FACTORS AFFECTING FORMULATION OF STRATEGIC PLANS IN PRIVATE PRIMARY SCHOOLS. A CASE OF SCHOOLS IN GITHUNGURI DISTRICT.

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION AT KENYATTA UNIVERSITY SCHOOL OF BUSINESS.
DECLARATION

I, the undersigned declare that this independent study on factors influencing the formulation of strategic plans in private primary schools in Githunguri District is my original work and has not been submitted to any other university for academic credit.

Signature: ___________________________ Date: ________________

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This is to confirm that the work in this project was done by the student under our supervision.

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Signature: ___________________________ Date: ________________

Dr. Namusonge

Department of Business Administration,

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DEDICATION

This research project is dedicated to my wife Monica and my two daughters Jesmine and Sherleen for their support and prayer throughout my study. My God bless you. I give thanks to God for good health and strength given to me during my studies.
ACKNOWLEDGEMENT

I thank my supervisors Mr. Murungi and Dr Namusonge for their immense contribution and keen approach to all matters related to this study. Their commitment and guidance has enabled me complete this project. May God fill your hearts with gladness to cheer you.
Abstract

The research explored the factors that influence formulation of strategic plans in private primary schools. The purpose of the study was to: find out how management commitment influences formulation of strategic plans in private schools, examine how management skills influence formulation of strategic plans in private schools, determine whether availability of resources influence formulation of strategic plans in private schools, and whether adherence to government policies influence formulation of strategic plans in private schools. The study describes some of the factors that make the stated problem a critical issue. Some of the factors are, schools being characterized with inverted priorities, incomplete (white elephants) and dilapidated structures, schools closing down due to poor management, high turnover of teachers and students, some schools not following the school calendar, some schools focus too much on profit maximization instead on concentrating on providing quality education. The study will be significant to the M.O.E, general public, the school, the sponsors, and also to the N.G.O.S since it will enlighten them on the pivotal role of having a strategic plan in an organization. The study focused on private primary schools in Githunguri district. The study was guided by quality planning model which provides a blue print for effective school planning and effective management. In the literature review strategic planning process is explained. Tools and approaches of strategic planning are also explained. The benefits of effective plans in schools is highlighted in the literature review and in order for schools to improve academic performance, appropriate planning in relation to curriculum, physical and human resources must be embraced. In the conceptual frame work the independent variables are management skills, resources, management commitment and government policies. The intervening variables are culture, politics and the government. The study adopted a descriptive survey design and a population of 219 from which a sample of 38 respondents was selected, stratified random sampling was used in the study. The content validity of research instruments was assured through expert judgment provided by my supervisors, while reliability of the instruments was tested by use of split-half method. Questionnaires were used to collect data from education officials, managers, head teachers and teachers. The questionnaires were closed and opened ended. Quantitative data from the field was analyzed using descriptive statistics such as frequencies and percentages with the aid of SPSS software. Qualitative data was analyzed by putting the responses under themes consistent with research objectives. The study drew conclusions on what influences formulation of strategic plans. These includes members do not attend meetings where ideas on development plans are discussed. Availability of resources is a prerequisite to development of school strategic plan, and schools should follow government policies. The study suggested that schools should allow their staff to attend management courses and committee members should be attending meetings where development plans are discussed and allocate enough resources.
DEFINITION OF OPERATIONAL TERMS

Strategic planning – Is an organization’s process of defining its strategy, or direction and making decisions on allocating its resources to pursue this strategy including its capital and people.

Strategy – Is a plan of action an organization sets to attain its objectives in a broad program of goals and activities to have an organization succeed.

Management – Is the process of setting and achieving goals through execution of the five basic management functions that utilizes human, financial, and material resources.

Influence – To affect the development of strategic plans.

Resources – Capabilities of schools which include money, property, skills, human land, time, information
**List of Abbreviations and Acronyms**

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<td>PEST</td>
<td>Political, Economic Social and Technological Factors.</td>
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<td>STEER</td>
<td>Social – Cultural, Technological, Economic Ecological and Regulatory Factors.</td>
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<tr>
<td>EPISTEL</td>
<td>Environment, Political, Informatics, Social, Technological, Economic and Legal</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats.</td>
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<td>I.T</td>
<td>Information Technology</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>ESD</td>
<td>Education Sector Development</td>
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<td>ESA</td>
<td>Education Sector Analysis</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<tr>
<td>C.E.O</td>
<td>Chief Executive Officer</td>
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<tr>
<td>M.O.E</td>
<td>Ministry Of Education</td>
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<td>G.O.K</td>
<td>Government Of Kenya</td>
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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Strategic planning is an organization's process of defining its strategy or direction and making decisions on allocating its resources to pursue this strategy. Strategy formulation is the process of designing and selecting those strategies that will lead to the attainment of the firm's objectives. The strength of the entire process of strategic planning is tested by the efficacy of the strategy finally forged by the firm. Various business analysis techniques can be used in strategic planning including SWOT analysis, PEST analysis, and STEER analysis. Strategic planning is the formal consideration of an organization's future course. The success of modern organization's require the objective perspective of the leaders as well as maintaining focus on strategy of the organizations (Rosenfield, 2008).

Strategic planning is increasingly considered as a process by which the organization's management determines what it intends to be in future and how it will get there. This process leads to the development of a vision for the organization that is a statement of the hopes, aspiration and wishes of the organization. The organization's future is determined and necessary priorities, procedures and operations to achieve that vision are established. Education institutions should not be left behind in formulation and implementation of strategic plans (Davis, 2008).

There are four independent variables to be considered in the study, resources are vital in a school plan since they assist in resources allocation, providing monitoring and evaluation of the on goings in the school set up. Management skills are important when formulating or designing a school plan. All should be equipped with skills by training them. Management commitment is necessary if the school is to develop. Strategic leadership the vision and direction for the growth and success of the school. Government policies should be adhered to. These policies limit the discretion of individuals and agencies to certain type of behavior. Education policy refers to the collection of education systems in regard to school size, school choice, teacher education and teaching methods.

In the Kenya Education Master Plan for Education and Training 1997-2010 it is argued that quality is not mere passing of examinations or certification, but the development of independent,
analytical, creative potential of the individual, including critical imagination spiritual and ethical values. The development of education to fight ignorance and enhance economic growth is one of the major priorities the government of Kenya had immediately after independence 1963. The education sector has been subjected to more than ten reviews by state funded special commissions and working parties. These reviews indicate the extent to which the government and other stake holders have gone in search for a policy frame work and laying strategies to make education serve the nation and meet the country’s development need (G.O.K 2006).

Universal access to basic education and the achievement of primary education by the world’s children is one of the most important goals of the Millennium Development Goals (MDG) and a world fit for children. Kenya vision 2030 covering the period 2008 to 2030 is based on two pillars, the economic, the social and the political. Private primary schools are managed by the school director/manager and the head teacher/mistress. Githunguri District is in Kiambu County in Central province. The district has several private primary schools or academies.

1.2 Statement of the problem

In today’s highly competitive environment a school must engage in strategic planning that clearly determines objectives and assesses both the internal and external situation to formulate strategy, implement the strategy, evaluate the progress and make adjustments as necessary to stay on track. Internal analysis of a school includes school culture, school image, key staff, operational efficiency, operational capacity and financial resources. School strategic plan have many benefits which include, the promotion of strategic thought and action, improved decision making, improved organizational responsiveness and improved performance. Strategic plan is paramount to school success in terms of its mission, goal and objective’s. It is therefore imperative that school leadership put in place mechanizing to ensure that school plans are developed (Ngware, 2006).

According to the District education office it has been established that some schools rarely develop schools strategic plans and the following factors make it a critical issue. It has led to some schools being characterized with inverted priorities, incomplete (white elephants) and dilapidated structures. Consequently parents are subjected to pay inflated school fees to cater for the expensive projects in the school. Some schools do not have enough resources like
classrooms, library and reading materials. Schools inverted priorities result in low academic achievements because they forget the core business of the school which is education. There is high turnover of teachers and students due to poor pay to the teachers and poor academic standards and high school fees paid by the parents. Some schools employ unqualified staffs who do not have management skills because they will accept low pay. Some schools will not follow the school calendar for example closing early in order to save some resources like money. Some school management does not consult other stakeholders in the designing and implementation of policies, some schools will focus too much on profit maximization instead of improving academic standards.

In Githunguri district, like in many others parts of Kenya concerns have been raised by government officials, politicians and a big proportion of the public over what they perceive as poor planning and management practices. The problem is that there is an assumption that managers, head teachers and teachers have strategic planning skills, and lack of quality planning may jeopardize the provision of quality education and services, this is according to a report on strategic planning for Kenya schools in 2008. For a school to be regarded as effective it must provide conducive learning environment, adequate physical facilities, relevant instructional materials and equipments, enhance quality teaching, assessment and monitoring of learning achievements. All this is enhanced by effective and efficient management coupled with product utilization of available resources. As such there is need for primary schools to prepare and effectively implement strategic plans. Stake holders in education have to strive to ensure all systems and practices are aimed at ensuring school product are of benefit to the society (Ngware, 2006).

