EXAMINE FACTORS INFLUENCING FORMULATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN KIRINYAGA COUNTY, KENYA

GACHOGU NICHOLAS GITHINJI

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION, KENYATTA UNIVERSITY

DECEMBER 2012
DECLARATION

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

______________________________________________________________
GACHOGU NICHOLAS GITHINJI                                    DATE
REG. NO. E55/CE/15670/08

This research project has been submitted for examination with our approval as the university supervisors.

______________________________________________________________
DR. FLORENCE M. ITEGI                                       DATE
Lecturer
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University.

______________________________________________________________
DR. LEVI I. LIBESE                                             DATE
Senior Lecturer
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University.
DEDICATION

This research project is dedicated first, to God the Almighty for giving me the mental and physical abilities to successfully complete this task. Secondly, to my wife Lydiah who’s initial prodding and encouragement made me undertake this course and lastly to my children Joan, Ian and Roy for their moral support and the sacrifices they made to enable me complete this project.
ACKNOWLEDGEMENT

This project report is as a result of inputs from many people and authorities. My very sincere gratitude goes to my two supervisors Dr. Itegi and Dr. Libese for the very constructive and invaluable advice they accorded me. Secondly, my appreciation goes to my wife Lydiah, my children Joan, Ian and Roy for their moral support and sacrifice that enabled me to smoothly prepare this Project. Finally, any errors of commission and/or omission present in this document are the sole responsibility of the author and are not attributable to any individual who made contributions in the preparation of this document.
ABSTRACT
A strategic plan is a management tool for organizing the present for the purpose of projections of the desired future. While strategic planning has been emphasized in many organizations, not much attention has been given to school strategic planning. Yet, school management is a complex process that requires committed, visionary leaders and managers. As a result of poor planning, most schools fail to achieve their goals and objectives, and this is reflected in poor academic performance. The study sought to examine the factors influencing formulation of strategic plans in public secondary schools in Kirinyaga County. The study was guided by the Goal-Based strategic planning model. Compared to others the Goal-Based strategic planning model is more effective and comprehensive. However, each organization ends up developing its own nature and model of strategic planning, often by selecting a model and modifying it as they go along developing their own planning process. The study employed the descriptive survey research design. The study investigated the approaches of strategic planning employed, the impact of financial and human resources, the influence of school leadership and the policy framework guiding Strategic Planning in Public Secondary Schools. From 118 public secondary schools in Kirinyaga County, 24 schools (20.3%) were selected by first stratifying them according to their types, then selecting the requisite number of schools from each stratum and 2 teachers per sample school through simple random sampling. The principal of each sample school and the County Director of Education were automatic participants in the study. The data collected was organized as per items in the questionnaires and interview schedules, and then analyzed using SPSS computer software. The study established that formulation of strategic plans in Public secondary Schools was hindered by absence of policy framework, inadequate knowledge and skills on strategic management among school leaders, and inadequate allocation of resources to the process. The study is significant to the ministry of and school managers since if identified challenges facing strategy formulation in public schools. The study recommended that the Ministry of Education should provide the policy framework that would make formulation of strategic plans compulsory in public secondary schools. Also teacher trainers should include strategic planning in their curricula so that teachers entering the profession have knowledge and skills in strategy formulation. This clearly underscores the importance of concern in the formulation of strategic plans in Secondary Schools in Kirinyaga County, and possibly a generalization to the rest of the country.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>DEB</td>
<td>District Education Board</td>
</tr>
<tr>
<td>DEMA</td>
<td>Decentralized Education Management Activity</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Program</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NPQH</td>
<td>National Professional Qualification for Headship</td>
</tr>
<tr>
<td>PESTLE</td>
<td>Political, Economic, Social, Technological, Legal and Environmental</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents-Teachers Association</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strength, Weakness, Opportunity and Threats</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td>TTA</td>
<td>Teachers Training Agency</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>INRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>1.3 Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Research questions</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Scope of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Limitations of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.9 Assumptions of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.10 The Theoretical Framework</td>
<td>9</td>
</tr>
<tr>
<td>1.10.1 The Goal-Based Strategic Planning Model</td>
<td></td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td>15</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>15</td>
</tr>
<tr>
<td>2.2 Concept of Strategic Planning</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Strategic Planning in Schools</td>
<td>17</td>
</tr>
<tr>
<td>2.3.1 Policy Framework</td>
<td>18</td>
</tr>
<tr>
<td>2.3.2 Approaches to Strategic Planning</td>
<td>19</td>
</tr>
<tr>
<td>2.3.3 Role of Leadership in Planning Process</td>
<td>21</td>
</tr>
<tr>
<td>2.3.4 Impact of Resources on the Planning Process</td>
<td>24</td>
</tr>
<tr>
<td>2.4 Summary</td>
<td>25</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td>26</td>
</tr>
<tr>
<td>RESEARCH METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>26</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>26</td>
</tr>
<tr>
<td>3.3 Locale</td>
<td>26</td>
</tr>
<tr>
<td>3.4 Target Population</td>
<td>27</td>
</tr>
<tr>
<td>3.5 Sample and Sampling Procedures</td>
<td>27</td>
</tr>
<tr>
<td>3.6 Data Collection Instruments</td>
<td>28</td>
</tr>
<tr>
<td>3.6.1 Piloting of Instruments</td>
<td>29</td>
</tr>
<tr>
<td>3.6.2 Validity</td>
<td>29</td>
</tr>
<tr>
<td>3.6.3 Reliability</td>
<td>30</td>
</tr>
<tr>
<td>3.7 Data Collection Procedure</td>
<td>30</td>
</tr>
<tr>
<td>3.8 Data Analysis and Presentation</td>
<td>31</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td>32</td>
</tr>
<tr>
<td>DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS</td>
<td></td>
</tr>
<tr>
<td>4.1 Introduction</td>
<td>32</td>
</tr>
<tr>
<td>4.2 Demographic Information</td>
<td>32</td>
</tr>
<tr>
<td>4.2.1 Gender</td>
<td>33</td>
</tr>
<tr>
<td>4.2.2 Professional Qualifications</td>
<td>33</td>
</tr>
<tr>
<td>4.2.3 Number of Years Served in the Current School</td>
<td>35</td>
</tr>
<tr>
<td>4.3 Influence of Policy Framework on the School Strategic Planning Process</td>
<td>35</td>
</tr>
<tr>
<td>4.3.1 Government Guidelines Policy on Strategic Planning</td>
<td>36</td>
</tr>
</tbody>
</table>
CHAPTER FIVE ............................................................................................................ 56

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS .......................................................................................... 56

4.1 Introduction ........................................................................................................ 56

4.2 Summary of the Major Findings ........................................................................ 56

5.2.1 To Determine the Influence of Policy Framework on the Strategic Planning Process in Public Secondary Schools......................................................... 56

5.2.2 To Establish the Approaches Employed in Strategic Planning in Public Secondary Schools ........................................................................................................ 57

5.2.3 To Find Out the Influence of School Leadership on Strategic Planning Process in Public Secondary Schools in Kirinyaga County ..................................................... 57

5.2.4 To Determine how Resources Impact on the Strategic Planning Process in Public Secondary Schools ................................................................. 57

5.3 Conclusion ........................................................................................................ 58

5.4 Recommendations .......................................................................................... 60

5.5 Suggestions For Further Study ......................................................................... 62

REFERENCES ........................................................................................................... 63

Appendix A ............................................................................................................. 66

Interview Schedule for Head Teachers on Formulation of Strategic Plans in Secondary Schools .................................................................................................................. 66

Appendix B ............................................................................................................. 70

Teachers Questionnaire on Formulation of Strategic Plans in Secondary Schools ...................................................................................................................... 70

Appendix C ............................................................................................................. 77

Interview Schedule for the County Director of Education .................................... 77
LIST OF TABLES

Fig. 1.1 Conceptual Framework................................................................................................. 12
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

A strategic plan is a management tool for organizing the present for the purpose of the projections of the desired future. A strategic plan is a roadmap to lead an organization from where it is today to where it would like to be in three, five or ten years. In business, Weihrich and Koontz (1993) aver that nobody can accurately predict the long-term future, but strategic planning forces managers to think critically and analytically about the future. Schrader (2002) argues that strategic planning can help an organization to clarify future direction, to establish priorities, diversify its products or services, and to deal effectively with the rapidly changing circumstances.

In this era of globalization when the world is undergoing many rapid changes in all fields, the environment in which organizations operate is no longer stable and predictable. For instance, unregulated availability of information through mobile telephony and the internet modifies student behavior thereby impacting on their discipline and academic performance in a manner not intended by the school. Strategic planning therefore can provide an operation framework to lead changes and gain competitive advantages.

According to Knight (1997) change is now a constant condition within which all organizations must learn to operate or risk total failure. Education can not stand apart from these global phenomena. Kriemadis (1997) observes that in the past decades, the educational sector has began to recognize that planning is necessary to maintain its own responsiveness to a rapidly changing environment. Lezotte (1991) identifies
school planning effectiveness as one factor that stands out as a key determinant of school success.

Bryson (1995) identified several benefits accruing from successful planning efforts. First, the promotion of strategic thought and action – where strategic thought is based upon data gathered about the institution. Such data may include school enrolment, academic performance financial status among other evaluating their tread would enable the institution to clarify its future direction and establish priorities. Therefore systematic information gathering will result as a benefit of strategic planning. Secondly, improved decision making: In strategic planning vital issues and challenges must be identified and planned for. Thirdly, improved organizational responsiveness and performance. Members of the institution will respond positively to an administration that works towards resolution of issues facing it. According to Allison and Kaye (2005) successful strategic planning improves the focus of an organization in that it generates: An explicit understanding of organization’s mission and values among staff, board and external constituencies; a blueprint for action based on current information; broad milestones with which to monitor achievement and assess results; and information that can be used to market the organization to the public and potential funders.

