was based on those five categories of respondents. The findings are presented according to the objectives but the first part deals with demographic data of the respondents. This chapter presents the results, interpretation and discussion of the findings of the study. The results are presented qualitatively and quantitatively. The responses from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS) version 22.0 for windows.
4.2 Instrument Return Rate

The following table shows the response rate of the research instruments issued and interview sessions conducted. From the table, the response was recorded as 80.8 per cent.

Table 4.1: Instrument Return Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number issued</th>
<th>Number responded</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>HoD</td>
<td>30</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>50</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Students</td>
<td>50</td>
<td>48</td>
<td>96.0</td>
</tr>
<tr>
<td>BoM chairperson</td>
<td>30</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>141</strong></td>
<td><strong>80.8</strong></td>
</tr>
</tbody>
</table>

4.3 Demographic Data of Respondent

The subjects for the study comprised of headteachers, teachers, students and heads of departments in 10 randomly selected secondary schools. The study gathered information on the respondents’ personal attributes. These attributes encompassed variables such as age, gender, level of education and duration of service in the position held.

4.3.1 Principals Demographic Data

The demographic profile provides information about the population structure and helps to create a mental picture of the sub-groups that exist in the overall population. The study sought demographic information of principals based on their gender, age, academic qualifications and working experience. The results are given in Table 4.2.
### Table 4.2: Principal’s demographic data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Age category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>31-40 years</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>41-50 years</td>
<td>3</td>
<td>44.5</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Education qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ph.D</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Duration served as a principal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>5-9 years</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>10-14 years</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Above 14 years</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Duration served as a principal in the current station</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>5-9 years</td>
<td>4</td>
<td>44.5</td>
</tr>
<tr>
<td>10-14 years</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Above 14 years</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2016)
Gender of respondents

Majority of the principals in this study were male. This is depicted in figure 4.1.

![Pie chart showing gender distribution of principals]

**Figure 4.1: Gender of the Principals**
Source: Field Data (2016)

On the issue of gender, the results of the study showed that 77.2% of the headteachers were male while 22.8% were female. This implies that majority of the head teachers (2016) in Nakuru County were male. The results suggest that there was gender imbalance in the appointment of headteachers in secondary schools in the county. There was need to investigate the root cause of the gender imbalance in secondary schools management. The study was interested in the age bracket of the secondary school principals. The ages of the secondary school heads was categorized into 21-30 years, 31-40 years, 41-50 years and above 50 years.

It was found that majority, (44.5%) of the secondary school headteachers were aged between 41 - 50 years. The (33.3%) were aged above 50 years while 22.2% were aged between 31 - 40 years. There were no principals who were aged between 21 –
30 years. These results imply that majority of the headteachers may be experienced since experience is correlated with age. According to Schultz and Schultz (1987), the age of the school head is correlated with experience and maturity necessary to manage the institutions. Age brings with it greater competence, self-confidence, self-esteem and a high level of responsibility in which a person may feel a greater sense of accomplishment (Otago, 2011). These traits are critical ingredients of strategic planning in secondary schools. However, the age of principal may be a contributing factor to school unrests. The principal lacks the basic skills to handle the young teachers and the students. The principal, therefore, dwells in ivory towers in regard to strategic planning. This may lead to the resistance during implementation stage as the teachers and the students feel sidelined. The principals, therefore, impose their ideas on the other members of the school planning committee.

As far as level of education was concerned, majority of the principals had stagnated at the graduate level. None of them felt the need for further studies. This could affect the competence in strategic planning in schools. Strategic planning needs continued polishing of knowledge and skills. Compared to their teachers who had furthered their education, the imbalance could lead to the resistance among teachers to an extent of incitement to students and parents. All the respondents (principals) had graduate level of education as shown in table. None of the principals had diploma, masters or Ph.D level of education.

Majority of the principals had served as principals for 10 – 14 years as represented by 55.6% of all the responses. About 22.2% of the respondents had only been in the position of principal for less than 4 years while 11.1% of the respondents were
principals for 5-9 years with a similar proportion being in the position for 15 and above years.

In regard to serving as principals in their current station, majority of the principals (44.5%) had served in their current stations for 5 - 9 years. About 22.2% of the respondents had served in the current station for less than 4 years and a similar percent for above 15 years. 11.1% had been in the current station for 10-14 years. In schools that had principals serving for a long period of time, the effectiveness of strategic planning was seen as implicated by various success indicators in the observation schedule.

4.3.2 Head of Department Demographic Data

The study also sought to determine the demographic data of head of departments who participated in the study. The results are given in Table 4.3.
Table 4.3: HoD demographic data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>53.8</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40 years</td>
<td>14</td>
<td>55.8</td>
</tr>
<tr>
<td>41-50 years</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Level of education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Graduate</td>
<td>18</td>
<td>69.2</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>25.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Duration served as HoD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>12</td>
<td>46.1</td>
</tr>
<tr>
<td>5-9 years</td>
<td>10</td>
<td>38.5</td>
</tr>
<tr>
<td>10-14 years</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>15-19 years</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Duration served as an HoD in the current station</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>17</td>
<td>65.4</td>
</tr>
<tr>
<td>5-9 years</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>10-14 years</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Data (2016)

This study did not observe any significant gender parity among the head of departments respondents. About 53.8% of the heads of departments respondents were male while 46.2% were female. In regard to their ages heads of department respondents participating in this study had varying age however, majority of the respondents (53.8%) were aged 31-40 years. About 30.8% of the head of department respondents were in the age bracket of 41 – 50 years while 15.4% were aged above
50 years. In departments that had older heads of departments, quality grades were registered as shown in the observation schedule.

As far as level of education of the heads of department respondents was concerned, this study noted that majority (69.2%) were graduates. About 23.1% were master’s holders while 7.7% were diploma holders. None of the heads of department respondents had Ph.D level of education.

This study was also interested with the duration that heads of department respondents had served in their capacities. The results show that majority of the respondents had served as heads of departments for less than 4 years as represented by 46.1% of the responses. About 38.5% of the respondents had served for 5 – 9 years while 7.7% had served for 10 – 14 years with a similar proportion serving for 15 – 19 years. None of the respondents had served for 20 years or more. The study noted that majority had served for less than 4 years as represented by 65.4% of the responses. A few heads of departments had served for 5-9 years and 10 – 14 years as represented by 26.9% and 7.7% of the responses, respectively. None of them had served for 15 – 19 years or 20 years and above.

4.3.3 Characteristics of Schools

The study also sought to determine the characteristics of schools which participated in the study. The results are given in table 4.4.
<table>
<thead>
<tr>
<th>Table 4.4: School characteristics</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>Single sec school</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Co-education school</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Category of the school</td>
<td>National school</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>County school</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>Sub-county school</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>School population size</td>
<td>Less than 160</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>161-320</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>321-480</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>Above 480</td>
<td>3</td>
<td>33.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Year when the school was started</td>
<td>Before 1990</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td></td>
<td>1991-2000</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>After 2000</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Data (2016)

Majority of the schools from where the respondents were offering services were sub-county schools as represented by 66.7% of the respondents. About 11.1% of the respondents were from national schools while 22.2% were from county schools. The respondents sampled in this study were from schools with varying population size as depicted in the table, majority (33.4%) were in schools with a population of more than 480 students. About 22.2% of the respondents were from schools with a population of 321 – 480 students with a similar proportion, (22.2%) being in schools with population of 161 – 320 students and less than 160 students. Most of the respondents (55.6%) were in schools that were established before the year 1990 while about 33.3% of the respondents were from schools started between the years
1991 – 2000 while 11.1% were from schools that were started from the year 2000 and after.

4.3.4 Teacher’s Demographic Data

The study also sought to determine the demographic data of teachers who participated in the study. The results are given in table 4.5.

Table 4.5: Teacher’s demographic data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>56.5</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>43.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 years</td>
<td>33</td>
<td>71.7</td>
</tr>
<tr>
<td>31-40 years</td>
<td>11</td>
<td>23.9</td>
</tr>
<tr>
<td>Above 40 years</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Education qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Graduate</td>
<td>34</td>
<td>73.9</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Duration taught</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>12</td>
<td>26.1</td>
</tr>
<tr>
<td>5-9 years</td>
<td>6</td>
<td>13.1</td>
</tr>
<tr>
<td>10-14 years</td>
<td>18</td>
<td>39.1</td>
</tr>
<tr>
<td>15-19 years</td>
<td>7</td>
<td>15.2</td>
</tr>
<tr>
<td>Above 19 years</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Duration of teaching in the current station</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 4 years</td>
<td>29</td>
<td>63.0</td>
</tr>
<tr>
<td>5-9 years</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>10-14 years</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>15-19 years</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Above 19 years</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Data (2016)
This study noted significant gender parity among the teachers respondents. The results show that majority (56.5%) of the teachers who were respondents in this study were male. About 43.5% of the respondents were female. Teachers who participated in this study were with varying age bracket, Majority of the respondents (71.7%) were aged between 21 – 30 years. About 23.9% were aged between 31 – 40 years with a few respondents (4.2%) aged between 41 – 50 years. Sampled teachers in this study had level of education that varied. Majority of the respondents were graduates as represented by 73.9% of the respondents. A few respondents were masters and diploma holders as represented by 17.4% and 8.7% of the responses, respectively.