According to the District education office questions have been raised about school management commitment to quality planning. Private primary schools in the district are operating without strategic plans and this is an indication of lack of commitment to quality management. Studies indicate that many issues have been raised on the root cause of poor management of private primary schools but none has satisfactory investigated the factors that influence formulation of strategic plans in the schools (Isaac 2010).
1.3 Objectives of the study

1.3.1 General objective

To identify the factors that influence formulation of strategic plans in private primary schools.

1.3.2 Specific objectives

i. To find out how management commitment influence formulation of strategic plans in private primary schools.

ii. To examine how management skills influence formulation of strategic plans in private primary schools.

iii. To determine whether availability of resources influence formulation of strategic plans in private primary schools.

iv. To establish whether adherence to government policies influence formulation of strategic plans in private primary.

1.4 Research Questions

i. Does management commitment influence formulation of strategic plans in private primary schools?

ii. Do management skills influence formulation of strategic plans in private primary schools?

iii. Does availability of resources influence formulation of strategic plans in private primary schools?

iv. Does adherence to government policies influence formulation of strategic plans in private primary schools?

1.5 Significance of the study

The study will be significance to the government through the Ministry of Education since it will be in a position to identify the underlying factors influencing formulation of strategic plans in private primary schools and the way forward for the purpose of improving education. The study will enlighten the Ministry of Education officials, general public on the pivotal role played by the managers and teachers in offering strategic leadership in formulation of strategic plans in private primary schools. The study will assist Ministry of Education and teacher training institutions to
see the need to expand their training of school managers and teachers on leadership and effective management before they take up leadership positions. The study will enlighten the school management on the benefits of having strategic plans to improve performance and to show the organizational effectiveness and commitment. The study helps the community and the sponsors on the need to have a strategic plan being the foundation for raising funds for the schools. The study will also assist N.G.Os on to educate the schools to have a strategic plan which creates a frame work and direction that guides in decision making.

1.6 Scope of the study
The study focused on private primary schools in Githunguri district. The district was chosen because it is amongst the economically privileged districts in Kenya with many private primary schools coming up. Study participants were school managers, head teacher, teachers, and the area education officials. The study focused on strategic planning.

1.7 Assumptions and limitations of the study
1.7.1 Assumption of the study
All the schools were accessible during the period of study and all the respondents were willing to openly share and discuss the information required.

1.7.2 Limitations of the study
Lack of co-operation from the respondents was a limitation to the study since they were not willing to disclose all the information required, but confidentiality was assured. In the analysis of data, there was a lot of qualitative data and the researcher used a lot of time to analyze.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. First will be brief review of strategic planning, strategic planning process, benefits of strategic plans in schools and various factors that influence formulation of strategic plans in schools, in Githunguri district. It will also review previous studies and their findings.

2.2 Theoretical review

This study will be guided by quality planning model by Kambrya College, Australia (2007). This model provides a blueprint for effective school planning and effective management. The model places teacher’s quality at the very heart of learning and affirms that teachers need to be appropriately skilled in planning. Planning process begins with identification of the organizational vision and mission based on customer requirements. Qualitative and quantitative data based on key result areas against industrial standard and benchmarked goals are analyzed. Gaps become major important opportunities and after assessing these managements can set priorities then develop improved strategies. Internationally there is widespread acceptance among educationalists that collaborative school planning is a powerful means of promoting school effectiveness (Simpson, 1996).

2.2.1 Strategic planning

Strategic planning is an organization’s process of defining its strategy or direction and making decisions on allocation its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. The key components of strategic planning include an understanding of the firm’s vision, mission, values and strategies (Armstrong, 1982).

The vision and mission are often captured in a vision statement and mission statement. Vision outlines what the organization wants to be, or how it wants the world in which it operates to be. It is a long term view and concentrates on the future. It can be emotive and is a source of
inspiration for example a charity working with the poor might have a vision statement which reads “A world without poverty”. Mission defines the fundamental purpose of an organization or an enterprise, succinctly describing why it exists and what it does to achieve its vision. For example the charity above might have a mission statement as “providing jobs for the homeless and unemployed”. Values are beliefs that are shared among the stakeholders of an organization. Values drive an organization’s culture and priorities and provide a framework in which decisions are made for example, “knowledge and skills is the key to success “or “give man bread and feed him for a day, but teach him to farm and feed him for life”. These example values may set the priorities of self sufficiency over shelter. Strategy narrowly defined means “the art of general”. A combination of the ends (goals) for which the firm is striving and the means (policies) by which it is seeking to get there. A strategy is sometimes called a roadmap which is the path chosen to blow towards the end vision. The most important path of implementing the strategy is ensuring the company is going in the right direction which is towards the end vision (Rosen field, 2008).

Organizations sometimes summarize goals and objectives into a mission statement and /or a vision statement. Others begin with a vision and mission and use them to formulate goals and objectives. Many people mistake vision statement for the mission statement and sometimes one is simply used as a longer term version of the other. For an organization’s vision and mission to be effective, they must become assimilated into the organization’s culture. They should also be assessed internally and externally. The internal assessment should focus on how members inside the organization interpret their mission statement. The external assessment which includes all of the business stakeholders is valuable since it offer a different perspective. These discrepancies between these two assessments can provide insight into their effectives (Bryson, 1995).

2.2 Tools and approaches.

Among the most useful tools for strategic planning is SWOT analysis (Strengths, Weakness, Opportunities, and Threats). The main objective of this tool is to analyze internal strategic factors, strengths and weakness attributed to the organization and external factors beyond control of the organization such as opportunities and threats. Other tools are Balanced Score Cards which creates a systematic framework for strategic planning, scenarios planning which was originally used in the military and recently used by large corporations to analyze future scenarios, PEST analysis (Political, Economic, Social and Technological), STEER analysis
(Social Cultural, Technological, Economic, Ecological and Regulatory factors and EPISTEL (Environment, Political, Informatics, Social Technological, Economic and Legal) (Ansoff, 1965).

2.2.3 Situational analysis

When developing strategies analysis of the organization and its environment as it is at the moment and how it may develop in the future, is important. The analysis has to be executed at an internal level as well as an external level to identity all opportunities and threats of the external environment as well as strengths and weakness of the organizations. There are several factors to assess in the external situation analysis i.e. markets, labor markets (customers), competition, technology, supplies markets, labor markets, the economy, the regulatory and environment (Rosen field, 2008).

Analysis of the external environment normally focuses on the customer management should be visionary in formulating customer strategy, and should do so by thinking about market environment shifts, how these could impact customer sets, and whether those customer sets are the ones the company wishes to serve. Analysis of the competitive environment is also performed many times based on the frame work suggested by Michael Porter (Ansoff, 1965).

2.2.4 Goals, objectives and targets

Strategic planning is important in the public sector areas such as education. It is practiced widely informally and formally. The goal of strategic planning mechanisms like formal planning is to increase specificity in business operation, especially when long-term and high stake activities are involved. One of the core goals when drafting a strategic plan is to develop it in a way that it is easily translatable into action plans. Most strategic plans address high level initiatives and over-arching goals but don’t get articulated (translated) into day to day projects and tasks that will be required to achieve the plan. Terminology or word choice as well as the level a plan is written are both examples of easy ways to fail at translating your strategic plan in a way that makes sense and is executable to others. Often plans are filled with conceptual terms which don’t tie into day to day realities for the staff expected to carry out the plan (Cook, 1995).
2.3 Strategic planning process

In today's highly competitive business environment, budget oriented planning or forecast based planning methods are insufficient for a large corporation to survive and prosper. The firm 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 progress and make adjustments as necessary to stay on track (Goodstein, 1994).

Figure 2.1 Strategic planning processes

Mission and objectives → Environmental scanning → Strategy formulation → Strategy implementation → Evaluation and control

Source: (Ansoff, 1965)

2.3.1 Mission and Objectives

The mission statement describes the company's business vision including the unchanging values and purpose of the firm and forward-looking visionary goals that guide the pursuit of future opportunities. Guided by the business vision, the firm's leaders can define measurable financial and strategic objectives (Bryson, 1995).

2.3.2 Environmental scan

It includes the following components, internal analysis of the firm, industry (task environment), external macro environment (PEST analysis). A profile of the strengths, weaknesses, opportunities and threats is generated by means of a SWOT analysis. An industry analysis can
be performed using a framework developed by Michael Porter known as Porter’s five forces. This framework evaluates entry barriers, suppliers, customers, substitute products and industry rivalry (Ansoff, 1965).

2.3.3 Strategy formulation

Given the information from the environmental scan, the firm should match its strengths to the opportunities that it has identified while addressing its weaknesses and external threats. To attain superior profitability the firm seeks to develop a competitive advantage over its rivals. A competitive advantage can be based on cost or differentiation. Michael Porter identified three industry independent generic strategies from which the firm can choose (Bryson, 1995).