Knight (1997) posits that student achievements should and ought to be the basic products of effective schools, otherwise nobody can evaluate the school or school systems as effective organizations. In a school, a strategic plan therefore is a document developed to give a school focus and direction as it prepares for the future by continuously adjusting its academic direction in response to the changing academic
According to Weihrich and Koontz (1993) a strategy is the determination of basic long-term objectives of an enterprise and the adoption of courses of action and allocation of resources to achieve these goals.

The importance of strategic planning was underscored by the Teacher Training Agency (TTA) of the United Kingdom in 1996. According to Knight (1997) the TTA in creating a framework of a new National Professional Qualification for Headship (NPQH) set out the core purpose of headship, and five associated key areas for assessment and development through which head teachers achieve this purpose. After consultations, the TTA decreed that strategic planning and development will form the core of the new qualification for candidates aspiring to headship. In the process of developing the NPQH initiative, the TTA observed that the concept of strategy and its development was one aspect which schools demonstrated less understanding than they revealed in all other aspects of their work. It also observed that School Development Planning though effective under its terms cannot be described as strategic. Its incremental improvements emphasize the moves needed towards achievement of already defined outcomes. Knight (1997) points out that strategic planning is about preparing people and their organization for different possible and yet uncertain futures. Weihrich and Koontz (1993) opines that for a strategic plan to be effective, it must be accompanied by strategic thinking that includes designing an appropriate organization structure, an effective management information system, a budgeting system to facilitate accomplishment of strategic objectives and a reward system that supports strategy. Mintzberg (1994) in differentiating strategic planning from strategic thinking says that strategic planning is about analysis while strategic thinking is about synthesis.
Ngware, Wamukuru and Odebero (2006) view strategic planning as a deliberate attempt to organize and control school services and activities over a specific period of time geared towards Total Quality Management (TQM) in secondary schools while focusing on school goals. The head teachers and BoG chairpersons should ensure that the schools have a strategic plan which should be reviewed periodically with the involvement of all employees. The plans should be followed based on quality data. Evans (2000) cautions that a strategic plan is worthless, if it is so prescriptive and rigid, that it cannot change to meet changing circumstances.

Whereas the importance of strategic plans in institutions management is quite clear, there are no explicit instructions to schools to formulate strategic plans. The Rationale of the Republic of Kenya, Ministry of Education Strategic Plan 2006-2010 states: “It is a statutory requirement that public organizations, including Government Ministries, develop strategic plans as a means of enhancing result-based management and efficiency in their operations” The MoE Strategic Plan’s Contextual Background only expresses a wish that “the process (strategic planning) will cascade to institutional level” without implicitly requiring institutions to formulate strategic plans. This explains the dearth of policy information available to the public in general, and to schools in particular on school strategic planning.

The Ministry of Education identifies two challenges facing strategic planning in secondary schools. According to Education News (May 27- June 1, 2011), the Ministry of Education has embarked on a program to retrain head teachers to ensure proper management of school resources. The programme is geared towards assisting school heads and education officers to develop and implement strategic plans. This
was after evaluation of school strategic plans previously presented by institutions to the ministry. According to Education News (May 27- June 1, 2011 pg 1): “What was crafted was awful, mediocre and documents that were not worthy being presented before Board of Governors (BoGs), District Education Boards (DEBs) and the Ministry. The plans were below acceptable standards.” Besides this lack of understanding of the strategic planning process the Ministry also identified misconception of the strategic planning concept by school managers. The Education News (May 27 – June 1, 2011 pg 13) states: “Some BoGs and DEBs thought the plans and their resultant products were only to construct ultra-modern buildings, securing fancy buses, equipping offices and labs with state –of-the- art electronic gadgets and having students put on high quality and attractive uniforms.” These observations clearly underscores the importance of need for concern on the process of formulating strategic plans in Public Secondary Schools to establish the causes of these shortcomings.

A study conducted by Ngware, Wamukuru and Odebero (2006) to determine the extent of Total Quality Management (TQM) in Kenya secondary schools revealed that most secondary schools did not have strategic plans. Githire (2008) observed that most schools in Thika municipality were operating under school development plans. The developments plans were ineffective since only 58 % of the programs therein were completed on time. Out of the 67 public secondary schools in Thika municipality only 3 (4.5%) had formulated strategic plans. Therefore, there is need to examine the factors that influence the process of strategy formulation in Public Secondary school so as to understand why only a few schools have successfully formulated strategic plans in spite of the benefit associated with strategic planning.
1.2 Statement of the Problem

The launch of the MoE Strategic Plan in 2007 was attended by all District Education Officers (DEOs) and selected principals of Secondary Schools among other stakeholders. The DEOs were directed to ensure that all Educational Institutions in their districts prepare strategic plans as a means of cascading the Ministry’s strategic plan to the district level. This requirement was then passed on to secondary schools all over the country by DEOs who called the principals to meetings. The researcher attended several of those meetings where the DEO of the then Kirinyaga district would monitor progress on the strategic planning by secondary schools. By May 2009, the DEO reported that only one school out of 97 secondary schools had completed formulation of its strategic plan. The researcher felt that school principals in Kirinyaga County were encountering curtailing underlying issues in the strategic plan formulation process. The study sought to examine the factors that influence the process of formulating strategic plans in public secondary school in Kirinyaga County.

1.3 Purpose of the Study

From the stated problem, the study sought to examine the factors that influence strategic plans formulation process in Public secondary schools in Kirinyaga County.

1.4 Objectives of the Study

The study had the following objectives:

1. To determine the influence of Policy Framework on the strategic planning process in public secondary schools in Kirinyaga county.

2. To establish the approaches employed in strategic planning in public secondary schools.
3. To find out the influence of school leadership on strategic planning process in public secondary schools in Kirinyaga county
4. To determine how resources impact on the strategic planning process in public secondary schools.

1.5 Research questions
The study sought to answer the following research questions:

1. What is the policy framework influencing the strategic planning process in public secondary schools in Kirinyaga County?
2. What approaches are employed by School Managers in strategic planning for Public Secondary Schools?
3. How does school leadership influence the strategic planning process in public secondary schools?
4. How do resources impact on the strategic planning process in public secondary schools?

1.6 Significance of the Study
The study is significant to school administrators, Ministry of Education and Teacher Training institutions in the following ways:

It examined the factors that influence strategic planning in schools, and identified challenges experienced during the strategic planning process. This will enable the Ministry of Education to appreciate the challenges of formulating strategic plans in schools and look for ways and means of addressing the challenges. This would empower school administrators and managers through staff development and policy guidelines to develop and utilize strategic plans as envisioned by the Ministry of Education Strategic Plan 2006-2011. The study will also add to the body of knowledge
on school strategic planning and provoke research in this area by proposing future studies related to strategic planning in the school situation.

1.7 Scope of the Study
The study was concerned with public secondary schools only. Private secondary schools were not studied because they operate on different management structures.

1.8 Limitations of the Study
Including all the secondary schools in the study would consume a lot of time and finances due to their big number and the expansiveness of the county. However, an appropriate sampling technique was applied to ensure that the selected schools are representative of the target population. Also, parents were not included since it would be quite difficult to access the parents of the sampled schools. Students were also not included in the study since they are usually not involved in the planning process in schools. However, any consultative process in developing strategic plans should, and must include student because all planning in a school is meant for students. The study did not interrogate the implementation part of strategic planning due to the same constraints, and also to allow finer scrutiny of the planning phase. The study was limited to principals in Kirinyaga County hence the findings can only be generalized to other Counties with care since they may have different education management structures.
1.9 Assumptions of the Study

The study was based on the following assumptions: That all participating head teachers had stayed in their schools long enough to have interacted effectively with all the school’s administrative task areas and that all respondents will be cooperative and honest in their responses.

1.10 The Theoretical Framework

The study was guided by the Goal-Based strategic planning model. Other models of strategic planning include. “Basic” strategic planning model-typically done by organizations that are very small, busy, and have not done strategic planning before; Alignment Model-appropriate for organizations looking for ways of improving; Scenario Planning Model; “Organic” planning model, among others. According to McNamara (2010) there is no one perfect strategic planning model for all organizations. Each organization ends up developing its own nature and model of strategic planning, often by selecting a model and modifying it as they go along developing their own planning process. Some organizations might choose to integrate the models. For example, use the “Basic” planning model to identify the mission and vision statements, and then scenario planning model to identify strategic issues and goals. The Goal-Based strategic planning model was adopted for this study since according to McNamara (2010) it is more effective and comprehensive compared to other models.

1.10.1 The Goal-Based Strategic Planning Model

The study will be based on the Goal-Based strategic planning model. This is a more effective and comprehensive strategic planning model to which organizations that
may have started with the “Basic” model graduate. The model suggests a planning process in ten steps as follows:

1. Conduct an internal/external assessment. The assessment helps to identify strengths and weaknesses in the organization that would impact upon the achievement of its mission. The strategic plan would be developed to take advantage of the organization’s strengths and to ameliorate the negative effects of its weaknesses. The assessment also identifies opportunities that the organization can benefit from and also threats that it must guard against in its external environment.

2. Carry out a strategic analysis to identify and prioritize major goals and issues. In a school, this may entail identifying goals and issues in each administrative task area.

3. Design major strategies or programs to address the goals. In a school, a goal may be to expand the curriculum offered in the schools so as to improve opportunities for the students. An appropriate plan would be to develop information communication technology (ICT) in the school.

4. Design/update the vision, mission and values: This spells out the purpose of the organization and also how it would like to look like in the future. Some organizations will do this activity first in their planning process.

5. Establish action plans: this may involve crafting objectives, identify resources needed, and distribute roles and responsibilities for implementation among others. The objectives should be specific and properly worded so that people are able to assess the achievement or not of the objectives.
6. Write the strategic plan document: This entails recording goals, strategies, programs, vision and mission statements and SWOT analysis into one document.

7. Develop the yearly operating plan document. Identify the programs which should be implemented in each year of the multi-year Strategic Plan.

