

**EFFECTIVENESS OF STRATEGIC PLANNING IN PRIMARY  
SCHOOLS: A CASE OF SUNEKA DIVISION, KISII COUNTY,  
KENYA.**

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## DECLARATION

This research project is my original work and has not been submitted to any other study programme in any university.

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## **DEDICATION**

First this research project is dedicated to the Almighty God, for His continued care, secondly to my spouse Eizabeth Nyoero and my children Sylvia Mandugu, Dominic Momanyi and Xavier Onkundi for their love and passion towards me.

## ACKNOWLEDGEMENT

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Secondly to the Kisii South District Education Office, for their permission to allow me undertake research in the district. Much is accorded to Mr. Owiti the DQASO for accepting and getting his time during the interview schedule with him. Thanks a lot once more.

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The author would also like absolve all individuals and institutions mentioned above for any errors of omission and/ or omission or any interpretational error/s. For these, the author remains solely responsible.

## ABSTRACT

Planning is the first element of administration and it focuses on what will be achieved, when it will be achieved and how it will be achieved. Strategic plans are long term plans between 5-10 years developed by the top management of an organization. Strategic planning is a key to school success in terms of vision, mission and objectives. In spite of the importance of strategic planning schools do not formulate strategic plans. The purpose of the study was to find out the effectiveness of strategic planning in public primary schools in Suneka Division, Kisii County, Kenya. The objectives of the study were to determine whether public primary schools of Suneka Division, Kisii County formulate strategic plans, to examine the framework compositions of the plans, to find out the parties involved in strategic planning and to analyze the effectiveness of strategic planning in public primary schools of Suneka, Division, Kisii County, Kenya. The target population of the proposed study was 52 head teachers, 580 teachers 103 SMC chairpersons, treasures and members and DQASO Kisii South District. The entire sampling size yielded 101 respondents involving 20 head teachers, 60 teachers 20 SMC chairpersons, treasures and members and DQASO Kisii South District. Data collection was carried out using questionnaires, Semi-structured interview schedules and focus group discussions. The questionnaires were used to collect data from head teachers and teachers. The interview schedules were used to conduct interviews with SMC chairpersons, SMC treasures and SMC members and DQASO. From the findings 48.5 percent of respondents had prepared strategic plans once, 25.8 percent had prepared only thrice and 4.4 percent had not prepared any. It was also realized that 58.5 percent of the respondents followed all the process of strategic planning while 41.5 percent did not follow all the processes. From study findings 60 percent, 83.1 percent, 50.8 percent, 14.1 percent, 10.4 percent and 13.7 percent of head teachers, SMC, teachers, Ministry of Education officials, support staff and sponsors respectively are involved in the strategic planning process. It was also realized that 17.9 of the plans are fully implemented, 79.1 percent of the plans are implemented half way, while 3.0 percent are not implemented. In conclusion schools in the study area are ineffective in strategic planning. Educational stakeholders do not understand the framework compositions of strategic plans, not all schools formulate strategic plans follow all the strategic planning process, not all parties are involved in strategic planning and strategic plans are not adequately implemented. The following recommendations would help in effective strategic planning in schools; to make sure that schools formulate strategic plans, the strategic planning process should be followed, all parties should be involved in strategic planning, the strategic planning process should be followed and implementation of plans should be done as planned.

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## ACRONYMS AND ABBREVIATIONS

<b>BOG</b>	–	Board of Governors
<b>DEB</b>	–	District Education Board
<b>DEO</b>	–	District Education Officer
<b>DQASO</b>	–	District Quality Assurance and Standards Officer
<b>MoE</b>	–	Ministry of Education
<b>MPET</b>	–	Master Plan on Education and Training
<b>PTA</b>	-	Parents' Teachers' Association
<b>SMART</b>	–	Specific, Measurable, Achievable, Realistic, Time period.
<b>SWOT</b>	-	Strength, Weakness, Opportunities and Threats
<b>TQM</b>	–	Total Quality Management
<b>SMC</b>	-	Schools Management Committee
<b>FGDS</b>	–	Focus Group Discussions
<b>SPSS</b>	–	Statistics Package for Social Sciences.



# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Introduction

This chapter presents the background of the study, statement of the problems, purpose of the study, objectives of the study, research questions, assumption of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework, conceptual framework and operational definition of central terms.

### 1.2 Background of the Study

Planning facilitates better focus and flexibility. Focus in terms of the organization knowing clearly the needs of each stakeholder and the best way to serve them flexibility because planning enables the organization to change to circumstances or to adapt to changes. Planning makes an organization action oriented. Action oriented in terms of clear prioritization of needs. Strategic planning makes an organization result oriented. Planning can anticipate problems and opportunities and deal with them appropriately. Planning facilitates improved co-ordination of individual, groups and sub-systems within an organization. Planning also facilitates better control and better time management (Pashiardis, 2000).

A strategic planning is a document developed to give a school focus and direction as it prepares for the future by continuously adjusting to academic direction in response to changing academic circumstances. Effective planning has many benefits as identified by Bryson (1995). The promotion of strategic thought and action strategic thought is based on data gathered about

the institution. Systematic information gathering will result as a benefit of strategic planning, improved decision making. In strategic planning important issues and challenges are identified and planned for, improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works towards resolution of the issues facing it.

The head teacher, the SMC and stakeholders should formulate a strategic plan which should be reviewed periodically. The parties involved in strategic planning should ensure that strategic quality plans are prepared and followed based on quality data( Ngware et al , 2006).

Strategic planning can help an organization to clarify future direction, to establish priorities, to diversify its products or services and deal effectively with rapidly changing circumstance (Schaeder, 2001). The world has undergone several changes in different fields meaning that the environment in which organizations are is prone to these diverse changes. Strategic planning can therefore provide a working framework allowing organization to lead by changes and gain their competitive advantages. In the world today organizations that are determined to survive and maintain a sustainable advantage must adopt themselves rapidly to continuous change (Navaro and Galladro, 2003). Schools cannot be separated from this phenomenon. Kriemadis (1997) ascertains that for the past decades, the education sectors has begun to recognize that planning is necessary to maintain its own responsiveness to rapidly changing environment. Since the 1970s the necessity for school improvement and evolving mission of effective schools has become more and more pervasive in the field of education (Pashiardis, 2000).



Strategic planning has been used in different countries in different organizations. It has been used in school in developed countries leading to school improvement for instance, in USA strategic planning follows a four-step identified by Cook (1995): Conducting a comprehensive needs assessment, Managing the inquiring process, Designing the school wide programme, and Evaluating the programme.

Although faced with pedagogical challenges strategic planning in Europe has made major strides in schools development (Deal, 2008).

In developing countries Lawrence (2001) argues that strategic planning attempt to promote school development in four main ways: Assessing the current state of the school development plan and providing information about it, Increasing the overall rate of development, Carrying out special types of programmes and Trying to improve the co-ordination between different stages of the planning process. He notes that the main problem lies with the implementation of these strategic plans. In Namibia, Hubley (2002) in a study on education research identified three problems in education planning: Failure in planning and communication process, Problems in the organization of education programmes and Inadequate programmes evaluation.

In Kenya, According to the Kenya Education Master Plan for Education and Training 1997-2010 an education plan should have all the important information about the school. These include; school aims which should relate to national goals, school mission statement, description of the school and the community it serves, school priorities, action plan and information about the school (Government of Kenya, 1998). According to school

Management Guide (1999) school planning involves: Determining school needs, Prioritizing school needs, Preparing action plans and Implementation and monitoring the plans.

According to Nyambura (2008) on a study; Barriers to Strategic Planning in Public Secondary Schools in Thika Municipality, Kenya, Few schools operate under school development plans, of 67 public secondary schools in the district only 3 schools had formulated strategic plans. The development plans were not effective and only 58 percent of the programmes had been completed on time. These justified the reason to carry out a study on whether public primary school in Suneka Division, Kisii County Kenya formulate Strategic plans. Their framework compositions were looked at, the parties involved in formulating these plans and their implementation status were looked at.

### **1.3 Statement of the Problem**

Strategic planning makes an organization action oriented, facilitates better focus, flexibility and improved co-ordination. There has been concern expressed by government bureaucrats, professionals and even politicians that there is lack of inadequate planning practices in schools. The out come has been ineffective planning leading to poor performance. The big question was what was the effectiveness of strategic planning in primary schools of Suneka Division Kisii County, Kenya.

#### **1.4 Purpose of the Study**

The purpose of the study was to find out the effectiveness of strategic planning of public primary schools of Suneka Division, Kisii County, Kenya. The study has drawn conclusions and made possible recommendations that may assist head teachers to become effective school planers for effective running of the schools.

#### **1.5 Objectives of the Study**

In order to fulfill the intended purposes, the study was aimed at achieving the following objectives.

- (a) Determining whether public primary schools of Suneka Division, Kisii Country formulate strategic plans.
- (b) Examining the framework compositions of these plans.
- (c) Finding out the parties involved in strategic planning.
- (d) Assessing the implementation status of strategic plans.
- (e) Analyzing the effectiveness of strategic planning in primary schools in Suneka, Division, Kisii County, Kenya.

#### **1.6 Research Questions**

The following research questions guided the study:

- a) Do public primary schools in Suneka Division, Kisii County formulate strategic plans?

- b) What are the framework compositions of strategic plans in public primary schools of Suneka Division, Kisii South District?
- c) Who are involved in strategic planning in public primary schools in Suneka Division, Kisii South District?
- d) What are the implementation statuses of strategic plans in public primary schools of Suneka Division, Kisii South District?
- e) What is the effectiveness of strategic planning in primary schools in Suneka, Division Kisii County, Kenya?

### **1.7 Assumptions of the Study**

The study was based on the following basic assumptions;

- (a) That all the participating head teachers had stayed in their schools long enough to have identified and interacted with all key stakeholders.
- (b) That all head teachers had the knowledge of strategic planning.
- (c) That all respondents were to be co-operative and honest in their responses.

### **1.8 Limitations of the Study**

The study was to find out whether public primary schools of Suneka Division, Kisii South District formulate strategic plans. Private schools were not studied because they operate on different management structures. Due to limitation of time, funds, type of samples and design

issues the study covered only 20 out of 52 public primary schools of Suneka Division, Kisii County, Kenya.