2.3.4 Strategy implementation

The strategy selected is implemented by means of programs, budgets and procedures. Implementation involves organization of the firm’s resources and innovation of the staff to achieve objectives. The way in which the strategy is implemented can have a significant impact on whether it will be successful for this reason care must be taken to communicate the strategy and the reasoning behind it. Otherwise the implementation might not succeed if the strategy is misunderstood or if lower-level managers resist its implementation because they do not understand why the particular strategy was selected (Ansoff, 1995).

2.3.5 Evaluation and control

The implementation of the strategy must be monitored and adjustments made as needed. Evaluation and control consists of the following steps; define parameters to be measured, define target values for those perimeters, perform measurements, compare measured results to the pre-defined standard and make necessary changes (Cook, 1995).

2.4 Benefits of effective plans in schools

Despite the overwhelming nature of the process, the benefits of planning can far out weight the hardships. Some of the fundamental benefits to the planning process and the development of the final plan include: Articulates a uniform, shared mission and purpose – when the underlying mission of the school its basic purpose is brought into question. Any thought of changing the
basic mission of a school unquestionably calls for a strategic plan. Organizational uncertainties and crisis management – private schools often have to deal with changing circumstances around them and make adjustments less critical than a fundamental mission change. Although the purpose may stay the same, the environment is changing, calling for modifications in how the school does things to achieve the mission. Creates a framework and direction that guides decision making – Boards, heads and staff need a comprehensive and understandable basis for day to day decision making and yearly operational plans/budgets. (Davis, 2008).

Decisions in governance and management are more reliable when made deliberately with full examination of possible future consequences, within the frame work of priorities in accordance with the school needs. Foundation for fundraising – A successful fundraising program rests on both a realistic determination of funding needs and a persuasive statement of why people should contribute financial support. Strategic planning is requisite, especially for schools that are embarking on a major capital campaign. Comprehensive planning is one of the key marks of readiness to undertake the commitments that such campaigns require major donors are expecting this. Allocate resource to opportunities – All schools must shepherded their resources and constantly be vigilant in expending their revenues and assigning personnel. Board members have a fiduciary role in financial responsibility. Strategic planning enables boards to enact logical resource allocation over longer periods of several budget cycles and yearly strategic financial plans. (Eacott, 2008).

2.5 Strategic planning in school

All education systems in varying degree are subject to rapid changes, most often driven by globalization, the marketization of some educational services, IT development competitions, shift of traditional values and paradigms. The planning cycle has become shorter and more frequent. There is a plethora of plans and programs in many countries. Frequent change of governments with differing agendas, numerous international and regional initiatives e.g. MDG, EFA, ESD etc. the search for resources and results, and the multiplicity of partnership, leading to a diversity of the planning process (Gene, 1993).
The high mobility of national cadres has often been at the expense of the education sector. In countries under difficult economic situations, the teaching and financial conditions offered to the education sector have become more and more unattractive, often resulting in national cadres espousing the education profession as a last resort. As a way of strategic management, education systems should be analyzed and thought out from the perspective of the input, process and output, as well as in terms of relevance, efficiency, effectiveness, impact and sustainability (Davis, 2008).

Each institution has its own particular interpretation of the approaches and activities in strategic management. However what is generic to strategic management are certain typical stages involving similar activities carried out in a similar sequence. Any management involves four basic stages: analysis, planning, implementation and valuation. Experience and lessons learnt from implementation, monitoring and evaluation provide feedback for adjusting the current program me or for the next cycle of policy formulation and action planning. In the education sector the management operations related to “upstream”, planning work consist of system analysis, policy formulation, an action planning of strategic plan in the education sector is the physical product of the strategic planning process and embodies the guiding orientations on how to manage an education system within a larger national development perspective which is evolving by nature and often involves constraints (Okumbe, 1999).

The three stages of strategic planning processes are: Sector analysis – consists in conducting data collection on and critical analysis of the aspects relating to the education sector. Planners and managers carefully examine both internal and external aspects of the education system. They look at both aspects from the perspective of the systems strengths, weaknesses, lessons and opportunities regarding educational development. They also examine the relevance, efficiency and effectiveness of the inputs, processes and outputs of the system in its current setting. This helps to identify critical issues, challenges and construct remedial actions and aspects to be considered when conducting an education sector analysis (ESA) and/or when describing the diagnostic post of an education sector development plan are macro economic and socio-demographic frameworks, access to and participation in education, equity, quality and relevance of education, external efficiency, costs and financing of education and managerial and institutional aspects. Policy Design – Education sector policies represent the government’s public
commitment to the future orientation of the sector of clear formulated policy can play an important "operational" role as a reference for action. It can help to guide decisions and future actions in educational development including the interventions of international and bilateral cooperation agencies in a coherent way (Gay, 1976).

The formulation of a "good policy for education" is a necessary step in promoting the emergence and effective implementation of action plans, programs and projects. An action plan aims to translate into operational terms the policy directions that education authorities intend to implement in a given time horizon. It is a tool for clarifying to some extent the goals and strategies in relation to the education policy, programming the activities require, establishing the timing, indicating the necessary resources, distributing institutional and administrative responsibilities, preparing the budgets etc. (Sergiovanni, 1984).

In the context of strategic planning, computer based policy simulation is widely used when preparing educational sector development plans, as a tool for policy formulation, planning and resource protections. It is necessary to have not only a reliable information system, but also an objective forecasting tool to facilitate policy consultations regarding financial constraints and their consequences on education and national development. Simulation is used to test the viability of an education development strategy and to propose alternatives that can help cope with dynamic and changing environments (Davis, 2008).

Policy simulation makes use of computer modeling techniques to anticipate and assess the consequences of education policy since early 1980s; UNESCO's upstream support has given priority to policy analysis through computer simulation in response to countries increasing financial constraints and to shifting international cooperation approaches and patterns from project to sector - wide policy support. UNESCO designed various education policy simulation models with a view to supporting national education administration in the design of medium and long term education policy and strategies. Policy simulation contributes to ensuring coherence in education planning a better understanding and consideration of the implications of the policy decisions and holistic educational development (Arithwood, 2006).
2.6 Factors influencing formulation of strategic plans in schools

2.6.1 School management and development of strategic plans

Strategic leadership provides the vision and direction for the growth and success of an organization. To successfully deal with change all executives need the skills and tools for both strategy formulation and implementation. Managing change requires strategic leaders who not only provide a sense of direction but who can also build ownership and alignment within their work groups to implement change. Leaders face the continuing challenge of how they can meet the expectations of those who placed them there (G.O.K 1976).

Addressing these expectations usually takes the form of strategic decisions and actions. For a strategy to succeed the leader must be able to adjust it as conditions require. If leaders are to win they must rely on the prepared minds of employees throughout the organizations to understand the strategic intent and then both carry out the current strategy and adapt it in real time. The challenges are not only producing a winning strategy and change it as conditions change. This requires the leader to focus a much on the process used to develop the strategy – the human dimension, as the content of the strategy – the analytical dimension (Gene, 1993).

As a social process, strategic decision making involves multiple partisan members who must interact over extended periods of time to reach semi-consensual decisions. Strategic decision making entails sub processes of technical puzzle solving, social adjustment, political bargaining and negotiations and organization wide communications. Under varying organizational conditions decision making depends more on group processes and exchange with cross departmental, divisional and organizational boundaries, than on behavior or interactions among two or three key individuals (Chang, 2002).

Managers making decisions need to exert influence and control over their subordinate and peers within the organization and also over external environmental agents. These characteristics of strategic decisions put special demands on the leadership managing strategy formulation and implementation activities. They must be capable of adapting to drastically changing conditions and operating in flexible, unstructured environment. The debate regarding the role of boards of directors typically has been framed by alternative characterizations of boards. Some have viewed boards as rubber stamps. Any firm relies on top management for leadership, direction
and information. Others increasingly see boards as independent thinkers who generally take an active role in shaping the strategic direction of their organization. Such high levels of board interest in strategy could of course be directed toward either changes in an organization's strategy or the preservation of the status quo. Interestingly this view of active the extremely divided conceptualizations of boards as passive versus active has led to very different conclusion's regarding both prescriptions and descriptions of board behavior (Eshiwani, 1990).

The increased scrutiny on board activities has come from not only academic researchers but also government regulators and the business press, and has led to overall conclusions ranging from commending boards for their achievements to condemning them for their shortcomings. Most of the recommendations emerging from this corporate governance debate tend to revolve around changes in board structure such as increasing the proportion of outside directors that are aimed at increasing the independence of board decision making (Cohen, 1994).

Given that boards can be conceptualized as a group of individuals, one important issue that can affect the working of that group is its size. The insufficient breadth of expertise in smaller boards has several implications: an inadequate recognition of the need to initiate or support strategic change, a lack of a clear understanding of alternatives, and/or lack of confidence in recommending strategic change. All of these consequences imply a lower inclination for strategic change for relatively small boards (MacIver, 1989).

