CHALLENGES IN IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN WEBUYE CONSTITUENCY, BUNGOMA COUNTY, KENYA

BY

KITONGA EILAN USAJI
E55/10563/06

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SEPTEMBER, 2012
DECLARATION

This is my original work and has not been submitted for any other study in any other university.

Sign:……………………………………..Date:…………………………………

KITONGA EILAN USAJI
E55/10563/06

This thesis has been submitted for examinations with our approval as university supervisors.

Sign:……………………………………..Date:…………………………………

DR. OGETA NORBERT
LECTURER
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University.

Sign:……………………………………..Date:…………………………………

MR. GATIMU KIRANGA
LECTURER
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University.
DEDICATION

I dedicate this thesis to my husband and best friend, Johnson, our children, Philip, Gladys and Steven, and to my mother, Gladys Adika. They encourage me, believe in me, challenge me and pray for me.
ACKNOWLEDGEMENTS

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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
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<tr>
<td>HIV &amp; AIDS</td>
<td>Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>ICT</td>
<td>Information Communication and Technology</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>PTA</td>
<td>Parents’ Teachers Association</td>
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<td>SAPs</td>
<td>Structural Adjustment Programs</td>
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<td>SSIC</td>
<td>Secondary School Infrastructure Committee</td>
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<td>SSP</td>
<td>School Strategic Plan</td>
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ABSTRACT

Strategic plans are considered to be very important in the management and success of organizations. While institutions prepare strategic plans to chart the course of the direction they will take, secondary schools have been faced with the challenges in the implementation of their strategies thus affecting the quality of education. The purpose of this study was to determine the challenges in implementing strategic plans in public secondary schools in Webuye Constituency. The study was guided by the following specific objectives: investigate the proportion of public secondary schools that have formulated and are utilizing strategic plans, to establish factors that have influenced the successful implementation of school strategic plan, to investigate the weaknesses and threats affecting implementation of school strategic plan and to determine the measures that can be taken to ensure effective implementation of secondary school strategic plans. Fayol’s theory of business administration was used in the study. Descriptive survey design was used for the study. The target population for the study was the 44 public secondary schools in Webuye Constituency of Bungoma County. Stratified random sampling was used to sample 12 public secondary schools, 12 principals, 24 BOG members, 12 teachers on PTA/SSIC and 2 AEOs. A total of 50 respondents participated in the study giving a response rate of 100 percent. Data was collected through observation checklist, questionnaires and interview schedules. The instruments’ validity was tested using supervisors opinion while Spearman’s correlation coefficient was used to test on the reliability of the instruments where the instruments were considered reliable. The data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, means and standard deviations were used to analyze the data. The analyzed data was presented in the form of frequency tables, bar graphs and pie chart. The study revealed the following: first, 92 percent of the schools studied had formulated and were utilizing their strategic plans. Secondly, the factors influencing the successful implementation of strategic plans in schools include: the availability of trained staff, availability of finance, teacher motivation and leadership styles influenced the success of the implementation of strategic plan in schools to a large extent (mean score between 1.0 to 2.0). Thirdly, the major weaknesses and threats to the implementation of strategic plans in schools included: political influence, fees defaulting, frequent teacher transfers, economic recession and government red tapes and bureaucracy (mean score ranging between 1.1 to 2.0). The study concluded that most of secondary schools in Webuye constituency had formulated and were implementing the strategic plans; that the factors influencing the success for the implementation of strategic plans in schools included: availability of trained staff, availability of finance, teacher motivation and leadership styles and that challenges facing the implementation of strategic plans in schools include: political influence, fees defaulting, frequent teacher transfers, economic recession and government red tapes and bureaucracy. The study recommended that Ministry of Education should ensure effective monitoring of the development and implementation of strategic plans in secondary schools from their district offices. This will ensure that all schools develop and implement strategic plans thus improving the management and performance of the schools. The study finally recommended that another study be done specifically on the effectiveness of strategic plan in providing quality education in Secondary schools in other counties in Kenya.
CHAPTER ONE
INTRODUCTION

This chapter presents the body of the thesis. It outlines the background of the study, statement of the problem, purpose of the study, objectives of the study, delimitations, assumptions of the study, theoretical framework, conceptual framework and definition of terms.

1.1 Background to the study

The rapidly changing Technology, Economic, Political and Social trends have created a need for institutions to re-align their objectives and set mandate for their nations to achieve faster development. The new political dispensation requires institutions to re-assess their competitiveness of the service delivery and products, in order for the country to attain a middle level industrialization status. The recognition of knowledge based economy becomes a key mandate, and hence the need to impact appropriate skills to the citizen (Multimedia University, 2007).

According to Ministry of Education (2007), Education is widely recognized as key to national development. An increase in access and quality of education, relative to the national population is critical to social-economic growth and productivity; increase individual earning and subsequently reduced income inequalities and reduction in poverty. It also contributes significantly to health; enhance democracy, good governance and effective leadership. Since the attainment of political independence in 1963, the government of Kenya has placed emphasis on the role of education in social-economic and political development. As a result, it has considerably expanded access through opening of more schools. This expansion has not been without major challenges, one of which is quality.
The EFA 2000 Assessment Report for Kenya indicates that although education has been a concern for the government and other development actors, Kenya is yet to achieve EFA goals given the increasing level of poverty, continued implementation of SAPs and servicing of both domestic and international debts. The poor, who contribute 60 percent of the population, continue to miss out on education, not withstanding the quality (OOA Achieved News, 2008).

In searching for the means to achieve improvement, government and educators have looked to the quality techniques developed in business and industry to provide suitable tool. Thus strategic planning has been embraced to reverse this situation of deteriorating quality in education.

A strategic plan is a document developed to give a school focus and directions as it prepares for the future by continuously adjusting its academic direction. In response to a changing academic landscape, successful planning effort produce many benefits some of which Bryson (2000) identifies as: first, the promotion of strategic thought and action is based upon data gathered about the institution; 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; and lastly, improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works towards resolution of the issues facing it.
Strategic planning helps organization to clarify future direction, to establish priorities, to diversify its products or services and to deal effectively with rapidly changing circumstances.

In this era of globalization when the world has undergone many rapid changes of all fields, the environment in which organizations operate is no longer stable and predictable. Strategic planning then can provide an operational framework allowing organizations to lead changes and gain their competitive edge (Schraeder, 2002). This research study attempts to investigate how public secondary schools in Webuye Constituency have adopted strategic planning to cope with changes; what factors have helped them make any achievement; what challenges have they encountered that have affected the effective implementation of the SSPs.

According to MOE (1999), one factor that stands out as a key determinant in achieving quality education is school planning effectiveness. Strategic planning is a line of action designed by the school to achieve desired targets within a scale using available resources. Strategic planning has been used in schools in developed countries leading to school improvement and advancement in education. In USA, strategic planning follows a four step process for planning in a school wide program: conducting a comprehensive needs assessment; managing the inquiry process, designing the school wide program; and evaluating the program (Cook, 1995). In Europe, there have been major strides made in school development. However, according to Deal (2008), the education sector is still faced with major challenges that have to be addressed such as interplay between planning education and practice in terms of the experiences of researchers, teachers, professionals and consultants;
learning skills and attitudes in planning education and problem solving; role of new
technologies in planning education (E-learning, E-tools, E-Networking; place of
ethics in planning education, planning education programmes in a selected number of
European Union countries and the utility of teaching learning resources. Oyedepo
(2000), points out that Japan was able to make a drastic transformation and
reformation through strategic planning and strategic implementation of its educational
sector. It is in view of this that this research study has been provoked, to find out the
extent to which implementation of SSP has helped in creating quality environment for
quality education in Webuye Constituency of Bungoma County, Western Kenya.

Adanusa (2006) highlights that education for change in developing countries, has
never been more critical today. There are the perennial issues of relevance,
inadequacy of resources, increase in enrolment and demand for access. African
education is confronted with the challenge of the knowledge revolution and
globalization phenomena fueled by rapid advances in knowledge. School education
must receive the most urgent and thoughtful attention from government and all who
support sustainable development. The challenges in secondary education as realized
in Ghana include under funding of basic academic education and research
infrastructure, and satisfactory terms and conditions of service for staff and persistent
brain drain, increase in operational cost per student, increase in secondary education
becoming basic therefore increased enrolment. The need to improve academic
infrastructure in all institutions initially designed for a specific number, now they are
overstretched leading to poor conditions of services. For school to remain relevant
and effectively achieve their raison-d’être in the changing global and national
environment, there is an urgent need to rethink their roles, responsibility and
structure. Adanusa, recommends the need for strategic planning to create the framework for determining the direction that addresses the lingering challenges of schools. This enables the management to consider critical issues and focus efforts on what will make the organization successful.