Orodho (2008) ascertains that any research must have some boundaries and a researcher cannot do everything. He adds that limitations of a study refer to the constraints or draw backs, both theoretical and practical that the researcher has little or no control over.

### **1.9 Delimitations of the Study**

Due to poor road accessibility and distance location of the schools 20 out of 52 public primary schools of Suneka Division, Kisii County were studied. Only public primary schools were studied because they are direct beneficiaries of educational provision in Kenya. Pupils, Sponsors, support staff and other ministry officials were not studied due to limited time and their availability. Finally there is much as concerned to strategic planning but this study only focused its self with whether public primary schools formulate strategic plans, their framework compositions, parties involved in strategic planning, implementation status of the plans and their effectiveness.

### **1.10 Significance of the Study**

The findings of the proposed study had both theoretical implications for the future of strategic planning in the county. Strategic planning is a key to success and development in any organization.

The practical implication of the study was to make the head teachers, SMC and stakeholders formulate strategic plans which help in focused running of schools. Strategic planning leads to schools having focused and understood future, well focused activities, it also leads to achievement of goals and objectives. These lead to schools' improvement in academic performance, improvement of physical facilities and proper utilization of learning/ teaching resources.

The Ministry of Education (MoE) was to benefit from the research for they got information on whether public primary schools of Suneka Division Kisii County formulate strategic plans and come up with a remedy to help schools formulate these plans. The Ministry of Education also benefited in knowing the effectiveness of strategic planning in schools of Suneka Division, Kisii County.

Theoretically, the study was expected to contribute to the advancement of knowledge on strategic planning in Kenya. It also examined the strategic planning process and highlighted the significance of strategic planning. The study adds up to the body of knowledge on strategic planning in schools and provokes research in this area by proposing further studies related to strategic planning in schools.

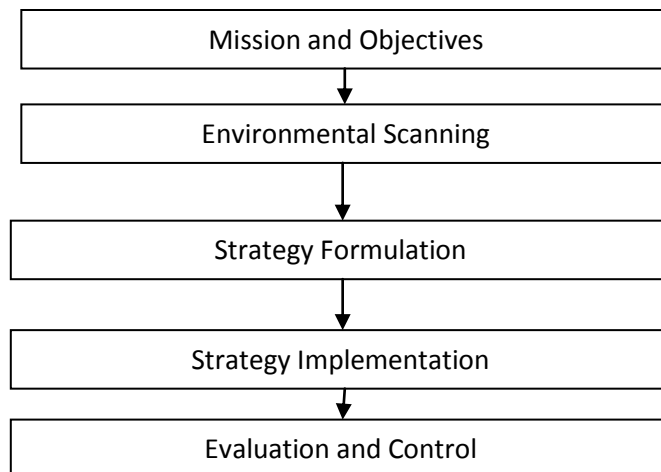
## **1.11 Theoretical Framework of the Study**

### **The strategic planning process**

The study was based on Porter's (2008) "The strategic planning process model."

Porter has come up with a strategic planning process model in which he argues that any organization must engage in strategic planning that clearly defines objectives and assesses both the internal and external situation to formulate strategy, implement the strategy, evaluate the process and make adjustments as necessary to stay on track. An organization analysis can be performed using a framework developed by Porter. He made a simplified view of the strategic planning process using the following diagram known as Michael Porter's five forces

**FIGURE 1.1 THE STRATEGIC PLANNING PROCESS**



**SOURCE: Michael E. Porter**

### **Mission and Objectives**

The mission statement describes the organization's vision, including the unchanging values, and purpose of the organization and forward looking visionary goals that guide the pursuit of future opportunities. Guided by the school's mission, an administrator can define measurable financial and strategic objectives.

## **Environmental Scan**

The Environmental scan includes the following components: Internal analysis of the organization, Analysis of the organization task environment and External microenvironment.

The internal analysis can identify the organization's strengths and weaknesses and the external analysis reveals weaknesses and the threats. A profile of the strengths, weaknesses, opportunities and threats is generated by means of SWOT analysis.

SWOT analysis is done using a SWOT matrix which has four quadrants as other management models.



**TABLE 1.1 THE SWOT MATRIX**

Strength  GOOD NOW  Maintain, Build, Leverage	Weakness  BAD NOW  Remedy, Stop
Opportunity  GOOD FUTURE  Prioritize, Optimize	Threat  BAD FUTURE  Counter

**SOURCE: Michael E. Porter**

In step one, the here and now all strengths that exist now are listed. Then in turn, all weaknesses that exist now are listed. Be realistic but avoid modesty!

In step two, what might be, all opportunities that exist in the future are listed. Opportunities are potential future strengths. Then in turn all threats that exist in the future are listed. Threats are potential future weaknesses.

In step three, Plan of action, the SWOT matrix is reviewed with a view to creating an action plan to address each of the four areas.

## **Strategy Formulation**

Given the information from the environmental scan, the organization should match its strengths to the opportunities that it has identified, while addressing its weaknesses and external threats.

## **Strategy Implementation**

The selected strategy is implemented by means of programmes, budget and procedures. Implementation involves organization of the organization's resources and motivation of the staff to achieve objectives. The way the Strategy is implemented has a significant impact on whether it will be successful.

## **Evaluation and control**

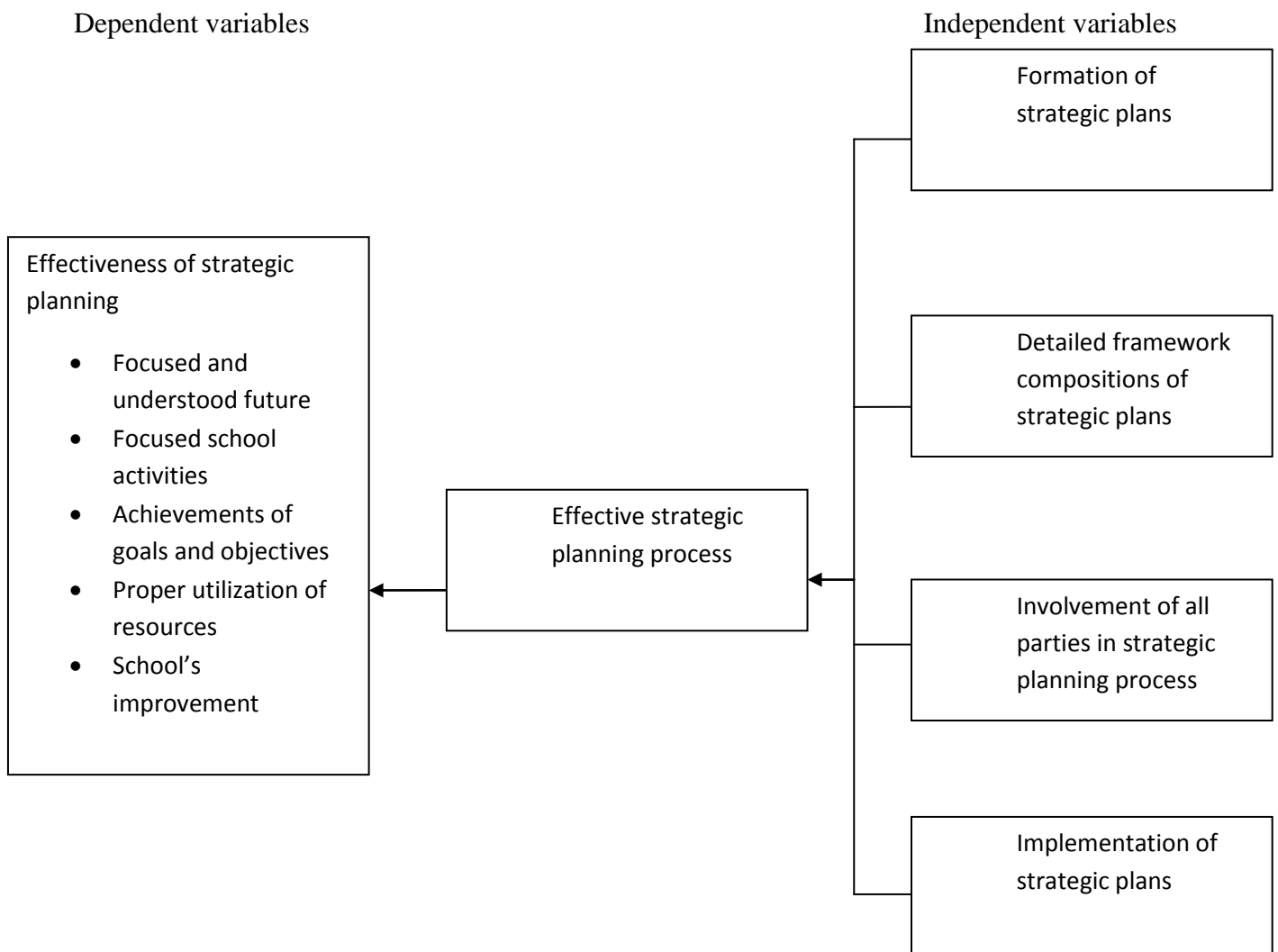
It entails measuring performance and taking action where necessary to ensure desired results. Determining the control criteria is done to clear/know performance standards articulated in the planning process. Determination and identification of measuring tools to measure performance, conducting the actual measurement and correcting for any deviations.

Porter's five forces are the main elements in strategic planning. Strategic planning depends on whether the administration and stakeholders in schools follow the right procedures of strategic planning (SWOT Matrix). The study was to find out whether schools formulate strategic plans, how these plans were formulated, who were involved in strategic planning, the implementation status of the strategic plans and their effectiveness, hence the theory was relevant to the study.

### 1.12 Conceptual framework

The study was to find out whether public primary schools in Suneka Division, Kisii County, Kenya formulate strategic plans, the parties involved in strategic planning, the strategic planning process and the implementation status of strategic plans and their effectiveness. The relationship between dependent variables and independent variables were investigated. These variables influenced effective formulation of strategic plans in primary schools as illustrated in the diagram below.