8. Develop and authorize the budget (allocate funds) for year one of the Strategic Plan.

9. Conduct the year one operations.


   Strategic Planners may choose to apply some or all the steps in the planning process. The activities enumerated in the Goal-Based strategic planning model will be used in the study to examine the factors influencing formulation of strategic plans in public secondary schools in Kirinyaga County.
1.11 Conceptual Framework

The conceptual framework, Figure 1.1 above, envisages an inter-play between the school leadership and the organization’s structures for realization of school goals. The school leadership is expected to employ an appropriate strategic planning approach on the school’s organizational structures to come up with the school’s strategic plan.

Leadership in a school is provided by many stakeholders, each according to the statutory or policy mandates in place. Such stakeholders in public secondary schools include the principal who is the school’s Chief Executive Officer (CEO) with an all encompassing mandate; the Board of Governors(BoG) are the legal school managers; the Parent Teachers Association (PTA), as parents are also funders of
several school programs and projects, the teachers as curriculum implementers, among others. The strategic planning process involves consultation and cooperation among all stakeholders.

However the study only examines the influence of the head teacher and teachers in school leadership. The study sought to find out whether the head teachers and teachers had the requisite knowledge and skills in strategy formulation and also whether the necessary conditions like resources and an enabling policy framework were available in Public Secondary Schools in Kirinyaga County.
Definition of terms

**Vision:** Defines the desired or intended future state of an organization or enterprise in terms of fundamental objectives and/or strategic direction. Vision is a long term view of how the organization would like to be viewed by the world in which it operates.

**Mission:** Defines the fundamental purpose of an organization or an enterprise, succinctly describing why it exists and what it does to achieve its vision.

**Resources:** Includes such facilities as school buildings, school grounds and equipment needed in instruction and making learning environment comfortable. They also include human and finance.

**Strategic Plan:** A list of actions so ordered so as to attain over a particular time, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect the school which will move the school from where it is to where it wants to be.

**Strategic Planning:** Is an approach to establishing the long term future of a school and then moving that school in an appropriate direction to achieve the future state to which its members aspire. It is the formal consideration of an organization’s future course.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature related to the study. First an overview of strategic planning is discussed. Then literature on strategic planning in the school situation is reviewed showing why schools need to prepare strategic plans, and the key elements of strategic planning. Finally, studies done on strategic planning in Kenya Secondary Schools are reviewed.

2.2 Concept of Strategic Planning
Whipp (1998) points out that the term strategy has military origins and is derived from the Greek word for Generalship. Its meaning evolved to encompass a coherent set of actions, a plan (usually concealed from the enemy) intended to achieve a specific military objective. The strategy was to be implemented by using a series of tactics (immediate measures conducted in presence of the opposition). According to Bell (2002) strategy and development of strategic plans now constitute an important weapon in the armory of the modern manager.

In business, strategic planning may provide a general direction for the strategic management to a company or give specific direction in such areas as: marketing strategy, human resource, organizational development strategies, information technology deployments, and financial strategies. Strategic management is that set of managerial decisions and actions that determines the long run performance of an organization. It includes environmental scanning, strategy formulation, strategy implementation and evaluation and control.
Strategic planning comprises the procedures of defining objectives and creating activities to attain these objectives. The reason for strategic or long-range planning is to assist organizations in establishing priorities and to better serve the needs of stakeholders. A strategic plan must be flexible and practical and yet serve as a guide to implementing programs, evaluating how these programs are doing, and making adjustments where necessary. A strategic plan must reflect the thoughts, feelings, ideas, and wants of the developers and mold them along the organization’s purpose, mission, and regulations into an integrated document. The development of the plan requires much probing, discussion and examination of views of the leaders who are responsible for the plan’s preparation.

Ali (2010) conducted a study of effectiveness of strategic planning in public Teacher Training Colleges suggesting that, for the strategic planning process to be effective and sustainable there was need for skills and capacity enhancement, the development of a reward system to motivate the key achievements and implementers and adequate funds for the strategic planning process. Also, development of an all-inclusive strategic planning process, that allows for positive contribution of every player, the establishment of negotiations and conflict resolution mechanism to achieve consensus and remove disruptive political influence, and adoption of international best practices in formal strategy development.

According to Bryson (1995) strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what a school is, what it does, and why it does it. Knight (1997) observes that whenever success is recorded in any organization’s undertakings, it is always as a result of a clear understanding of
the central purpose to be pursued powered by a vision of what is to be achieved. The purpose and the vision are linked by a clear value system, appropriate styles of behavior, readiness to take risks and the passion to see things working out. It is therefore imperative that the school management puts in place mechanisms to ensure that strategic plans are prepared and followed to guide daily actions in a school. A strategic plan provides a roadmap to lead an organization from where it is to where it would like to be after a predetermined period.

Malunga (2007) points out certain preparation factors that if present increases the chances of effectiveness in the process. Such factors are: recognition of the need for a strategic plan in the organization, team to manage the process, contracting and use of consultants, developing a communication strategy and organizational assessment. Effectiveness of a strategic plan is the extent to which organizational goals are achieved within the stated time frame. The studies reviewed did not concern themselves with Public Secondary Schools. Ali (2010) looked at strategic planning in PTTCs while Malunga (2007) studied strategic planning in non-governmental organizations. The study set out to examine factors influencing strategic planning in public secondary schools in Kirinyaga County, Kenya.

2.3 Strategic Planning in Schools

In schools there may be need to resolve pressing internal difficulties or to accommodate environmental changes. Cook (1995) identified four such environmental changes most affecting public education that must be accommodated: the unprecedented demographic shifts and reformations, transitions of a nation’s economy due to technological advancement, the corresponding transitions in
mainstream personal values, and the intensification of global competition and the consequent redefinition of excellence. According to Boar (1993) in addition to the above, four others can be added: to control costs, to react to a demanding and selecting population, to deal with governmental constraints on actions, to be competitive like organizations, to ensure quality, or to react to concerns for environment. Schraeder (2002) put factors that hinder strategic planning into four broad areas: leadership, institutional, policy and resources. Cook (1995) studied American schools, while Boar (1993) and Schraeder (2002) studied business process. The study sought to examine factors influencing strategic planning process in Public Secondary in Kirinyaga County, Kenya

2.3.1 Policy Framework

According to Weihrich and Koontz (1993) a policy is a statement or understanding that guide a manager’s thinking in decision making. Policy defines an area within which a decision is made and ensures that the decision will be consistent with, and contribute to an objective. It is a means of encouraging discretion and initiative, but within limits. A policy therefore makes it unnecessary to analyze the same situation every time it comes up, and unify other plans, thus permitting managers to delegate authority and still maintain control over what their subordinates do. For example, in contemporary Kenya secondary schools today, as a means of ensuring competitive academic performance most schools pursue as policy, coverage of the syllabus by their candidates by June of each year. With this guideline, the subject teacher is left to strategize on how to conform to this school policy. Some teachers will improve on their planning for teaching and on teaching methods, create extra time outside the regular school timetable, among other strategies. According to Weihrich and Koontz
(1993) policy therefore gives direction, is a framework for plans, is a basis for operational plans and affect all areas of managing.

Whereas it is policy to prepare strategic plans for schools in the developed world, there is no explicitly stated policy direction as far as strategic planning in school management is concerned in Kenya. Schools in the USA and Britain prepare strategic plans for purposes of funding and accreditation among other government requirements. Strategic planning as a management tool is just catching up in Kenya’s educational sector, where even the Ministry of Education formulated its first ever strategic plan for the period 2006 to 2011. It did not explicitly direct institutions to develop their own strategic plans. The study tried to establish the policy framework that guides strategic plan formulation in public secondary schools in Kirinyaga County, Kenya.

2.3.2 Approaches to Strategic Planning

According to Evans (2007) being truly strategic means being clear about what the school is and what it is not, whom it is good for and whom it is not good for, about what it can and what it cannot become. This implies that to prepare a school strategic plan one has to carry out strategic positioning: - a review of the school’s current place in its own external and internal working contexts; and a Systems Analysis: – a step-by-step examination of the school’s objectives and the various processes by which it currently seeks to achieve them. Weihrich and Koontz (1993) gives the purpose of strategy as to determine and communicate, through a system of major objectives and policies, a picture of the kind of enterprise that is envisioned. They
furnish a framework for guiding thinking and action without outlining how the enterprise will accomplish the objectives.

Therefore, in school strategic planning the stakeholders move through the steps of assessing its internal strengths and weaknesses, understanding changes in the external environment, developing a vision of the desired future and some ways to achieve that vision. A good strategic plan should also include implementation and monitoring regimes. For the strategic planning to be effective it requires broad and effective information gathering, exploration and development of strategic alternatives.

There are numerous approaches to strategic planning. Which one to apply depends on the individual school’s present position, According to Knight (1997) whichever approach is adopted should be imaginatively used rather than slavishly followed like a repair manual. Some of the approaches to strategic planning include System Analysis, the Customer Approach, the Competence and Standards, the Learning Organization Plan, and the Deming’s 14 point model among others.

Knight (1997) observes that, since most of the strategic planning approaches employed by schools were borrowed from the business world, care needs to be taken to give appropriate meaning to terminologies from business applied to school situation. Terms like markets, profits, products, business environments, among others may not necessarily have the same meaning in business as in schools. For instance a school’s market would consider elements such as its potential students and parents, other users of the school facilities and geographical catchment area. Products (what
businesses produce for sale to their markets) is what the school aim to deliver to its principal clients or users. Students are the principal clients rather than products of schools.Knight (1997) states: “Pupils/ students are not products. I believe that anyone in education who indulges in this prime fallacy, which appeared to gain considerable credence some years ago, is in the wrong business. It should be inconceivable for anyone working with young people to view them as inanimate raw material to be molded or made into some form of artifact”. Knight (1997) points out that a school’s principal products are the range of high quality learning opportunities it provides as a result of the work of its teaching and no-teaching staff.

Whereas literature reviewed identified several approaches to strategic plan formulation, and also pointed out pitfalls to be avoided in the process, it did not establish whether head teachers are aware of the approaches or whether they consciously apply them. The study tried to establish the approach or approaches employed by Public Secondary Schools in the formulation of strategic plans.