Butcher (2007) adds that, African Education lags behind. Natural and human made disasters and conflicts have placed extreme pressure on education systems, many of which are built on weak physical and institutional bases. He further explains, many African countries have been victims of austere structural adjustment programs, which have led to cuts in educational expenditure. This situation has given rise to the need for educational institutions to develop strategic plans to allocate the scarce resources effectively and achieve quality education. The school strategic plans attempt to promote school development in the following ways: by assessing the current state of the school strategic plans and providing information about it; by increasing the overall rate of development; by carrying out special types of programs designed to break bottlenecks in planning process. Hilferty (2007) simply puts it that if you want your business to prosper, then strategic planning is necessary. Strategic planning determines where your organization is going over the next year or more, how you will get there and how you will know if it is on track or not. Collins and Nicols (2007), looking at the school strategic planning say that, the worst thing is spending all the time to develop the strategic plan and then ignoring it or finding it is unworkable. Lawrence (2001) adds that very few countries have committed themselves to the discipline necessary for implementing an integrated school development program. It is in the view of these that the researcher endeavours to investigate the challenges public secondary schools face in implementing their strategic plans.
Bloch (2007) in his case study of South African education points out that in recent

times, emphasis in education has moved from expansion and policies to quality

education, which according to UNESCO-Global Monitoring Report (2007), should

have three core principles: relevance, greater equity and access  and observance of

individual rights. These principles have not been achieved because of factors such as
electric power, rural status, gender issues and poor infrastructure. Education planners

have been confronted with pressures and influences of globalization, unemployment,

low levels of economic growth, cultures and attitudes, and status of students in terms

of social and economic background. Implementation of changes in education has

faced various hurdles: first, the education system in the apartheid era which had
differentials in education expenditure on children from different social groups.

Consequently, there is a legacy of inequality in the society in getting access to

education opportunities by various groups. Secondly, culture of opposition and school

boycott led to a tradition of education struggles and building of alternatives. Thirdly,
the transition in 1990s saw the political and technological changes and the demand for
high level skills and occupations. A challenge is posed on formulating and

implementing strategies in education that bring about equity and sustainable

development and which are sustainable. Kenya’s education system is still evolving in

trying to provide relevant quality education.

Mwangi (2005), ascerts that there are similar challenges that Kenya faces like Ghana

and South Africa, though in a different form, that tend to impede implementation of

SSPs. This research study will endeavour to investigate the weaknesses and threats
hindering the development of quality learning environment through strategic
planning, in Webuye Constituency? What strategies can be put into place so that SSPs
are effectively implemented and quality secondary education realized to counter these weaknesses? This is what this research study will endeavour to investigate and recommend the appropriate measures that can be taken.

From UNICEF-State of the world’s children report, April 2002: providing all children with access to schooling was the primary focus of the early drive towards EFA following the world conference on EFA in Jomtein, Thailand in 1990. However, ensuring access alone is not enough. The quality of education is also a significant issue. Lessons stand out since 1990: first, access to education of poor quality is tantamount to no access at all; secondly, the quality of education children receive is critical to genuine learning and human development; thirdly, quality is influenced by what goes on in the classroom and beyond; and lastly, education for all cannot be achieved while gender discrimination, the largest obstacle to educational achievement persists. The report further highlights the importance of quality education by developing quality learning environment. It must be gender sensitive, healthy, safe for learners, protective of them and successful in helping them to learn. Families and communities should play a central role in ensuring such environment. A quality learning environment include adequate facilities - a school building; if possible, where girls and boys have equal access to physical exercise; adequate hygiene and sanitation facilities; clean water and health services; a reasonable class size so that teachers can teach all children; and school policies that promote physical and mental health. The learning environment should be safe and secure for all children. A quality learning environment is a place where children are free to learn; where they have learning resources and where children are excited about and proud of learning. These provided
the check-list parameters for the quality learning environment that have been or are being developed in secondary school strategic plans within Webuye Constituency.

The educational sector has begun to recognize that planning is necessary to maintain its responsiveness to the rapidly changing environment (Nasseh, 2007). Thus, in 2005, MOE developed Kenya Educational Sector for Strategic Plan (KESSP) with the motto: Delivery Quality Education and Training to All Kenyans. This is in effort to ensure implementation of strategic plans in key educational areas that will promote efficiency and quality education. According to Ngware, Wamukuru and Odebero (2006), schools have made some considerable progress in improving performance at completing school program within the required timescales. However, in 2004-2005, only 53 percent of programmes were completed on time. Issues that challenge school planning strategies include; first, uniformly building the confidence of parents and other stakeholders in school strategic plans; secondly, continuing to develop high quality, effective programs to address school issues, both to build capacity within schools and to ensure provision for pupils who require alternative arrangements; thirdly, embedding the use of data and strategic approaches to the arrangement at provision of resources in all schools; and lastly implementing and embedding new funding arrangements for school.

In March 2007, MOE launched a five year strategic plan that seeks to improve quality of education provided to Kenyans, as well as address equity and gender imbalance, improve the learning environment and consequently improve the human capital for Kenya’s economy. It is claimed that Kenyan leaders are excellent in paper planning. Consultants and experts are often hired to assist in the process of strategic planning.
Colourful and ambitious strategic plans are made. The major hurdle is implementing the SSPs. What happens after the production of SSPs explains the extreme variation in levels of school development and even academic performance (Steven, 2008). This research study aimed at investigating the weaknesses and threats affecting the implementation of SSPs and come up with measures that will help in ensuring SSPs are implemented.

Webuye Constituency has a high participation rate in education: Of 4398 KCPE candidates in 2007, 3563 were selected to join form one, thus a transition rate of 72.7 percent; form four candidature in 2008 was 4898, 5183 in 2009 and 5312 in 2010 (Bungoma East District, Education Day Report, 2009); this reflects a gradual increase. It has 44 public secondary schools, which have a large disparity in infrastructural development and academic performance. Some schools seem to make recognizable progress while others seem to be struggling, for example, from the 2008 Bungoma East District (now Webuye Constituency), KCSE analysis, the best mean score was 9.644 by Lugulu Girls’ High with a candidature of 281, while the lowest mean score in 2008 was 2.5 by Lugusi Secondary School with a candidature of 20. This is an indicator on the difference in the quality of education offered in the two schools. Okumbe (2001) postulates that quality refers to the degree of achievement in secondary education evidenced in performance of KCSE; transition (that is proportion gaining entry into university; other tertiary training institutes, world of work and employment) and retention (that is, number completing secondary school). This study seeks to find out why this scenario in the event where KESSP through KESI has undertaken to in-service educational administrators and managerial personnel on auspices of the MOE in order to enhance and facilitate the effective and efficient
implementation of all educational plans, programs and policies (KESI, 1999). What are the challenges in the implementation of secondary school strategic plan? What measures can be taken to ensure that the strategic plan is implemented so that quality learning environment is created and hence quality secondary education provided? Strategic Plans should not merely be documents that gather dust on shelves!

1.2 Statement of the problem

Strategic planning implementation is the heart of how to make change of any kind to happen in your organization (Heathfield, 2011). She further cites what Steven Covey says that, all things are created twice: there is a mental or first creation, and a physical or second creation of all things. Albrecht, (1994) postulates that implementing a strategic plan can be a bigger challenge than developing one in the first place. It is in implementation of school strategic plan that quality learning environment can be developed in the schools.

What are the challenges in implementing the secondary school strategic plan in public secondary schools in Webuye Constituency, Bungoma County, Kenya? What measures, can be taken to ensure effective implementation of the secondary school strategic plans?

1.3 Purpose of the study

The purpose of this study was to determine the challenges in implementing strategic plans in public secondary schools in Webuye Constituency.

The study also came up with recommendations that may assist secondary school management and their development partners ensure effective implementation of the strategic plans.
1.4 Objectives of the study

In order to fulfill the intended purpose, the study aimed at achieving the following objectives:

(a) To investigate the proportion of public secondary schools that have formulated and are utilizing strategic plans.

(b) To establish the factors that have influenced the successful implementation of school strategic plan in Webuye Constituency.

(c) To investigate the weaknesses and threats in implementing school strategic plan in Webuye Constituency.