**FIGURE: 1.2 THE STRATEGIC PLANNING PROCESS**



The diagram shows the conceptualized relationship of study variables; formulation of strategic plans, framework compositions of strategic plans, parties involved in strategic planning and implementation of strategic plans. This leads to effective strategic planning process. Effective strategic planning process leads to effectiveness of strategic planning which are; focused and understood future, focused activities, achievement to goals and objectives, proper utilization of resources and school improvement.

### **1.13 Operational Definition of Terms**

**Administration** – A formal system that controls, supervises plans and makes decisions on various activities of an organization on the basis of established authority.

**Effectiveness** - This is the importance of strategic planning in terms of schools improvement in academic performance and physical facilities. It also includes utilization of physical facilities, management of teaching and learning facilities and management of both human and financial resources.

**Framework compositions** – Detailed information on what an organization intends to undertake in the strategic planning process.

**Organization** – A school or any formal institution.

**Planner** – The school organization, administration and stakeholders.

**Planning** - The action of establishing a strategic plan.

**Performance objectives** – The things that an organization intends to do or achieve in a given period.

**Stake holders** – School management committee, parents, sponsors, staff, the government and any party that is involved toward school obligations.

**Strategic Plan** – An approach used by organizational to guide them through a focused future in attaining organizational goals and objectives or desired ends.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with review of related literature. The strategic planning process is given, framework compositions of strategic plans is discussed, parties involved in strategic planning are outlined, the process of implementation of strategic plans is assessed and the effectiveness of strategic planning is analyzed.

#### **2.2 Strategic Planning Process**

Most literatures argue that strategic planning should evolve from the school itself if it is to succeed. Most writers show consistence in what it entails in strategic planning (compositions of strategic plans). According to porter (2008), the strategic planning process involves 5 stages: Mission and objectives, Environmental scanning, Strategy formulation, Strategy implementation and Evaluation and control.

Jackson (2005), school development planning promotes the following:

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

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

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

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

Partnership: School Development Planning promotes participation in the school's development by engaging the major parties in the school community-principal, teachers, parents, pupils, Board of Management, and trustees in a collaborative dialogue focused on identifying and

responding to emerging educational needs. Participation in this dialogue fosters the partners' commitment to and ownership of school policy.

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

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

**Furtherance of Aims and Priorities of National System: School Development Planning** provides a structure that enables the school community to subscribe to the stated system and to incorporate national educational priorities into the work of the school.

According to Wirth (2010) strategic management has a content and process side to it. Content is about the issues that are dealt with by those who are responsible for strategy whereas process is about how decisions are arrived at. Roney (2004) argues that comprehensive planning refers to a systematic procedure for selecting goals and strategies that defines respectively standards for future success of a corporation and the deliberate pursuit of these standards through objective seeking work.

Cook (2010) notes that there is reciprocity between the strategic and the operational. He adds that this does not mean that the plan is developed top-down, but in a system which is strategic must be justified by which that is operational; and the operational must have strategic content in order to be meaningful. According to Bryson (1995) which is applicable to today's learning institutions and organizations leaders and institutions should see these



obligations as opportunities, for if they are formulated correctly for and by institutional leaders to their respective constituencies they help by defining what is not explicitly forbidden. If these are not studied carefully, institutional administrators may believe that they are more tightly constrained in their actions than they actually are (Bryson, 1995).

Roney (2004) ascertains that sound administration is vital to the successful management of planning functions. The intellectual effort and administrative work products of many managers in an organization must be co-ordinated to assemble decision making evidence, select from alternative goals and strategies and ultimately, to implement strategy. Moreover the large amount of information that must be acquired, assimilated and disseminated in planning for all but the simplest of organizations demands that administrative procedures be soundly conceived and skillfully performed. Otherwise, substantive planning functions (no matter how elegant) may be executed ineffectively.

The process of planning in Kenyan schools has been outlined in the School Management Guide, Ministry of Education (1999). It involves determination of schools' needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans.

### **2.3 Framework Compositions of Strategic Plans**

The strategic planning process is an interactive, on going and accomplished in a variety of ways depending upon the institution but is most often carried out in the steps of adopting core values, drawing a vision of what the institution is to become, establishing a mission statement describing what the institution is about, identifying strengths and weaknesses (internal assessment) and opportunities and threats (external assessment) that either assist

or deter an institution in its achievement of the vision, identifying strategic issues or gaps between where it is and it wishes to become, formulating strategy to overcome the gaps and evaluating the process with feedback used as input into the process for its improvement (Bryson 1995). Bryson's assessment is applicable to strategic planning process today.

According to Roney (2004) strategic planning is likened to athletics. First the player must be in good shape that is an institution must be proficient in the fundamentals of management. Then, there must be adequate equipment and other resources, a well-aligned organization, and sufficient motivation of both individual and the entire team- with those fundamental capabilities, an institution's management can through training and practice acquire, essential skills for converting strategy into effective action.

The term strategy has military origins and is derived from the Greek word for generalship. Its meaning evolved to encompass a coherent set of action, the plans, usually concealed from the enemy, intended to achieve a specific military objectives. The strategy was to be implemented using a series of tactics immediate measures conducted in a presence of the opposition. Strategy and the development of strategic planning now constitute an important weapon in the armory of the modern manager (Bell, 2002).

Determination of the strengths, weaknesses, opportunities and threats (SWOT analysis) is a prerequisite to strategic planning process. Strengths that exist presently should be listed and maintained. Weaknesses should be determined and remedied or stopped. Opportunities need to be prioritized and optimized. Threats need to be controlled or minimized. Strategic planning is an effort to determine and control the destiny of organization. Bryson (1995) defines strategic

planning as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it.

Cook (2010) notes that there is reciprocity between the strategic and the operational. He adds that this does not mean that the plan is developed top-down, but in a system which is strategic must be justified by which that is operational; and the operational must have strategic content in order to be meaningful. He adds that strategic planning has focus on results and outcomes explaining that the objective of strategic planning is always to reduce or to eliminate the lag time between the idea and the action. A plan that does not instigate action is not a plan; it is a study report or a review. He further argues that in strategic planning the relationship between ends and means is perhaps the most difficult principle to grasp, yet simply states the old adage 'If you don't know where you are going, any direction will do.' Institutions have a particular difficulty with this principle because activity usually is not directed toward any result. Ends are always measurable or observable .....” Page 145.

## **2.4 Parties involved in Strategic Planning**

A strategic plan is a long term plan of action designed by the top management of a school including all educational stakeholders to achieve a particular goal or objective as differentiated from tactics or immediate actions where resources at hand either financial or human or both. A strategic plan must reflect the thoughts, feelings ideas and wants of developers and mould them along with the school's purpose, mission and regulation into an integrated document (Navarro and Gallardo 2003).

Strategic planning entails describing the school's goals and objectives and ways of attaining them. Strategic planning helps organizations in establishing priorities, ways and methods of accomplishing needs of the administration and stakeholders. Strategic planning is not an individual's work but a combined effort of school administration, school's stakeholders including sponsors, the government and staff both teaching and non teaching staff. Being present or absent during strategic planning the thoughts, feelings, ideas and wants of all parties should be included or discussed together with the school's purpose, mission, vision and regulation into an integrated document. Every party involved in strategic planning should accept the plan, agree to its direction and participate in its implementation (Cook, 2006).

Strategic planning entails the determination by leaders and all the educational stakeholders to draw a picture of what they would like the school to become, perform an environmental scan on the resources it has or must acquire to become what they want to become, formulate strategy and implement the strategy. It is, fundamentally, a statement of belief that an institution can shape its own destiny by controlling the change it encounters daily (Fox, 2002).

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

Wirth (2010) argues that strategic planning is the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future. He further notes that in the strategic planning process there is need of a planning consultant whose roles as a trainer range from being an outsider expert on planning to being actively involved with the planning results. He adds that the critical point is that the roles be clearly defined up-front so as not to cause any organizational confusion during the planning period. He suggests that if necessary the roles can shift as different needs arise during planning process. He adds that ideally, the outsider consultant can team with someone inside the organization to guide the planning team through the process together. He further suggests that the possible roles of a planning consultant are: Trainer to explain the process, Facilitator, to provide assistance in moving through difficult phase, Coach, to provide active direction through the process, Strategist, to actively help set strategy, Advocate to actively pursue certain ideas and stakeholder with vested interest in results.

## **2.5 Implementation of Strategic Plans**

Planning in Kenyan school has been conceptualized by Education Master Plan on Education and Training (MPET) in terms of human resources, curriculum and financial resources (Republic of Kenya, 1998).

On human resource the plan argues that in order to enhance quality management it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of learners and the curriculum. Also head teachers should be well versed with managerial skills for successful curriculum implementation, effective and efficient

management and administration of schools. However the plan observes that head teachers had not been adequately trained in management and administration and that they were ineffective and lacking accountability (Republic of Kenya, 1998). The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, et al, 2006).

Ngware, et al (2006) conducted study to determine the extent of practice of Total Quality Management (TQM) in Kenyan secondary Schools and revealed that most schools did not have strategic plans. Among the few that showed evidence of strategic planning, the strategic plan acts not only as the roadmap but also as a tool to communicate quality expectations to all employees. The researchers noted, “ ..... unfortunately, such schools are weak in systematic follow-up to ascertain the implementation of the plans in addition there seemed to be on deliberated attempts to do a formal internal evaluation with view to ascertain the extent to which qualitative and or quantitative target have been met. Failure to do such an evaluation demise the organization the opportunity to reflect on the quality planning and inculcate a culture of quality assurance in schools.” (P.359).

Dierkx (2004) observes that authorities are biased to modern, expensive, building methods; use of sustainable methods in marginal; architects and building code form barriers even if energy efficient and affordable options are available. There is lack of consultations and participation in communities. Top-down approaches are used in school planning, and innovation of climate/cultural-fit and cost-effective school plans is lacking.

Strategic plans should not be just written documents but they have to be implemented in the right way. Implementation involves organization of the school's resources and motivating the staff towards achieving schools mission, vision and objectives. According to the Government of Kenya Internal Audit Manual (2005) the internal department highlighted staffing, knowledge, skills, professional due care, continuing professional development and independence and objectivity as some of the weaknesses that required to be addressed to achieve their mission of adding value the government's institutional operations through a systematic evaluation of risk management, control and government process. Porter (2008 ) ascertains that evaluation and control consists of the following steps: Define the parameters to be measured, Define the target values for those parameters, Perform measurements, Compare measured results to be predefined standards and Make necessary changes.