Duration that the sampled teachers had taught was as shown in table 4.5. Majority of the teachers had taught for 10 – 14 years as represented by 39.1% of the respondents. About 26.1% of the teachers had taught for less than 4 years while 13.1% and 15.2% had taught for 5 – 9 years and 15 – 19 years, respectively. A few respondents (6.5%) had taught for 20 years or more.

This study was also interested in the duration that the teacher respondents had served in the current school. The results in this study indicate that majority of the teacher respondents had served in the current station for less than four years as represented by 63.0% of the total responses. About 17.4% of the respondents had served for 10 – 14 years while 8.7% had served for 5 - 9 years with a similar proportion (8.7%) serving for 20 years and above. It was only 2.2% of the respondents who had served for 15 – 19 years in the current station.
4.3.5 Students Demographic Data

The study also sought to determine the demographic data of students who participated in the study. The results are given in table 4.6.

Table 4.6: Student’s demographic data

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>58.3</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Age category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 14 years</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>15-16 years</td>
<td>12</td>
<td>25.0</td>
</tr>
<tr>
<td>17-18 years</td>
<td>29</td>
<td>60.4</td>
</tr>
<tr>
<td>Above 18 years</td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Students grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Form 3</td>
<td>26</td>
<td>54.2</td>
</tr>
<tr>
<td>Form 4</td>
<td>22</td>
<td>45.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Students awareness of strategic plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>79.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Students awareness of school motto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Students awareness of school mission and vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>58.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2016)
As far as gender was concerned, the results of the study showed an equal distribution of both male and female students as shown in Table 4.6. Majority of the respondents (58.3%) were male while 41.7% were female. This may imply that there is no gender inequality in the admission of students in the learning institutions.

The results in Table 4.6 show that majority of the students were aged between 17 – 18 years as represented by 60.4% of the respondents. About 25.0% of the students were aged between 15-16 years while 4.2% of the respondents who were aged below 14 years while 10.4% were above 18 years. These results imply that majority of the students in the secondary schools are young and below the age of majority. Students who participated in this study were in various classes/grades. Majority of the students (54.2%) were in form four, followed by form three who constituted 45.8%. Form two students constituted 17.6% of the responses. 41.7% of the students claimed to be aware of the school vision and mission while 58.3% were not aware. Most of the students were also aware of their school motto (83.3%) while only 16.7% were not aware of their school motto. Some of the school mottos that were cited included: Aim at the tip top, be a shining example, in knowledge dwells strength, knowledge flowers in virtue, knowledge is our heritage, knowledge is power, strive to achieve more in life and strive to excel. Majority of the students were not aware of their school strategic plan (79.2%), only 20.8% were aware of their school strategic plan. This showed a likelihood of not involving the students during the formulation and implementation of the strategic planning processes.
4.4 School Resource Allocation

The study sought to establish the allocation of essential resources in the schools. From the resource observation record and response from principals, teachers and students, the resources were allocated.

4.4.1 Students Population in the Class

Majority of the students (68.8%) indicated that their classes had between 41-60 students as shown in table 4.7.

<table>
<thead>
<tr>
<th>Class sizes</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 20 - 40</td>
<td>10</td>
<td>20.8</td>
<td>20.8</td>
</tr>
<tr>
<td>Between 41 - 60</td>
<td>33</td>
<td>68.8</td>
<td>89.6</td>
</tr>
<tr>
<td>Above 60</td>
<td>5</td>
<td>10.4</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data (2016)

About 20.8% of the students were in classes with a population of 20 – 40 while 10.4% of the classes were above 60 in their students population.

4.4.2 Sharing of Facilities among Students

All the sampled students did not share lockers. However, sharing was noted in the major subjects textbooks as summarized in figure 4.2.
Figure 4.2: Sharing of facilities among students in the major subjects

Majority of the students (58.8%) reported that they shared mathematics textbooks between 1 – 2 persons. About 38.2% of the students shared mathematics textbooks between 3 and 4 persons while 2.9% of the students did not share mathematics textbooks.

As far as Kiswahili textbooks were concerned, this study noted that majority of the students shared between 1- 2 persons per book. About 20.6% of the students shared Kiswahili textbooks between 3 – 4 persons while 17.6% of the students did not share Kiswahili textbooks. About 5.9% of the students shared Kiswahili textbooks with more than 4 persons.

As far as English textbooks were concerned, majority of them were shared between 1-2 students. About 20.6% of the students shared English textbooks between 3 – 4 persons while 17.6% of the students did not share English textbooks. Two point nine per cent (2.9%) of the students shared English textbooks with more than 4 persons.
4.4.3 Physical Facilities in the Schools

Majority of the schools were found to be in possession of dining halls and laboratories in their schools. This is depicted in figure 4.3.

![Figure 4.3: Physical facilities in the schools](image)

About 55.9% of the schools had dining hall (44.1% did not). On the other hand, 97.1% of the schools had laboratories (it was only 2.9% of the schools that did not possess a laboratory).

4.4.4 Adequacy of Teachers

Majority of the students (94.1%) indicated that they had adequate teachers for all the subjects taught in their schools as shown in table 4.8.

<table>
<thead>
<tr>
<th>Table 4.8: Adequacy of teachers in the sampled schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2016)
It was just 5.9% of the students who reported that their schools did not have adequate teachers for all the subjects taught, though from the observation schedule most schools had hired teachers on BoM terms, a factor that students didn’t understand hence the response of adequate teachers in schools. Majority of schools over 80% who had followed the strategic planning procedures properly had earmarked adequacy of teachers as a target in human resource management.

4.5 Existence of Strategic Plan in the Management of Secondary Schools

The first objective in this study sought to determine the existence of strategic plan in the management of secondary schools. All schools indicated that they had strategic plans in place. Most schools were found to be keeping their strategic plans in the principals’ offices. Figure 4.4 summarizes the places where strategic plans were being kept in the sampled schools.

![Figure 4.4: Places where strategic plans were being kept](image)

Majority of the schools kept their strategic plans in the principals’ offices. Twenty per cent of the schools kept the copies of strategic plans with various members of the
strategic planning committees. About 10.0% of the schools kept copies of strategic plans in the staffrooms. All the sampled schools were also found to be having formally constituted board of management, a vision statements, mission statements and core values for the schools.

In a study on challenges facing secondary school managers in the implementation of strategic plans in Gatundu North District, Kenya, Mwangi (2012) found that head teachers had long-term plans for their schools, which would enable them to have ample time to make and see the changes of their strategic plans before deciding whether to make any more adjustments or to continue with the same strategic plans.

Sang, Kindiki, Sang, Rotich and Kipruto (2015) indicate that 8 (9.4%) secondary schools in Nandi County had functional strategic plans, whereas 77 (90.6%) secondary schools had no strategic plans. Those schools with strategic plans have had them mostly for 5 years or less. The results indicate that majority of the secondary school principals in Nandi County had no functional strategic plans to guide their respective schools to achieve their desired mission and vision. According to Sang et al., (2015), majority of the principals in secondary schools in Nandi County who had no strategic plans for their schools were in the process of developing one, whereas a few had no plans of developing a strategic plan for their schools. It was found that 63 (81.82%) principals indicated that they had plans of developing a strategic plan for their respective schools, whereas a few principals (14; 18.18%) indicated that they had no resolve of developing a strategic plan for their schools.
According to Sang et al., (2015), 100% of the secondary schools in Nandi County that were implementing strategic plans in their respective schools, indicated that they had implemented strategic plans in their schools in academic performance purposes, majority (87.5%) had implemented strategic plans in budgeting purposes. Similarly, majority of the principals (62.55%) had implemented available strategic plans in capacity building, half (50%) had implemented it in human resource development, all (100%) principals had implemented the strategic plans in planning purposes, and at the same time, all principals had implemented strategic plans in infrastructure development.

A study led by Ngware, Wamukuru and Odebero (2006) to determine the degree of routine of TQM in Kenyan secondary schools discovered that most schools did not have strategic plans. Among the few schools that indicated proof of strategic planning, the strategic plan acts as the guide as well as an instrument to convey quality desires to all workers.