2.3.3 Role of Leadership in Planning Process

Planning can also be a way to anticipate and accommodate trends that might affect an institution and its future. Cook (1995) states that institutions need to make decisions about the future before future either forces the decisions or renders any decisions irrelevant. Davis and Allison (2003) argue that, because of increasing external demands and uncertainty of events, school leadership has to be future oriented and strategically driven. They identify three characteristics of a future oriented school leadership as having: an articulate vision for the future of the school based on values and beliefs to which the school community is committed; an ability
to scan the environment for future trends and directions and to adapt or work with them to help develop the school’s internal purpose; and the capacity to manage the change process.

Drucker (1993) saw the challenge to school leadership of changing trends as follows: What will be taught and learned; how it will be taught and learned; who will make use of schooling; and the position of the school in society – all of this will change greatly during the ensuing decades. Indeed, no any other institutions face challenges as radical as those that will transform the school.

Ngware, Wamukuru and Odebero (2006) are of the opinion that the school teachers must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and Board of Governors working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process. According to Okumbe (1998) leadership is the process of encouraging and helping others to work enthusiastically towards objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The school management should emphasize team work and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Governors in working towards achievement of organizational objectives.

The Master plan on Education and Training (1997 – 2010) however states that many secondary school head teachers have not been adequately trained in management and
administration and are ineffective and lacking accountability. They should be advisors in curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplores the poor terms and conditions of service that have led to poor morale. Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion of teachers. Such malpractices are likely to affect teachers’ morale, performance and commitment to strategic planning since non-performers are rewarded.

Jones (2012) cites leadership as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in people and empower them to implement the vision. Evans (2007) observes that wise leaders tend to prefer simplicity and brevity to detail and breadth. They hold fast to core values but are ready to be flexible on how to fulfill this. The literature reviewed established that strategic planning requires leadership that possesses certain characteristics for it to be effective in strategy formulation. Such characteristics include: possession of requisite knowledge and skills in strategic planning, be future oriented and strategically driven, and recognizes the need for strategic planning. It however did not establish whether head teachers and teachers in Kenya Public Secondary Schools posses these characteristics. The study therefore sought to find out whether head teachers and teachers in public secondary schools in Kirinyaga County actually posses these characteristics that would enable them to effectively lead the strategic planning process in their schools.
2.3.4 Impact of Resources on the Planning Process

The quality of secondary school education is also impacted upon by financial and other resources. According to Ngware, Wamukuru and Odebero (2006) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) avers that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set criteria ensuring that education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes. Republic of Kenya (1998) in The Master Plan on Education and Training (1997 – 2010) conceptualized planning in Kenya Secondary Schools in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The study sought to establish the type of resources needed for formulation of strategic plans in Public Secondary Schools and whether such
resources are available and adequate. The influence of finances and the capacity of the head teachers and teachers to lead the strategic planning process were especially interrogated.

2.4 Summary

This chapter presented a review of literature on strategic planning. In the process of conducting literature review, several gaps emerged which the study hopes to fill. First, the researcher did not come across studies on strategic planning in Kenya Secondary Schools looking at factors influencing the process. Ngware, Wamukuru and Odebero (2006) conducted a study on Total Quality Management in secondary schools in Kenya. The study set out to examine factors influencing formulation of strategic plans in Public Secondary Schools. While literature review identified several competences necessary for strategy formulation, none of the studies revealed whether head teachers and teachers in public secondary schools possessed these competences. Resources were also found to be very essential for effective strategic planning. Some of the resources identified are finances and the human resource. The study set out to establish whether teachers and head teachers had the requisite competences to effectively lead and contribute to the strategic plan formulation process. It also sought to find out whether the process is guided by any policy framework, and whether adequate finances are available.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter explains the procedures that were used in the study including the research design, target population, sampling design, data collection instruments and data analysis methods.

3.2 Research Design
The study adopted descriptive survey design to investigate the factors influencing strategic planning in public secondary schools. According to Lokesh (1984) descriptive studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. The descriptive survey design helped in the collection and interpretation of statistical data and produced information on strategic planning in public secondary schools that may be used to address challenges faced by the strategic planners. The study was carried out in Kirinyaga County since it is accessible to the researcher, who also has a good understanding of the social-economic status of the county.

3.3 Locale
The study was carried out in public secondary schools in Kirinyaga County. Singleton (1993) advises that, the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The locale was chosen because the researcher has a good understanding of the area’s social-economic set-up, and is also accessible to him.
3.4 Target Population

According to Borg and Gall (1989) target population is defined as all the members of real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The target population for this study comprised of all the 118 public secondary schools in Kirinyaga County. The school comprised of 10 boys boarding, 13 girls boarding and 95 mixed day schools. Data was collected from the principal and 2 teachers from each of the selected schools; from a total of 118 head teachers and 1214 teachers.

3.5 Sample and Sampling Procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population. According to Orodho (2004) any statements made about the sample should also be true to the population. For the purpose of this study, stratified random sampling technique was used to select the schools’ study sample. Gay (1992) recommends that when the target population is not very large, the sample should be at least 20% of the population. Consequently, the researcher selected 24 public secondary schools for the study, which represents 20.3% of the 118 public secondary schools in Kirinyaga County.

The schools were stratified according to school type. That is, Boys Boarding, Girls boarding and mixed day public secondary schools. The requisite numbers of schools from each stratum were selected by the raffle simple random sampling. The researcher used folded papers each with a school name on it. Papers with names of schools of the same type were placed together for the raffle so that each school in a
stratum had equal chance of selection. The researcher selected 2(20%) schools out of 10 Boys Boarding, 3(23.1%) out of 13 Girls Boarding and 19(20%) out of 95 Mixed Day secondary schools. The number selected represents 20.3% of the 118 schools in Kirinyaga County.

The principal of each school selected became an automatic participant in the study. By simple random sampling explained above, 2 teachers were selected from each school totaling to 48. The study sample therefore comprised of 24 Head teachers and 48 teachers. The researcher decided that 2 teachers were adequate to generate and corroborate sufficient information on their school’s strategic planning process without unnecessary repetition. The County Director of Education (CDE) was selected for the study so as to validate views given by head teachers and teachers on the formulation of the school strategic plan and also give insights to the study on the process due to access of information from around the county schools.

3.6 Data Collection Instruments
The study utilized questionnaires and interview schedules for data collection. In the process of developing the instruments, the researcher consulted the supervisors who, as experts, verified whether the instruments were appropriate for obtaining the needed information. According to Orodho (2008) each item on the questionnaire should be developed to address a specific objective, research question or hypothesis of study. The questionnaire was used to collect data from the teachers on their leadership role, influence of resources and policy framework. Interview schedule was used to gather in-depth information on leadership, approaches, resources and policy from the head
teachers about strategy formulation in their school while the CDE give qualitative insight on the process from schools around the county.

3.6.1 Piloting of Instruments

According to Orodho (2009) piloting is done by subjecting the Data Collection Instruments to a small representative sample identical to, but excluding the group to be surveyed. Piloting helps the researcher to improve the instrument by modifying the items found to be vague, ambiguous or unclear. This improves the validity and reliability of the instrument. During piloting, 2 schools were randomly selected. The principal of each school was interviewed to pretest the interview schedule while 2 teachers from each school pretested the questionnaire.

3.6.2 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, the validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Validity according Borg and Gall (1983) is the degree to which a test measures what it purports to measure. Wiersman (1985) avers that all assessments of validity are subjective opinions based on the judgment of the researcher. The piloted questionnaires were assessed for clarity and those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its face validity. According to Borg and Gall (1983) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from his supervisors, so as to improve content validity of the instrument.
3.6.3 Reliability

The split-halves technique of measuring reliability was used. According to Orodho (2009) the test items are divided into two halves (e.g. odd or even), each half scored independently of the other with the items of the two halves matched on content and difficulty. Then the correlation coefficient (r) for the two halves is calculated. To do this, the Spearman’s Rank Order Correlation Coefficient (r) was used. Kathuri and Pals (1993) explain that the reason behind pre-testing is to assess the clarity of the questionnaire items so that those items found to be inadequate or vague are either discarded or modified, so as to improve the quality of the research instrument thereby increasing its reliability. According to Gay (1992) a correlation coefficient of at least 0.7 for the two halves was considered sufficient. The research coefficient correlation (r) value was 0.76 and therefore the instruments were adjudged reliable for data collection.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction from Kenyatta University and a researcher permit from the Ministry of Education (MoE). The researcher applied for clearance and was granted by the District Commissioners and District Education Officers of all the districts in Kirinyaga County. Then, the researcher booked appointments with the head teachers to visit and administer the questionnaires and interviews. The researcher then visited each of the schools; administered the questionnaires, and interviewed the respondents himself. The respondents were assured of confidentiality and then given instructions on how to fill the questionnaires. The researcher collected the completed questionnaires immediately thereafter.
3.8 Data Analysis and Presentation

Both qualitative and quantitative data were gathered. The qualitative data obtained were grouped according to the studies objectives. The data was then coded. The quantitative data was summarized into descriptive statistics then coded. According to Bernard (1996) coding turns qualitative data (text) into quantitative data (codes). The data was then entered into a computer for analysis using SPSS software. Data was analyzed and reported using frequency distributions and percentages. Bell (1993) state that when making results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Borg and Gall (1989) hold that the most widely used and understood standard proportion is the percentage. Data presentation was made by use of tables and frequency distributions for clarity.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This Chapter aims at analyzing the results of the data collected for the descriptive survey that investigated challenges of strategic planning in Public Secondary Schools in Kirinyaga County, Kenya. The study sought information from school principals and the County Director of Education using interview schedules, and from teachers using questionnaires. The study was guided by the following research objectives.

1. To determine the influence of Policy Framework on the strategic planning process in public secondary schools in Kirinyaga county.

2. To establish the approaches employed in strategic planning in public secondary schools.

3. To find out the influence of school leadership on strategic planning process in public secondary schools in Kirinyaga county.

4. To determine how resources impact on the strategic planning process in public secondary schools.

4.2 Demographic Information

Questionnaires gathered data on gender, professional qualifications and duration served in a school by teachers. Out of 48 teachers sampled, 42 responded.