In implementation of strategic plans, all individuals involved in the implementation must function as a whole or the strategic plan will collapse. Strategic planning involves outcomes that will probably take place. It involves aims to build more desirable upcoming results by either adjusting current programmes, proceedings so as to have more favorable outcomes in the external environmental or by influencing the outside world.

Kottler (2003) said changing organizational culture is more difficult than maintaining it, but effective strategic leaders recognize when change is needed. Incremental changes to the organization's culture typically are used to implement strategies. However, more significant and sometimes even radical changes to organization culture are designed to support the selection of strategies that differ from the once the firm has implemented historically.

## **2.6 Effectiveness of Strategies Planning**

Strategic planning is a key to success in any organization. Strategic plans will make schools to have a focused and well understood future by all the stakeholders in the schools. Strategic planning would make the school's activities done in an organized manner. It would also lead to proper utilization of resources, and achievement of schools' goals and objectives.

This would lead to the schools' improvement. Strategic plans will make the school's mission and vision plans be well understood and will help the schools see their day to day activities done in a uniform manner in a directed direction. Hence the expectations of the school are well understood by everyone in the school and all stakeholders are geared towards that.

Strategic planning has a number of benefits to an organization, focused and understood future, organized activities done in a well directed manner, proper utilization of goals and objectives organizational improvement and development.

Swarbrooke (2001) outlines a rationale for strategic planning approach to management as:

The effective allocation of resources and providing managers with a much needed rationale for evaluating competing budget, request for investment capital and new staff, identify threats and opportunities, strengths and weaknesses through enhancing management and alertness to the winds of change, new opportunities and threatening development, forcing organizations to clarify their missions and look to the future. It provides better guidance to the entire organization on the crucial point of just what it is they are trying to do and to achieve, creating a proactive management and counteracting any tendencies for decisions, be mostly reactive and defensive. It ensures that methods of evaluating performance are developed, Helping to unity numerous strategies-related decisions by managers across the organizations by allocating responsibilities to



individual members of staff, making sure organizations consider their competitors, Guiding day to day institutions or business activities, planning is an interactive process and there is not a definitive strategy point as institutions are working from their situation.

Armstrong (2001) argues that, the implementation of strategic audit planning recognizes that superior strategies should be based on measurable criteria. Managing better organizational performance to a sustainable level can effectively be attained through various ways, some of them being management by objective, strategic management and management control system.

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

Successful planning efforts produce many benefits; focused and well understood future, well directed and organized activities, proper utilization of resources, achievement of goals and objectives and school's improvement and development.

## **2.7 Summary and Gaps in Related Literature**

Research shows consistence on the strategic planning process which entails formulation of mission and objectives, environmental scanning, strategy formulation, strategy implementation

and evaluation and control. Scholars are in agreement that a strategic plan contains the institution's vision and mission statements and internal and external assessments that either assist or deter the institution in its achievement of the vision. There are consensus that a strategic plan is a long term plan of action (5-10 years) designed by the top management of an institution with involvement of all stakeholder to achieve a particular goals or objectives.

It is evident from studies that implementation of strategic plans is not efficient due to a number of factors among them being unqualified administrations who are not well versed with managerial skills, lack of accountability, inadequate resources and physical facilities, lack of full commitment to complete these plans, red tape and bureaucracy in decision making and conflict among stakeholder's interest.

Schools are operating without strategic plans showing an indication of a lack of commitment to effective school administration. Nyambura (2008) in her study on Barriers of Strategic Planning in Public Secondary Schools in Thika Municipality, Kenya found that most schools in the study area do not formulate strategic plans. The plans were not effective for those few schools that formulate strategic plans. In addition not all stakeholders are actively involved in the formulation of plans. She also found out that not all stages of planning were followed only 58 percent of the programmes had been completed in time. These leads to poor quality services which may lead to low student performance, poor utilization of teaching and learning resources and schools underdevelopment of physical facilities. Whereas these may be true in some parts of Kenya and the world, the situation in the effectiveness of strategic planning in public primary schools in Kenya is not known nor documented. Moreover studies in strategic planning have not been carried out in primary schools of Suneka Division, Kisii country, Kenya.

This study looked at the effectiveness of strategic planning in primary schools of Suneka Division, Kisii County, Kenya. The study determined whether public primary school of Suneka Division, Kisii Country formulate strategic plans, examined the framework compositions of these plans, found out the parties involved in strategic planning, assessed the implementation status of strategic plans assessed the and analyzed the effectiveness of strategic planning in public primary schools in Suneka Division, Kisii County, Kenya.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, the locale of the study, target population, sampling techniques, research instruments, data collection techniques and data analysis techniques.

#### **3.2 Research Design**

The study adopted an exploratory approach using a descriptive survey design to investigate the issues of strategic planning in schools. Descriptive survey research was intended to produce statistical information about aspects of education that interest policy makers and educators (Borg and Gall, 1983). Verma and Beard (1981) ascertain that survey provide information about population variables, for instance when data on pupils' or teachers' opinion on a variety of educational issues are sought. The descriptive survey was the most appropriate for this study because the researcher collected information on the state of affairs in the schools without manipulating any variables and was to make an analysis of strategic planning in schools.

#### **3.3 The Locale of the Study**

The study was carried out in Suneka Division, Kisii County Kenya. The Main economic activities of the district are small scale farming and small scale businesses. The district has many primary schools where essential facilities and services are missing According to Singleton

(1993), the ideal setting for any study is one that is directly related to the researcher's interest. He further argues that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with informants. The researcher identifies the locale of the district among others because of its unsatisfactory educational development and studies on strategic planning in public primary schools had not been carried out, hence need for the study.

### **3.4 Target Population**

Borg and Gall (1998) defines population as all members of a real set of people, events or objects to which the researcher wishes to generalize the results of the research.

The target population for this study comprised of 20 public primary schools in Suneka Division, Kisii County, Kenya. All head teachers of these schools, three teachers from every school, SMC chairpersons , treasurers and 1 committee member from these schools and DQASO Kisii South District constituted the target population for they are directly in charge of management in schools.

**TABLE 3.1: TARGET POPULATION OF THE PROPOSED STUDY**

<b>Respondents</b>	<b>Population</b>
Head teachers	52
Teachers	580
SMC, Chairpersons, Treasurers and members	103
DQASO	1
<b>TOTAL</b>	<b>736</b>

### **3.5 Sampling Techniques**

Orodho (2008) argues that a complete enumeration of all items in the population is known as census inquiry which is not practical since it involves enormous amount of money, time and human resources. Only a few items from the population are selected for a study. Gay (1992) ascertains that for survey design a sample of at least 20 per cent is justifiable for the study. Systematic sampling was used to select 20 public primary schools out of the 52 public primary schools. Convenience sampling was used to select 3 teachers from every school. DQASO, head teachers, SMC chairpersons, SMC treasurers and SMC members sample selection was based on purposive sampling technique. The entire sampling size will yielded 131 respondents for the study.

**TABLE 3.2: SAMPLING MATRIX TABLE OF THE PROPOSED STUDY**

<b>RESPONDENTS</b>	<b>POPULATION</b>	<b>SAMPLE</b>	<b>%</b>
	<b>(N)</b>	<b>(n)</b>	
<b>Head teachers</b>	<b>52</b>	<b>20</b>	<b>38.45</b>
<b>Teachers</b>	<b>580</b>	<b>60</b>	<b>10.3</b>
<b>SMC Chair persons</b>			
<b>Treasurers and members</b>	<b>103</b>	<b>20</b>	<b>19.4</b>
<b>DQASO</b>	<b>1</b>	<b>1</b>	<b>100</b>

### **3.6 Research Instruments**

The data collection instruments included questionnaires prepared for head teachers and teachers. Semi-structured interview schedule was used for collecting data from SMC chairpersons, SMC treasurers and SMC members. Depth interview guide was used to collect data from DQASO.

#### **3.6.1 Questionnaires**

A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2009) He adds that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2003) recommend the use of questionnaires as the most commonly used instruments in social science

research. They add that well organized questionnaires are advantageous because the respondents can find their way around with ease and that they are easy to code.

### **3.6.1.1 Head teachers' and Teachers' Questionnaires**

Questionnaires are considered ideal for collecting data from head teachers and teachers because they individually record and interpret these instruments. The questionnaires were used to collect information on number of public primary schools that have formulated and utilized strategic plans, the framework compositions of these plans, parties that are involved in strategic planning, the implementation status of strategic plans, the effectiveness of strategic planning and the opinions and recommendations that may assist head teachers to become effective in strategic planning.

### **3.6.2 Semi- Structured Interview Schedules**

Orodho (2009) defines an interview schedule as a set of questions that an interviewer asks when interviewing respondents. He adds that an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study and that they are used to standardize the interview situation so that interviewers can ask the same question in the same manner. He further argues that semi- structured interviews are based on the use of an interview guide and notes that “However the exact order and wording of the questions may vary from respondent to respondent. The interviewer may still follow leads and new topics that arise in the course of the interview, but the interview guide is a set of clear instructions concerning the main questions to be asked or



topics to be probed.” In such interviews some structured questions are asked together with some open-ended ones while note taking will be done during the interviews because when responses are noted as the interview progresses, it facilitates data analysis since the information is readily accessible and already classified into appropriate categories by the interviewer (Mugenda and Mugenda, 2003).

### **3.6.2.1 SMC Interview Schedules**

Semi-structured interview schedules were considered appropriate for collection of data from SMC chairperson, SMC treasurer and SMC members for they have varied literacy level. Semi-structured interview schedules gathered information on proportion of public primary schools that formulate and utilize strategic plans, the framework compositions of these plans, parties that are involved in strategic planning, effectiveness of strategic planning and their opinions and recommendations that may assist head teachers to become effective in strategic planning.

### **3.6.3 Depth Interview Guide**

According to Orodho (2009) depth interviews intensively investigate a particular topic. The purpose is to gain as complete and detailed understanding as possible of the topic at hand. Depth interviews involve semi-structured interview guides, and assume enough prior explanation of the topic to know the relevant questions relating to the topic to be investigated.