4.6 Stakeholder’s Participation and Awareness in the Strategic Planning Process in Management of Secondary Schools

The second objective in this study sought to determine the extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools.
Figure 4.5: Stakeholder participation in strategic planning process in management of secondary schools

Figure 4.5 shows that the Board of Management (BoM) and teachers were involved in strategic planning in all (100.0%) the sampled schools. Seventy per cent of the schools involved parents in strategic planning. It was just 40.0% of the schools that involved students in the process. Thirty per cent of the schools involved special interest groups in the process. Table 4.9 summarizes the extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools.
### Table 4.9: Extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
<th>$\chi^2$</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are allowed to make decisions in the school.</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>80.</td>
<td>10.</td>
<td>100.0</td>
<td>68.0</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>Teachers obey the decision made by the head teacher.</td>
<td>0.0</td>
<td>3.3</td>
<td>10.</td>
<td>80.</td>
<td>6.7</td>
<td>100.0</td>
<td>48.6</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Teachers openly question the decisions made by the head teacher.</td>
<td>13.3</td>
<td>33.3</td>
<td>20.</td>
<td>26.</td>
<td>6.7</td>
<td>100.0</td>
<td>6.66</td>
<td>4</td>
<td>.155</td>
</tr>
<tr>
<td>Teachers have a copy of the school strategic plan</td>
<td>20.0</td>
<td>36.</td>
<td>26.</td>
<td>20.</td>
<td>6.7</td>
<td>100.0</td>
<td>9.80</td>
<td>4</td>
<td>.041</td>
</tr>
<tr>
<td>Teachers read and agree with the school strategic plan</td>
<td>16.7</td>
<td>23.</td>
<td>30.</td>
<td>23.</td>
<td>6.7</td>
<td>100.0</td>
<td>4.66</td>
<td>4</td>
<td>.323</td>
</tr>
<tr>
<td>Subordinate staffs in the school are provided with an opportunity to participate on quality assurance of the school.</td>
<td>6.9</td>
<td>17.</td>
<td>20.</td>
<td>51.</td>
<td>3.4</td>
<td>100.0</td>
<td>21.1</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>The BoM chairperson promotes subordinate staff authority to act on strategic plan.</td>
<td>10.0</td>
<td>10.</td>
<td>40.</td>
<td>33.</td>
<td>6.7</td>
<td>100.0</td>
<td>14.3</td>
<td>4</td>
<td>.006</td>
</tr>
<tr>
<td>Subordinate staffs are involved in strategic plan implementation.</td>
<td>10.0</td>
<td>10.</td>
<td>23.</td>
<td>43.</td>
<td>13.</td>
<td>100.0</td>
<td>12.0</td>
<td>4</td>
<td>.017</td>
</tr>
<tr>
<td>Subordinate staffs in the school are given freedom to act without fear of retribution and victimization.</td>
<td>3.3</td>
<td>13.</td>
<td>23.</td>
<td>56.</td>
<td>3.3</td>
<td>100.0</td>
<td>29.3</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>Team initiative and innovation by subordinate staff is encouraged in my school.</td>
<td>3.3</td>
<td>10.</td>
<td>16.</td>
<td>53.</td>
<td>16.</td>
<td>100.0</td>
<td>22.6</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>Parents are consulted during school development planning.</td>
<td>0.0</td>
<td>13.</td>
<td>20.</td>
<td>46.</td>
<td>20.</td>
<td>100.0</td>
<td>7.86</td>
<td>3</td>
<td>.049</td>
</tr>
<tr>
<td>Views from parents on school planning are considered when improvement are sought in school.</td>
<td>0.0</td>
<td>10.</td>
<td>10.</td>
<td>53.</td>
<td>26.</td>
<td>100.0</td>
<td>15.0</td>
<td>3</td>
<td>.002</td>
</tr>
<tr>
<td>The principal regularly communicates to parents on quality improvement issues</td>
<td>3.3</td>
<td>13.</td>
<td>10.</td>
<td>46.</td>
<td>26.</td>
<td>100.0</td>
<td>17.6</td>
<td>4</td>
<td>.001</td>
</tr>
<tr>
<td>Student's views are sought in school strategic planning.</td>
<td>6.7</td>
<td>10.</td>
<td>33.</td>
<td>36.</td>
<td>13.</td>
<td>100.0</td>
<td>11.6</td>
<td>4</td>
<td>.020</td>
</tr>
<tr>
<td>Important changes in school activities and planning are communicated to students.</td>
<td>3.3</td>
<td>6.7</td>
<td>13.</td>
<td>63.</td>
<td>13.</td>
<td>100.0</td>
<td>36.3</td>
<td>4</td>
<td>.000</td>
</tr>
</tbody>
</table>

| Critical Value = 9.488 (4 df, 0.05 alpha); 7.815 (3 df, 0.05 alpha) |

Source: Field Data (2016)
The results of the study as represented in Table 4.9 indicate that a number of stakeholders are participates in strategic planning and implementation. As far as the teachers were concerned, majority of the respondents (80.0%) agreed that they were allowed to make decisions in the school. About 10.0% strongly agreed that teacher’s involvement in decision making. On the other hand, a small portion of the respondents disagreed (3.3%) with a similar proportion strongly agreeing (3.3%) or being indifferent (3.3%). From Table 4.9, a Chi-square value of 68.0, calculated at 4 degrees of freedom (df) yielded a 0.001 p-value and was thus considered significant at 5% level. On the basis of these data, this study concluded that teachers were significantly involved in decision making in the schools. These results disagree with Mumero (2013) who observed that most teachers in Nyeri South District were not adequately involved in making decisions in the school and consequently made majority of the teachers (73.3%) to rate their headteachers supervisory practices as bureaucratic.

Mwangi (2012) contended that one of the key partners in a school is the teacher. Teachers are critical performing artists as they are the ones who straightforwardly influence understudy accomplishment, intervene understudy experience with substance, control classroom exercises most specifically identified with learning; without them even innovation based-advancements have little achievement of working. Therefore, teachers are the ones who assume a focal part in the educative procedure through executing the deliberately composed educational programmes to accomplish the fancied national educational objectives. They, in this manner, should be included in strategic planning.
On the statement, teachers have a copy of the school strategic plan, most teachers disagreed. Specifically, 36.7% of the teachers disagreed with the statement while 20.0% strongly disagreed. However, 26.7% were undecided with the statement. A small portion of about 10.0% and 6.7% agreed and strongly agreed with the statement. From Table 4.9, a Chi-square value of 9.800, calculated at 4 degrees of freedom (df) yielded a 0.041 p-value and was thus considered significant at 5% level. On the basis of the chi-square analysis results, this study concludes that most teachers have a copy of the school strategic plan and participate in the implementation of the school strategic plan. The finding seems to consent to Johnson and Scholes (1993) who observe that teachers are often involved in the implementation of the school strategic plans.

On the statement, subordinate staffs in the school are provided with an opportunity to participate on quality assurance of the school; most teachers (55.1%) came into consensus. Specifically, 51.7% of the teachers agreed with the statement while 3.4% strongly agreed. However, 17.2% disagreed and 6.9% strongly disagreed with the statement. About 20.7% were undecided. From Table 4.9, a Chi-square value of 21.1, calculated at 4 degrees of freedom (df) yielded a 0.000 p-value and was thus considered significant at 5% level. On the basis of the Chi-square analysis results, this study therefore conclude that subordinate staff in the school are provided with an opportunity to participate on quality assurance of the school. In disagreeing to this, a study on the effects of selected human resource practices on employee motivation and retention of non-teaching staff in public secondary schools concluded that most schools do not engage their subordinate staff in quality assurance of the school despite the fact that they too are involved in its implementation (Manduku, 2016). The harsh reality as a result, is the poor
implementation of the strategic plan by some of the subordinate staff and thus little success of the process.

On the statement, the BoM chairperson promotes subordinate staff authority to act on strategic plan; most respondents (40.0%) were undecided. However, about 33.3% of the respondents agreed with the statement while 6.7% strongly agreed. Ten per cent disagreed with a similar proportion strongly disagreeing with the statement. From Table 4.9, a Chi-square value of 14.333, calculated at 4 degrees of freedom (df) yielded a p-value of 0.006 (significant at 5% level). On the basis of the Chi-square analysis results, this study therefore concluded that the BoM chairpersons may not be promoting subordinate staff authority to act on strategic plan management. These results are similar to Nakhumicha (2014) who observed a low involvement of Board of Management in most matters in the implementation of school strategic plans in Kimilili sub-county.