The interview scheduled was used to collect same data from the head teachers. Out of 24 head teachers sampled 23 were interviewed.
4.2.1 Gender

Table 4.1: Distribution of Head Teachers and Teachers by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head Teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>65.2</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

From the responses, 65.2% of head teachers and 69.1% of teachers were male while 34.8% and 30.9% of head teachers and teachers respectively were female. Therefore both sexes were represented implying that gender issues should be adequately articulated in the strategic planning process, and be revealed during the study.

4.2.2 Professional Qualifications

Head teachers and teachers were also asked to state their professional qualifications and the findings are presented in table 4.2
Table 4.2: Professional qualifications of head teachers and teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>M. Ed</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>B. Ed</td>
<td>15</td>
<td>65.2</td>
</tr>
<tr>
<td>Dip. Ed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PGDE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: M.Ed-Master of Education.
B.Ed-Bachelor of Education
Dip.Ed-Diploma in Education
PGDE-Post Graduate Diploma in Education.

From the data 65.2% of the Head teachers and 78.6% of teacher respondents have attained Bachelor of Education (B.Ed), while 34.8% of head teachers and 7.1% of teachers had attained Master of education (M.Ed) qualification. Worthy of note is that no head teachers had lower qualification than B.Ed. This implied that head teachers and teachers were expected to have a good grasp of the educational needs of their schools and also be able to adopt best practices in educational management.
4.2.3 Number of Years Served in the Current School

Head teachers were asked to state number of years served in the current school because the researcher felt that the length of stay would impact on the head teachers’ ability to give direction to the process due to insights gained from experience in the school.

Table 4.3: Duration in years served by head teachers in current school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 3 years</td>
<td>12</td>
<td>52.3</td>
</tr>
<tr>
<td>4 to 6 years</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>7 to 9 years</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be observed in table 4.3 that 52.3% had served as head-teachers in current school for up to 3 years, while 21.7% served between 4 and 6 years, and another 21.7% had served between 7 and 9 years. Those who had served over 10 years translated to 4.3%. This implied that the respondents had stayed long enough to effectively participate in school planning with a good understanding of school needs.

4.3 Influence of Policy Framework on the School Strategic Planning Process

The study sought to find out whether school strategic planning was guided by any policy guidelines and whether head teachers and teachers were aware of any such policy documents.
4.3.1 Government Guidelines Policy on Strategic Planning

The item sought to find out whether school planners are guided by any known government guideline. The respondents were asked to name any document they are aware of that provided guidelines on the strategic planning process.

Table 4.4: Awareness of government policy guidelines on strategic planning.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>%</th>
<th>Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>19</td>
<td>82.6</td>
<td>38</td>
<td>90.5</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>17.4</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that 82.6% and 90.5% of head teacher and teacher respondents respectively expressed lack of information on any policy guideline. Some respondents mentioned KESSP, Education Policy, school motto, and mission and vision statements as documents guiding strategic planning in schools. Clearly these are not documents on strategic planning. These findings portray ignorance of strategic planning among head teachers and teachers and also affirms the absence of an explicit policy direction to schools on strategic planning. The CDE explained that though no documentary directive has been issued to schools, the MoE expects each school to have a five year strategic plan. Such information is relayed to head teachers as a matter of course in management seminars and stakeholders meetings. This finding also concurs with the finding by Githire (2008) who found that only 4.5% of schools
in Thika Municipality had strategic plans while most of the schools operated under development plans. The CDE also explained that the MoE after appreciating the lack of strategic planning skills and knowledge among school leadership facilitated the training of the head teacher, one BOG and PTA member, and one teacher per school in the county on strategic planning. However, according to the CDE, the four days training was inadequate to create the desired proficiency on strategic planning.

4.3.2 Reasons for not having a Strategic Plan

The teachers and head teachers were asked to indicate the reasons for not having a strategic plan. The findings were presented in the table 4.5

Table 4.5: Reasons why schools don’t have strategic plans.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Lack of capacity</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>No Expertise</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Not a requirement</td>
<td>1</td>
<td>43.2</td>
</tr>
<tr>
<td>I do not know</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Lack of strategic planning skills was cited by a significant 80.9% of teacher respondents and 73.9% of the head teachers. This finding confirmed the assertion by the Master Plan on Education and Training (1997-2010) that many secondary school head teachers have not been adequately trained in management and administration. The Ministry of Education (MoE) identifies lack of skills and knowledge as one of the
challenges facing strategic planning in schools. Education News (May 27 – June 1, 2011) reported that the MoE has embarked on a program to retrain head teachers to ensure proper management of school resources. The County Director of Education (CDE) explained that the MoE through the Decentralized Education Management Activity (DEMA), a project in Ministry, has embarked on training of the head teacher, a B.O.G member, a PTA member and a teacher in each secondary school on strategic planning. This finding also confirms the MoE report in Education News (May 27 – June 1, 2011 pg 1) that strategic plans crafted (by secondary schools) were awful, mediocre and documents that were not worthy of being presented before Board of Governors (B.O.Gs), District Education Boards (DEBs) and the Ministry. The head teachers can therefore neither spearhead strategic planning nor give effective leadership in the process when need arises due to their incapacity in terms of skills and knowledge on strategic planning.

Some head teachers and teachers said they did not prepare strategic plans since it was not a requirement. They implied that they would have prepared strategic plans had it been a policy of the MoE or the B.O.G. The head teachers and teachers who said that preparing a strategic plan is not a requirement alluded to lack of a policy framework. Such a policy framework may be provided by the MoE or even school B.O.G. The CDE confirmed that there was no document, circular or otherwise, that directs schools to prepare strategic plans. However the MoE expects schools to have five year strategic plans. Such expectations are communicated to teachers during management seminars or stake holders meetings. Clearly, lack of a policy framework hinders strategic planning in Secondary schools. In ability to formulate strategic plans casts doubts on the effectiveness of school management and leadership since Weihrich and
Knootz (1993) says that policy gives direction, is a framework for plans, a basis for operational plans and affects all areas of managing.

4.3.3 Suggestions on What should be Done to Ensure Schools Prepare Strategic Plans

The head teachers were asked to suggest what should be done to ensure that schools prepare strategic plans. Their suggestions were represented in the table 4.6

<table>
<thead>
<tr>
<th>Responses</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>13</td>
<td>56.6</td>
</tr>
<tr>
<td>Policy guidelines</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>Make it compulsory</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Fund capacity building</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Training on formulation of strategic plans was identified by 56.6 % as a way of ensuring that schools drew strategic plans while 13.0% identified policy guidelines and 17.4% identified making it compulsory. That 17.4% of the respondents want a policy to compel them to make strategic implies that they may not know the importance of a strategic plan to school management. This finding alludes to inadequate training in the area of school management since Bell (2002) says that strategy and development of strategic plans now constitute an important weapon in the armory of the modern manager. It also concurs with the Master Plan on Education and Training (1997 – 2010) which stated that many secondary school head teachers have not been adequately trained in management and administration. Funding as a
necessity in the formulation of a strategic plan was cited by 13.0% of the respondents. This agrees with Ali (2010) who found out that skill and competences, availability of financial and material resources and top management support are necessary prerequisites for effective strategic planning.

4.1 Approaches Employed in School Strategic Planning

The instruments sought to find out the various approaches to strategic planning that may be adopted in school strategic planning. Due to the technical nature of this area, the questionnaire for teachers was designed to allow for deductions from activities carried out during the strategic planning process to determine the Approach used.

4.1.1 Awareness of Strategic Planning Approaches

This item sought to find out the proportion of head teachers and teachers who were aware of the existence of any of strategic planning approaches.

Table 4.7: Awareness of any Strategic Planning Approaches

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>26.1</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>73.9</td>
<td>9</td>
<td>92.9</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>

The data shows that 73.9% of head teachers and 92.9% of teacher respondents were not aware of any approaches used in strategic planning. This confirms what Knight
(1997) observed that schools demonstrated less understanding on the concept of strategy and its development than in any other area of their work.

### 4.1.2 Identifying Approaches of Strategic Planning in Schools

This item sought to find out the approaches adopted by schools during their strategic planning process.

#### Table 4.8: Identifying Approaches to Strategic Planning

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>N/A</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Do not know</td>
<td>14</td>
<td>60.9</td>
</tr>
<tr>
<td>PESTLE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SWOT</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

The data shows that 39.1% of the head teacher respondents and 35.7% of the teacher respondents found the item not applicable to them since they had not drawn a strategic plan. PESTLE and SWOT analyses are environmental scanning tools in the strategic planning process. This data therefore shows 100% lack of knowledge on Approaches to strategic planning among the respondents. These findings suggest a need for capacity building of strategic planning process since according to Ali (2010), skills and capacity enhancement are important for an effective planning process.
4.1.3 Activities Undertaken in Strategic Planning

Respondents were asked to list the activities undertaken during strategic planning. The researcher sought to identify the approaches employed in formulating strategic plans from the activities mentioned since respondents may not be able to identify them by name. Each respondent gave multiple responses. The findings were reported in the table 4.9

Table 4.9: Some Activities Undertaken in Strategic Planning

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Formulation of mission and vision</td>
<td>20</td>
<td>86.9</td>
</tr>
<tr>
<td>Sensitizing stakeholders</td>
<td>14</td>
<td>60.9</td>
</tr>
<tr>
<td>SWOT analysis</td>
<td>20</td>
<td>86.9</td>
</tr>
<tr>
<td>PESTLE analysis</td>
<td>16</td>
<td>69.6</td>
</tr>
<tr>
<td>Goal setting</td>
<td>20</td>
<td>86.9</td>
</tr>
<tr>
<td>None</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: SWOT – Strategic, Weakness, Opportunity, Threat
       PESTLE - Political, Economic, Social, Technology, Legal, Environmental.

The data implies that all schools involve their teachers in goal setting, SWOT analysis, data analysis and formulation of mission and vision statement. However, 11.9% of teachers were not involved in any activity. Not involving teachers in the process means that such planning was not consultative enough. Ali (2010) says that for the strategic planning to be effective and sustainable there was need to develop an all-inclusive strategic planning process that allows for positive contribution of every
player. Leaving out teachers puts the whole process at risk of failure due to lack of ownership and goodwill. The activities mentioned alluded to the System Analysis Approach to Strategic Planning.