Larger groups often suffer from a diffusion of responsibility or "social loafing" whereby individuals discount the likelihood that their poor contributions will be detected by others. Perhaps not surprisingly economists have devoted considerable attention to the fundamental problem of free ideas in groups involved in common efforts. Another factor that is likely to indicate differential indication for strategic change is board tenure. The greater tenure is associate with greater rigidity, increased commitment to established practices and procedures, and increased insulation toward new ideas. Greater experience provides individuals with much more comprehensive access to a richer stock of remembered information, relative to what novices can access (Eacott, 2008).
Davies, (2006) argues that turnover may be curvilinear related to change. He suggests the mixed finding of (Brig house 2008) and the alternative logics found in the literature, highlight a potential nonlinearity in the relationship between board tenure and strategic change. In a school setup, leadership plays a role in providing symbolism for what the organizational culture values whether in terms of providing symbols providing vision and mission statements, sharing organizational stories and myths, maintaining mutual or in other symbolic ways, leaders help craft a shared perspective on what matters most in the school and help build a culture that supports those circulated values (Deal, 2003).

School leadership has a responsibility of not only establishing a shared vision but that they are to create a shared ethical vision of behavior among all constituents in the learning community. That is to say that an effective leader helps others know how interaction among teachers, parent, and students is to occur, helps others know what to do in moments of confrontation and crisis and help others know how to engage each other in matters relevant to student concerns whether academic, emotional or physical in nature (Davies, 2006).

Strategic leadership is the means of linking this broad activity to shorter-term operational planning, thereby imbuing the responses to immediate events with elements of the value system and the longer term direction. Strategic leadership is therefore the vision and moral purpose and translating them into action. It is a means of building the direction and the capacity for organization to achieve that directional shift or change. Strategic leaders are involved in taking their organizations from their current situation to a changed and improved state in the future. Change in both the structure and focus of schools is difficult, especially if it involves a change in the culture of the school (Ansoff, 1965).

2.6.2 Resources and development of strategic plan.

Resources should be allocated in order to carry out a strategic decision. The C.E.O and his management may be faced with the possibilities of whether to make a major commitment to expansion within a particular existing division or within another. There is a vital need to modify and develop resources in order to encounter the future market competition. An organization should exploit existing business opportunities using the present resources while generating and
developing a new set of resources to sustain its competitiveness in the future market environments, hence an organization should be engaged in resource management (Barney, 2001).

Any industry or market reflects high uncertainty and in order to survive and stay ahead of competition, new resources become highly necessary. The need to update resources is a major management task since all business environments reflect highly unpredictable market and environmental conditions. The existing winning edge needed to be developed since various market dynamics may make existing value-creating resources obsolete. Management should be making a somewhat more evenly split resource commitment to both divisions. Another alternative might be to invest in an acquisition instead of continual pursuance of one’s present business. Decisions of this type taken explicitly or not willing represent an option of senior management to redistribute a balance between the emphases on the firm’s different business. As such the discretionary resource allocation tool might have a profound impact on a company’s strategic direction. When it comes to a particular product line there might be different alternatives for how to allocate resources to build up a competitive strength, ranging from a heavy investment in Research and Development (R & D) to taking over a competitor who clearly has the skill, from establishing a strong competitive position in one market to investing in a more diversified distribution system and so on. The allocation of strategic funds will again shape the strategy this time for this particular product line (Bryson, 1995).

Strategic resource need not be funds only, but any resource that can be disposed of by the firm’s management to create value to the firm. Funds accumulated in a company from which they cannot be transferred but will have to be re-invested internally are not a strategic resource. Similarly although a joint venture might be highly successful the funds flow generated might typically not be disposed of at any of the owner’s free discretion. In a school set up infrastructure in terms of building greatly influence the strategic decision making of the planning team. Schools that are committed to quality goals must allocate adequate resources to quality assurance initiatives (Gene, 1993).

2.6.3 Management skills and development of strategic plan

To sustain growth, stability and survival organizations are investing heavily in human capital. Investing in knowledge is gaining equal priority to capital investment. Before starting on
formulation of any strategy an organization must ensure it has skilled manpower of the quality and in numbers needed by the labor market. At the present many companies have to face high competition. Some struggle to implement corporate strategies to respond to existing markets. To gain high benefit they use knowledge management to compete. Knowledge management is very important for all kinds of business because it can help the companies improve their service, increase quality of production, reduce cost and faster response to their customers. However the major challenge of managing knowledge in the companies is capturing and integrating knowledge to share among all organizational members. The successful company has to gain the ability to collect, store and distribute specialized knowledge to create and sustain competitive advantage (Davies, 2007).

As markets and organizations become more global, the traditional knowledge creation and transfer such as face to face contact, job rotation and staff training program may prove to be too slow and less effective. The need to develop more efficient means has led to implementing information systems that are designed specifically to facilitate coding, combining and applying of organizational knowledge. Knowledge management has been used in most product – based companies and it has also extended to use in other sectors. Learning organization are those in which learning and work are integrated and the focus is on human capital and the acquisition of world class skill standards. Those organizations treat workers as assets, invest heavily in continuous learning, equip workers with the knowledge, attitudes and skills to produce high quality goods and services and encourage them to be problem solvers. To fully utilize competencies, behavior and motivation levels of these employees, organizations need to provide opportunities for interaction, learning, showing of knowledge and information and the chance to work together effectively. Human resource task is to ensure that individuals have the needed skills, knowledge and abilities to perform successfully. Systematic selection based upon job analyses linked with an organizational analysis, helps ensure that the appropriate skills, knowledge and ability for all jobs and roles is known (Bryson, 1985).

Systems based capabilities are derived from a firm’s ability to execute multiple activities and integrate them across the entire operations system to achieve a competitive advantage. This means delivering high quality customer experiences, short lead times, a broad range of products, or services or customization on demand. Organizational based capabilities are derived from
superior organization – wide skills developed through learning and knowledge management in adopting and mastering new processes, new technologies, and new product designs across the entire organization (Beckman, 2008).

In a school set up school leaders need to create and sustain a competitive school, empower others to make significance decisions, provide instructional guidance, and develop and implement strategic school improvement plans. Head teachers are expected to oversee the organization of departments and allocation of resources within the units in the school, facilitate professional development and in-service training of teachers, as well as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. Adequate resources to finance short course in-services-training for teachers, purchase of quality and adequate teaching and learning materials among others. Training needs assessment is critical in identifying skill gaps among employees in an organization (Davies, 2006).

2.6.4 Government policies and development of strategic plans

Development of strategic plans in the world should be in line with government regulatory policy framework. These policies limit the discretion of individuals and agencies or otherwise compel certain types of behavior. In education sector education policy refers to the collection of education systems in regard to school size, class size, school choice, school privatization, teacher education, teacher pay, teaching methods, curriculum content, graduation requirements, school infrastructure investment and the values that schools are expected to uphold. School closures and disposal of school property are guided by ministerial orders. The policy outlines the terms and conditions that the minister will consider in the approach of a board of education request to dispose of real property. Private schools are individual properties but they are also guided by ministry of Education (MOE) policies on the issue of school calendar, school curriculum, teacher education etc (Ngware, 2006).

2.7 Review of previous studies

According to a study done by Isaac (2010), managers do not have the necessary skills required for developing school strategic plan. He adds that most of the managers resist change and therefore things remain the way they have always been. The study revealed that involvement of teachers in decision making influence development of schools strategic plan. The study also
revealed that availability of enough books, science equipments, classrooms are prerequisite to planning for academic excellence. Availability of enough teachers for all subjects is a base to planning for schools good academic performance the study revealed. The study also revealed that none of the schools sampled had a strategic plan. In addition majority of the stakeholders felt that strategic planning was too expensive and they did not have the required resources hence any need to plan.

The reviewed literature has shown that the school effectiveness all over the world require effective school planning. It is revealed that in order for schools to improve academic performance, appropriate planning in relation to curriculum, physical and human resources must be embraced. For effective formulation of strategic plans it is reviewed that all key stakeholders must be involved in the planning and all tasks distributed to them during the implementation.

The study by Nancy (2009) revealed that not much has been done on strategic planning in schools in Kenya and most research studies on strategic planning are based on larger profit making organizations and companies. In an attempt to fill these gaps, this study intends to establish factors that influence formulation of strategic plans in private primary school.
2.8 Conceptual frame work

Figure 2.2 Conceptual frame work

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management skills</td>
<td>Strategic plan formulation</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Management commitment</td>
<td></td>
</tr>
<tr>
<td>Government policies</td>
<td>Intervening variables</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td>Politics and Government</td>
</tr>
</tbody>
</table>

Source (Author, 2012)

There are four independent variables to be considered in the study. These are resources, management skills, management commitment and government policies. The research is intended to establish the relationship that exists between these independent variables and the dependent variable in private primary schools.