In their efforts to identify the challenges affecting implementation of strategic planning in management of secondary schools in Kiambu County, Kismembe and Were (2014) found that Board of Management (BoM.) and Parents Teachers Association (PTA.) are important members in the management of school who assist in coming up with right strategic plan for the school.

Most of the respondents agreed on the statement, “Subordinate staff\ are involved in strategic plan implementation”. About 43.3% of the respondents agreed that subordinate staff are involved in strategic plan implementation. About 13.3% of the respondents strongly agreed with the statement while 10.0% strongly disagreed with a similar proportion (10.0%) disagreeing. Some respondents (23.3%) were however undecided on the statement.
These results agree with Padhi (2004) who learnt that subordinate staff are fully involved in strategic plan implementation within the schools that had recorded success in the process. According to the author, the most important element in total quality management is stakeholder involvement which requires that the school heads should provide an inspiring vision, make strategic decisions understood by all and instill values that guide the subordinates.

Other respondents agreed on the statement, “Subordinate staff in the school are given freedom to act without fear of retribution and victimization”. About 56.7% of the respondents agreed with the statement (an additional 3.3% strongly agreed). However, about 13.3% of the respondents disagreed with the statement while 3.3% strongly disagreed with a similar proportion (10.0%) disagreeing. Some respondents (23.3%) were, however, undecided on the statement.

Most of the respondents agreed on the statement, “Team initiative and innovation by subordinate staff is encouraged in my school”. About 53.3% of the respondents agreed with the statement (an additional 16.7% strongly agreed). A few respondents (10.0%) disagreed with the statement (with an additional 3.3% strongly disagreeing). Some respondents (20.0%) were undecided on the statement.

These results are consistent with Kisembe and Were (2014) who in a study on challenges affecting implementation of strategic planning in management of secondary schools in Kiambu County found that most headteachers involved the entire stakeholders (including subordinate staff) in designing of the school strategic plan as it assisted them in coming up with strategic plans that are acceptable to all stakeholders in the school.
Most of the respondents agreed on the statement, “Parents are consulted during school development planning”. About 46.7% of the respondents agreed with the statement (an additional 20.0% strongly agreed). A few respondents (13.3%) disagreed with the statement (with none of them strongly disagreeing). Some respondents (20.0%) were undecided on the statement.

Some respondents agreed on the statement, “Views from parents on school improvement are considered when planning”. About 53.3% of the respondents agreed with the statement (an additional 26.7% strongly agreed). A few respondents (10.0%) disagreed with the statement (with none of them strongly disagreeing). Other respondents (10.0%) were however undecided on the statement.

These results agree with Mwangi (2012) in a study that sought to find out the challenges facing secondary school managers in the implementation of strategic plans in Gatundu North District, Kenya, established that headteachers made an effort of including all the stakeholders (including parents) in the implementation of strategic plans, to ensure that everyone’s interests are met.

Majority of the respondents agreed on the statement, “The principal regularly communicates to parents on quality improvement issues”. About 46.7% of the respondents agreed with the statement (an additional 26.7% strongly agreed). A few respondents (13.3%) disagreed with the statement (3.3% strongly disagreeing). Some respondents (10.0%) were undecided on the statement.

Most of the respondents agreed on the statement, “Student’s views are sought in school strategic planning”. About 36.7% of the respondents agreed with the statement (an additional 13.3% strongly agreed). A few respondents (10.0%)
disagreed with the statement (with an additional 6.7% strongly disagreeing). A sizeable number of respondents (33.3%) were however undecided on the statement.

Most of the respondents agreed on the statement, “Important changes in school activities and planning are communicated to students”. About 63.3% of the respondents agreed with the statement (an additional 13.3% strongly agreed). A few respondents (6.7%) disagreed with the statement (with an additional 3.3% strongly disagreeing). Some of the respondents (13.3%) were however undecided on the statement.

4.7 Effectiveness of Strategic Planning in Management of Secondary Schools

The third objective in this study sought to analyze the effectiveness of strategic planning in management of secondary schools. To determine the influence of strategic planning on school management with respect to performance, discipline, quality of teaching/learning resources and students’ access and retention to education, simple linear regression analysis was performed.

Table 4.10 shows the regression results. Strategic planning was captured as a scale level variable depending on school possession of policy infrastructure (a formally constituted board of management, vision statement, mission statement, and core values), extent of stakeholders’ involvement and participation (teachers, students, parents, BoM) and possession of a strategic plan. Two coefficients (school performance, quality and adequacy of teaching/learning resources) were found to have significant influence from strategic planning while two other factors (discipline as well as access and retention in education) were not significantly influenced by strategic planning.
At a test of 5% significance level, there was no significant influence of strategic planning and students discipline access and retention to education (Table 4.10).

Table 4.10: Linear Regression Results on the Influence of the Strategic Planning on Schools Management

<table>
<thead>
<tr>
<th>Management performance indicators</th>
<th>Variables considered</th>
<th>Coef.</th>
<th>Std. Err.</th>
<th>t</th>
<th>P&gt;t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Quality grades in the major subjects and KCSE performance record (last five years)</td>
<td>4.532</td>
<td>1.169</td>
<td>3.88</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>_cons</td>
<td>1.660</td>
<td>3.752</td>
<td>0.44</td>
<td>0.660</td>
</tr>
<tr>
<td>NB: N = 30, Critical F-Ratio (2, 28) = 3.340, F-Ratio = 7.36, Prob&gt;F = 0.000, R-Squared = 0.42, Adj. R-Squared = 0.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>Teachers and students discipline</td>
<td>2.026</td>
<td>1.330</td>
<td>1.52</td>
<td>0.428</td>
</tr>
<tr>
<td></td>
<td>_cons</td>
<td>2.491</td>
<td>3.047</td>
<td>0.82</td>
<td>0.295</td>
</tr>
<tr>
<td>NB: F-Ratio = 3.03, Prob&gt;F = 0.060, R-Squared = 0.15, Adj. R-Squared = 0.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of teaching/learning resources</td>
<td>Adequacy of classrooms, laboratories, teachers, textbooks and libraries for learning</td>
<td>3.750</td>
<td>0.695</td>
<td>5.40</td>
<td>0.010</td>
</tr>
<tr>
<td></td>
<td>_cons</td>
<td>4.660</td>
<td>0.752</td>
<td>6.20</td>
<td>0.000</td>
</tr>
<tr>
<td>NB: F-Ratio = 12.75, Prob&gt;F = 0.000, R-Squared = 0.56, Adj. R-Squared = 0.55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students access and retention to education</td>
<td>Absenteeism and Average number of students who drop from school</td>
<td>3.125</td>
<td>1.998</td>
<td>1.56</td>
<td>0.120</td>
</tr>
<tr>
<td></td>
<td>_cons</td>
<td>2.836</td>
<td>2.449</td>
<td>1.16</td>
<td>0.660</td>
</tr>
<tr>
<td>NB: F-Ratio = 2.19, Prob&gt;F = 0.160, R-Squared = 0.06, Adj. R-Squared = 0.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data (2016)
The results reveal that the coefficient of school performance (4.532) as derived from number of quality grades achieved in the major subjects and KCSE performance record (last five years) was positive and significant at 5% level. The F – ratio for the fitted model was 7.36 (Prob> F = 0.000) indicating that the model parameters are jointly significant at 5%. The adjusted R² of 0.39 was also above the statistical threshold of 20% confirming that school performance was well attributed to the extent of implementation of strategic planning.

The coefficient of quality grades in the major subjects and KCSE performance record (last five years) was observed to have a significant and positive relationship with strategic planning at 5% level. The positive sign on the variable implies that school performance improves with strategic planning implementation. This suggests that schools perform better when they have a well implemented strategic plan in place.

This agrees with Aimee (2006) who noted that strategic planning favourably influence school performance in Chippewa Falls Area Unified School District (CFAUSD). Similarly, Okwako (2013) observed that most schools (74%) practise formal strategic planning and strategic planning is positively correlated to performance. Besides this, it was also established that management should carry out thorough environmental analysis and involve stakeholders to a large extent so that their strategic plans to be fruitful. Strategic planning is an important practice and all public secondary schools should engage in formal strategic planning.

As far as the influence of strategic planning on quality and adequacy of teaching/learning resources was concerned, the study results revealed a significant
coefficient of 3.750. The dependent variable (having been computed from variables relating to adequacy of classrooms, laboratories, teachers, textbooks and libraries for learning) was found attributable to strategic planning at 5% level. The adjusted $R^2$ of 0.55 was far above the statistical threshold of 20% implying that about 55% differences in school quality and adequacy of teaching and learning resources could be explained by differences in strategic planning. The $F$ – ratio for the fitted model was 2.75 (Prob $> F = 0.000$) indicating that the model parameters are jointly significant at 5%.