4.1.4 The following Questions were Answered in the Strategic Planning Process.

Only teachers were to respond to the item which was trying to establish the probable Approaches to strategic planning adopted. The questions in this item were to help the researcher deduce the approach adopted since the respondents may have adopted an approach without having to identify it. The findings were recorded in table 4.10

Table 4.10: Questions answered in the strategic planning process.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Agree Freq</th>
<th>Agree %</th>
<th>Disagree Freq</th>
<th>Disagree %</th>
<th>Don’t know Freq</th>
<th>Don’t know %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What purpose does our school exist to achieve?</td>
<td>15</td>
<td>35.7</td>
<td>21</td>
<td>50</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>2. Who are our schools stakeholders?</td>
<td>17</td>
<td>40.5</td>
<td>20</td>
<td>47.6</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>3. Who are the schools customers?</td>
<td>6</td>
<td>14.3</td>
<td>33</td>
<td>78.6</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>4. What do different customers expect from the school?</td>
<td>2</td>
<td>4.8</td>
<td>34</td>
<td>81</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>5. What objectives are we pursuing to address customer needs?</td>
<td>5</td>
<td>11.9</td>
<td>30</td>
<td>71.4</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>6. What is our current market share?</td>
<td>6</td>
<td>14.3</td>
<td>33</td>
<td>78.6</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>7. What are our strengths and weaknesses?</td>
<td>42</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8. What are our opportunities and threats?</td>
<td>42</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. Who are our competitors?</td>
<td>4</td>
<td>9.5</td>
<td>36</td>
<td>85.7</td>
<td>2</td>
<td>4.8</td>
</tr>
</tbody>
</table>
A significant majority disagreed with questions 1-6 and question 9. This means that Customer Approach was not completely adopted since question dealing with customer needs were answered by very few respondents. Questions 7 and 8 were affirmed by 100% of teacher respondents. This implies that System Analysis was the preferred approach since 100% of the respondents attested to have conducted a SWOT analysis which is central to System Analysis. Other approaches to strategic planning include Customer Approach, the competences and standards Approach, the Learning organization plan and Deming’s 14 points model. From the activities carried out while formulating strategic plans most schools adopted the Goal –Based model on strategic planning. However, the study did not find any evidence showing that lack of knowledge on Approaches to strategic planning hindered the process.

4.2 Influence of School Leadership on the Strategic Planning Process:

The researcher wanted to establish who provides leadership to a school’s strategic planning process.

4.2.1 Necessity for Strategic Plans in Schools

The instrument wanted to find out whether the respondents saw strategic plan as necessary to the school. Their responses were presented in table 4.11

Table 4.11: Recognition of need for a strategic plan

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>19</td>
<td>82.6</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>17.4</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>Do not know</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>
While the majority of the respondents see the strategic plan as a necessity, a significant 26.2% of teachers and 17.4% of head teachers did not think a strategic plan was necessary. Such teachers cannot offer effective leadership to the process since their attitude clearly contradicts Malunga (2007) who stated that recognition of need for strategic planning in an organization was one of the preparation factors that increases the chance of effectiveness in the strategic planning process.

### 4.2.2 Initiating Strategic Planning in Schools

This item sought to find out who spearheads strategic planning in schools. It was only put to head teachers since planning for a school is a function of top management.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.O.G</td>
<td>3</td>
<td>13.1</td>
</tr>
<tr>
<td>P.T.A</td>
<td>3</td>
<td>13.1</td>
</tr>
<tr>
<td>Principal</td>
<td>11</td>
<td>47.8</td>
</tr>
<tr>
<td>All stakeholders</td>
<td>6</td>
<td>26.0</td>
</tr>
</tbody>
</table>

| Total          | 23   | 100  |

The results show that 47.8% of head teachers initiated strategic planning in their schools. This finding agrees with Ali (2010) who identifies top management in an organization as crucial to the planning process to led credible committed leadership and guidance to the process. The finding also affirms that strategic planning is a process that involves all stakeholders in a school. According to Malunga (2007)
involving all stockholders makes the process more effective and increase it chances of being successful.

4.2.3 Providing Leadership in Activities Undertaken in the Process

The instrument also sought to find out who provided leadership in the activities undertaken and the results presented in the table below.

Table 4.13: Providers of leadership in strategic planning Activities

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Principal</td>
<td>21</td>
<td>91.4</td>
</tr>
<tr>
<td>B.O.G.</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Expert</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings suggest that the head teacher plays a central role in the strategic planning process since 91.4% of the head teachers and 71.4% of the teachers said the head teacher provided leadership to the process. This is the case even when an expert had been contracted. Surprisingly, respondents did not think that teacher participation is leadership since they were not cited as providers of leadership. The head teachers explained that teacher input was critical to the process especially in curriculum and instruction areas, through the departmental strategy meetings.
4.2.4 Who Would Curtail the Planning Process if Left Out

The respondents were then asked to say who among the stakeholders would curtail the strategic planning process if left out. The findings were presented in the table 4.1

<table>
<thead>
<tr>
<th>Participants who would curtail the process if left out.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>P.T.A</td>
</tr>
<tr>
<td>B.O.G</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

A significant majority, 60.9% of head teachers and 59.5% of teacher respondents said the principal would curtail the strategic process if left out. The findings also show that teachers rank higher than the B.O.G as suggested by 21.7% of head teachers and 26.2% of the teachers. This agrees with Ali (2010) who states that top management support was of paramount importance to lend credible, committed leadership and guidance to the strategic planning process. Involvement of the head teacher, teachers, B.O.G and P.T.A implies a consultative and collaborative effort which greatly increases its chances of success, as Malunga (2007) points out that presence of a team to manage the process is one of the preparation factors that increases the chances of effectiveness of the process.
4.2.5 The Effect of Leaving Out the Head Teacher Out of the Process

The respondents were also asked to state what would happen if the head teacher was left out of the process and their responses presented in table 4.15 below.

**Table 4.15: Effect of Excluding the Principal from the Process.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>It will collapse</td>
<td>13</td>
<td>56.5</td>
</tr>
<tr>
<td>Will not take off</td>
<td>10</td>
<td>43.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

From the data, 56.5% of head teacher and 61.9% of teacher respondents said that the process would collapse if the principal was left out while 43.5% of head teachers and 38.1% of teachers said the process would not take off. These findings show that the principal has a very pivotal role in guiding the strategic planning process in a school.

4.2.6 The Role Played by the Head Teacher in the Strategic Planning Process.

The respondents were asked to state what they considered as the role of the head teacher in the process. The findings were presented in table 4.16 below.
Table 4.16: The Role Played by the Head Teacher in the Strategic Planning Process.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Leadership and coordination</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Supervision</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Identify school needs</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Enforcing the plan</td>
<td>15</td>
<td>65.2</td>
</tr>
<tr>
<td>Finances</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Clarifying education issues</td>
<td>13</td>
<td>56.5</td>
</tr>
</tbody>
</table>

The respondents agree that dealing with finances in the process is a preserve of the head teacher. Leadership and coordination of the process was said to be exclusively the head teacher’s role by 100% of the head teachers and 95.2% of the teachers. The responses show that other stakeholders participated in all the other activities in the strategic planning process. Ali (2010) observes that for the strategic planning process to be effective and sustainable there is need to develop an all-inclusive strategic planning process that allows for positive contribution of every player, and also engender Top Management support.

The CDE pointed out that B.O.G members from corporate organization and head teachers with post graduate qualifications embraced and spearheaded strategic planning in their schools. Such leaders were said to have the expertise out of experience from management practices in the corporate world where strategic planning is a matter of course, and from training offered in post graduate courses. Conversely, the CDE explained that the majority of head teachers are reluctant to get
involved in the strategic planning process due to their inadequacies in knowledge and
skills necessary for strategic planning.

4.2.7 Statements Regarding Capacity to formulate Strategic Plans in Schools

The item sought to gather some insights on capacity of the head teachers and teachers
to formulate strategic plans. Items are derived from the teachers’ questionnaire and
validated by the head teachers during the interviews.

Table 4.17: Statements regarding capacity to formulate strategic plans.

<table>
<thead>
<tr>
<th>questions</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Strategic planning is part of teacher training</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>I have the skills necessary for strategic planning</td>
<td>6</td>
<td>26.1</td>
</tr>
<tr>
<td>I can only prepare a school strategic plan with the help of an expert</td>
<td>13</td>
<td>56.5</td>
</tr>
<tr>
<td>A strategic plan has no effect on the performance of a school</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>All teachers have opportunities to give inputs to school strategic planning process</td>
<td>3</td>
<td>13.0</td>
</tr>
</tbody>
</table>
The data shows that 91.3% head teachers and 92.9% of teachers said that strategic planning was not part of their teacher training. Also, 56.5% of head teachers and 69.0% of teachers said they would need expert assistance to draw a strategic plan. Malunga (2007) cites contracting and use of consultants as one factor which when present increases the chances of effectiveness in the strategic process. However, lack of knowledge and skills in strategic planning means that formulation of schools’ strategic plans lacks leadership to either effectively spearhead, or shepherd it, to produce plans of acceptable standards. This is confirmed by an observation by the MoE in Education News (May 27 – June 1, 2012) that strategic plans presented by Secondary Schools were below acceptable standards. Teacher training should therefore bridge the gap by introducing strategic planning in their curriculum so as to impart the requisite management skills to graduating teachers. This may also negate the need for schools to hire experts thereby making the process less expensive to the already cash-strapped schools. That a strategic plan has impact on academic performance of a school was affirmed by 60.9% of head teachers and 83.3% of teachers. This agrees with the Master Plan on Education and Training (1997-2010) that in order to enhance quality management in school, it is imperative to have a well qualified and motivated teaching force capable of understanding the needs of the learner and the curriculum, and secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools.