(d) To determine the measures that can be taken to ensure effective implementation of secondary school strategic plans.

1.5 Research Questions

The following research questions guided the study;

(a) What proportion of public schools have formulated and are utilizing strategic plans?

(b) What are the factors have influenced successful implementation of strategic plans?

(c) What are the weaknesses and threats that inhibit successful implementation of school strategic plans?

(d) What strategies should be adopted to ensure effective implementation of the secondary school strategic plans?
1.6 Significance of the study

(a) To provide the policy makers with insight on the challenges affecting implementation of strategic plans.

(b) To provide principals and those aspiring to be principals with knowledge of the major challenges affecting implementation of strategic plans.

(c) To provide workable solutions to the challenges in implementing secondary school strategic plans.

(d) To add to the body of knowledge on secondary school strategic planning and strategic implementation, and provoke further research since it is an ongoing venture.

1.7 Limitations of the study

(a) The study was limited to one constituency in Western Kenya. For a more conclusive result, all constituencies should have been represented. However, this was not possible due to time factor and financial constraints.

(b) Literature on strategic planning in Kenyan secondary schools is lacking as formulation and implementation of strategic plans is a recent trend in Kenya.

(c) The study confined itself to public secondary schools not primary. The quality of secondary education has an influence on careers pursued, hence the type and quality of human capital that is crucial for national development.

(d) Private secondary schools will not be considered because their growth and progress depends on proprietor(s) personal interest and inputs.
1.8 Delimitations

(a) The BOG members serving second term were interviewed because of their experience in preparing and implementing SSPs.

(b) There are many aspects of administrative processes affecting school efficiency, but the researcher confined the study to the planning process because of the crucial role it plays in improving quality education.

1.9 Assumptions of the study

The study was guided by the following basic assumptions:

(a) All participating headteachers had clear MOE guidelines on strategic planning and have attended KESI Courses.

(b) All schools had strategic plans which were operational.

(c) All headteachers had identified MOE vision and mission, alongside with MDGs.

(d) All selected secondary schools had basic infrastructure to be centers to offer secondary education.

1.10 Theoretical Framework

This study is guided by a general theory of business administration developed by Fayol Henri in 1916. He proposed that there were five primary functions of management: forecasting and planning, organizing, commanding, coordinating and controlling. He saw forecasting and planning as looking to the future and drawing up a plan. Organizing was seen as the structural term, and coordinating was described as ‘maintaining activity among the personnel’. Coordinating was seen as essentially a unifying activity. Controlling meant ensuring that things happen in accordance with established policies and practice. These management functions have been developed
to form the basis of modern management theorists such as Urwick, Mitzberg and Porter, who have taken a strategy perspective (Cole, 1996).

Urwick integrated the ideas of Fayol into a comprehensive theory of management administration. He explained the management process as: planning, organizing, leading and controlling, shown in the diagram below:

**Figure 1: Management Process**

The processes are interrelated and independent. Planning encompasses defining the organization’s goals, establishing an overall strategy for achieving those goals and developing a comprehensive hierarchy to plans to integrate and coordinate activities. Setting goals keeps the work to be done in its proper focus and help organizational
members keep their attention on what is important. Organizing is deciding who reports to whom and where decisions are to be made. Leading involves directing activities of others, selecting the most effective communication channel. Controlling is where the organization’s performance must be monitored. The actual performance must be compared with the previously set goals. If there are any significant deviations, they are brought back on track.

Mitzberg (1983) explains that planning is a key aspect of management process. Basically, it is a decision-making process by which an organization decides what it wants to achieve, how it intends to achieve it and in what manner. It is an activity that begins by considering or re-defining, the aim and objectives of the organizations and their sub-units to make a thorough assessment of their external environment and their internal structure, processes and resources. Part of the planning process is concerned in which the plan will be carried out i.e. conduct or implementation. This aspect of planning has received prominence in the recent years as organization strives towards meeting objectives associated with concepts such as ‘total quality’, ‘customer satisfaction’ and ‘excellence’. The basic model of planning process is illustrated below:
Figure 2: Model of Planning Process

The above figure indicates that planning is a closed-loop activity, in which the results of earlier decisions - the actions taken and their consequences - provide feedback to the other parts of the process. This provides crucial information which can be taken into account when assessing the earlier aims and objectives, the means used to achieve them and the way in which these were implemented.

The diagram also indicates that the interdependence between: (a) The organizations ends and means and (b) The nature of the external environment and the state of internal resources. This model is applied at both the strategic planning formulation and implementation level.
Porter (1980), postulates that strategic management is about, first reconciling the often conflicting forces present in formulating and implementation of strategy; secondly, developing agreed goals and objectives and thirdly, adopting a viable internal structure and meeting the demands of external world. The strategic management process is as illustrated below:

Figure 3: Strategic Management Process

The nine step process involves strategic planning, implementation and evaluation. In searching for means to achieve improvement, governments and educators have looked to the quality techniques developed in business and industry to provide suitable tools. Schools are being encouraged to develop 3 or 5 year plan to define their intended course of action (Steven, 2008). Davies & Ellison (1997), define strategic planning as ‘systematic analysis of the school and its environment and the formulation of a set of key strategic objectives to enable the school to realize its vision, within the context of its values and its resource potential’.
1.11 Conceptual Framework

The conceptual framework was developed using SWOT Analysis technique credited to Albert Humphrey (1970). SWOT Analysis is a strategic planning method used to evaluate the strengths, weaknesses, opportunities and threats in a project or business venture. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favourable or unfavourable to achieve that objective.

**Strengths** refer to the characteristics of the business or team that give it an advantage over others in the industry. In a school set up, strengths are internal capacities the school has like available trained staff; funding; furniture and equipment; dedicated personnel; space for expansion; strong parental support; financial assistance.

**Weaknesses** are characteristics that place the firm at a disadvantage relative to others. In a school, weaknesses are internal shortfalls why the school fails to do what it wants to do: such as old classrooms; lack of clarity of the mission; lack of skilled personnel; cash shortage; poor examination performance.

**Opportunities** are external chances to make greater profits in the environment. For schools, opportunities include land suitability; political support; good infrastructure; donor funded projects.

**Threats** are external elements in the environment that could cause trouble for the business. For schools, threats are potential problems that loom in the under present circumstances such as HIV & AIDS pandemic on schools and community leading to
increase in the number of students orphaned and lose of personnel; political conflicts; parents failing to pay fees; government funding delayed; trespassing in the school compound.

**SWOT Analysis** is a straightforward model for assessing an organization. It is used in strategic planning and assessing its outcome. This has been adopted from the corporate world as government and educators seek to improve the performance of academic institutions. Thus, the technique will be adopted in this study as the researcher investigates the factors that inhibit implementation of SSPs.

In this study,

The **independent variables** will be categorized in two main groups:

(a) Internal factors, which are within the control of the institution such as: Curriculum, learning and teaching, assessment and results, discipline and appearance; extra-curriculum activities; financial resources; premises; staffing, staff skills and abilities; governors: ethos/culture

(b) External factors, those which are outside the institution but influence its performance. They are basically beyond the control of the institution. They include: Political, legal and economic factors; central/local educational changes; employment trends; technology; customers; other providers.

The **dependent variables** will be quality learning environment and eventually quality education.

Weak internal factors and adverse external factors impact negatively on SSPs. They lead to ad hoc decisions that eventually translate to poor quality of education.
1.11 Operational Definition of Terms

Administrative tasks - These are operational areas of school administration. They are grouped into categories, which include curriculum and instruction, staff personnel, pupil personnel, material and physical resources, finance and business and school community relations.

Challenges – Factors that prevent something (Strategic plans) from happening or make it happen more slowly.

Human capital - refers to formally educated human resource with rare skills required in the economy to perform certain activities or operations.

Planning - This is the process of setting organizational goals and the action to be taken to achieve the goals. It involves charting a course of action for the future.
Public school - A type of school that is developed and maintained by public funds obtained from the government, parents and communities.

Quality - The worth, value or degree of excellence of education provided in secondary schools.

School management - This is the committee that runs the secondary school - i.e. BOG. It manages secondary schools as per the Education Act Cap 211. It provides for the formation and composition of the Board which has the responsibility to articulate the vision and the mission, set the objectives, goals and plans; obtain and allocate resources and oversee the implementation of plans to the expectations and satisfaction of the stakeholders.

School strategic plan - These are identified, defined and determined courses of action, that a school intends to achieve, over 1-5 years.