### **3.6.3.1 Depth Interview Guide for DQASO**

Depth interview guide was used to collect data from the DQASO as an informed specialist. Depth interview guide for DQASO will be used to gather information on strategic planning process, framework compositions of strategic plans, the parties involved in strategic planning, effectiveness of strategic planning and recommendations that may assist head teachers to become effective strategic planners.

### **3.6.4 Pilot Study of Instruments**

According to Mugenda and Mugenda (2003) pilot study is the pre- testing of the research instruments in the field to randomly selected subjects to determine the validity and reliability to the research instruments. A pilot study was carried out to two randomly selected school which were excluded from the actual study. A coefficient correlation ( $r$ ) of 0.81 was realized hence the instruments were considered reliable for data collection.

### **3.6.5 Validity of Research Instruments**

According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity is the extent to which the instrument measures what it was designed to measure (Weirisma, 1995). Validity therefore has to do with how accurately the data obtained in the study represents the variables of the study. Orodho (2008) ascertains that content validity is the degree to which the empirical measure or several measures of the concepts, accurately measure the

concept. He further argues that content validity is a non- statistical method used to validate the content employed in the questionnaire.

Gay (1992) argues that content validity is established by an expert. The researcher therefore consulted the supervisor’s expertise in research to approve the content of the instruments.

### **3.6.6 Reliability of the Research Instruments**

Reliability refers to consistence of measurement thus the extent to which the results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error (McMillan and Schumacher, 2009). The researcher used test- re- test method to determine the reliability of the research instruments. The developed questionnaires were administered twice at an interval of one week to head teachers and teachers of 2 pilot schools that were not be included in the research. Interviews were conducted in the pilot schools to SMC chairpersons, SMC treasures and SMC members. The scores of each administration were recorded separately. Pearson’s Product Moment Formula was used to calculate the correlation coefficient between the tests. The formula for calculating Pearson’s Coefficient of Correlation Coefficient is as given below;

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where r = Pearson’s Coefficient of Correlations Coefficient

N = The number of respondents completing questionnaires

X = The scores of the first administration.

Y= The scores of the second administration after one week.

According to Orodho (2008) a coefficient correlation (r) of about 0.75 and above is considered high enough to judge an instrument as reliable. The value of coefficient correlation (r) was 0.81 and hence the instruments were considered reliable for data collection.

### **3.7 Data Collection Techniques**

An introductory letter from Kenyatta University was got and a permit sought from National Council for Science and Technology. An introductory letter from the District Education Officer (DEO) was given .Consequently appointments were booked. Consequently the researcher booked appointments with sample schools through head teachers to visit and administer questionnaires. Filled questionnaires were collected after a week from the time of administration. At the same time the researcher booked appointments with DQASO, SMC chairperson, SMC treasurer and SMC members. Semi-structured interviews were conducted in respective schools as it was agreed upon and results recorded by the researcher on a paper. Secondary data was obtained from records found in schools.

### **3.8 Data Analysis Techniques**

Collected raw data was sorted and edited. Questionnaires were organized and classified according to responses. The questions were coded for purposes of allocations of the magnitude

of what was being measured. The coded data was entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS).

Quantitative and qualitative data was collected. Quantitative data was analyzed through descriptive statistics using frequencies and percentages. Qualitative data was analyzed by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distributions and percentages as Borg and Gall (1983) argue, the most used and understood standard proportion is the percentage.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION**

#### **4.0 Introduction**

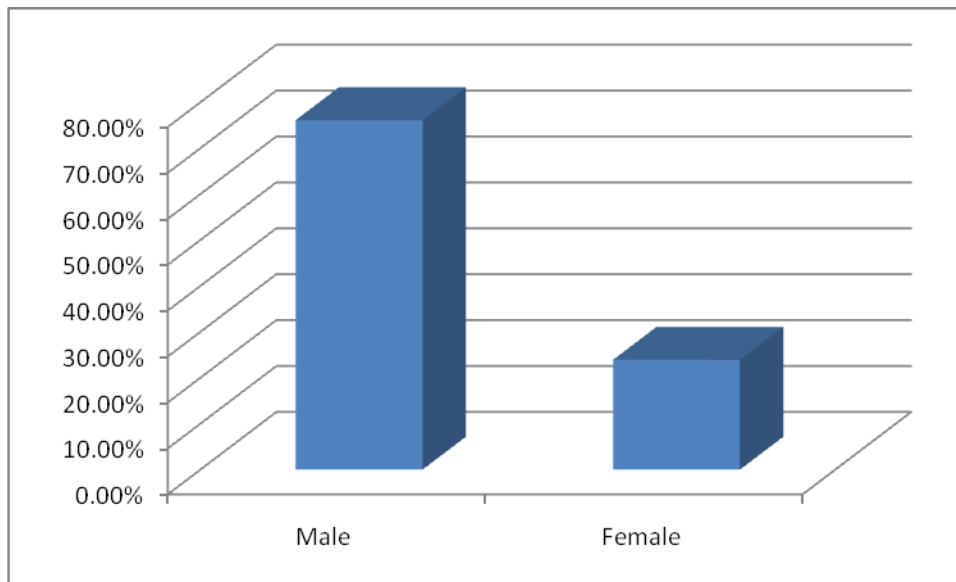
This chapter deals with the presentation and analysis of data gathered from the study of effectiveness of strategic planning of primary schools of Suneka Division, Kisii District. The analysis is based on data gathered from the respondents, interviews, and discussions of major investigations under pertinent research questions. Different tools were used to gather the data: questionnaires and interview schedules. A total of 80 copies of the questionnaire consisting of close ended and open-ended items were distributed to the selected respondents; given to sampled teachers; 20 to head teachers, 20 interview schedules to SMC member and officials and 1 interview with DQASO in Suneka Division Kisii District. Of these, 67 copies 83.7 percent were properly filled and returned, 2 were returned but were not filled, and 11 copies were not returned. The first part of this sub-section presents descriptions about the respondents and background. Next, the main data have been treated under each of the questions raised in chapter one, and finally major investigations have been discussed under pertinent research questions.

#### **4.1 Background Information**

From this study the considered sexes of both teachers and head teachers was 76.1 percent of the respondents as male while 23.9 percent were female. The finding shows that the percentage of female respondents for both teachers and head teachers was lower than their male counterparts as shown in Figure 4.1 below.

**Table 4.1: Demographic Information of Teachers**

<b>Gender</b>	<b>Head teachers</b>	<b>Teachers</b>
Male	14(82.4%)	37(74.0%)
Female	3(17.6%)	13(26.0%)
<b>Total</b>	<b>17(100%)</b>	<b>50(100%)</b>



- Frequency

**Figure 4.1 Gender Distribution of the Respondents**

#### **4.1.1 Level of Education**

The researcher asked the teachers and head teachers to indicate their professional qualification in the questionnaires. In response to this question, the findings were as indicated in Table 4.1.

**Table 4.2: Professional Qualifications**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
BED	4	6.0
ATS1	9	13.4
ATS2	5	7.5
ATS3	8	11.9
ATS4	5	7.5
P1	35	52.2
Diploma	1	1.5
<b>Total</b>	<b>67</b>	<b>100</b>

In Table 4.2, 52.2 percent of the teachers were P1 teachers, 13.4 percent were ATS1, 11.9 percent were ATS3, 7.5 percent of the teachers were ATS4 and ATS3 while 6.0 percent had bachelor of education degrees even though 1.5 percent had diploma.

#### **4.1.2 Years of Service by the Teachers**

The researcher asked the teachers to indicate the numbers of years of service by the teachers in these primary schools. In response to this question, the results were as shown in Table 4.3.



**Table 4.3: Years of Service by the Teachers**

<b>Years of Service</b>	<b>Frequency</b>	<b>Percentage</b>
0-3 Years	23	46.0
4-10Years	15	30.0
11-20Years	8	16.0
21 Years and Above	4	8.0
<b>Total</b>	<b>50</b>	<b>100</b>

From Table 4.3, the teachers who had served for between 0-3 years were 46.0 percent, followed by 30.0 percent of the teachers who had served for a period of between 4-10 years. Those who had served for between 11-20 years were 16.0 percent and those with 21 years and above were 8.0 percent. This implies that majority 54.0 percent of teachers in Suneka Division had served for more than 4 years.

#### **4.1.3 Years of Service by the Head teachers**

The researcher asked the head teachers to indicate the numbers of years of service in their respective secondary schools. In response to this question, the results were as shown in Table 4.4.

**Table 4.4: Years of Service by the Head teachers**

<b>Years of Service</b>	<b>Frequency</b>	<b>Percentage</b>
0-3 Years	11	64.7
4-10 Years	3	17.6
11-20Years	3	17.6
<b>Total</b>	<b>17</b>	<b>100</b>

From Table 4.4, the head teachers who had served for between 0-3 years were 64.7 percent, followed by 17.6 percent of the head teachers who had served for a period of between 4-10 years. Those who had served for between 11-20 years were also 17.6 percent as well. This implies that majority of head teachers in primary schools in Suneka Division had served for less than 3 years.

#### **4.2 Formulation of Strategic Plans by Primary Schools**

In the questionnaire, an item was included which sought information on the number of times the schools prepared strategic plans in the last five years. In response to this question, the data on the level of training by teachers were as indicated in table 4.5

**Table 4.5: Number of times schools prepared strategic plans**

<b>Number of Times</b>	<b>Frequency</b>	<b>Percentage</b>
Never Prepared one	3	4.5
Once	32	48.5
Twice	17	25.8
More than thrice	14	21.2
<b>Total</b>	<b>67</b>	<b>100.0</b>

From the data in Table 4.5, 48.5 percent of the respondents had prepared strategic plans only once, followed by 25.8 percent who had prepared it twice. From the findings, 21.2 percent of the respondents had done their strategic plans more than thrice even though 4.5 percent had not prepared one.

Noting from the above table that there is inadequate preparation of strategic plans, lack of them may have negative effects on schools improvement in both academic achievement and physical development. From literature review discussed earlier in chapter two, planning focused on what will be achieved, when it will be achieved and how it will be achieved. When schools do not formulate plans then it means that schools, activities are run haphazardly. The strategic planning process is an interactive, on- going and accomplished depending upon the institution but is the most often carried out in the steps of adopting core values, drawing a vision of what the institution is to become, establishing a mission statement describing what the institution is about identifying strengths and weakness, opportunities and threats that either

assist or deter an institution in its achievement of the vision, identifying strategic issues or gaps between where it is and what it wishes to become (Bryson, 1991).