4.3 How Resources Impact on School Strategic Planning Process

The researcher sought to find out the nature of resources necessary for the school strategic planning process and the impact of resources on the process.
4.3.1 Type of Resources Needed For Strategic Planning Process:

The instruments sought to identify the type of resources schools needed to prepare strategic plans for their schools. The responses are presented in table 4.18.

Table 4.18: Type of Resources needed for the strategic planning process

<table>
<thead>
<tr>
<th>Responses</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Finances</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Time</td>
<td>13</td>
<td>56.5</td>
</tr>
<tr>
<td>Human Resource</td>
<td>18</td>
<td>78.3</td>
</tr>
</tbody>
</table>

The respondents identified finances, time and human resource as the resources necessary for the strategic planning process. All respondents, 100% of both head teachers and teachers cited finances as necessary. Human resource was cited as necessary by 90.5% of the teacher respondents and 78.3% of head teachers. This agrees with Republic of Kenya (1998) in the Master Plan on Education and Training (1997-2010) which conceptualized planning in Kenya Secondary Schools in terms of human, curriculum and financial resources.

4.3.2 Money Consuming Activities in Strategic Planning Process.

Only head teachers were asked to respond to this item since teachers are not involved in paying out money in schools. The head teachers gave multiple responses and the findings are presented in the table 4.19 below.
Table 4.19: Money consuming activities in strategic planning.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultative meetings</td>
<td>18</td>
<td>78.3</td>
</tr>
<tr>
<td>Production of documents</td>
<td>6</td>
<td>26.1</td>
</tr>
<tr>
<td>Paying personnel</td>
<td>12</td>
<td>52.2</td>
</tr>
<tr>
<td>Implementation</td>
<td>4</td>
<td>17.4</td>
</tr>
</tbody>
</table>

A majority of respondents, 78.3% cited consultative meetings as most money consuming activities together with paying personnel. Head teachers explained that consultative meetings needed financing, especially for paying the facilitating expert, travelling and subsistence for all participants. The findings implies that formulation of strategic plans in schools is a consultative process as recommended by Ali (2010) who suggests the development of an all-inclusive strategic planning process that allows for positive contribution of every player for it to be effective.

4.3.3 Availability of Necessary Resources

This item sought to find out from the head teachers whether funds for the strategic planning were readily available and their influence on the strategic planning process. The results are presented in table 4.20 below.

Table 4.20: Availability of funds necessary for the strategic planning process

<table>
<thead>
<tr>
<th>Responses</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readily available</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>20</td>
<td>87.0</td>
</tr>
</tbody>
</table>
The data shows that resources (finances) necessary for strategic planning are inadequate. The CDE explained that schools that draw strategic plans factor the cost in their annual budgets, where they budget for items such as stakeholder mobilization and meetings, consultancy and production of documents. According to the CDE, where the funds are not availed the schools do not embark on the process for fear of stalling due to lack of funds. The CDE also observed that due to the inadequacy of skills on strategic planning, the human resource in schools does not readily embrace strategic planning. Similarly, unavailability of some stakeholders, like B.O.G members, for the various activities was also cited as a bottleneck to strategic planning, making time as a resource to be adjudged by respondents as inadequate.

4.3.4 Reasons for Funding the Strategic Planning Process

The interview schedule sought from head teachers how funds influenced the strategic planning process in a school. The head teachers gave reasons why funds must be availed.

**Table 4.21: Reasons for funding the strategic planning process**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessary for production of document</td>
<td>14</td>
<td>60.9</td>
</tr>
<tr>
<td>Lack of funds would curtail planning activities</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>To fund implementation</td>
<td>5</td>
<td>21.7</td>
</tr>
</tbody>
</table>
According to 100% of respondents, lack of funds would curtail the planning activities while 60.9% of respondents said funds were necessary for production of the Strategic Plan document. Table 4.6 shows that 21.7% of head teachers had cited lack of funds as one of the reasons for not having a strategic plan for their schools. This confirms what Malunga (2007) and Ali (2010) points out that strategic planning must be adequately funded for it to be successful and effective.
CHAPTER FIVE
SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter analyses the summary of the major findings, conclusion and recommendations of this research. The purpose of the study was to determine the challenges that impact on the strategic planning process in public secondary schools in Kirinyaga County, Kenya.

4.2 Summary of the Major Findings

The study sought opinions from two groups of stakeholders; teachers and head teachers in the sample schools. The findings showed that 67.7% of the respondents were male and the remaining 32.2% were female. Out of the respondents interviewed 16.9% have acquired a Master degree, 73.8% a Bachelor of Education, 7.7% Diploma and only 1.5% are Post graduate diploma.

These statistics show that the respondents were well trained and ought to have a good grasp of educational matters such as governing policies and school management. There are various factors that play a role in hindering the success of school strategic planning process. Based on the data obtained from this project, the following are the major findings guided by the objectives of the study.

5.2.1 To Determine the Influence of Policy Framework on the Strategic Planning Process in Public Secondary Schools.

According to the study findings, it is clear that school strategic planning lacks policy guide lines from the government. Policy gives direction, is a framework for plans, a basis for operational plans and affects all areas of managing. Table 4.4 indicates that
82.6% of head teachers and 90.5% of teacher respondents were not aware of any policy document on strategic planning. Table 4.6 shows that 30.4% of the head teacher respondents suggested that there should be a government policy making strategic planning in schools compulsory.

5.2.2 To Establish the Approaches Employed in Strategic Planning in Public Secondary Schools.

From the study, the respondents could not identify any approach to strategic planning by name. As indicated in table 4.7, 73.9% of the head teacher and 92.9% of the teacher respondents do not know of any approach employed in strategic planning process. However, respondents alluded to System Analysis as the approach of choice going by the activities they were involved in. Table 4.9 identifies such activities as: formulation of vision and mission, SWOT and PESTLE analyses, goal setting among others, which are central to System Analysis.

5.2.3 To Find Out the Influence of School Leadership on Strategic Planning Process in Public Secondary Schools in Kirinyaga County.

According to the study, school leadership has been cited as a necessary component for strategic planning process. The study identified the head teacher, the BOG, teachers and PTA as those who provide leadership in the school strategic planning process. However, school leadership has also been indicated as one of the major challenges in the process. The study shows that leaders lack training and expertise on strategic planning hence will only engage in strategic planning with the aid of an external expert, and therefore cannot offer effective leadership. Lack of policy guidelines also curtailed leadership. Some head teachers could not engage in strategic planning since
it was not a requirement from either the MoE or the B.O.G and suggested that strategic planning should be made compulsory.

The study also shows that the head teacher is critical in providing leadership to the process. For instance in table 4.15, 43.5% of the respondents said that if the head teacher is left out in the process then the strategic plan will not take off while 56.5% said the process will collapse due to lack of good will and ownership. In table 4.11, a significant 26.2% of teacher and 17.4% of head teacher respondents did not think strategic planning was necessary for schools. Such teachers cannot offer effective leadership to strategic planning process, since recognition of need for strategic planning in an organization was one of the preparation factors which if present increases the chances of effectiveness of the strategic planning process.

5.2.4 To Determine how Resources Impact on the Strategic Planning Process in Public Secondary Schools.

According to the study, resources are key to successful strategic planning. As indicated in table 4.18, resources necessary in school strategic planning are finances, time and stakeholders or human resource. Funds were found to be necessary in the strategic planning exercise as indicated in table 4.21 to finance various activities like stakeholder meetings, producing the final document, paying personnel and implementation. In table 4.19, 52.2% of the respondents said that paying the personnel, mainly the expert was a money consuming activity. The study also revealed that the human resource represented by the head teacher, teachers, B.O.G and P.T.A was quite essential in providing leadership and expertise to the strategic planning process. Equally, all stakeholders give their time to the process at the
expense of their other commitments. However, human resource was not effectively used since some teachers in some schools as shown in table 4.9 indicated that they were not involved in the strategic planning process. Strategic planning is a consultative process which also requires a team to manage it. Leaving out teachers from the process means that the management team was not complete, hence ineffective.

5.3 Conclusion

From the findings the following conclusions were made:

Most public secondary schools in Kirinyaga County do not prepare strategic plans. Strategic planning in public secondary schools is not guided by any explicit policy guideline from the government. The MoE needs to draw and disseminate policy guidelines on formulation of strategic plans in Public Secondary schools for it to be embraced as a management tool.

There was complete lack of knowledge among teachers and head teachers on approaches employed in the strategic planning process. Most schools adopted the Systems Analysis approach to strategic planning as was inferred from the activities carried out. It is therefore imperative that teacher training should include strategic management in the curriculum so that graduating teachers should have the requisite skills and knowledge necessary for strategic planning.

Leadership in school strategic planning was provided by various stakeholders. The head teacher was found to be the most influential leader in the strategic planning process. Most head teachers in public secondary schools lack skills and knowledge on strategic planning and hence cannot offer effective leadership to the process. Other leaders in the process were teachers who suffered the same shortcoming. To improve
leadership in the strategic planning process, the stakeholders should be empowered through training and in-servicing.

The success of the strategic planning process in public secondary schools was found to depend on the availability of resources in adequate quantities and in a timely manner. Finances are critical to the process since several activities in strategic planning can only be successful if they are funded. The human resource was as important as the finances to the process. The human resources represented by head teacher, teachers, B.O.G and P.T.A needs to be properly trained so as to be effective to the strategic planning process in public secondary schools.

5.4 Recommendations

Based on the study findings, the education system should consider, though not be limited to, the following recommendations to ensure successful strategic planning and implementation in public secondary schools.

i. There is need to draw, review and harmonize policies on school strategic planning. The study found no existing policy explicitly requiring schools to draw strategic plans. The Ministry of Education should provide a policy framework making it compulsory for schools to have a strategic plan and also have a mechanism in place to ensure that schools comply. The policy should also be disseminated to teacher Trainers to include strategic planning in their curricula to ensure that graduating teachers have the requisite skills and attitudes to strategic planning. Such a framework would enhance school management by the head teachers and B.O.Gs leading to effectiveness and efficiency in pursuit of institutional goals.
ii. Teacher training institutions should include strategic planning into their curriculum so that all cadres of teachers will be empowered with skills and knowledge as they enter the teaching profession.