The coefficient for quality and adequacy of teaching/learning resources was positive and significant at 5% level. The positive sign on the variable implies that higher quality and greater adequacy of teaching and learning resources were achieved through greater implementation of strategic planning. This suggests that schools are better endowed with quality teaching and learning resources when they have a well implemented strategic plan in place. This agrees with Nakhumicha (2014) who in her study on benefits of school managers on implementation of strategic plans in public secondary schools in Kimilili Sub-County noted that adequacy and quality of teaching/learning resources do not just influence implementation of strategic plans but also act as outcome of good strategic planning process.

## 4.8 Challenges Faced in Implementing Strategic Plan in Management of Secondary Schools

The forth objective in this study sought to establish the challenges faced in implementing strategic plan in management of secondary schools. The process of strategic planning was not spared by challenges in the school management. Resistance from stakeholders was the major challenge that was cited. The extent of
stakeholders resistance faced by the principals’ in the strategic planning process is summarized in table 4.11.

Table 4.11: Stakeholders resistance faced by the principals’ in the strategic planning process

<table>
<thead>
<tr>
<th>Source of resistance</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>Totals</th>
<th>Chi-square</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subordinate staff</td>
<td>60.0%</td>
<td>13.3%</td>
<td>13.3%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>100.0%</td>
<td>30.667</td>
<td>.000</td>
</tr>
<tr>
<td>Parents</td>
<td>6.7%</td>
<td>40.0%</td>
<td>26.7%</td>
<td>20.0%</td>
<td>6.7%</td>
<td>100.0%</td>
<td>12.000</td>
<td>.017</td>
</tr>
<tr>
<td>Students</td>
<td>6.7%</td>
<td>26.7%</td>
<td>33.3%</td>
<td>20.0%</td>
<td>13.3%</td>
<td>100.0%</td>
<td>16.667</td>
<td>.015</td>
</tr>
<tr>
<td>Teachers</td>
<td>16.7%</td>
<td>23.3%</td>
<td>33.3%</td>
<td>20.0%</td>
<td>6.7%</td>
<td>100.0%</td>
<td>14.667</td>
<td>.032</td>
</tr>
</tbody>
</table>

*Critical Value = 9.488 (4 df, 0.05 alpha)*

Source: Field Data (2016)

The results in table 4.11 show that the majority of the school heads (60.0%) were not facing any resistance from the subordinate staff. However, 13.3% cited low and moderate resistance from subordinate staff. It was only 6.7% of the school heads that experienced high and very high resistance from the subordinate staff. School heads cited that they received low resistance from parents as represented by 40.0% of the responses. About 26.7% and 20.0% of the schools cited moderate and high resistance from parents during strategic planning process. There were few schools that experienced the extremes (very high and none) of parental resistance. At any rate, schools experienced moderate to low levels of resistance from students in their implementation of strategic plans. About 33.3% of the schools cited moderate resistance while 26.7% cited low resistance from students. However, 20.0% of the schools cited high resistance from students.
School heads (33.3%) experienced moderate resistance from teachers in the implementation of strategic plan in schools. About 23.3% and 20.0% of the schools cited low and high resistance, respectively, from teachers during strategic planning process. Sixty point seven per cent (16.7%) of the schools experienced no resistance from teachers. There were few schools that experienced very high teacher’s resistance.

Figure 4.6 summarizes some of the challenges that were experienced by the sampled schools in the implementation of strategic plan in the school management.

<table>
<thead>
<tr>
<th>Challenge Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwillingness by some stakeholders to participate</td>
<td>20.0%</td>
</tr>
<tr>
<td>Time limit to implement the plan</td>
<td>60.0%</td>
</tr>
<tr>
<td>Ignorance on side of parents</td>
<td>30.0%</td>
</tr>
<tr>
<td>Inabilities of some stakeholders to perform their duties</td>
<td>60.0%</td>
</tr>
<tr>
<td>Unwillingness of some stakeholders to carry their roles faithfully</td>
<td>40.0%</td>
</tr>
<tr>
<td>Inadequate finance</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

**Figure 4.6: Challenges experienced in the implementation of strategic plan**

The results in Figure 4.6 shows that 80.0% of the principles indicated that inadequate finance was a key challenge faced in implementing strategic plan in management of secondary schools. About 60.0% of the principals indicated that time limit and inabilities of some stakeholders to perform their duties negatively influence the implementing strategic plan in management of secondary schools. Other challenges faced in implementing strategic plan in management includes
unwillingness of some stakeholders to perform their roles faithfully (40.0%), ignorance on the side of parents (30.0%) and lack of participation by some stakeholders (20.0%).

Some of the mechanisms that were reported to be put in place by school administration to combat the challenges faced in the implementing strategic plan in management of secondary schools are shown in Table 4.12.

Table 4.12: Mechanisms put in place by school administration to combat the challenges faced in the implementing strategic plan

<table>
<thead>
<tr>
<th>Mechanisms</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise and talking to all groups the importance of following the strategic planning</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>Borrowing money and looking for sponsors (CDF, County government, church based organizations, GDC, etc.)</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>Ensuring that monthly check and balance are part in place.</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>Termly reports to the BoM are then made at the end of the year a final evaluation is done</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>Meeting for consultation reporting practically</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>The students are sent home to collect finance from parents</td>
<td>2</td>
<td>20.0%</td>
</tr>
<tr>
<td>Applying for grants from the Ministry (infrastructure)</td>
<td>2</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Source: Field Data (2016)

Majority of the respondents (50.0%) indicated that the school had resulted to borrowing funds and looking for sponsors in order to reduce the challenge of inadequate finance in the implementation of strategic plan. Some of the avenues
sought by most schools in sourcing funds include CDF, county government grants and support from church based organizations, GDC. About 20.0% of the schools applied for grants from the Ministry of Education in order to boost their infrastructure while a similar proportion (20.0%) were sending their students home to collect finances from parents. A few schools (10.0%) were conducting consultative meetings with stakeholders in order to combat the challenges of unwillingness of some stakeholders to participate and carry their roles faithfully. There were also efforts by some schools (10.0%) to advise and talk to all groups on the importance of strategic planning and implementation.

Mwangi (2012) in a study that sought to find out the challenges facing secondary school managers in the implementation of strategic plans in Gatundu North District, Kenya, established that most of the schools lacked enough finances to implement their strategic plans, which showed that lack of resources adversely affected the implementation of strategic plans in schools. It emerged from the study that the schools had effective leadership, which had a positive effect on strategic planning in schools. Effective leadership in strategic planning play, the role of making good plans for the future, providing better awareness of needs, the facilities related issues and environment, defining the overall mission of the organization and focuses on the objectives, providing a sense of direction, continuity, effective staffing and leadership.

Chemwei, Leboo and Koech (2014) in their study on factors that impede the implementation of strategic plans in secondary schools in Baringo District, established that there are many secondary school-related factors which affect the success of strategic plans implementation. These factors include inadequate human
resources to implement the strategy (without the people to work towards an organization’s vision and mission, it is not possible by all means to succeed in strategy implementation even if the budgetary allocation is sufficient) and lack of clarity of the strategies to the implementers. Other challenges involve lack of ownership by the management, absence of clear correspondence of the technique to every one of the partners. Budgetary allocation ought to likewise be adequate to take care of the expenses of usage. Moreover, to control the difficulties postured by innovation, the mechanical ability of the considerable number of partners ought to be underlined keeping in mind the end goal to minimize the chances of resistance from employees and any interested party in the schools development.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary, conclusion and recommendation of the study findings on the effectiveness of strategic planning process in the management of selected public secondary schools in Nakuru County. The study was guided by the following objectives, to determine the existence of strategic plan in the management of secondary schools, to determine the extent of stakeholder’s participation and awareness in the strategic planning process in management of secondary schools, to analyze the effectiveness of strategic resources in management of secondary schools and to establish the challenges faced in implementing strategic plan in management of secondary schools in Nakuru North Sub-County, Nakuru County. Suggestions for further studies are also presented.