Resources: Schools plans shows the activities to be carried out each year assist in resource allocation, providing monitoring and evaluation of the on goings in the school set up. Availability of resources is important in the formulation or development of strategic plan in order to chart the way forward.

Management skills: Formulation or development of strategic plans requires people with management skills. This is done by training them. The skills and knowledge are necessary in the development of strategic plans.
Management commitment: School leadership gives direction in all what is done in the school. It must be committed to change if the school is to develop.

Government policies: To increase its influence government will provide information; recommended option and execute directives in ways that enhance its own self interest. Government is encouraging institutions to have strategic plans through the M.O.E. The ministry has come up with policy framework that guide schools in coming up with strategic plans.

2.1 Research Design

The study employed the use of a questionnaire design being a survey design. This was used in selecting, and collecting data that was used to present, summarise and interpret data for the purpose of this study. The nonprobability sample (NPS) used in this study was intended to ensure adequate representativeness with regard to described population. However, random sample selection procedure was used. The data was then organized in an adequate manner, and a copy of the data was for future reference.

2.2 The target population

The schools that participated in this study primary schools in Suba sub-county. The schools were divided into 6, 3 with a morning section and the other 3 were day schools. The schools had 45 classrooms. 12 schools had 6 classrooms. The other 3 schools had 3 classrooms each. The total population was 270.

3.2 Sampling Design

A stratified random sampling was used to the schools to select a sample. The method of research involved the selection of schools with a similar amount of students. The total sample size for the study was 60.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

The chapter focuses on the research design used, the target population of the study, the sampling design, data collection instruments and techniques and the data analysis techniques.

3.1 Research Design

This study employed descriptive survey design. This involved using a survey design as a strategy for collecting and analyzing data that answered research questions, to gather information, summarize, present and interpret data for the purpose of classification. According to Bryman (2008), a research design provides a framework for collecting and analyzing data. According to Ordho (2003), descriptive survey research is intended to produce statistical information about aspects of population that interest policy makers without manipulating any data. The method collects information by interviewing or administering a questionnaire to a sample of individuals. According to Gay (1992) this method determines and reports the way things are such as public opinion and attitudes whereby a clear layout of pertinent and precise information on the study aspect and phenomena are obtained and general conclusion drawn. The researcher will use primary data.

3.2 The target population

The target population was 12 private primary schools in Githunguri district. The schools were mixed 5 with a boarding section and the other 7 were day schools. The schools had 12 managers, 12 head teachers and 190 teachers. The study also targeted 5 education officials. Therefore the total population was 219.

3.3 Sampling Design

Stratified Random sampling was used in the study to select a sample. According to Tromp (2006), a population is divided into subgroups called strata and a sample is selected from each strata. The target population was in strata consisting of area education officials, managers, head
teachers and one teacher. The sample should be small enough to be economical and ensure representation of all in the population proportionately (Mugenda and Mugenda, 2003).

### Table 3.1 Target population

<table>
<thead>
<tr>
<th>Group</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area education official</td>
<td>5</td>
<td>2</td>
<td>0.913</td>
</tr>
<tr>
<td>Manager</td>
<td>12</td>
<td>12</td>
<td>5.479</td>
</tr>
<tr>
<td>Head teacher</td>
<td>12</td>
<td>12</td>
<td>5.479</td>
</tr>
<tr>
<td>Teacher</td>
<td>190</td>
<td>12</td>
<td>5.479</td>
</tr>
<tr>
<td>Total</td>
<td>219</td>
<td>38</td>
<td>17.35</td>
</tr>
</tbody>
</table>

Source: (Author, 2012.

The sample was within the 10% minimum sample (Gay, 1976) for statistical analysis.

### 3.4 Data collection instruments

Primary data was collected using questionnaires. The questionnaires comprised of questions which sought to answer questions related to the objectives of this study. The questions were both closed to enhance uniformity and open ended to ensure maximum data was obtained. Secondary data was obtained from books, internet and journals as indicated in the literature review. Questionnaires are the most commonly used when respondents can be reached and are willing to cooperate. The method can reach a large number of subjects who know how to read and write independently (Peil, 1995). According to Orotho (2004) questionnaires are widely used in educational studies to obtain information about current conditions and practices. They assist in making enquiry concerning attitudes and opinions quickly and in precise form.

### 3.5 Piloting

Questionnaires were tried out in the field. Piloting refers to pre-testing of questionnaires to a selected sample which is similar or identical to the actual sample to be used in the study. The selected sample for piloting in was not the actual sample. The researcher was able to detect deficiencies in the instruments for instance insufficient space to write, clustered questions and
wrong phrasing of questions. Vague questions were revealed during piloting the respondent interprets them differently.

3.6 Data collection procedure

The researcher got an introduction letter from the school of business at Kenyatta University ascertaining that he is a bona fide student of the university. The researcher booked an appointment with the education officials and the management of the sample schools. Explanation of the purpose of the study was given. Assurance that results and information collected was confidential and was not to be used for any other purpose was made. Questionnaires were left for 3 days for the respondents to fill. The researcher collected the instruments later for analysis.

3.7 Validity

According to Wiersna (1995) validity is the extent to which an instrument measures what it is intended to measure or the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity was ensured by the repeated advice from my supervisor's who assisted in assessing the concepts the instruments measuring and determining whether the items accurately represent the concepts of the study.

3.8 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The study used split-half method. In this approach an instrument is designed in such a way that there are two parts. Subjects' scores from one part are correlated with scores from the second part. This helps to eliminate chance error. Spearman's correlation coefficient for the two halves was computed using the formula.

\[ R = 1 - 6 \sum D^2 \]

\[ \frac{N (N^2-1)}{N} \]

Where r – correlation coefficient

N – Sample
\[ \sum \] - Summation of scores

D - Deviation

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

Where

SH - split half

r - Correlation coefficient

3.9 Data Analysis

The results of the research were analyzed using qualitative and quantitative methods. The quantitative data generated was subjected to the descriptive statistics. SPSS was used to aid the analysis. Data were presented by using frequency distribution and measures of tendency such as mean, mode and median as well as measures of dispersion such as percentages, range, standard deviation, mean deviation and quartile range, was calculated. Data was also presented using tables, pie charts, and graphs (Pals, 1993). Qualitative data was coded and themes that relate to the research questions in the study were identified. The qualitative data was interpreted by attaching significance to the themes and the patterns observed. Alternative explanations were considered by looking at differences in responses recorded in data collection (Mugenda and Mugenda, 2003).
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introductions

This chapter presents data analysis and discussion of the study findings on factors affecting formulation of strategic plans in private primary schools. Analysis of data was carried out using descriptive statistics with the aid of Statistical Package for Social Scientists (SPSS).

4.2 Background information

This section deals with response rate, the background information of the respondents on gender, ages, level of education and work experience.

4.2.1 Response rate

The study targeted 38 respondents, however only 31 respondents managed to respond to the questionnaires. This translated to 81.579% response rate which was good response as it was above 70% threshold. The respondents were distributed as follows.

Table 4.1 Response rate.

<table>
<thead>
<tr>
<th></th>
<th>Sample size</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area education officials</td>
<td>2</td>
<td>2</td>
<td>5.262</td>
</tr>
<tr>
<td>Managers</td>
<td>12</td>
<td>9</td>
<td>23.684</td>
</tr>
<tr>
<td>Head teachers</td>
<td>12</td>
<td>9</td>
<td>23.684</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
<td>11</td>
<td>28.579</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>31</td>
<td>81.579</td>
</tr>
</tbody>
</table>

Source (survey data 2012)
Table 4.1 above shows that 5.262% of the respondents were area education officials, 23.684% were managers, 23.684% were head teachers and 28.947% were teachers. This translated to 81.579% of the targeted sample.

4.2.2 Response age and gender distribution.

Respondents were asked to give their age and gender. Table 4.2 gives a description of the gender and age distribution.

Table 4.2 gender and age of respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Below 25 years</th>
<th>26-30yrs</th>
<th>31-35 years</th>
<th>Over 35 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>frequency</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5.56</td>
<td>27.78</td>
<td>66.67</td>
<td>58.06</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of total</td>
<td>0</td>
<td>3.23</td>
<td>16.12</td>
<td>38.71</td>
</tr>
<tr>
<td>Female</td>
<td>frequency</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>23.08</td>
<td>30.77</td>
<td>46.15</td>
<td>41.94</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of total</td>
<td>0</td>
<td>9.69</td>
<td>12.90</td>
<td>19.35</td>
</tr>
<tr>
<td>Total</td>
<td>Frequency</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within age</td>
<td>0</td>
<td>12.90</td>
<td>29.03</td>
<td>58.07</td>
</tr>
<tr>
<td></td>
<td>of respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0</td>
<td>12.90</td>
<td>29.03</td>
<td>58.07</td>
</tr>
</tbody>
</table>

Source (survey data 2012)
According to table 4.2, 58.06% of the respondents were male while 41.94% were female. The difference in gender was an indication of a male dominated area in the private primary schools. The table further shows 12.90% of those interviewed were between ages 26 – 30 years, 29.03% between 31 – 35 years while 58.07% were over 35 years which was an indication of few young teachers in the private primary schools.