### **4.3 Framework Composition of Strategic Plans**

In this study, the respondents were asked to give an insight on the composition framework of strategic plans of their respective schools. Broadly it involves what the school is, what the school does and why it does it. Strategic planning is a dream of what the school wants to achieve, how to achieve it, the resources required in achieving it and when to achieve it that is what, when and how.

In the study 20.5 percent of the respondents relatively explained what strategic planning is but could not give out all the elements of strategic planning, 70.5 percent saw strategic planning as a process of planning to use school's funds and 9.0 percent were able to explain the strategic planning process.

Strategic planning involves: Adapting core values, drawing a vision, establishing mission statement describing what the institution is about, identifying strengths and weaknesses, identifying gaps where the school is where it wants to become, formulation of strategy and evaluating the process, Strategic planning requires broad, effective information gathering, development and exploration of strategic alternatives, emphasis on future implications of present decision strategic planning involves circles of review, planning and implementation of school projects, plans and intention for a period to become, Strategic planning involves determination of strengths, weaknesses, opportunities and threats known as (SWOT) analysis.

The strategic planning compositions mentioned above by the respondents are almost similar to Bryson (1995) who said that the strategic planning can be accomplished in a variety of ways depending on the institution. Strategic planning should not be focused on only use of schools funds but it should be an effort to use effectively the schools financial, physical and human resources. Strategic planning should encompass the SWOT analysis. According to Whipp (1998) the word strategic has military origins and its meaning evolved to encompass a coherent set of action, the plans, intended to achieve a specific military objective. Schools should therefore use all the resources available to plan for success.

In this study an item was included in the questionnaire asking what strategic planning entails. In response to this question, the responses were as itemized in the Table 4.6:

**Table 4.6: What the Process of Strategic Planning Entails**

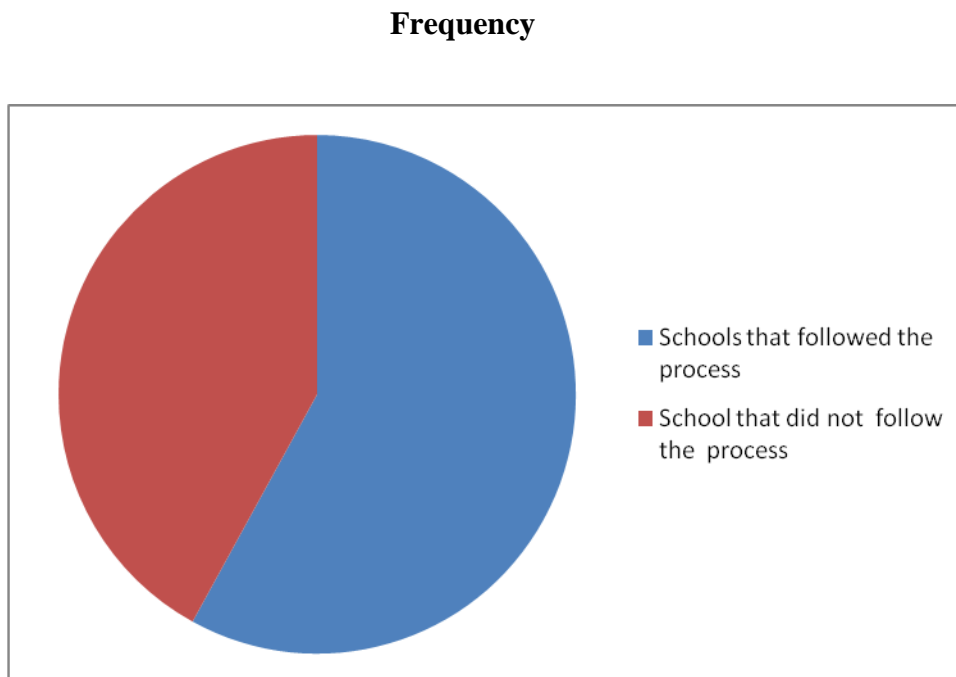
<b>Strategic Planning Process</b>	<b>Frequency</b>	<b>Percentage</b>
Determining School Mission and Vision	35	53.8
Prioritizing School needs	32	48.5
SWOT Analysis	19	29.2
Preparation of plans	24	36.9
Resource Allocation	31	47.7
Implementation and Monitoring Plans	28	43.1

From the data in Table 4.6, 53.8 percent determine school mission and vision in their strategic plans followed by 48.5 percent who said that they prioritize the school needs in their strategic plans.

### 4.3.1 The Strategic Planning Process

The findings of this study indicate that 58.5 percent of the respondents followed all the processes of strategic planning and 41.5 percent did not follow all the processes as shown in Figure 4.2 below.

**Figure 4.2: Strategic Planning Process**



From this study 75.0 percent bypassed the involvements of all stakeholders, 60.0 percent generalized information with assumption, The findings shows that 80.0 percent made rough

estimates without accuracy in data collection, 42.5 percent did not follow up the initiated activity that is the implementation and monitoring stage.

The strategic planning process should be followed to the later in order to have a coherent planning and implementation of strategic planning. It is not in order, for a school to allocate resources to a project which has not been planned. This may lead to extravagant use of resources, misappropriation of resources, incompleteness of projects and cases of corruption may arise. It is amazing that a higher percentage of 80 percent are involved during resource allocation. This indicates that the stakeholders are keen on financial resources while important stages are omitted more especially during the implementation and monitoring stage. According to School Management Guide (1999) school planning involves determination school needs, prioritizing school needs, preparation action plans and implementation and monitoring of the plans.

#### **4.4 Parties involved in Strategic Planning**

An item was included in the questionnaire asking the respondent to state the people who were actively involved in the formulation of the strategic plans. In response to this question, the findings were as indicated in the Table 4.7 below:

**Table 4.7: People involved in Strategic Plans Preparations**

<b>People Involved</b>	<b>Frequency</b>	<b>Percentage</b>
Head teachers	39	60.0
SMC	54	83.1
Teachers	33	50.8
Ministry of Education Officials	9	14.1
Support Staff	5	10.4
Sponsors	7	13.7
<b>Total</b>	<b>67</b>	<b>100.0</b>

From the study 60 percent of the head teachers are involved in strategies planning. SMC have a higher representation in strategic planning of 83.1 percent. To an average extent 50.8 percent of the teachers in the study area are involved in strategic planning. The Ministry on Education officials, support staff and sponsors have a low representation in strategic planning process of 14.1 percent, 10.4 percent and 13.7 percent respectively.

All educational stakeholders should be involved in formulation of strategic plans. According to Quinn (1990) strategic planning is not an individual's work but a combined effort of school's administration and school's stakeholders. Being present or absent during strategic planning the thoughts, feelings ideas and wants all parties should be included or discussed together with the schools purpose, mission, vision and regulation into an integrated document. According to Quinn (1980) every party involved in strategic planning should accept the plan, agree to its direction and participate in its implementation. He further defines strategic planning as the integration of an organization's major goals, policies and actions into a cohesive whole.

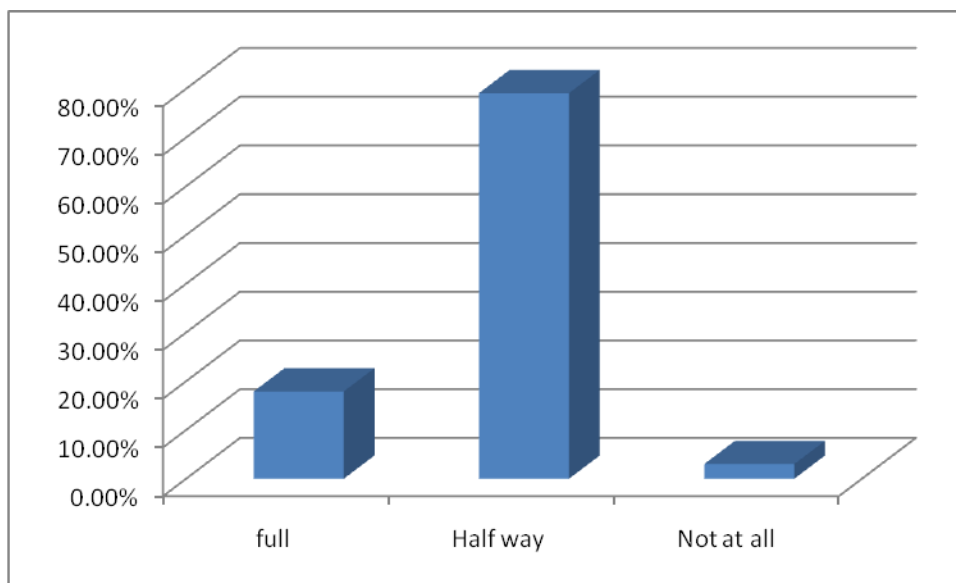


According to Ngware et al (2006), the school head teachers must establish the context in which learners can best achieve their objectives. Continuous involvement of teachers, learners and other educational stake holders working together must be harnessed through effective leadership.

#### 4.5 Implementation Status of Strategic Plans

An item was included in the questionnaire asking the respondent to state whether strategic plans are implemented in their respective schools and if they are implemented, they state the implementation status of these strategic plans. In response to this question, 86.3 percent of the respondents said yes while 13.7 percent said strategic plans are not implemented in their schools. As far as the implementation status of strategic planning was concerned the findings were as indicated in the Figure 4.2 below

**Figure 4.3: Implementation Status of Strategic Plans**



**Frequency**

As shown in Figure 4.2, 17.9 percent of the plans are fully implemented, 79.1 percent are half way through while 3.0 percent of the plans are not at all implemented.

When only 17.9 percent of the plans are implemented, this shows a low percentage representation of implementation of strategic plans in the study area. A higher percentage of 79.1 percent have their plans incomplete. This is surprising as school's resources are wasted as the plans are incomplete. It is also questionable as to where 3.0 percent of the study area took their resources as they did not completely implement strategic plans once planned. A well planned and organized strategic plan should be fully implemented. Proper planning involves statement of school mission and vision, SWOT analysis, organization of school resources, implementation and monitoring of strategic plans. The implementation of strategic plans must be monitored and adjustments made as needed (Bryson, 1995). Porter (2008) ascertains that evaluation and control consist of the following steps: Defining of the parameters to be measured, defining the target values for those parameters, performing measurement, Comparing measured results to be defined standards and Making of necessary changes.