Strategic Planning - The act of using the available resources to accomplish particular desired objectives.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviewed propositional literature. It was divided into several parts: importance of secondary education; need for quality education; importance of strategy and strategic planning; elements of strategic planning; role of strategic planning; strategic planning versus strategic implementation; role of leadership in strategic planning and implementation; strategic planning and management of change; an overview of strategic planning in Kenyan secondary schools; cross cutting social–economic and cultural issues in Bungoma County and chapter summary.

2.1 Importance of secondary education

Evidence abound which show education indeed is an integral part of development agenda. It involves the art and act in which people are prepared to create and recreate new working habits and values in their changing life in a dynamic environment. A properly skilled human resource is an asset to effective management and utilization of resources for increased productivity. Education is a fundamental strategy for human resource development (Bogonko, 1992). He adds that since the attainment of political independence in 1963, the Kenyan Government has placed emphasis on the role of education in social-economic and political development. As a result there has been considerable expanded access to education by opening more school. The Kenya vision 2030 is the country’s development blue print aimed at making Kenya a newly industrializing ‘middle income country providing high quality life for all the citizens by the year 2030’. The vision is based on the three pillars namely: The economic
pillar, the social pillar and the political pillar. The vision states that under education and training, Kenya will provide a globally competitive quality education, training and research for development.

The overall goal for 2012 is to reduce illiteracy by increasing the transition rates from primary to secondary. MOE, (2007) highlights that the global demand for secondary education is driven by six factors:-

The huge bulge in the number of students completing primary education; an increasing demand for new types of skills and knowledge; a growth in the service sector and its requirement for ‘knowledge workers’ at the expense of the government or agrarian sector; a democracy’s need for better educated citizens; and a need to keep children in school until they reach the age at which they can be legally employed.

The increasing private returns of secondary education as the labour market demands graduates with a set of knowledge and competencies that can start to be acquired at the secondary education level and beyond.

Whenever purpose is not known, abuse is inevitable (Myles, 1992). Purpose dictates performance which influences satisfaction. It tells you what you are supposed to do and why. It reveals the reasons behind experiences and demands and supplies, a vision for the future. It is important for the secondary school managers and other stakeholders to know the significance of secondary education and its crucial role in Kenya’s vision 2030. Superficial knowledge on the importance of secondary education has made many school managers to prepare colorful strategic plans, with
long priorities, that in the end will not effectively meet labour market demand (Nasseh, 2007).

The researcher intended to establish whether SSPs were effectively being implemented with precision and direction towards Kenya’s Vision 2030; what factors then frustrated these effort and what measures could be taken to correct counter them.

2.2 Need for Quality Education

Since their political independence in the early 1960s, Kenya, Uganda and Tanzania adopted policies to expand access to education, particularly with regard to equity and the enrolment of excluded groups (Oketch and Rolleston, 2007). Their research revealed that the three East African countries have formulated polices on Free Primary and Secondary education, but major challenges are realized at the implementation stage. Increased enrolment has resulted in concerns of deteriorating quality and demand for secondary education.

MOE’s vision is “Quality Education for Development” and the mission is “To provide, promote and coordinate lifelong education, training and research for Kenya’s sustainable Development”.

Children have a right to education, quality education. In all aspects of the school and its surrounding education community, the rights of the whole child and all children, to survival, protection, development and participation are at the centre. This means that the focus on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and
appropriate attitudes; and which creates for children and help them create for
themselves and others, places of safety, security and healthy interactions (World
Bank, 1999).

Quality education includes: one, Learners who are healthy, well nourished and ready
to participate and learn and supported in learning by their families and community;
secondly, environments that are healthy, safe, protective and gender sensitive and
provide adequate resources and facilities; thirdly, content that is reflected in relevant
curricula and materials for the acquisition of basic skills, especially in areas of
literacy, numeracy and skills for life, and knowledge in such areas as gender, health
nutrition, HIV & AIDS prevention and peace; fourthly, processes through which
trained teachers use child-centered teaching approaches in well managed classrooms
and schools and skilful assessment to facilitate learning and reduce disparities; and
fourthly, outcomes that encompass knowledge, skills and attitudes, and are linked to
national goals for education and positive participation in society (UNESCO, 2007).

education in Africa: lack of adequate teaching/learning facilities; poor infrastructural
facilities; low number of well motivated and committed teachers; poor management
and supervision. She further pointed out, that quality can be measured by other
criteria apart from exam results i.e. good output of teachers; availability of resources;
students/teacher ratios; effective supervision; effective use of school time; right
attitudes towards learning and discipline and effective assessment methods.
Quality in education is a concern because the future of a country and the world depends on children receiving best instructions (Holliday, 2007). David Aduda, chairman of African Network of Education Journalists commented: Getting children through secondary school without quality education is not good enough. Secondary education should properly prepare children for their careers and future life; without passing well in their national examinations, one’s career choices is limited (Oyaro, 2009).

The need for academic institutions to turn to strategic management so as to more positively address their own future has been a popular topic for some time with a number of approaches being suggested as a framework for its introduction (Mwangi, 2005). In adopting these techniques academic institutions are following in the footsteps of corporations that have already embraced strategic management. Thus, strategic planning in schools is widely practiced all over the world. The researcher intended to find out if public secondary schools in Webuye Constituency have adopted this modern trend in strategic management; what are the factors preventing or interfering with these adoption? What measures can be taken by school managers to embrace strategic management and improve the quality of secondary school education?

2.3 Importance of Strategy and Strategic Planning

A strategy is a blueprint of all important organizational moves and management approaches that are to be taken to achieve organizational objectives and to carry out the organizational mission (Thompson & Strickland, 1989). It is the direction and scope of an organization over the long term, which achieves advantages for the
organization through its configuration of resources within a changing environment and also justifies stakeholders’ expectations (Yulk, 1998).

For a profit making organization a major part of the strategy is how to compete effectively in the market place and remain profitable. For non-profit organization, usually in the public sector, the concern is with the base on which the organizations choose to sustain the quality and value of its services within agreed budgets. For service organizations with a humanitarian mission such as educational institutions, the strategy would include specialization on a certain type of a service, providing most satisfying service and providing essential service at the cheapest cost/price (Johnson & Scholes, 2003).

To survive and maintain effectiveness in the turbulent environment, businesses and organizations have to rethink their approach towards management and continuously search for new concepts and methods that give guidance to this environment (Bonn, Ingrid & Christodoulou, 1996). What concepts have the public secondary schools in Webuye Constituency put in place? This is what this research study will endeavour to find out.

Strategizing is never a one-time exercise; it is refined over time, additions to this or that aspects of the strategic plan, coupled with an occasional major new strategy-shaping initiative are normal occurrences. Strategy becomes more important as the complexity and ambiguity of the environment increases. It could be both a deliberate and an emergent pattern of decisions, which sets the direction of the organization and fixes it within the environment. The organization can therefore pursue a mix of
strategies at the same time so that the strategy consists of multiple maneuvers activities that a manager uses to sustain and increase organizational performance (Cullen, 1999).

The strategy can be implicit or explicit. Mullins (2003) suggests that strategy must be explicit to be effective, specific enough to require some action and exclude others and to be tested or contested. Are the strategies in public secondary schools in Webuye Constituency implicit or explicit? This research study will endeavour to investigate the type of strategy laid in strategic planning in these schools.

The absence of strategy results in members of the organization working at cross-purpose where the intentions of top management may not be communicating clearly to those at lower levels in the hierarchy who are expected to implement these intentions. Absolute patterns of behaviour therefore become difficult to modify. Lack of strategy could also result to inevitable response to environmental pressure and competitiveness. Unity or coherent effort is thus unplanned, natural, intuitive or even non-existent (Mwangi, 2005)

Understanding the concept of strategy is useful in enabling the school managers to decide on the appropriate planning systems and tools to employ in formulation and eventual implementation process. Bell (2002) indicates that strategy and the development of strategic planning now constitute an important weapon in the armory of the modern management. Thompson & Strickland (2005), point out that, without a strategy the organization is like a ship without a rudder, going round in circles. They add that, that strategy is the institution’s game plan to: attract and please the
stakeholders of students, staff, alumni, parents and employment market; stake out a position in the academic industry and regulatory and social environment; manage its operations, customers, innovation and regulatory and social environment; compete successfully; and achieve organizational objectives.