4.2.3 Level of education

Schools require teachers, area education officials’ managers and head teachers with high academic qualification who will impact the knowledge to the students and therefore the respondents were asked about their academic qualifications. The results are shown in the table 4.3

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>6</td>
<td>19.35</td>
</tr>
<tr>
<td>Diploma</td>
<td>19</td>
<td>61.29</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
<td>16.13</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Survey data 2012)

From table 4.3 it was evident that 19.35% were certificate holders, 61.29% were diploma, 16.13% were graduates, 3.23% were master holders and none had any other academic qualification. This was an indication that the respondents were well educated to give the necessary knowledge to the students and also be able to manage the institutions.
4.2.4 Working experience of respondents.

The respondents were asked about their working experience. The figure 4.2 shows the results of the question.

![Graph showing work experience distribution](image)

**Figure 4.1 Work experience.**

Source (Survey data 2012)

From the figure 4.1, 29.03% had worked for over 15 years, 54.84% between 10-15 years, 6.45% between 5-10 years and 9.68% had between 0-5 years working experience. The results indicated that a larger number respondent had a good working experience and therefore they were a good source of knowledge to the development of school policies.

4.3 Schools management and development of school strategic plan.

The respondents were asked questions concerning school management and development of strategic plans. They were also asked about meetings to discuss development of strategic plans.
4.3.1 Management course attendance.

This section shows whether the respondents had attended management courses or not as shown by figure 4.2.

![Pie chart showing management course attendance]

**Figure 4.2 Management course attendance.**

Source (survey data 2012)

From figure 4.2, 54.84% of the respondents interviewed had not attended management courses while 45.16% had attended management courses. The results indicated that a large number of respondents did not have management skills required in the development of strategic plans in schools. The findings are in consistent with those of Isaac (2010) who also found out that managers do not have the necessary skills for developing strategic plans. Among those who had attended the courses, majority of them had been organized by the Ministry of Education and other education stakeholders.

4.3.2 Availability of strategic plan in the school.

In this section the respondents were asked whether the school has a strategic plan or not. The results are shown in the figure 4.3.
From the figure 4.3, 87.1% of the respondents said their schools did not have a strategic plan while, 12.9% said they had strategic plans. This was an indication that most schools operated without strategic plans. The finding is in agreement with that of Isaac (2010) who also found that schools do not have strategic plans.

4.3.3 School plans meetings.

In this section the respondents were asked about members of management committee contribution, attendance and whether they were ready for change in the school or not. The results are shown in table 4.4.
Table 4.4 School plan meetings.

<table>
<thead>
<tr>
<th>Contribution to school plans</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>15</td>
<td>31</td>
<td>3.52</td>
</tr>
<tr>
<td>%</td>
<td>6.45</td>
<td>9.68</td>
<td>9.68</td>
<td>25.81</td>
<td>48.39</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

| Attendance of meetings       | Frequency | 7  | 15 | 6  | 2  | 1    | 31    | 3.81 |
|------------------------------|-----------|----|----|----|----|------|-------|
| %                            | 22.58 | 48.39 | 19.35 | 6.45 | 3.25 | 100 |

| Maintaining status gender    | Frequency | 1  | 3  | 5  | 8  | 14  | 31    | 2.00 |
|------------------------------|-----------|----|----|----|----|-----|-------|
| %                            | 3.25 | 9.68 | 16.13 | 25.81 | 45.16 | 100 |

| Rubber stamp                 | Frequency | 20 | 6  | 2  | 1  | 2    | 31    | 4.32 |
|------------------------------|-----------|----|----|----|----|------|-------|
| %                            | 64.52 | 19.35 | 6.45 | 3.25 | 6.45 | 100 |

Source (survey data 2012)

From table 4.4 it was clear that most management committee members did not contribute much in formulating school plans judging from the strong disagreement of 48.39% of the respondents. 25.81% disagreed, 9.68% a little agreed, 9.68% agreed, 6.45% strongly agreed. When asked whether members miss meetings where ideas on development of school plans are discussed, 22.58% strongly agreed, 48.39% agreed, 19.35% a little agreed, 6.45% disagreed and 3.25% strongly disagreed. This was an indication that majority of the members did not attend the meetings where school policies were formulated.

On whether some members prefer maintaining the status quo, rather than things changing, only 3.25% strongly agreed, 9.68% agreed, 16.13% a little agreed, and 25.81% disagreed while 45.16% strongly disagreed. This shows that majority of the respondents disagreed with the statement and this implied that most member wanted change to occur in the schools and hence the need to formulate strategic plan in the school. When asked whether some members’ rubber
stamp what the school manager say provided they earn their allowances, 64.52% strongly agreed, 19.35% agreed, 6.45% a little agreed, 3.25% disagreed while 6.45% strongly disagreed. This shows that majority of the respondents agreed with the statement and their implies that most members were only interested in the allowances given in the committee meetings. When asked how else the management commitment had affected development of strategic plans most respondents said more meeting should be held and members should be encouraged to attend the meetings. Chang (2002) mentions that strategic decisions making, involves members who must interact over extended periods of time to reach semi-consensual decisions.

4.4 Management skills.

In this section the respondents were asked about management skills which were required in the formulation of strategic plans. The results are presented in table 4.5.

Table 4.5 Management skills.

<table>
<thead>
<tr>
<th>High academic standards</th>
<th>Frequency</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>70.97</td>
<td>16.13</td>
<td>9.68</td>
<td>3.23</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Training in curriculum</td>
<td>Frequency</td>
<td>17</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>31</td>
<td>4.19</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>54.84</td>
<td>25.58</td>
<td>12.90</td>
<td>6.45</td>
<td>3.23</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Management seminars</td>
<td>Frequency</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>31</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>29.03</td>
<td>32.26</td>
<td>16.13</td>
<td>9.68</td>
<td>12.90</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source (survey data 2012)

From table 4.5, the respondents were asked about whether management high academic standards led to achievement of school plans and 70.97% strongly agreed, 16.13% disagreed, 9.68% a little agreed, while 3.23% disagreed and none strongly disagreed. It was evident that majority of the respondents agreed with the statement and this implies that high academic standards were
necessary in achieving of school plans. When asked on whether management lacked training on curriculum delivery and had negative impact on schools academic performance, 54.84% strongly agreed, 25.58% agreed, 12.90% a little agreed, and 6.45% disagreed while 3.23% strongly disagreed. This show that majority of the respondents agreed with the statement. This implies that management training was necessary in formulation of school plans. When asked whether management seminars on curriculum motivated them into achieving school plans, 29.03% strongly agreed, 32.26% agreed, 16.13% a little agreed, 9.68% disagreed while 12.90% strongly disagreed. With a mean of 3.55, it was evident that majority of the respondents agreed with the statement. This implies that management seminars were important as they are a tool motivation in achieving school plans. This is in agreement with that of Nancy (2009) who also found out that seminars are important in motivating teaches. Davies (2006) mentions and says that head teachers should allocate resources to facilitate in service training of teachers and motivate employees.

4.5 Availability of resources and development of schools strategic plans.

This section brings out the respondents view on how availability of resources influences formulation of strategic plans in private primary schools. This was presented under the following areas: sources of income for the schools besides parents paying fees and the respondents extent to which they agreed or disagreed with some statements on how availability of resources may influence formulation of school strategic plans.

4.5.1 Sources of income.

The respondents in this section were asked other sources of income for the schools apart from fees paid by parents and the results are shown in the figure 4.4.
According to the figure 4.4, 70.97% of the respondents said that schools had income generating projects, 22.58% said there were others sources of income while 6.45% said the schools received funds from donors, it was evident that most schools had income generating projects and this implies that schools had enough resources to be able to cater for the school plans. This finding disagree with that of Nancy (2009) who found out that schools do not have other income generating projects.

4.5.2 Availability of resources.

In this section the respondents were asked the extent to which they agreed or disagreed about some issues regarding availability of resource, and the results are shown in the table 4.6.
According to table 4.6, 6.45% strongly agreed with the statement that developing a strategic plan was too expensive for the school to afford, 12.90% agreed, 9.68% a little agreed, 48.39% disagreed, while 22.58% strongly disagreed. With the mean of 2.32 and since majority of the respondents disagreed with the statement it was evident that strategic plan was not too expensive for a school to afford. This finding is in disagreement with that of Isaac (2010) who found out that strategic plans are too expensive. Bryson (1985) puts it and says that resources should be allocated in order to carry out a strategic decision. When asked on whether availability of resources was a prerequisite to developing a strategic plan, 9.68% strongly disagreed, 16.13% disagreed, 9.68% a little agreed, 29.03% agreed, while 35.48% strongly agreed. It is evident that majority of the respondents agreed with the statement, implying that availability of resources was a prerequisite to development of a strategic plan; this is according to Gene (1993) who says...
schools that are committed to quality goals must allocate adequate resources to quality assurance initiatives.