5.2 Summary of Findings
The study involved the participation of principals, HoDs, teachers, students, BoM chairpersons and students of selected public secondary schools in Nakuru North sub county. Based on the analysis of the results obtained from the study, the following findings were established:

i) A number of stakeholders were participating in strategic planning and implementation. The Board of Management (BoM) and teachers were involved in strategic planning in all (100.0%) of the sampled schools in strategic planning process. About 70.0%, 40.0% and 30.0% of the schools involved parents, students and special interest groups in the process.
ii) There was a significant and positive influence of strategic planning on quality grades in the major subjects and KCSE performance record (last five years). School performance improved with strategic planning implementation. The adequacy of teaching/learning resources (classrooms, laboratories, teachers, textbooks and libraries for learning) was found attributable to strategic planning. Higher quality, greater adequacy of teaching and learning resources were achieved through greater implementation of strategic planning. At a test of 5% significance level, there was significant influence of strategic planning and students discipline, access and retention to education.

iii) The process of strategic planning was faced by a number of challenges in the school management. Resistance from stakeholders was the major challenge that was cited. Majority of the schoolheads were facing between low to moderate resistance from the subordinate staff, parents, students and teachers in the implementation of strategic plan in schools. Additionally, inadequate finance was a key challenge faced in implementing strategic plan in management of secondary schools. Also, time limit and inabilities of some stakeholders to perform their duties negatively influence the implementing strategic plan in management of secondary schools. Other challenges faced in implementing strategic plan in management include unwillingness of some stakeholders to perform their roles faithfully, parental ignorance and lack of participation by some stakeholders. Majority of the schools had resulted to borrowing funds and looking for sponsors in order to reduce the challenge of inadequate finance in the implementation of strategic plan. Holding consultative meetings with stakeholders in order to combat the challenges of unwillingness of some stakeholders to participate and carry out their roles faithfully and heightening
efforts to advise and talk to all groups on the importance of strategic planning and implementation were also major mechanisms put in place to combat the challenges.

5.3 Conclusions

The study investigated the effectiveness of strategic planning process in the management of selected public secondary schools in Nakuru County. The study findings concluded that:

i. Stakeholders’ participation in strategic planning and implementation process were the key in the school management. Some of the stakeholders were not fully involved in the planning process.

ii. Strategic planning positively influenced the school performance (quality grades in the major subjects and KCSE results) as well as the adequacy of teaching/learning resources. Strategic planning also influences students discipline as well as access and retention to education.

iii. The process of strategic planning was faced by the challenges of resistance from stakeholders, inadequate finance, time limit and inabilities of some stakeholders to perform their duties.

5.4 Recommendations

Based on the findings and conclusions, this study makes the following recommendations:

i) Strategic planning process in secondary schools should embrace stakeholders participating in all phases. This helps reduce resistance during the implementation phase.
ii) To improve school performance and adequacy of teaching/learning resources, strategic planning process should be well enforced. In addition, policy developers through MoE should enhance strategic planning in public secondary schools and the top school management to invest resources, time and energy in implementation of the strategies.

iii) Schools should endeavor to minimize the negative influence of resistance from stakeholders, inadequate finance, time limit and inabilities of some stakeholders to perform their duties. This may be achieved by wise borrowing, consultation among the stakeholders and awareness creation.

5.5 Recommendations for Further Research

The reportage in this study has determined the existence of strategic plan and the effectiveness of strategic planning in school organizations. The study has also revealed the major challenges in formulation and implementation of the strategic plans in secondary schools within Nakuru North Sub-County, Nakuru County. However, more research needs to be done on the following other areas:

i) A similar study with an expanded population in order to gather larger study samples.

ii) To determine the scope of strategic plan in the management of secondary schools.

iii) To determine the influence of stakeholder’s participation in the effectiveness of strategic planning process in the management of secondary schools.

iv) Evaluation of the challenges of strategic implementation and how strategic planning can be implemented to enhance its contribution particularly to academic performance.
REFERENCES


APPENDICE

APPENDIX I: PRINCIPAL’S QUESTIONNAIRE

I am a Masters student of Kenyatta University, carrying out research on effectiveness of strategic planning process in the management of secondary schools. As part of my requirements of the course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

Instructions

i. Do not write your name or that of your school in any part of the questionnaire.

ii. This is not a test and there is no correct or wrong answer.

iii. Read the questions carefully and understand before writing your appropriate response.

iv. Please respond to all the questions in section A to D by putting a tick mark (√) in the relevant section.

SECTION A: BACKGROUND INFORMATION

Please tick (√) or fill in as appropriate

1. Sex: Male [ ] Female [ ]

2. Age bracket
   21-30 years [ ] 31-40 years [ ]
   41-50 years [ ] above 50 years [ ]

3. What is the level of your education?
   Diploma [ ] Graduate [ ]
   Masters [ ] Ph.D [ ]

4. How long have you served as a principal?
   Below 4 yrs [ ] 5-9 years [ ] 10-14 years [ ]
   15-19 years [ ] Above 20 [ ]
5. For how long have you served as a principal in the current station?
   - Below 4 years [ ]
   - 5 – 9 years [ ]
   - 10-14 years [ ]
   - 15-19 years [ ]
   - Above 20 [ ]

6. What is the type of school?
   - Single sex school [ ]
   - Co-educational school [ ]

7. What is the category of the school?
   - National school [ ]
   - Extra county school [ ]
   - County school [ ]
   - Sub-County school [ ]

8. What is the school population size?
   - Less than 160 [ ]
   - 161-320 [ ]
   - 321-480 [ ]
   - Above 480 [ ]

9. When was the school started?
   - Before 1960 [ ]
   - 1961-1970 [ ]
   - 1971-1980 [ ]
   - 1981-1990 [ ]
   - 1991-2000 [ ]
   - 2000 and after [ ]

SECTION B

1. Do you have a formally constituted board of management?
   - Yes [ ]
   - No [ ]

2. Do you have a vision statement for your school?
   - Yes [ ]
   - No [ ]

3. Do you have a mission statement for your school?
   - Yes [ ]
   - No [ ]

4. Do you have core values for your school?
   - Yes [ ]
   - No [ ]

5. Were the teachers involved in the formulation of the vision, mission statement, objectives and core-values of the school?
   - Yes [ ]
   - No [ ]
6. Were the parents involved in the formulation of the vision, mission statement, objectives and core values of the school?
   Yes [ ] No [ ]

7. Were the students involved in the formulation of the vision mission statement, objectives and core values of the school?
   Yes [ ] No [ ]

8. Do you have a formulated strategic plan for the school?
   Yes [ ] No [ ] No idea [ ]

9. Who were involved in the formulation of the school strategic plan?
   Teachers [ ] Students [ ] Parents [ ]
   Special Interest Groups [ ] BoM [ ]

10. Where is the school strategic plan kept?

SECTION C

Using the scale 1-5 provided below use a tick to indicate the extent to which each specified factors applies in your school.

1. Strongly Disagree (SD) 2. Disagree (D) 3. Uncertain (U) 4. Agree (A) 5. Strongly Agree (SA)

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The principal involves teachers in decision making in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers own the decision made in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers openly question the decisions made in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers have a copy of the school strategic plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers read and agree with the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>All subordinate staff in the school are provided with an opportunity to participate on quality assurance of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>STATEMENT</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>7</td>
<td>The principal encourages collaboration among the teaching staff to improve the quality of the programs and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The principal encourages collaboration among the subordinate staff to improve the quality of the programmes and services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teaching staff is involved in strategic plan implementation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The subordinate staff is involved in strategic plan implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The principal gives teaching staff in the school freedom to act without fear of retribution and victimization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The principal gives the subordinate staff freedom to act without fear of retribution and victimization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Parents are consulted during school development planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Views from parents on school improvement are incorporated in strategic planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The principal regularly communicates to parents on quality improvement issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Student’s views are sought in school strategic planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Important changes in school activities and planning are communicated to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Special groups in the society were incorporated during the school strategic planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The views of special groups in the society were sought and in incorporated in the school strategic plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The principal regularly communicates to the special</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>STATEMENT</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>21</td>
<td>Important changes in the school activities are communicated to the special groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The principal experiences resistance from teachers on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The principal experiences resistance from the students on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The principal experiences resistance from the parents on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The principal experiences resistance special groups on formulation and/or implementation of school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D**

**Responding appropriately, kindly fill in the spaces provided below with your opinion**

1. The principals’ attitude of involving teachers (or otherwise) suggestions and ideas from decision making affects teachers performance.
   Yes [ ] No [ ] Not sure [ ]

2. What strategy have you laid down to ensure you stick to the school strategic plan?
   ..............................................................................................................................................................................................
   ..............................................................................................................................................................................................
   ..............................................................................................................................................................................................

3. How often do you convene meetings to discuss the school strategic plans?
   Monthly [ ] Termly [ ] Yearly [ ]
   Others (specify)........................................................................................................................................................................