This research study will find out what strategies have been put in place by the public secondary school managers so that the above outcomes are realized. Effective leadership and management by principals, governors and school staff are key factors in bring about high standard of students’ achievement and school improvement. Leadership is the important element that harnesses the energies and commitment of staff, students and parents, and provides a clear direction for the work and development of the school (Estyn, 2001).

Matyjewicz (2005) points out, the great Yogi Berra had a favourite ‘yogism’ that seem to be a mantra of many organizations: ‘When you come to the fork in the road, take it’. Put in another way, if you do not have a strategic direction for your business, you can take any road. Organisations should establish strategic planning – the process of developing and maintaining a strategic fit between the organisation’s goals and capabilities, and its changing marketing opportunities (Nasseh, 2007).

Strategic planning is a process that can help school leadership team set directions for their school and monitor achievement of the school goals and targets following in that direction. It identifies, stratifies strengths and challenges to help build strategies to ensure provision of high quality education programs for children and young people into the future.
It is a plan to improve quality education offered by a school (Steven, 2008). Schendel & Horfer (1979) noted that strategic planning is concerned with the entrepreneurial work of the organization, renewal and growth, to guide the organization’s operations.

Strategic planning is essentially the determination by leaders of an enterprise to draw a picture of what they would like the organization to become, perform an environmental scan on resources it has or must acquire to become what they have envisioned, then formulate actions that will provide a pathway to the envisioned future. It is fundamentally a statement of belief that an institution can shape its own destiny by controlling the change it encourages daily (Fox, 2002).

Strategic planning based on analysis of available information is something an organization uses in order to establish its position in the world of competitive rivalry. It is what makes a firm unique, a winner or a survivor and is intended to give an organization a competitive advantage over its rivals (Thomas, 1993). Strategic planning can be best understood as matching the activities of an organization to its environment and its resource capabilities.

Steven (2008) summarized strategic planning as: A systematic method used by a school to anticipate and adapt to expected changes; suggested ways to identify and to move towards desired expected future state; process of developing and implementing plans to each goals and objectives; and creating an action plan based on clear results and accurate assessment of current reality.
School strategic plan is a written document that members of school BOG, parents, teachers, community and education managers want to see implemented in terms of infrastructure and academic performance in a specified period of time. All schools should have a strategic plan. Without one, the school’s key stakeholders (parents, students, staff and the community) do not know where they are going. With a strategic plan, everyone is working towards the same vision, trying to reach the same goals, and building commitment to the organisation.

A summary of the essence of strategic planning was outlined as follows:

- To change direction of the school;
- To provide a basis for measuring performance of the entire school and its major parts;
- Accelerate growth and development among staff members;
- Weed out poor performers among staff members;
- Develop better internal coordination of activities;
- Train the staff to provide a road map to show where the school is going and how to get there;
- Review and audit present activities so as to make proper adjustments and modifications in the light of changing environment and school aims; and
- Pick up the pace of a ‘tired’ school.

The importance of strategic planning is evident. This research study seeks to find out if public schools in Webuye Constituency implemented the strategic plans and what are the challenges affecting the implementation process.

Within educational institutions there may be a need to resolve pressing internal problems or to accommodate environmental changes (Butcher, 2007). Cook (1995) identifies four such environmental changes that mostly affect public education and must be accommodated: the unprecedented demographic shifts and reformations,
transitions of a nation’s economy due to technological advancement, the corresponding transitions and consequent redefinition of excellence Bell (2000) adds: to control costs, to react to a demanding and selective population to deal with governmental constraints on actions, to be competitive like other organization, to ensure quality or to react to concerns for the environment.

There is limited literature on strategic planning in the Kenyan secondary schools. MOE developed its strategic plan in 2006-2011 as a statutory requirement that public organizations develop the strategic plans as a means of enhancing result-based management and efficiency in their operations. The plan was to provide strategic direction for the MOE with regard to resource targeting and programme implementation (Republic of Kenya, 2006). Has this been effectively implemented in Webuye Constituency? What exactly have been the setbacks? These are questions that this research study will endeavour to answer.

Mbiti (2007) points out that, educational development planning at the national level is mainly centered on policies. These policies should be translated into action in a school situation. Educational development planning at the school level means, preparing the institution to face future challenges well in advance. Education, being a service industry must view institution of learning and training as the crucial field where such services are delivered to the respective customers: the learners. Heads of these institutions must acquire the necessary competencies, techniques and the culture of planning with the view to delivering these services effectively. The acquisition of the required competencies will be an on going process.
MOE, through KESSP and in collaboration with KESI, has vicariously encouraged secondary school managers to develop strategic plans for their schools. In-service courses have thus been conducted to train education managers to formulate and implement school strategic plans. KESSP has organized School Infrastructure Improvement Programme, BOG and SSIC Training Course for selected schools, thus this has been implemented selectively. The selected schools have also received funds to improve school infrastructure. Financial resources are the life-blood that makes an educational institution to function. The need for financial resource mobilization and management is crucial due to the following factors: first, the education system has expanded rapidly and greatly; secondly, there has been a remarkable decline in public resources available for education especially since the adoption of cost sharing policy in 1988; thirdly, with the increasing public demand for secondary education, the proportion of private funds mobilized for running of educational institutions has greatly exceeded that of government; fourthly; the mode of allocation and delivery of public finance resources to education does not allow for systematic financial planning and control through normal budgeting processes; finally, the rate of inflation on consumable resources have to be mobilized to meet the educational requirement.

With the introduction of free basic education to include secondary education, the government offered to subsidize secondary level education as follows: Shs. 10,265 per student, parents are expected to pay a total of Shs. 18,627 to cater for various expenses in boarding schools. They may have also to pay a maximum of Shs. 2000 for PTA projects, and other sundry expenses approved by the PTA and authorized by the MOE. Therefore the government caters for about 25 percent of the boarding element and parents are required to share a greater burden of 75 percent which
headteachers are having difficulties in collecting. Headteachers in secondary schools are required to be more innovative and develop cost saving measures that will help the schools run smoothly using the limited resources available from the beginning of term one to the of the term three without: first, incurring costs that were not budgeted and hence make them overshoot the budget; Having to go back to parents to ask for additional funds; an finally, having to compromise on the quality of education (MOE, 2009)

This scenario has serious implication to strategic planning in public secondary schools. The extent to which this has affected the public secondary schools in Webuye Constituency is what this study endevours to establish.

2.4 Elements of Strategic Planning

Cook (1993) identifies five types of planning:

(a) Comprehensive planning, which is limited to planning about what already is; (b) Long-range planning which examines the gaps between what an institution is and what it wishes to become and without further study, makes adjustments accordingly; (c) program planning, which serves as a way to bring an idea into existence; (d) project planning, which is the identification of a task and the enumeration of the steps needed to accomplish it; and (e) strategic planning, which is the way in which an institution continually responds to change by re-inventing itself to accommodate change.

Most authors are adamant that strategic planning must evolve from the culture of each school if it is to succeed. Cullen (1999), identified seven basic factors that were
included in the planning process; (a) Environmental assessment, (b) institutional assessment, (c) values assessment, (d) program planning, (e) setting goals and objectives, (f) priority setting and resource allocation and (g) program review. These can be iterative, ongoing and accomplished in a variety of ways depending upon the institution, but are more often carried out in the steps of adopting core values; drawing a vision of what the institution is to become; establishing a mission statement; considering the strengths and opportunities, and the weaknesses and threats.

The school is built on its established vision and mission. A vision is what the school is about, without it, energy ebbs low, deadlines are missed, personal agendas begin to surface, production falls and people scatter. The vision is not a sudden revelation but sustained aim kept in mind by the Headteacher and then guides the direction of the school. The vision is then turned into a plan and communicated to others. The mission is the chief function of the school. It guides what one does to complement the vision. Failure to and properly outline the vision and understand and properly outline the vision and mission contributes to the failure of most strategic plans. Some are not effectively communicated and thus the expected partners fail to own and support them (Steven, 2008).

Strengths are the internal capacities the school has, such as available trained staff, funding, furniture and equipment, dedicated personnel, space for expansion, strong parental support and financial assistance. Opportunities are favorable factors or circumstances that the school can exploit to improve human, material and physical resources, such as donor funded projects, land suitability, political goodwill and good
infrastructure around the school. Strengths and opportunities should be identified so that there is tangible base for the strategic plan from a realistic point of view. If this is not identified then the plan becomes unachievable and non-convictional (Steven, 2008).