When asked on whether monetary rewards motivate teachers to meet the set targets, 58.06% strongly agreed with the statement, 29.03% agreed, 9.63% a little agreed, 3.23% disagreed, while none strongly disagreed with statement. It was evident that majority of the respondents agreed with the statement implying that monetary rewards motivated teachers to meet the set targets.

When asked on whether availability of money determines development plans for the school, 45.16% strongly agreed with the statement, 29.03% agreed with the statement, 12.90% a little agreed, 9.68% disagreed while 3.23% strongly disagreed with the statement. From the results majority of the respondents agreed with the statement and this implies that availability of money determines whether development plans for the schools will be implemented or not.

4.6 Government policies and development of strategic plans.

This section deals with respondents extent to which they either agree or disagree with some statements on how government policies may influence formulation of strategic plans in private primary schools. The results are shown in table 4.7.

Table 4.7 Government policies.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>School calendar</td>
<td>Frequency</td>
<td>21</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>67.74</td>
<td>16.13</td>
<td>9.68</td>
<td>3.23</td>
<td>3.23</td>
<td>100</td>
</tr>
<tr>
<td>Consulting ministry</td>
<td>Frequency</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>12.90</td>
<td>19.35</td>
<td>3.23</td>
<td>29.03</td>
<td>35.48</td>
<td>100</td>
</tr>
<tr>
<td>Following curriculum</td>
<td>Frequency</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>19.35</td>
<td>38.71</td>
<td>25.81</td>
<td>9.68</td>
<td>6.45</td>
<td>100</td>
</tr>
<tr>
<td>Adherence to Government directives</td>
<td>Frequency</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.45</td>
<td>12.90</td>
<td>19.35</td>
<td>22.59</td>
<td>38.71</td>
<td>100</td>
</tr>
</tbody>
</table>
From the table 4.7, 67.74% strongly agreed with the statement that schools follows the calendar set out by the government when planning its programs, 16.13% agreed, 9.68% a little agreed, 3.23% disagreed while 2.23% strongly disagreed. This show that majority of the respondents agreed with the statement. This implies that schools calendar was followed as set out by the government through the ministry of education when the school is planning its programs. Ngware (2006) says that school closures are guided by ministerial orders.

On whether the school consults the ministry of public works when constructions were done, 12.90% strongly agreed, 19.35% agreed, 3.23% a little agreed, 29.03% disagreed, and 35.48% strongly disagreed with the statement. This shows that majority of the respondents disagreed with the statement. This implies that schools did their constructions without following guidelines set out by the ministry of public works. This is in agreement with that of John (2008) who found out that schools do not follow guide lines set by the government when doing the constructions. When asked if the schools follow the curriculum set by the ministry of education, 19.35% strongly agreed, 38.71% agreed, 25.81% a little agreed, 9.68% disagreed while 6.45% strongly disagreed. This show that majority of the respondents agreed with the statement. This implies that curriculum set by the ministry of education should be followed in order for the school to be able to formulate its plans. On whether the school has adhered to the government directive to have a strategic plan, 2.45% strongly agreed, 12.90% agreed, 19.35% a little agreed, 22.59% disagreed, while 38.71% strongly disagreed. This was evident that majority of the respondents disagreed with the statement. This implies that most schools had not developed strategic plans as directed by the Ministry of Education. This is findings are in consistent with those of Nancy (2009) who found that schools do not have strategic plans. Ngware (2006) says that development of strategic plans in the world should be inline with government regulatory policy framework.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further research. The study sought to investigate factors affecting formulation of strategic plans in private primary schools. This study therefore collected data to find out how management commitment, management skills, availability of resources, and adherence to government policies influence formulation of strategic plans in private primary schools.

5.2 Summary of findings

Based on the study’s objectives, the findings are summarized as per the variables. The studies revealed that majority of the respondents were male with a percentage of 58.06%, while the female were 41.94%. The study also revealed that majority of the respondents were diploma holders at 61.29%, 19.35% had certificate, 16.13% were graduates and 3.23% had a master. Majority of the respondents had a work experiences of between 10 to 15 years at 54.84%, 29.03% had over 15 years, 6.45% between 5-10 years and 9.68% between 0-5 years.

5.2.1 School management and development of school strategic plans.

Based on the first objective, 54.84% of the respondents had not attended management courses while 45.16% had attended the courses. When asked on the availability of strategic plans in the school 87.1% said they did not have, while 12.9% said they had. When the respondents were asked whether most management committee members contribute much in formulating school plans, 48.39% strongly disagreed, 25.81% disagreed, 9.68% a little agreed, while 9.68% agreed and 6.45% strongly agreed. When asked whether members miss meetings where ideas on development of school plans were discussed, 22.58% strongly agreed, 48.39% agreed, 19.35% a little agreed, 6.45% disagreed, while 3.25% strongly disagreed. When asked whether some members prefer maintaining the status quo rather than things changing 3.25% strongly agreed, 9.68% agreed, 16.13% a little agreed, 25.81% disagreed, while 45.16% strongly disagreed. On
whether some member’s rubber stamp what the school manager says provided they earn their allowances, 64.52% strongly agreed, 19.35% agreed, 6.45% a little agreed, 3.25% disagreed, while 6.45% strongly disagreed.

5.2.2 Management skills and development of strategic plans.

Based on the second objective 70.97% strongly agreed with the statement management high academic standards led to achievement of school plans, 16.13% agreed, 9.68% a little agreed, 3.23% disagreed, while no one strongly disagreed. On whether management lacked training on curriculum delivery and had negative impact on schools academic performance, 54.84% strongly agreed, 25.58%, agreed, 12.90% a little agreed, 6.45% disagreed, while 3.23% strongly disagreed. When asked whether management seminars on curriculum motivate them into achieving school plans, 23.03% strongly agreed, 32.26% agreed, 16.13% a little agreed, 9.68% disagreed, while 12.90% strongly disagreed.

5.2.3 Availability of resources and development of schools strategic plans.

On the third objective 70.97% said the schools had income generating projects, 22.58% had other sources of income, while 6.45% had donors. When asked whether development of strategic plan was too expensive to afford, 22.58% strongly disagreed, 48.39% disagreed, 9.68% a little agreed, 12.90% agreed, while 6.45% strongly agreed. On whether availability of resources was a prerequisite to development of strategic plans, 35.48% strongly agreed, 29.03% agreed, 9.68% a little agreed, 16.13% disagreed, while only 9.68% strongly disagreed. When asked whether monitory rewards motivated teachers to meet target, 58.06% strongly agreed, 29.03% agreed, 9.68% a little agreed, 3.23% disagreed, while none strongly disagreed with the statement. On whether money availability determined development plans for the school, 45.16% strongly agreed, 29.03% agreed, 12.90% a little agreed, 9.68% disagreed, while 3.23% strongly disagreed.
5.2.4 Government policies and development of school strategic plan.

On the fourth objective 67.74% strongly agreed with the statement that schools followed the calendar set out by the government when planning its programs, 16.13% agreed, 9.68% a little agreed, 3.23% disagreed, while only 3.23% strongly agreed. On whether schools consulted Ministry of Public Works when constructions were done, 12.90% strongly agreed, 19.35% agreed, 3.23% a little agreed, 29.03% disagreed, while 35.48% strongly disagreed. On whether schools followed the curriculum set out by the M.O.E, 19.35% strongly agreed, 38.71% agreed, 25.81% a little agreed, 9.68% disagreed while only 6.45% strongly disagreed. On whether the schools adhered to the government directive to have a strategic plan, 6.45% strongly agreed, 12.90% agreed, 19.35% a little agreed, 22.59% disagreed, while 38.71% strongly disagreed.

5.3 Conclusion

It can be concluded that members of the committees have left the management of the schools to the managers alone. Based on the first objective, it was found that management committee members do not contribute much in the formulation of school plans. The members miss meetings where ideas on development of school plans are discussed. Members do not prefer maintaining status quo, they would want to see changes. Some members rubber stamp what the school management say provided they earn allowances.

It can be concluded that management skills are necessary for a school to achieve its development plans. Based the second objective, it was found that management high academic standards lead to achievement of school plans. Management lack of training on curriculum delivery has negative impact on school academic performance. Also management seminars on curriculum motivate them into achieving school plans.

It can also be concluded that schools should have resources in order to achieve their school development plans. Based on the third objective, it was found that a part from the schools getting money paid by the parents, they have income generating projects. Developing a strategic plan is not too expensive for a school to afford and availability of resources is a prerequisite to developing a strategic plan. Monetary rewards motivate teachers to meet the set target and money and availability determines development plans for the school.
It can also be concluded that the schools do not follow some of the policies set out by the government through the Ministry of Education. Based on the fourth objective, it was found that schools follow the calendar set out by the government when planning its programs. Schools do not consult the ministry of public works when constructions are done. Schools follow the curriculum set by the ministry of education. The schools do not adhere to the government directive to have a strategic plan.