#### **4.6 Effectiveness of Strategic Planning**

An item was included in the questionnaires asking the respondents to give out the effectiveness of strategic planning. The following responses were qualitatively analyzed as itemized below:

Planning is important for it gives direction on what to achieve, how to achieve it and when to achieve it. Strategic planning makes proper utilization of schools' resources. The strategic planning process makes use of different views from all Strategic educational stakeholders for improvement of the school both physically and academically. Strategic planning ensures

achievement of schools plans and needs. Strategic planning reduces the chances of misappropriation of school's finances and other resources. Strategic planning reduces the chances of diverting of school's projects. Strategic planning promotes the spirit of co-ordination and ownership of the school as a single whole. Strategic planning process makes it possible to realize gaps, weaknesses, opportunities and threats in order to do focused planning. Strategic planning accommodates better transition from one administration to another in case of transfers or movement of officials. Strategic planning reduces chances of skipping important strategic planning processes. Well formulated strategic plans are completed fully and in time. Strategic planning generally improves the schools performance.

In order to help head teachers to become effective strategic planners, the respondents gave the following opinions and recommendations:

That there should an awareness campaign to sensitize the head teachers on how to mobilize resources well, co-operate with other stakeholders and prioritize development plans using the available resources. Head teachers should always be taken as role models by students aspiring to be leaders by making follow ups on any strategic plan implementation and remain steadfast to full implementation. To actively involve school management committee, always operate under the guidelines of the minutes of the strategic plans made during meetings and ensure accountability and transparency in the process. First start with areas of need then make proper and full research on data collected from other successfully implemented strategic plans from other schools. Always accept changes and learn from other people particularly professionals in this area by attending seminars and workshops where strategic planning lessons are taught. Have regular meetings with all stakeholders, share ideas with the entire school management and also involve the management committee in the formulation of the plans.

These confirms the argument by Cook 1995 that institutions need to make decisions about the future the future forces the decision or renders any decision irrelevant by involving all stakeholders in strategic planning.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **5.0 Introduction**

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection with the research carried on the effectiveness of strategic planning in primary schools a case of Suneka Division, Kisii County, Kenya. The study was based on following objectives: Determining whether public primary school of Suneka Division, Kisii County formulate strategic plans, Examining the framework compositions of these plans, Finding out the parties involved in strategic planning, Assessing the implementation status of strategic plans and Analyzing the effectiveness of strategic planning in primary school in Suneka Division, Kisii County ,Kenya.

#### **5.1 Summary of the Research Findings.**

The study findings from the analyzed data are presented below under the following sub-headings derived from the objectives of the study on the effectiveness of strategic planning in primary schools, a case of Suneka Division, Kisii County, Kenya.

##### **5.1.1 Proportion of Public Primary Schools of Suneka Division, Kisii County that have formulated and used Strategic Plans.**

From the study findings not all schools in Suneka Division Kisii County formulate strategic plans. Out of 67 schools, 63 had formulated strategic plans. Three schools had never prepared

strategic plans. Most schools had only prepared strategic plans only once in the last five years. From the study 32 out of 67 schools a percentage representation of 48.5 percent. Those that have formulated strategic plans twice in the last five years are 17 a percentage representation of 25.8 percent. From the study 14 schools 21.2 percent have formulated strategic plans more than thrice in the last five years. In the study 20.5 percent of the respondents also saw strategic planning as only development of physical facilities in their schools not including important aspects as academic performance. In the study 70.5 percent saw strategic planning as a process of utilizing school finances. Respondents gave suggestions of involvement of experts in the strategic planning process.

### **5.1.2 The Framework Compositions of Strategic Plans in Public Primary Schools of Suneka Division, Kisii County.**

In the study out of 67 schools 6 schools, 9.0 percent of the schools gave what can be termed as strategic plans. In the study 20.5 percent of the schools could explain what strategic planning is but could not exactly give out the details of the strategic planning process. In the study findings 70.5 percent of the primary schools saw strategic planning process as only a process of planning to use school finances forgetting that strategic planning entails the use of financial, physical and human resources within and without the school in order to achieve both physical development and academic achievement of their schools. From the study it was realized that the educational stakeholders do not understand that a strategic plan should uphold the following:

Strategic planning requires broad effective information gathering, development and exploration of strategic alternatives and emphasis on future implications of present decisions. What a school

is, what it does and why it does it. It is a dream of what a school wants to achieve, how to achieve it and the resources required to achieve it. Strategic planning involves adaption of school's core values, drawing of a vision, establishment of mission statement describing what the institution is about and identification of strengths and weaknesses. SWOT analysis is a prerequisite in the strategic planning process.

### **5.1.3. Parties Involved in Strategic Planning in Primary Schools of Suneka Division, Kisii County.**

From the study findings not all parties and educational stakeholders that are involved in strategic planning plan. It was realized that 39 out of 67 schools involved head teachers, 54 out of 67 involved SMC, 33 out of 67 schools involved teachers, 9 out of 67 schools involved teachers, 5 out of 67 schools involved support staff and 7 out of 67 involved sponsors. Not even a single school included pupils in the strategic planning process. Ministry of Education, pupils, local leaders and other educational stakeholders were rarely used in the strategic planning process. Strategic planning should not be an individual's work but a combined effort of school's administration (top management of the school), teaching and non-teaching staff, pupils, Ministry of Education officials, sponsors and all educational stakeholders. All these parties being present or absent during strategic planning the thoughts, feelings, ideas and wants should be included or discussed together with the school's purpose mission, vision and regulation into an integrated whole.

#### **5.1.4. Implementation Status of Strategic Plans in Public Primary Schools of Suneka Division, Kisii County.**

According to the findings from the study majority of the schools 79.1 percent had implemented strategic plans half way, 17.9 percent had implemented their plans fully and 3.0 percent did not implement their plans at all. The reasons given for such a scenario are:

Not all stakeholders were given opportunities to exercise their responsibilities, Implementations of strategic plans were not initiated as planned, Lack of financial resources to allow smooth implementation of plans, Evaluation and monitoring of plans was not effective making plans left incomplete, Personnel used in the strategic planning process not being competent, There was cry on transparency and accountability in the strategic planning process and Diverting of money to other projects also led to incomplete implementation of strategic plans.

#### **5.1.5. Effectiveness of Strategic Planning in Primary Schools of Suneka Division, Kisii County.**

From the study findings the following responses were given to a show the effectiveness of strategic planning of primary school of Suneka Division, Kisii County:

Planning is important for it gives direction on what to achieve, how to achieve it and when to achieve it, Strategic planning makes proper utilization of schools' resources, The strategic planning process makes use of different views from all educational stakeholders for improvement of the school both physically and academically, Strategic planning ensures achievement of schools plans and needs, Strategic planning reduces the chances of



misappropriation of school's finances and other resources, Strategic planning reduces the chances of diverting of school's projects, Strategic planning promotes the spirit of co-ordination and ownership of the school as a single whole, Strategic planning process makes it possible to realize gaps, weaknesses, opportunities and threats in order to do focused planning, Strategic planning accommodates better transition from one administration to another in case of transfers or movement of officials, Strategic planning reduces chances of skipping important strategic planning processes, Well formulated strategic plans are completed fully and in time and Strategic planning generally improves the schools performance.

From the study findings the respondents gave the following opinions and recommendations that would assist head teachers to become effective strategic planners;

#### **5.1.5.1 Head teachers Opinions and Recommendations.**

Staff members should participate actively in the strategic planning process, Head teachers should be trained and sensitized on the strategic planning process, All educational stakeholders should be involved in strategic planning, All parties involved in strategic planning should be taken for seminars and sensitized, Samples of strategic plans should be prepared by MoE officials and distributed to schools and Supervision and monitoring should be done by all educational stakeholders.

#### **5.1.5.2 SMC Opinions and Recommendations.**

Head teachers should be given assistance from the community during the planning and implementation of strategic plans, Head teachers should work hand in hand with teachers during the strategic planning process, SMC should fully support the head teacher in preparation and implementation of strategic plans, Consultations should be made with all educational stakeholders in strategic planning, There should be transparency and accountability in management of school funds, There should be enough allocation of funds to projects by the government, Head teachers should be left in their stations for a longer time to allow completion of projects, Head teachers should avoid vehement of projects, There should be proper time management and Head teachers should be sensitized on management of school finances.

#### **5.1.5.3 Teachers' Opinions and Recommendations.**

Head teachers should be motivated by the government to encourage them prepare strategic plans, The community should be sensitized enough to help them participate effectively in the strategic planning process, Head teachers should implement strategic plans as planned, There should be proper resource mobilization and allocation, Resources should be utilized effectively, Weaknesses should be identified in the strategic planning process and encountered effectively, Planning should be done as per available resources, Monitoring should be done properly to allow completion of plans, there should be proper follow up in strategic planning process, Disbursement of funds to schools by the government should be done on time for proper utilization, There should be enough creation of awareness to all educational stakeholders, All stakeholders should be involved in strategic planning, Head teachers should operate on

guidelines and minuted plans, Head teachers should be trained on the strategic planning process to help them become efficient, SMC should constitute literate people, There should be proper monitoring and evaluation measures, There should be sharing or delegation of responsibilities with other parties in strategic planning process, Pupils should be involved in the strategic planning process as important educational stakeholders and Head teachers should be ready to accept corrections.

#### **5.1.5.4 DQASO Opinions and Recommendations.**

All head teachers or schools should prepare and make use of strategic plans and a strategic plan is a handy tool which every head teacher should have.

## **5.2 Conclusion.**

Based on the discussions the following conclusions have been made:

- i. The study was to find whether public primary schools of Suneka Division, Kisii County formulate strategic plans. Schools in the study area are ineffective in strategic planning, 4.5 percent of the school do not completely formulate strategic plans. For those schools that formulate strategic plans, 48.5 percent have done it once in the last five years, 25.5 percent have done it twice while 21.2 percent have done it more than thrice in the last five years.