Weaknesses are internal shortfalls, why the school fails to do what it wants to, for example, old classrooms, lack of clarity of mission, lack of skilled staff, poor examination performance. Threats are potential problems that loom in under present circumstances, such as HIV & AIDS pandemic, on school and community, unhealthy competition, political conflict, fees defaulting, lack of government subsidy. Weaknesses and threats can frustrate all strategic plans if unidentified and measures to counter them are not put in place. When the areas are known, the school managers can effectively develop plan B, C or D, and press against odds; otherwise the plans will be reactive and not proactive (Steven, 2008).

2.5 Role of Strategic Planning
Education at its best has at its disposal only limited time and means for satisfying all the expectations that individuals and society bring to the education process. This calls or the need to develop strategic plans and ensure they are implemented to achieve the maximum benefit of education as a basic need (MOE, 2007). Education planning helps to rationalize education development by: Setting the objectives; giving the various options that are available for the achievement of the objective; retailing the likely implications of each option; and selecting the best option within the existing constrains.
Strategic planning as earlier mentioned helps to ensure systematic determination of goals and objectives to be achieved, and election of policies; programs and procedures that would advance educational development. The strategic plans serve a school map to rationalize the distribution of school facilities to make the school more efficient and effective within the limited resources available. (Mutua & Namaswa, 1998). There is need to examine school strategic plans and ensure they succeed, as they go a long way to ensure quality education. The quality of secondary school graduates will contribute to the quality of human resource in all sectors (Republic of Kenya, 2005). Schools in many parts of the world are finding it helpful to have a strategic plan to assist them manage change. The Headteacher must be aware of the value of planning for change and improvement (MOE, 1999).

2.5.1 Strategic Planning vs. Strategic Implementation

The strategic planning process involves more than just planning. Effective strategic plans are also concerned about implementation. Unfortunately, that is the point at which many plans are doomed to failure. By considering both strategic planning and strategic implementation throughout the planning process, businesses can increase the odds that their plans will achieve intended results (Forbes, 2009). Bartmann (2010), says that implementation, first is the assignment of responsibility to individuals who will be held accountable to meet the objectives of the plan through the implementation of the identified strategies and tactics. It is important that individuals know that they will be held accountable, that they have a clear understanding of what will be expected of them, and that they have the tools and resources they will need to achieve success. Those who have been assigned responsibility for the various tasks in the strategic plan should be expected to provide regular updates on their progress, the
outcomes they have achieved, any recommended changes to the plan or its identified outcomes. Lefkowith (2001) adds that, establishing regular reporting periods is important as it ensures accountability for achieving or not achieving, assigned responsibilities. Those responsible should be both rewarded for their success and provided constructive feedback or sanction for not meeting assigned tasks.

This research study investigated the extent to which the SSPs have been made all inclusive allowing the involvement of all stakeholders to allow ownership, participation in the implementation process, empowerment, setting time schedules and keeping track records.

2.6 Role of Leadership in Strategic Planning and Strategic Implementation

In many countries both state and independent schools are discovering that the determination of the future of the institution lies within the control of members of their school boards, composed of elected or selected, governors working with the head and teaching staff, each with a responsibility for a particular role in the process (Leggate & Thompson, 1997). In such a situation the need for schools to have competent BOG members is crucial (Kingi, 2007). The management of Education in Kenya is guided by the Education Act of 1968 and revised in 1980. The Act gives the BOG powers to manage education at the school level.

The BOG is conferred with the responsibility of management of public secondary schools and training institutions. They are responsible of promotion of quality education in school, protection of all movable and non-movable properties of the school and ensure security of school shares, funds and grants. They are expected to
identify their short, medium and long term priorities and quantify the resources towards the achievement of the school goals and objectives. They should motivate teachers and students by providing incentives, promote the public image of the school and create cordial relationship between parents and teachers. The board entrusts the day-to-day running of the school to the headteacher (secretary of the board) with the full responsibility for internal organization management and discipline of the school, and supervision of teaching and non-teaching staff (MOE, 2006).

The roles of the BOG as regards planning include: financial management where they prepare school budget, receive revenue and organize expenditure of all monies received in form of grants, fees, donations and any other income. It can with the approval of the Minister appeal for general public funds for the purpose of developing the school. Secondly, it initiates projects to be implemented in the school in a given period. It sources the funds and supervises the implementation of the projects. Thirdly, the BOG is responsible for policy making. It acts as a link between the school and the ministry. It makes major decisions in the school according to the charging needs of the school. It may provide additional services to the school and also approve the purchase of additional facilities.

Okumbe (1999) stated that the functions of the school managers are to provide assurance that policies and goals are formulated and that the methods are determined for the achievement of the stated objectives. It is their role to ensure procurement of necessary resources towards the achievement of the objectives. The managers should identify the sources of fund, physical facilities and human resources available. They organize and coordinate the activities of the school with the prime function of
achieving objectives of the school with maximum efficiency and effectiveness. They should influence and stimulate the human resources, provide appropriate organizational climate, at the same time integrate the school and its activities in the set up of the society. In addition, they should evaluate the school activities in accordance to the blueprint evaluation which enables the school to determine the achievement of predetermined goals.

Adizes (1980) adds that, the role of school managers include producing, implementing, innovating and integrating role. The integrating role is the process by which individuals are merged into group strategy. When a group operates on its own, with a clear direction in mind and can choose its own direction over time without depending on any one individual for a successful operation, it requires a manager who is sensitive to people’s need. The BOG represent a strong internal factor; have they effectively carried out the role vested upon them in formulating and implementing strategic plans in public secondary schools in Webuye Constituency? Caldwell & Spinks (1988) note that, effective leadership creates effective schools. In Kenya secondary school leadership is vested on principals and board of governors. Their leadership effectiveness largely determines the quality if teaching and learning that take place.

There is need therefore for proper team of the school planners. BOG and SSIC must constitute good thinkers. Maxwell (2000) says, where success is concerned, people are not measured in terms of inches, pounds or background; they are measured by the size of their thinking. How big we think determines the size of our accomplishment. He further identifies two types of thinkers required in planning; (a) critical thinkers-
those who ask questions and (b) creative thinkers- those who endeavour on how change can be made. The leader’s (headteacher) potential is determined by those close to him/her. It is therefore essential for the leader to have the best team members, who he/she can develop as much as he/she can and hand over everything as possibly can to them, so that continuous progress is realized in strategic planning.

According to Sushila (2004), a principal should be a leader. He should be decisive, pleasant, strong, compassionate and understanding. He should however listen to other people’s ideas and suggestions. If he tries to work by himself, he might become lonely and lose sight of reality. Jacobus (2005) adds, a secondary school principal as a leader must get things done in and outside the school. He should be a democratic leader who does not limit others, should not be opposed to change, should welcome cooperation and be selfless. He should practice leadership that motivates staff, parents and students. Motivation is important in management and leadership because it ensures organizational goal attainment. Staff members can be motivated by being involved in decision making, by enhancing effective communication and by being recognized. Effective communication is also an essential task of a school principal. According to Mantep (1995), communication is essential for motivating, planning and organizing in an organization. It is through communication that a secondary school principal is able to give necessary guidance and transfer his ideas and those of others people in and outside the school.

KESI undertakes the in-service of educational administrators and managerial personnel on the auspices of MOE in order to enhance and facilitate the effective and efficient implementation of all educational plans, programmes and policies. This
research will investigate how these management courses have helped school managers in formulating and implementing strategic plans in Webuye Constituency.

2.7 Strategic Planning and Management of change

Matyjewicz (2005), points out that strategic planning involves that the organization must be responsive to a dynamic, changing environment. Strategic planning involves anticipating the future environment, while making the decisions in the present. This implies management staying abreast of changes in order to make the best decisions it can at any given point – manage and plan strategically. Among the character looked for in an effective manager is the ability to recognize the need for change, to accept and respond to it, then rationally plan the required change, the effective actions and monitor the effects (Makerere University, 1993)

Cook (1993) defines strategic planning as a way of managing change. Thus strategic planning can be used as a method for handling the change and of forcing change upon the institution in order to accommodate and adapt to what is happening to their environments.