4. During the meetings, who are your attendants?
5. From your observation, do your attendants contribute freely or under duress?
   Freely [ ] Under duress [ ]

6. Are the suggestions and findings from these meetings implemented?
   Yes [ ] No [ ]

7. Do you encounter any challenges as you implement the strategic plan?
   Yes [ ] No [ ]

8. Kindly state the challenges encountered below?
   ...

9. Have you found or put in place a mechanism to counteract the challenges?
   Yes [ ] No [ ]

10. Kindly highlight the mechanism put in place to counteract the challenges experienced above?
    ...

THANK YOU!
APPENDIX II: HEAD OF THE DEPARTMENT

QUESTIONNAIRE

I am a Masters student of Kenyatta University, carrying out research on effectiveness of strategic planning process in the management of secondary schools. As part of my requirements of the course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

SECTION A

BACKGROUND INFORMATION

Please tick (✓) or fill in as appropriate

1. Sex: Male [ ] Female [ ]

2. Age bracket
   21-30 years [ ] 31-40 years [ ] 41-50 years [ ]
   above 50 [ ]

3. What is the level of your education
   Diploma [ ] Graduate [ ] Masters [ ]
   PhD [ ]

4. How long have you served as a deputy principal /H.O.D? (tick one)
   Below 4 years [ ] 5-9 years [ ]
   10-14 years [ ] 15-19 years [ ]
   20 and above [ ]

5. For how long have you served as a H.O.D in the current station? (tick one)
   Below 4 years [ ] 5-9 years [ ] 10-14 years [ ]
   15-19 years [ ] 20 and above [ ]

6. How many teachers are in your department? .................................................................
   ...........................................................................................................................................
   ...............................................................................................................................................
7. Give the number of teacher under the following qualifications?
   Diploma [ ] Graduate [ ] Masters [ ]
   PhD [ ]

8. What is your current job group (tick the appropriate box)
   Below Job J [ ] Job group K [ ]
   Job group L [ ] Job group M [ ]
   Job group N [ ] Above N [ ]

9. Which department do you head? (please tick one)
   Humanities [ ] Science [ ] Mathematics [ ]
   Language [ ] G & C [ ]

SECTION B
1. Do you have enough classrooms for the students under your department?
   Yes [ ] No [ ]

2. How many laboratories are there in your school?
   One [ ] Two [ ] Three [ ]
   More than three [ ] None [ ]

3. How many libraries are in your school
   One [ ] Two [ ] Three [ ]
   More than three [ ] None [ ]

4. What is the ratio of students to books in your department?
   1:1 [ ] 2:1 [ ] 3:1 [ ] 4:1 [ ]
   Other specify........................................................................................................

5. How many exams do the student take per term in your department
   One [ ] Two [ ] Three [ ]
   More than three Specify....................................................................................

6. What is the average number of candidates registered for K.C.S.E?
   Below 40 [ ] 41-80 [ ] 81-120 [ ]
   Above 120 specify................................................................................................

90
7. In your department, how many quality grades did you attain at KCSE on average (C+ and above) in 2015?

**Humanities Sciences Languages Mathematics**

<table>
<thead>
<tr>
<th>Subject</th>
<th>[ ]</th>
<th>Biology</th>
<th>[ ]</th>
<th>Kiswahili</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>[ ]</td>
<td>Chemistry</td>
<td>[ ]</td>
<td>English</td>
<td>[ ]</td>
</tr>
<tr>
<td>CRE</td>
<td>[ ]</td>
<td>Physics</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C**

Indicate the extent to which you agree or disagree with each of the statement using the scale of 1 to 5 below.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Uncertain (U)
4. Agree (A)
5. Strongly Agree (SA)

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers are allowed to make decisions in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers obey the decision made by the headteacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers openly question the decisions made by the head teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers have a copy of the school strategic plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers read and agree with the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Subordinate staff in the school are provided with an opportunity to participate in quality assurance of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Collaboration among subordinate staff to improve the quality of the programmes and services is encouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The BoM chairperson promotes subordinate staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>STATEMENT</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>9</td>
<td>Subordinate staff are involved in strategic plan implementation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Subordinate staff in the school are given freedom to act without fear of retribution and victimization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Team initiative and innovation by subordinate staff are encouraged in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Parents are consulted during school development planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Views from parents on school improvement are considered when planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The principal regularly communicates to parents on quality improvement issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Students views are sought in school strategic planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Important changes in school activities and planning are communicated to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The principal experiences resistance from the parents on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The principal experiences resistance from the students on formulation and/or implementation of the school strategic plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teachers do always carry out tasks allocated to them enthusiastically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION D

Answer all the questions in the space provided

1. How often do you meet with your departmental members to discuss matters concerning departmental strategies in order for students to do well?
   Weekly [ ] Monthly [ ] Termly [ ] Yearly [ ]

2. What are the contributions of BoM in your department in order to help the department in implementing curricular activities in your department?
   ..............................................................................................................................
   ..............................................................................................................................

3. What are the drastic changes that normally occur in your school that affect student’s academic progress?
   ..............................................................................................................................
   ..............................................................................................................................

4. Does absenteeism affect student’s performance in your school?
   Yes [ ] No [ ]

5. Does the BoM offer any intervention measures to reduce absenteeism among students?
   Yes [ ] No [ ]

6. If yes, identify the intervention measures taken against absenteeism.
   ..............................................................................................................................
   ..............................................................................................................................

7. Do you have enough teachers in your department?
   Yes [ ] No [ ]

8. If yes in the question above, does the BoM offer solution to this inadequacy?
   Yes [ ] No [ ]

9. If yes in question eight, specify the measures taken.
   ..............................................................................................................................
   ..............................................................................................................................

THANK YOU
APPENDIX III: TEACHER’S QUESTIONNAIRES

I am a Masters student of Kenyatta University, carrying out research on effectiveness of strategic planning process in the management of secondary schools. As part of my requirements of the course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

Please tick (√) or fill in as appropriate

1. Sex: Male [ ] Female [ ]

2. Age bracket
   - 21-30 years [ ]
   - 31-40 years [ ]
   - 41-50 years [ ]
   - Above 50 [ ]

3. What is the level of your education?
   - Diploma [ ]
   - Graduate [ ]
   - Masters [ ]
   - PhD [ ]

4. How long have you taught?
   - Below 4 years [ ]
   - 5-9 years [ ]
   - 10-14 years [ ]
   - 15-19 years [ ]
   - 20 and above [ ]

5. How long have you been teaching in this school?
   - Below 4 years [ ]
   - 5-9 years [ ]
   - 10-14 years [ ]
   - 15-19 years [ ]
   - 20 and above [ ]
SECTION B
Indicate the extent to which you agree or disagree with each of the statement using the scale of 1 to 5 below
1. Strongly Disagree (SD) 2. Disagree (D) 3. Uncertain (U) 4. Agree (A) 5. Strongly Agree (SA)

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers are allowed to make decisions in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers obey the decision made by the head teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers openly question the decisions made by the headteacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers have a copy of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers read and agree with the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Subordinate staff in the school are provided with an opportunity to participate on quality assurance of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Collaboration among teachers and subordinate staff to improve the quality of the programmes and services is encouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The BoM chairperson promotes teachers’ authority to act.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teachers are involved in strategic plan implementation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teachers in the school are given freedom to act without fear of retribution and victimization?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Student’s views are sought in school strategic planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Important changes in school activities and planning are communicated to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The principal experiences resistance from teachers on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The principal experiences resistance from the students on formulation and/or implementation of the school strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION C
Answer all the questions in the space provided

1. The principal’s attitude of involving teachers’ (or otherwise) suggestions and ideas in decision making affects teachers performance?
   Yes [ ] No [ ]

2. Do you attend meetings to discuss the school strategic plan?
   Yes [ ] No [ ]

3. When you attend do you feel free to contribute your ideas in the meetings?
   Yes [ ] No [ ]

4. Are your contributions taken seriously and implemented by the management?
   Yes [ ] No [ ]

5. Why do think your school performs well/ bad (strike one) in your subject?
   .................................................................
   .................................................................

6. Do you experience any challenges when teaching?
   Yes [ ] No [ ]

7. Kindly highlight the challenges?
   .................................
   .................................

   Are there any mechanism put in place to address the challenges experienced above?
   Yes [ ] No [ ]

8. Kindly highlight the mechanisms
   .................................
   .................................

9. Does the school management assist or interferes with your performance in class?
   Yes [ ] No [ ]

THANK YOU!
APPENDIX IV: STUDENT QUESTIONNAIRES

I am a Masters student of Kenyatta University, carrying out research on effectiveness of strategic planning process in the management of secondary schools. As part of my requirements of the course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

SECTION A

Please tick (√) or fill in as appropriate

1. Sex: Male [ ] Female [ ]

2. Age bracket
   13-14 years [ ] 15-16 years [ ] 17-18 years [ ]
   above 18 years [ ]

3. In which form are you?
   Form 1 [ ] Form 2 [ ]
   Form 3 [ ] Form 4 [ ]

4. Does your school have a vision statement?
   Yes [ ] No [ ]

5. Does your school have a mission statement?
   Yes [ ] No [ ]

6. State your school motto?........................................................................................................................................
   ................................................................................................................................................................................................
   ................................................................................................................................................................................................