This would make them aware of the strategic planning Approaches so that they can choose the approaches that are most appropriate for their individual schools. In-service training should be organized by the MoE for the members of the B.O.Gs and P.T.As to build their capacity so that they too would effectively participate and contribute to school strategic planning. Such capacity building and empowerment would also guarantee uniformity and high standards of strategic plan documents produced by schools.

iii. The MoE should empower the head teacher, the B.O.G, the P.T.A and teachers to provide effective leadership to the process by equipping them with requisite knowledge and skills through in-serve training. Further, training of teachers at all levels should include strategic planning in the curricula so that the teachers entering the service have the right attitude, skills and competences in strategic management.

iv. The human resource represented by the head teacher, teachers, B.O.G and P.T.A should be developed through training and in-servicing facilitated by the MoE, to acquire skills and knowledge that would enable them to be effective in the strategic planning process. Finances should be availed to the schools as a vote head in the Free Secondary Education (FSE) funds. The levying or disbursement of such funds should be timely and adequate for effective planning and implementation of strategies.
5.5 Suggestions For Further Study

The study did not concern itself with the implementation of the formulated strategic plans. The researcher suggested that a study be conducted to examine factors that influence implementation of strategic plans in public Secondary Schools.
REFERENCES


Padhi, N. (2004). The Eight Elements of TQM, six sigma
Retrieved on March 20, 2010 from
http://www.isixsigma.com/me/tqm.

Michigan State University EAD845, April 30, 2004 Edited June 14, 2007


APPENDIX A

INTERVIEW SCHEDULE FOR HEAD TEACHERS ON FORMULATION OF STRATEGIC PLANS IN SECONDARY SCHOOLS

Introduction

This questionnaire seeks information on the challenges of Strategic Planning in Secondary Schools. All the information you give will be treated in strict confidence and for academic purposes only. Kindly respond to all items in the questionnaire.

Part A: Demographic Information

Kindly tick in the box as appropriate

1. Your gender: Male ☐ Female ☐

2. Your professional qualification
   ☐ Diploma in Education
   ☐ Post-graduate Diploma in Education
   ☐ Bachelor of Education
   ☐ Master of Education
   Others (specify) ___________________________

3. Number of years served as a head-teacher in the current school
   ☐ Up to 3 years
   ☐ 4 to 6 years
   ☐ 7 to 9 years
   ☐ Over 10 years

Type of school
   ☐ Boys Boarding
   ☐ Girls Boarding
   ☐ Mixed day
4. Number of streams
   - Single
   - Double
   - Triple
   - Other

5. Number of teaching staff
   Under TSC _____________________ under BOG ________________

**Part B: Policy Framework Influencing School Strategic Planning Process**

6. Does your school have a strategic plan?

7. If the answer in 1 above is No, why doesn’t the school have a strategic

8. If yes in 1 above why did you draw a school strategic plan?

9. In your view what should be done to ensure that all school prepare strategic plans?

10. Are you aware of any government guidelines on whether schools should draw strategic plans?

11. What policy document are you aware of that guides strategic in schools?

**Part C: Approaches Employed in School Strategic Planning**

12. Are you aware of the strategic planning approaches?
13. Which approach to strategic planning did you adopt for your school?

14. What are the main activities you undertook in the strategic planning process?

15. Who did your strategic planning process consider as the main beneficiary of the strategic plan?

16. How does the school curriculum influence the strategic planning process?

**Part D: Influence of School Leadership on the Strategic Planning Process:**

17. Whose responsibility is it to draw the school strategic plan?

18. Who initiated the school strategic planning process?

19. Among the school stakeholders, who directly participated in the strategic planning process?

20. In the various activities carried out who provides the leadership?

21. Who among those providing leadership would curtail the strategic planning process if left out of the process.

22. What is the role of the head teacher in the strategic planning process?
23. What would be the effect on the strategic planning process if the head teacher is not directly involved?

**Part: E How Resource Impact on School Strategic Planning Process**

24. What type of resources does a school need for a strategic planning process?

25. Are the necessary resources for strategic planning readily available?

26. In your view how does availability of funds influence strategic planning in a school?

27. Can the school stakeholders successfully draw a strategic plan without any financial implications to the school?

28. What are some of the activities in the strategic planning process that are money consuming?

29. Are there personal resources that individuals involved in the strategic planning process commit to the process?
APPENDIX B

TEACHERS QUESTIONNAIRE ON FORMULATION OF STRATEGIC PLANS IN SECONDARY SCHOOLS

Introduction

The questionnaire seeks information on the challenges of strategic planning in secondary schools. All the information you give will be treated in strict confidence and for academic purposes only. Please respond to all items in the questionnaire.

Part A: Demographic Information

Put a tick in the box against the statement that relates to your situation.

1. Your gender

☐ Male  ☐ Female

2. Your professional qualification

☐ Diploma in Education

☐ Post-graduate Diploma in Education

☐ Bachelor of Education

☐ Master of Education

Others (specify) _____________________________

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

☐ Up to 3 years

☐ 4 to 6 years

☐ 7 to 9 years

☐ Over 10 years
Part B: Policy Framework Influencing the School Strategic Planning Process

4. Have you ever been involved in preparing a strategic plan for your school?
   - Yes ☐
   - No ☐

   If the answer is no above why haven’t you been involve.
   - i)
   - ii)
   - iii)

Below are some statements about strategic planning in secondary schools. Kindly tick (✓) in the box as appropriate to your situation.

5. The school should always prepare a strategic plan since it is an essential management tool.
   - Agree ☐
   - Disagree ☐
   - Don’t know ☐

6. It is a requirement of the Ministry of Education that all school must prepare strategic plans.
   - Agree ☐
   - Disagree ☐
   - Don’t know ☐

7. The school B.O.G demands the preparation of a school strategic plan.
   - Agree ☐
   - Disagree ☐
   - Don’t know ☐

8. I am not aware of any policy guiding strategic planning in schools.
   - Agree ☐
   - Disagree ☐
   - Don’t know ☐

9. School strategic planning is hindered by some guidelines given by
   - a. Ministry of Education ☐
   - b. Board of Governors ☐

10. Do you know of any document that directs schools to prepare strategic plans?
    - ☐
    - ☐
Yes  No

If yes in 7 above, name any

(i)

(ii)

(iii)

Part C: Approaches Employed in School Strategic Planning

11. In the process of strategic planning teachers are involved in the following strategic planning functions.

Agree  Disagree  Don’t know

<table>
<thead>
<tr>
<th>Function</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWOT analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic positioning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental scanning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Our school strategic plan was based on curriculum offered in the school.

Agree  Disagree  don’t know

13. In the strategic planning process, the following questions are answered.

i. What purpose does our school exist to achieve?

ii. Who are our school’s stakeholders?

iii. Who are the school’s customers?

iv. What do different customers expect from the school?
v. What objectives are we pursuing to address customer needs?

vi. What is our current market share?

vii. What are our strengths and weaknesses?

viii. What are our opportunities and threats?

ix. Who are our competitors?

14. a) Are you aware of any approaches to strategic planning?
   Yes ☐ No ☐
   b) If Yes name any
      (i)
      (ii)
      (iii)

15. What approach did you adopt for your school?

16. What are the main activities teachers are involved in during the strategic process?
   (i)
   (ii)
   (iii)
   (iv)
Part D: Influence of Leadership on the Strategic Planning Process

17. Is it necessary for your school to have a strategic plan?
   Yes ☐   No ☐   Don’t know ☐

18. Does your school have a strategic plan?
   Yes ☐   No ☐   Don’t know ☐

19. If the answer is no in 2 above, what are the reasons for not having a strategic plan?
   (i) ☐
   (ii) ☐
   (iii) ☐

Below are some statements regarding strategic planning in secondary schools.

Please tick (✓) as appropriate to your situation.

20. Strategic planning is part of teacher training.
   Yes ☐   No ☐   Don’t know ☐

21. I have the skills necessary for school strategic planning.
   Yes ☐   No ☐   Don’t know ☐

22. I can only prepare a school strategic plan with the help of an expert.
   Yes ☐   No ☐   Don’t know ☐

23. A strategic plan has no effect on the academic performance of the school.
   Yes ☐   No ☐   Don’t know ☐

24. All teachers have opportunities to give inputs to the school strategic planning process.
   Agree ☐   Disagree ☐   Don’t know ☐

25. The school strategic planning process will only be successful if the following stakeholders are involved:
(a) In the strategic planning process are there activities that can only be handled by the Head teacher.

Yes  [ ]  No  [ ]  Don’t know  [ ]

(b) If yes in (a) above, state some of them

(i)

(ii)

(iii)

26. In school strategic planning who provides leadership in the activities undertaken.

(i)

(ii)

(iii)

Part E: Impact of Resources on School Strategic Planning Process.

For the statements below on strategic planning, kindly tick (✓) as applies to your situation.

27. The following resources are essential for a school strategic planning process.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Time</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
28. School strategic planning can only be done with guidance from an expert.
   Yes ☐ No ☐ Don’t know ☐

29. Paying for guidance from experts on school strategic planning is expensive.
   Yes ☐ No ☐ Don’t know ☐

30. Strategic planning process is a time consuming process.
   Yes ☐ No ☐ Don’t know ☐

31. The members of the B.O.G are not available for the strategic planning activities.
   Agree ☐ Disagree ☐ Don’t know ☐

32. If a B.O.G member was absent for strategic planning activities what reasons do they give?
   (i)
   (ii)
   (iii)
APPENDIX C

INTERVIEW SCHEDULE FOR THE COUNTY DIRECTOR OF EDUCATION

This interview schedule seeks information on the challenges of strategic planning in Public Secondary schools. All the information you give will be treated with confidentiality and for academic purposes only.

Policy Framework Influencing School Strategic Planning Process

1. What is the policy on school strategic planning?

2. How many schools in the County have prepared a school?

3. What challenges do schools face in the strategic planning process?

4. What are the intervention measures in place to ensure schools draw strategic plans?

5. What is the influence of school leadership on the strategic planning process?