In a time of constant change, complexity and seemingly increasing challenges, an organization must look for ways to remain afloat and chart a course that will help it achieve its goal (Republic of Kenya, 2005). Secondary school managers must become agents of change, be at the front to encourage change and growth, and to show the way to bring about changes by rationally planning, effecting actions and monitoring them. Any change in the organization begins with a change in the leader (Maxwell, 1993).
There is no quick and simple way to change. Long-run planning is more likely to produce change than short-lived fashions. The leader has to develop the clinical strategy and growth-centered strategy (Makerere University, 1993). The clinical strategy focuses on the relationship among the institutional subgroup; the change will be brought about by: Gaining thorough knowledge of the institution through observation, experience and analysis of the situation; having a clear understanding of all important aspects of life in the institution including its norms and values; judging the seriousness of the potential trouble areas and developing a set of priority safeguards to improve the situation; pressing the appropriate cause of action; and evaluating the extent to which the prescriptions have been implemented and are successful.

Growth-centered strategy is concerned with the nature of individual change development within the institution; it involves a set of assumptions about the development of personnel and the use of these assumptions on bases for administrative decision-making. The assumptions are that: Change is the property of healthy institutions; the principal should see it to that the institute and its climate are in constant state of change; change has direction. It can either be positive or negative; progressive or regressive; cheaper or expensive, peaceful or explosive; Change should imply progress and should enable the institution to attain its objectives. Therefore the principal’s stand should be progress; teachers have high potential for the development and implementation of change; and finally, the principal should always be ready to provide teachers with more freedom and responsibility in the operation of the institution.
If these assumptions are practiced, there will be increased opportunities for professional development, building staff cohesion and support of strategic plans. In addition, principals should be clear with the type of changes and keep a good balance, viz:

**Hardware changes** - which involve physical facilities such as additional instructional equipment, classrooms, books, teaching machines, playgrounds.

**Software changes** - concerned with content of curriculum methods and reception and new instructional procedure.

**Structural changes** - involving relationships between teachers and students, teachers and administration; teachers and teachers as in team teaching.

This research study will make observations and assess how school managers have endeavoured to bring about the clinical and growth centered strategies in their institutions.

Education development in Kenya has always been through partnerships between communities, government, international, bilateral and multi lateral donors, NGOs, civil society and private sector. Strengthening roles of these partners will ease the burden on the exchequer, spell out modality of partnership, build schools using cheaper and locally available resources, working with key stakeholders leads to development of programmes and strategies that are sustainable and guarantee that learning institutions are safe zones for students and secure for learning processes (Republic of Kenya, 2004). How partnerships and collaborations have been explored in Webuye Constituency to effectively implement SSPs will be investigated in the study.
Shivachi (2007) points out that, secondary school headteachers are charged with the responsibility of managing schools on day-to-day basis and their work is to ensure that educational aims are achieved. They occupy a position of leadership as they lead their team of teachers, students, non-teaching staff and parents towards achievement of educational goals. The headteacher is entrusted with both management and leadership roles. To build a sustainable school community, the secondary schools need good management and leadership. Secondary school teachers cannot be managers without being good leaders or being good leaders without being good managers (Jacobus, 2005).

The Headteacher is thus responsible for the overall running and control of the school and for the maintenance of the tone and of all round standards. Maxwell (1993) puts it, people buy into the leader then the vision. For the leader to create a climate of change: The leader must first develop trust with the people; make personal changes before asking others to change; understand the history of the organization; place influencers in key and leadership positions; solicit the support of influencers before the change is made public; develop a meeting agenda that assist change; encourage the influencers to influence others informally; show the people how to change will benefit them; and give people the ownership of change. This can be illustrated diagrammatically:
According to MOE (1999), the knowledge and skills required for these cluster of competences are derived from the need to think strategically, plan ahead and consult widely. Heads are required to prepare plans that are feasible, that can be implemented and are agreeable within the school and the wider community. The headteacher must have a mission for the school and a set of aims that underpin the schools’ strategic plan. The plan should be produced as a result of review process where evidence points to the needs of the institution, the students and staff. An effective Headteacher will involve and motivate all stakeholders to contribute to the planning process and to gain ownership in the proposed outcomes. None of these can be achieved without leadership from the Headteacher and an ability to delegate and listen to other views and ideas. Mwangangi (2006)), regards planning as the management task of the secondary principal that is concerned with deliberate reflection on the objectives of the school, resources as well as the activities involved and drawing up the most
suitable plan for achieving those objectives. Allen (1984) says that planning is the work a manager does to ensure that future set objectives are realized. The principal must plan for the resources in the school in order to succeed in the management task.

How well the other management tasks are carried out will depend on the quality of planning adds Allen (1984). Planning usually follows the identification of the objectives and finally on how these objectives, can be achieved or how to implement the decisions. Planning is based on the kind of activities that are expected to take place to achieve the objectives and how activities will follow one another. The role of leadership in strategic planning and implementation will be investigated as it applies to public secondary schools in Webuye Constituency.

2.8 Overview of Strategic Planning in Kenyan Secondary Schools

In searching for the means to achieve improvement, governments and educators have looked to the quality techniques developed in the business and industry to provide suitable tools. Strategic planning has thus been adopted to assist school managers to effectively cope with the challenges posed by the changing nature of the society, development in technology, social and economic changes, political and cultural development and globalization (Bryson, 2001). According to Collins & Nichols (2007), strategic planning is the process of looking at all the aspects of the school and planning how the school should move forward. It provides the ‘big picture’ of where the school is, where it is going and how it will get there. Strategic planning looks at three main questions: where is the school now? Where does the school want to be in 3, 5, 10, 20 years to come? How are we going to get there? The point of a strategic plan is to improve the school by outlining the direction the school should take,
identifying issues impacting on the school and deciding on priorities for action. Thus all schools should have a strategic plan, without which, the key stakeholders (parents, students, staff and community) do not know where they are going. With a strategic plan, everyone is working towards the same vision, trying to reach the same goals and building commitment to the organization. The strategic plan makes everyone’s work easy. For example, it reduces the number of decisions senior management has to make since most decisions are made on the basis of whether or not they are fit for the school’s vision and goals. It ensures that the school staff focus on the essential as determined by the key stakeholders.

It was until 2011 when strategic planning became mandatory for secondary schools. Before then, there was the danger of many schools constantly ‘planning to plan’ and never defining a strategy (Robson, 1997). Many schools spend most of their time reacting to unexpected changes instead of anticipating and prepare for them. This is called crisis management (Collins & Nichols, 2007). Most schools had at least a business plan and building master plan in their first stage of development but often the school management is so busy providing the infrastructure and trying to increase enrolments that it does not consider there is time for formal planning. This study will investigate precisely, what proportion of public secondary schools have actually formulated and execute SSPs; what are the strategic plans implementation pitfalls (challenges) and what measures can be taken to ensure effective implementation.
2.9 Cross-cutting Social-economic issues and challenges in Bungoma County confronting Strategic Planning and Implementation

Major impacts on the schools systems may come from unexpected sources (Poole, 1991). Thus an environmental scan is vital to strategic planning and implementation. Environmental scanning revealed the environmental factors that pose as threat to strategic planning implementation.

In the 2002-2008, Bungoma District Development plan among the major development challenges highlighted include:

Population growth; Poverty; HIV & AIDS pandemic and Gender inequality

Population growth

Average densities in the divisions are above 400 persons/km$^2$. The projection given to the end of 2008, show the figures grow progressively into the 500’s and eventually 600 and 700 persons/km$^2$. (See table 2.1)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bumula</td>
<td>425</td>
<td>464</td>
<td>505</td>
<td>551</td>
</tr>
<tr>
<td>Nalondo</td>
<td>460</td>
<td>501</td>
<td>546</td>
<td>595</td>
</tr>
<tr>
<td>Chwele</td>
<td>550</td>
<td>599</td>
<td>653</td>
<td>711</td>
</tr>
<tr>
<td>Kanduyi</td>
<td>582</td>
<td>635</td>
<td>692</td>
<td>754</td>
</tr>
<tr>
<td>Kimilili</td>
<td>612</td>
<td>667</td>
<td>727</td>
<td>792</td>
</tr>
<tr>
<td>Ndivisi</td>
<td>493</td>
<td>537</td>
<td>585</td>
<td>638</td>
</tr>
<tr>
<td>Sirisia</td>
<td>454</td>
<td>495</td>
<td>539</td>
<td>588</td>
</tr>
<tr>
<td>Tongaren</td>
<td>404</td>
<td>440</td>
<td>480</td>
<td>523</td>
</tr>
<tr>
<td>Webuye</td>
<td>458</td>
<td>528</td>
<td>576</td>
<td>627</td>
</tr>
<tr>
<td>Malakisi</td>
<td>404</td>
<td>440</td>
<td>480</td>
<td>523</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>482</strong></td>
<td><strong>526</strong></td>
<td><strong>573</strong></td>
<td><strong>624</strong></td>
</tr>
</tbody>
</table>

Source: District Statistics Office, Bungoma, 2001
This is a very high density. This population growth is a major challenge especially when viewed against the limited resources; the population growth outstrips development. If proper planning and implementation is not done, then the education for poverty reduction will not be realized.