This shows that schools are run without formulation of strategic plans and are ineffective. According to Schaefer (2002), strategic planning can help an organization

to clarify future direction, to establish priorities, to diversify its products or services and deal effectively with rapidly changing circumstance.

- ii. The study sought to examine the framework compositions of strategic plans. Educational stakeholders do not understand the framework compositions of strategic plans, 70.5 percent of the schools view strategic planning as a process of utilizing schools finances. In the study discussion 20.5 percents of the schools view strategic planning process entails physical development of their schools, 9.0 percent of the schools view strategic planning as an effort of integrating the schools mission and vision statement describing what the school is, what it wants to be and how it will reach where it wants to be.
- iii. The strategic planning process was studied from the study discussion from the study discussion 58.5 percent of the schools that formulate strategic plans follow all the strategic planning processes while 41.5 percent do not follow all the strategic planning processes. The strategic planning process entails determination of schools mission and vision, prioritizing school needs, SWOT analysis, and preparation of plans, resource allocation and implementation and monitoring respectively. Determination of school's mission and vision is the process that most schools included while SWOT analysis was done by very few schools.

The strategic planning process should be followed. Omission of a single stage will lead to ineffectiveness in the strategic planning process. According to Porter (2008) the strategic planning process involves statement of organization's mission and objectives, conducting of environmental, scanning, strategy formulation, strategy implementation and evaluation and control.

- iv. The study sought to find out the parties involved in strategic planning. The parties that are commonly used in strategic planning are School Management Committee 83.1 percent head teachers 60 percent, teachers 50.8 percent. There is minimal participation of Ministry of Education Officials 14.1 percent, support staff 10.4 percent and sponsors 13.7 percent.

There is lack of involvement of all educational stakeholders in the strategic planning process. All parties should be involved in strategic planning as important education stakeholders, their efforts and contributions towards strategic planning process contribute towards achievement of school's mission and vision. Ngware et al (2006) are of the opinion that results from learners; teachers and other educational stakeholders working together must be harnessed. Padhi (2004) calls it the most important element in total quality management, arguing that leadership appears everywhere and requires the managers to provide an inspiring vision, make strategic decisions understood by all and to instill values that guide the subordinates.

- v. The study sought to assess the implementation status of strategic plans. From the study 17.9 percent of the schools have implemented their plans fully, 79.1 percent of the plans are left half way 3.0 percent of the schools do not completely implement strategic plans. Well planned and organized strategic plans should be fully implemented. Evaluation and monitoring should be carried out effectively. Porter (2008) ascertain that evaluation and control consists of the following steps of defining of the parameters to be measured, defining of the target value for those parameter, performing measurements, comparing measured results to be pre-defined standards and making of necessary changes.

### **5.3 Recommendations.**

From the research conclusions the following recommendations would help in effective strategic planning in public primary schools of Suneka Division, Kisii County.

- i. Strategic planning is an essential process in schools. Schools should make sure that they formulate strategic plans. The government policy on strategic planning in educational institutions should be adhered to and failure needs disciplinary measures or actions. There should be a District Education Board comprising of Ministry of Education and representatives from schools in that district to monitor, assess and evaluate strategic planning process in schools.
- ii. The strategic planning process should be followed. Not even a single stage should be left out for all the stages work in progression. The earlier stage leads to effective implementation of the next stage. In relation to the first recommendation the District Board should ensure that school's administration follow the strategic planning process.
- iii. All parties should be involved in the strategic planning process as important educational stakeholders. Head teachers should make sure that during the strategic planning process every party, view and thought should be integrated in strategic planning.
- iv. To avoid incomplete projects, the strategic planning process should be adhered to. Issues of misappropriation of schools finances and diverting of finances should be zero rated. The spirit of transparency and accountability should be seen in schools' administrators.
- v. Implementation of plans should be done as planned. Monitoring and evaluation of plans should be done regularly. Quarterly monitoring and evaluation should be done by the top management of the schools. Schools should also have school monitoring committees to assess implementation of strategic plans in their schools.

#### **5.4 Suggestions for Further Studies.**

The study realized that strategic planning has effects on school's physical and academic performance. It is suggested that more studies should be carried on strategic planning in more areas in Kenya to determine the effectiveness of strategic planning and barriers to strategic planning in schools.

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## APPENDICES

### APPENDIX A

#### HEAD TEACHERS' QUESTIONNAIRE

##### Introduction

This questionnaire is an educational research on an analysis of strategic planning in primary schools. All information you give will be treated confidentially and is for academic purposes only. Please respond to all items in the questionnaire. Put a tick (√) in the statements that relate to your situation.

##### Part A: Background Information

1. Your gender

Male

Female

2. Your professional qualification

BED

ATS1

ATS 2

ATS 3

ATS 4

P1

Other (Specify) \_\_\_\_\_

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

Up to 3 years  11 to 20 years   
4 to 10 years  21 years and above

**Part B: Proportions of Public Primary Schools that have Formulated Strategic Plans.**

Put a tick (✓) in the statements that relate to your situation

1. How many times have your school prepared strategic plans in the last five years?

Never prepared one  Once  Twice  More than Thrice

2. What are the frame work compositions of strategic plans?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who were actively involved in the formulation of the plan (s)?

Head teacher  SMC  Teachers  Ministry of Education

Officials  Other (Specify) \_\_\_\_\_

4. What did the process of strategic planning entail?

Determining of mission and vision  Prioritizing school needs

SWOT analysis  Preparation of plans  Resource Allocation

Implementing and monitoring of plans

5. Were all the processes of strategic planning followed?

Yes  No

If the answer is No, which process (es) was/were not followed?

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**Part C: Implementation Status of Strategic Plans.**

1. Are strategic plans implemented in your school

Yes  No

2. What are the implementation status of strategic plans in your school?

Full  Half way  Not at all

**Part D: Opinion and Recommendations on Strategic Planning**

1. What are the effectiveness of strategic planning?

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2. Which opinion and recommendations will you give to assist head teachers to become effective strategic planners?

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## APPENDIX B

### TEACHERS' QUESTIONNAIRE

#### Introduction

This questionnaire is an educational research on an analysis of strategic planning in primary schools. All information you give will be treated confidentially and is for academic purposes only. Please respond to all items in the questionnaire. Put a tick (√) in the statements that relate your situation.

#### Part A: Background Information

1. Your gender

Male

Female

2. Your professional qualification

BED

ATS1

ATS 2

ATS 3

ATS 4

P1

Other (Specify) \_\_\_\_\_

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

Up to 3 years  4 to 10 years

11 to 20 years  21 years and above

**Part B: Proportions of Public Primary Schools that have Formulated Strategic Plans.**

Put a tick (✓) in the statements that relate to your situation

1. How many times have your school formulated strategic plans in the last five years?

Never prepared one  Once  Twice  More than Thrice

2. What are the framework compositions of strategic plans?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who were actively involved in the formulation of the plan (s)?

Head teachers  SMC  Teachers  Ministry of Education

Officials  Support staff  Sponsors

Other (Specify) \_\_\_\_\_

4. What did the process of strategic planning entail?

Determining school mission and vision  prioritizing school needs

SWOT analysis  Preparation of plans  Resource allocation

Implementing and monitoring of plans

5. Were all the processes of strategic planning followed?

Yes  No

If the answer is No, which process (es) was/were not followed?

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**Part C: Implementation Status of Strategic Plans.**

1. Are strategic plans implemented in your school?

Yes  No

2. What are the implementation status of strategic plans in your school?

Full  Half way  Not at all

**Part D: Opinion and Recommendations on Strategic Planning**

1. What are the effectiveness of strategic planning?

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2. Which opinion and recommendations will you give to assist head teachers to become effective strategic planners?

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**APPENDIX C**

**INTERVIEW SCHEDULE FOR SMC CHAIRPERSON, SMC TREASURERS AND SMC MEMBERS**

This guide is to be used in interviews to be held with SMC chairpersons, SMC Treasurers and SMC members.

**Part A. Proportion of Public Primary Schools that have Formulated Strategic Plans.**

1. How many times has your school prepared strategic plans in the last five years?

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2. What are the framework compositions of strategic plans?

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3. Who were actively involved in the preparation of the plans?

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4. What was the process of strategic planning followed?

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5. Were all the processes of planning followed?

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6. If the answer is NO to 4 above, which process(es)

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7. Are you involved in implementation of school strategic plans?

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8. If NO in 6 above why do you think so?

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9. If YES in 6 above how do you carry out monitoring and evaluation?

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**Part B: Implementation Status of Strategic Plans.**

1. Are strategic plans implemented in your school?

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2. What is the implementation status of strategic plans in your school?

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**Part C: Opinions and Recommendations on Strategic Planning**

1. What is the effectiveness of strategic planning?

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2. Which opinions and recommendations will you give to assist head teachers to become effective strategic planners?

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## APPENDIX D

### INTERVIEW SCHEDULE FOR DQASO

The guide will be used to get information on strategic planning in primary schools

#### **Part A: Proportion of Public Primary School that have formulated strategic plans.**

1. Which are the proportions of public primary school in Suneka Division that have formulated and utilized strategic plans?

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2. Who are supposed to be involved in strategic planning?

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3. Which is the strategic planning process?

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**Part B: Importance of Strategic planning**

1. What is the importance of strategic planning in school?

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**Part C: Opinions and Recommendations of Strategic Planning**

1. What are the effectiveness of strategic planning?

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2. Which opinions and recommendations would you give to assist head teachers to become effective strategic planners?

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## APPENDIX E

### RESEARCH TIMETABLE

ACTIVITY	DURATION										
YEAR	2010					2011					
MONTH	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	
Proposal Development											
Concept Paper											
Introduction											
Literature Review											
Research Instrument											
Defense											
Data Collection											
Data Analysis											
Report Writing											

## APPENDIX F

### BUDGET

<b>ITEM/ACTIVITY</b>	<b>AMOUNT IN SHILLINGS</b>
Stationery	20,000
Traveling and visits	50,000
Typing and photocopying	15,000
Binding	15,000
Meals	30,000
Internet	30,000
Air time	10,000
Miscellaneous	50,000
<b>Total</b>	<b>220,000</b>