5.4 Recommendations

Based on the findings of this study and the conclusions drawn from them, the following recommendations are made; when the schools are employing their staff they should observe gender balance. The schools should allow the managers, teachers and head teachers to be attending management courses. Management committee members should be attending the meetings where schools plans are discussed and also give ideas. Management should be trained on curriculum delivery to improve on the academic performance. Schools should have enough resources to be able to formulate and implement strategic plans. Schools should ensure that they adhere to all government directives.

5.5 Suggestions for further research

1. A study on the factors affecting management of public primary schools. This is because there is a decline in the academic performance and the low enrollment in the schools.

2. A study on factors affecting goal setting strategies by managers in private schools. This is because the schools are prioritizing on things which are not part of the core business of the school which is academics.
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Dear sir/madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a MBA student at Kenyatta University undertaking a research project as a partial fulfillment of the MBA degree course.

I am researching on “factors that influence formulation of strategic plans in private primary schools. A case of schools in Githunguri district”.

I am therefore seeking your assistance in providing the necessary information in the above areas. Your participation will assist me in completing my studies. Any information collected will be treated with utmost confidentiality and used solely for academic purposes.

Yours faithfully,

Patrick Njoroge
Appendix 2: Questionnaire (1) For Managers/Head teachers/Teachers

Introduction

The questionnaire seeks information on factors affecting formulation of strategic plans in private primary schools in Githunguri district. The information given will be treated confidentially and for academic purpose only. Please respond to all items in the questionnaires.

SECTION A: Background Information

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

1. Gender
   Male [ ]
   Female [ ]

2. Your age
   i. Below 25 years [ ]
   ii. 26-30 years [ ]
   iii. 31-35 years [ ]
   iv. Over 35 years [ ]

3. Your highest level of education/training
   Certificate [ ]
   Diploma [ ]
   Graduate [ ]
   Masters [ ]
   Any other (specify) ____________________________

4. Work experience
   Current position
   Manager [ ]
   Head teacher [ ]
   Teacher [ ]
SECTION B: School Management and Development of schools strategic plan

5. How many years have you served as a manager/ head teacher/teacher?

__________________________ Years.

6. Have you ever attended an education management course?
   Yes [ ]
   No [ ]

7. If your answer to (6) above is Yes
   a) Which course? ________________________________
   b) Which year? ________________________________

8. Does the school have a strategic plan?
   Yes [ ]
   No [ ]

9. The table below represents statements regarding school strategic plan. Rate your level of agreement with the statement by ticking on the appropriate column according to the scale below.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most management committee members contribute much in formulating school plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Members miss meetings where ideas on development of school plans are discussed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Some members prefer maintaining status quo rather than things changing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Some member’s rubber stamp what the school manager says provided they earn their allowances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How else has the management commitment affected development of strategic plans?

SECTION C: Management skills and development of strategic plans

10. The table below represents statements on how management skills influence development of school strategic plan.

Rate your level of agreement with the statement by ticking on the appropriate column according to scale below.

SA – (strongly Agree) = 5, A – (Agree) = 4, AA (A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management high academic standards lead to achievement of school plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Management lack training on curriculum delivery. This has negative impact on schools academic performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Management seminars on curriculum motivate them into achieving school plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How else do management skills affect development of the schools strategic plan?
SECTION D: Availability of resources and development of schools strategic plan

11. Apart from the parents paying school fees which are the other sources of income in the school?
   Donor funds [  ]
   Income generating projects [  ]
   Any other (specify) __________________________

12. The table below gives some statements regarding availability of resources and their influence on development of strategic plan in the school. Rate your agreement with the statements according to the scale below.
   SA – (strongly Agree) = 5, A – (Agree) = 4, AA
   (A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing a strategic plan is too expensive for the school to afford.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Availability of resources is a prerequisite to developing a strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Monetary rewards motivate teachers to meet the set targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Money available determines development plans for the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. How else does availability of resources influence development of school strategic plan?

__________________________________________________________________________

SECTION E: Government policies and development of strategic plans

14. The table below gives statements regarding government policies and development of strategic plans. Rate your agreement with the statements according to the scale below.
   SA – (strongly Agree) = 5, A – (Agree) = 4, AA
(A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school follows the calendar set out by the government when planning its programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school consults the ministry of public works when constructions are done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school follows, the curriculum set by the ministry of education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adhered to the government directive to have a strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How else do government policies affect development of strategic plan in the school?

Thank you.
(2) Questionnaire for Area education officials.

Introduction

The questionnaire seeks information on factors affecting formulation of strategic plans in private primary schools in Githunguri district. The information given will be treated confidentially and for academic purpose only. Please respond to all items in the questionnaires.

SECTION A: Background Information

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

1. Gender

   Male [ ]
   Female [ ]

2. Your age

   v. Below 25 years [ ]
   vi. 26-30 years [ ]
   vii. 31-35 years [ ]
   viii. Over 35 years [ ]

3. Your highest level of education/training

   Diploma [ ]
   Graduate [ ]
   Masters [ ]
   Any other (specify) ________________________________

SECTION B: School Management and Development of schools strategic plan

4. How many years have you served as an area education officer? ________________________________
   Years.
5. Have you ever attended an education management course?

   Yes [  ]
   No  [  ]

6. If your answer to (6) above is yes
   c) Which course? ________________________________
   d) Which year? ________________________________

7. Does the schools in your area of jurisdiction have a strategic plan?

   Yes [  ]
   No  [  ]

8. The table below represents statements regarding school strategic plan. Rate your level of agreement with the statement by ticking on the appropriate column according to the scale below.

   SA – (strongly Agree) = 5, A – (Agree) = 4, AA
   (A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most management committee members contribute much in formulating school plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Members miss meetings where ideas on development of school plans are discussed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Some members prefer maintaining status quo rather than things changing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Some member’s rubber stamp what the school manager says provided they earn their allowances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How else has school management commitment affected development of strategic plans in your area?

SECTION C: Management skills and development of strategic plans

9. The table below represents statements on how management skills influence development of school strategic plan.

Rate your level of agreement with the statement by ticking on the appropriate column according to scale below.

SA – (strongly Agree) = 5, A – (Agree) = 4, AA (A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management high academic standards lead to achievement of school plans.</td>
</tr>
<tr>
<td>2. Management lack training on curriculum delivery. This has negative impact on schools academic performance.</td>
</tr>
<tr>
<td>3. Management seminars on curriculum motivate them into achieving school plans.</td>
</tr>
</tbody>
</table>

How else do management skills affect development of the schools strategic plan?
SECTION D: Availability of resources and development of schools strategic plan

10. The table below gives some statements regarding availability of resources and their influence on development of strategic plan in schools. Rate your agreement with the statements according to the scale below.

SA – (strongly Agree) = 5, A – (Agree) = 4, AA
(A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>AA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing a strategic plan is too expensive for the schools to afford.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Availability of resources is a prerequisite to developing a strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Monetary rewards motivate people to meet the set targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Money available determines development plans for the schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How else does availability of resources influence development of schools strategic plan?

SECTION E: Government policies and development of strategic plans

15. The table below gives statements regarding government policies and development of strategic plans. Rate your agreement with the statements according to the scale below.

SA – (strongly Agree) = 5, A – (Agree) = 4, AA
(A little Agree) = 3, D- (Disagree) = 2, SD – (strongly disagree) = 1
1. The schools follow the calendar set out by the government when planning their programs.

2. The schools consult the ministry of public works when constructions are done.

3. The schools follows, the curriculum set by the ministry of education.

4. The schools have adhered to the government directive to have a strategic plan.

How else do government policies affect development of strategic plan in the schools?

Thank you.
## Appendix 3: Research Budget

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SUB-TOTAL (SHS.)</th>
<th>TOTAL (SHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Stationary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Reams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) laptop</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40000</td>
</tr>
<tr>
<td>c) Typing and printing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost @ 20 per page</td>
<td>8000</td>
<td></td>
</tr>
<tr>
<td>d) Photocopies charges</td>
<td>2500</td>
<td></td>
</tr>
<tr>
<td>e) Report binding costs</td>
<td>1500</td>
<td>13000</td>
</tr>
<tr>
<td>f) i) Travelling costs when meeting the respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 days @ 500</td>
<td>7000</td>
<td></td>
</tr>
<tr>
<td>11) Questionnaire pretesting for 4 respondents @ 500</td>
<td>2000</td>
<td>9000</td>
</tr>
<tr>
<td>g) Consultations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travelling costs</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>h) Telephone and e-mail services</td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td>i) 10% contingencies</td>
<td></td>
<td>3500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>72,500</strong></td>
</tr>
</tbody>
</table>
List of schools

1. Pleasant view academy
2. Comejuu academy
3. Penelite academy
4. Uncle Musa school
5. Bright future academy
6. Pink Roses school
7. Grather academy
8. Neema academy
9. Top talent academy
10. Andus academy
11. Hanjet academy
12. Pulu academy