97
SECTION B

1. How many students are in your class?
   - Below 20 [ ]
   - 20-40 [ ]
   - 41-60 [ ]
   - Above 60 [ ]

2. Do you share your lockers with anyone?
   - Yes [ ]
   - No [ ]

3. How many people do you share mathematics textbooks with?
   - None [ ]
   - 1-2 [ ]
   - 3-4 [ ]
   - Above 4 [ ]

4. How many people do you share Kiswahili textbooks with?
   - None [ ]
   - 1-2 [ ]
   - 3-4 [ ]
   - Above 4 [ ]

5. How many people do you share English textbook with?
   - None [ ]
   - 1-2 [ ]
   - 3-4 [ ]
   - Above 4 [ ]

6. Do you have a dining hall in your school?
   - Yes [ ]
   - No [ ]

7. Do you have a laboratory in your school?
   - Yes [ ]
   - No [ ]

8. If yes in Q7 above, how many?
   - None [ ]
   - 1-2 [ ]
   - 3-4 [ ]
   - Above 4 [ ]

9. Do you have teachers for all the subjects in your school?
   - Yes [ ]
   - No [ ]

10. If ‘No’ in question 9 above, which subjects don’t you have a teacher?
    i. ............................................................
    ii. ............................................................
iii. ........................................................................................................................................
iv. ........................................................................................................................................
v. ........................................................................................................................................

11. Who pays your school fees?
   Parents [ ]  Guardian [ ]  Sponsors [ ]

12. Have you ever been sent home for school fees?
   Yes [ ]  No [ ]

13. How many exams including CAT do you take in terms?
   None [ ]  1-2 [ ]  3-4 [ ]  Above 4 [ ]

14. How can you gauge your performance in those exams?
   Below average [ ]  Average [ ]
   Above average [ ]  Excellent [ ]

15. Given a chance will you transfer to another school?
   Yes [ ]  No [ ]

16. Does your principal hold meetings with you as students?
   Yes [ ]  No [ ]

17. Do your teachers hold meetings with you as students?
   Yes [ ]  No [ ]

18. Does your principal tell you when undertaking a major project in the school e.g. construction of classrooms, buying school bus/van and the like?
   Yes [ ]  No [ ]

19. Do you have a prefect body in your school?
   Yes [ ]  No [ ]

20. Did you participate in electing them?
   Yes [ ]  No [ ]

99
21. If you participated in electing them did your favourite candidate win? 
   Yes [ ]        No [ ]

22. Give reasons as to why you think your candidate did or didn’t win
   i. ............................................................................................................................
   ............................................................................................................................
   ii. ............................................................................................................................
   ............................................................................................................................
   iii. ............................................................................................................................
   ............................................................................................................................
   iv. ............................................................................................................................
   ............................................................................................................................

23. As a student do you have grievances? 
   Yes [ ]        No [ ]

24. How do you ensure that your grievances reach the administration? 
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................

25. In your own opinion does the administration listen and act on your grievances? 
   Yes [ ]        No [ ]

26. What do you think will be your score in KCSE? 
   Below C+ [ ]   C+ - B+ [ ]   Above B+ [ ]

THANK YOU
APPENDIX V: BoM AND PTA CHAIRPERSON INTERVIEW

QUESTIONNAIRES

I am a Masters student of Kenyatta University, carrying out research on effectiveness of strategic planning process in the management of secondary schools. As part of my requirements of the course, I am required to undertake a research in my area of study. You have been selected as one of my respondents in this study. Your sincere and genuine answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

1. For how long have you been the chairperson of the institution? ..........................
   ..........................................................As the chairperson do you have a strategic plan for your school?

2. Were you involved in the formulation of strategic plan? ..............................
   .................................................................................................................................

3. As the chairperson did you involve other stakeholders in the formulation of the strategic plan? .................................
   .................................................................................................................................

4. Have you been assessing progress of the strategic plan? ..............................
   .................................................................................................................................

5. How have you been assessing?  .................................................................
   .................................................................................................................................

6. Now as a chairperson what was your role in the formulation of the strategic plan? .................................
   .................................................................................................................................

7. What about your role in the implementation of the plan? ..............................
   .................................................................................................................................

8. Have you encountered any challenges in the formulation? Feel free to discuss them. .................................
   .................................................................................................................................
9. Have you encountered any challenges in the implementation? Feel free to discuss them.

10. What is your role in the performance of the school principal toward the achievement of secondary education?

11. What is your role in the performance of teacher towards the achievement of secondary education?

12. What is your role in the teaching and learning of the learners towards the achievement of secondary education?

13. What can your comment about

14. The academic performance of the school

15. Discipline of the students

16. Discipline and work relations of the teachers

17. Have you attained up to date what you had planned in the strategic planning?

18. What is your comment about the effectiveness of the strategic planning in achieving secondary education?
APPENDIX VI: OBSERVATION SCHEDULE QUESTIONNAIRE

1. Name of the school

2. Number of teachers

3. Availability of school plan

4. Presence of the principal
   Available on 1st visit [   ]
   Available on 2nd visit [   ]
   Available on 3rd visit [   ]
   Others specify

5. Presence of laboratory
   Yes [   ]
   No [   ]

6. Presence of a library
   Yes [   ]
   No [   ]

7. Presence of boarding facilities
   Yes [   ]
   No [   ]

8. Presence of health unit
   Yes [   ]
   No [   ]

9. Availability of electricity
   Yes [   ]
   No [   ]

10. Availability of alternative source of power (state which one if yes)

11. Availability of piped water
    Yes [   ]
    No [   ]

12. Any other source of water

13. Presence of a school gate
   Yes [ ] No [ ]

14. Presence of a school fence
   Yes [ ] No [ ]

15. Nature of the school fence and gate
   (Blank)
   (Blank)

16. Adequacy of physical facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Enough</th>
<th>Not enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Lockers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Teachers chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Cabinets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix. Students toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x. Staff toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi. Kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii. Dining hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xiii. Playing fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xiv. Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xv. Home science equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xvi. Laboratory chemical and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xvii. Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xviii. Stationeries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xix. Books of accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xx. Teaching and learning resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxi. Sick bay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. State of the building

<table>
<thead>
<tr>
<th></th>
<th>[ ]</th>
<th>[ ]</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Record of performance in KCSE for the last five years

<table>
<thead>
<tr>
<th></th>
<th>[ ]</th>
<th>[ ]</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Availability of a school strategic plan

<table>
<thead>
<tr>
<th></th>
<th>[ ]</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VII: APPROVAL OF RESEARCH PROPOSAL
FROM KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

KENYATTA UNIVERSITY
OFFICE OF DEANS

FROM: Dean, Graduate School           DATE: 3rd September, 2015

TO: James Kinyanjui Mwangi
C/o Educational Management Policy &
Curriculum Studies

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 28th August, 2015.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ANNBELL MWANIKI
FOR DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Policy and Curriculum Studies

Supervisors:

1. Dr. Samuel Waweru
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University

2. Dr. Norbert Ogea
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University

An/s/rom.
APPENDIX VIII: RESEARCH AUTHORIZATION FROM
KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/24021/2012
DATE: 3rd August, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION JAMES KINYANJUI MWANGI — REG.
NO.E55/CE/24021/2012

I write to introduce Mr. James Kinyanjui Mwangi who is a Postgraduate Student of this
University. He is registered for M.Ed degree programme in the Department of Educational
Management, Policy and Curriculum Studies.

Mr. Mwangi intends to conduct research for a M.Ed project proposal entitled, “Effectiveness of
Strategic Planning Process in the Management of Secondary Schools in Nakuru County,
Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

AM/wwm
APPENDIX IX: RESEARCH AUTHORIZATION FROM

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-3213471, 2241349, 310671, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/18057/7968

James Kinyanjui Mwangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Effectiveness of strategic planning process in the management of secondary schools in Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 26th October, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Nakuru County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

Date:

29th October, 2015
APPENDIX X: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JAMES KINYANJUI MWANGI
of KENYATTA UNIVERSITY, 0-20100
Nakuru, has been permitted to conduct
research in Nakuru County

on the topic: EFFECTIVENESS OF
STRATEGIC PLANNING PROCESS IN THE
MANAGEMENT OF SECONDARY SCHOOLS
IN NAKURU COUNTY, KENYA

for the period ending:
26th October, 2016

Signature

National Commission for Science,
Technology & Innovation

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.

Republic of Kenya
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 6996

CONDITIONS: see back page

109