In retrospect, population structure reveals a largely youthful population, the proportion being as high as 72.1 between ages 0-24 (See table 2.2)

Table 2.2: Population Projection by age Cohorts.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>167,574</td>
<td>190,647</td>
<td>207,768</td>
<td>226,427</td>
<td>446,762</td>
</tr>
<tr>
<td>5-9</td>
<td>134,733</td>
<td>153,284</td>
<td>167,050</td>
<td>192,052</td>
<td>198,402</td>
</tr>
<tr>
<td>10-14</td>
<td>129,766</td>
<td>147,633</td>
<td>160,892</td>
<td>175,541</td>
<td>191,088</td>
</tr>
<tr>
<td>15-19</td>
<td>105,742</td>
<td>120,302</td>
<td>131,105</td>
<td>142,879</td>
<td>155,711</td>
</tr>
<tr>
<td>20-24</td>
<td>78,493</td>
<td>89,301</td>
<td>97,320</td>
<td>106,060</td>
<td>115,585</td>
</tr>
<tr>
<td>25-29</td>
<td>56,749</td>
<td>64,563</td>
<td>70,362</td>
<td>76,681</td>
<td>83,566</td>
</tr>
<tr>
<td>30-34</td>
<td>44,078</td>
<td>50,147</td>
<td>54,651</td>
<td>59,559</td>
<td>64,907</td>
</tr>
<tr>
<td>35-39</td>
<td>38,597</td>
<td>43,911</td>
<td>47,855</td>
<td>52,153</td>
<td>56,836</td>
</tr>
<tr>
<td>40-44</td>
<td>30,014</td>
<td>34,147</td>
<td>37,213</td>
<td>40,556</td>
<td>44,198</td>
</tr>
<tr>
<td>45-49</td>
<td>22,991</td>
<td>26,157</td>
<td>28,506</td>
<td>31,066</td>
<td>33,856</td>
</tr>
<tr>
<td>50-54</td>
<td>17,499</td>
<td>19,908</td>
<td>21,698</td>
<td>23,645</td>
<td>26,768</td>
</tr>
<tr>
<td>55-59</td>
<td>12,810</td>
<td>14,574</td>
<td>15,883</td>
<td>17,030</td>
<td>18,863</td>
</tr>
<tr>
<td>60-64</td>
<td>11,210</td>
<td>19,754</td>
<td>13,899</td>
<td>15,147</td>
<td>16,507</td>
</tr>
<tr>
<td>65-69</td>
<td>9,349</td>
<td>10,636</td>
<td>11,591</td>
<td>12,632</td>
<td>13,767</td>
</tr>
<tr>
<td>70-74</td>
<td>6,482</td>
<td>7,374</td>
<td>8,037</td>
<td>8,758</td>
<td>9,545</td>
</tr>
<tr>
<td>75-79</td>
<td>4,568</td>
<td>5,197</td>
<td>5,663</td>
<td>6,172</td>
<td>6,727</td>
</tr>
<tr>
<td>80</td>
<td>5,836</td>
<td>6,640</td>
<td>7,236</td>
<td>7,886</td>
<td>8,594</td>
</tr>
<tr>
<td>Total</td>
<td>876,491</td>
<td>997,175</td>
<td>1,086,727</td>
<td>1,184,523</td>
<td>1,290,682</td>
</tr>
</tbody>
</table>

Source: Central Bureau of Statistics, Bungoma, 2001
The immediate impact will be very high dependency ratio putting the labour force in a precarious position particularly if it is unskilled or semi-skilled and ravaged by the effects of diseases and HIV/AIDS. This has the direct impact on the ability of the district to feed, cloth, house and educate the population.

**Poverty**

Bungoma has been identified as one of the districts contributing substantially to national poverty. Approximately 56 percent (490,000 people) fall below the poverty line (See table 3 & 4).

**Table 2.3: Distribution of poverty by divisions**

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>NUMBER OF POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chwele</td>
<td>20,800</td>
</tr>
<tr>
<td>Malakisi</td>
<td>28,500</td>
</tr>
<tr>
<td>Ndivisi</td>
<td><strong>29,825</strong></td>
</tr>
<tr>
<td>Sirisia</td>
<td>32,000</td>
</tr>
<tr>
<td>Nalondo</td>
<td>33,440</td>
</tr>
<tr>
<td>Kimilili</td>
<td>48,150</td>
</tr>
<tr>
<td>Webuye</td>
<td><strong>58,975</strong></td>
</tr>
<tr>
<td>Tongaren</td>
<td>61,120</td>
</tr>
<tr>
<td>Kanduyi</td>
<td>78,620</td>
</tr>
<tr>
<td>Bumula</td>
<td>88,860</td>
</tr>
</tbody>
</table>

*Source: District Poverty Eradication Office, Bungoma, 2001*
Table 2.4: Poverty Ranking by Category

<table>
<thead>
<tr>
<th>Category of Poverty</th>
<th>Kshs</th>
<th>Percentage Population of Poor</th>
<th>Percentage Contribution to National</th>
<th>National Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural food poverty</td>
<td>927</td>
<td>57</td>
<td>4.5</td>
<td>56</td>
</tr>
<tr>
<td>Overall rural poverty</td>
<td>1,238</td>
<td>55</td>
<td>3.9</td>
<td>20</td>
</tr>
<tr>
<td>Rural hardcore poverty</td>
<td>927</td>
<td>40</td>
<td>3.6</td>
<td>24</td>
</tr>
</tbody>
</table>


Causes of poverty are many and vary from as HIV & AIDS prevalence, unemployment, destitute, squatter/landlessness, handouts, literacy, collapse of marketing institutions, this mean very low purchasing power, high mortality rate and dependency ratio. Thus the desired MOE vision and mission is not achieved.

HIV & AIDS Pandemic

The prevalence rate is between 20-30 percent. This has adversely affected progress in education because of increasing number of children who are kept out of school when families cannot afford educational expenses due to diversion of funds to meet HIV&AIDS illness or death. Children are kept out of schools to care for the sick and help support the family. The supply of experienced teachers is also reduced by HIV & AIDS related illness and death. This vicariously affects school development goals and at a macro-level the EFA goal, as family/community funds are directed to the management of the pandemic.
Gender Inequality

Gender refers to the attitudes, characteristics, rites and values that are determined, shaped and perpetuated by society. It is the society, which allocates the age-old gender roles. It considers what is both appropriate to be done by men, women and youth. In the Bukusu and Tachoni culture, women are to a great extent subordinate to men and by extension depend on them. Women have less decision-making power and lack access to information. This has contributed to some extent bias towards girl education. Campaigns must be intensified so that universal education for all is achieved and there is wholehearted community participation. The success of this will be determined by effective strategic planning and implementation.

Cultural Issues

In Bungoma area, there are two cultural practices that pose a great challenge to EFA goal. First, the ownership of property in the district is still skewed in favour of men. The women who are the majority in rural areas are affected in terms of access to credit because they do not have the title deeds as they are not allowed to own land. Consequently they fail to participate in community financial support to education. Secondly, circumcision takes place after every two years. The rite interferes with economic activities and a lot of man-hours are lost on the time spent to organize the event. A lot of income is used to finance this function, which is a consumption expenditure that brings no returns. It will also be observed that there is intermittent flow of income received from the parents/community during this season. How is the strategic plan affected? What measures can be put in place to counter these challenges to ensure the continued progress towards EFA? This research study seeks to answer these questions.
2.10 Chapter Summary

Knowledge always brings sound judgment (Myles, 1992). School managers with insight of the importance of secondary education and its crucial role in attaining vision 2030 are able to formulate SSPs that occasions spontaneous affirmation that both precedes and follow the successful implementation and completion of the desired end. Superficial knowledge frustrates implementation of SSPs, as stakeholders are not whole heartedly committed, allocate resources and follow through the plans.

Quality in education is a concern because the future of a country and the world depends on children receiving the best instruction (Holliday, 2007). In searching for the means to achieve improvement, governments and educators have looked for techniques developed in the business and industry to provide suitable tools. Strategic planning helps institutions not to settle for mediocrity or passed success (Myles, 1992). What then inhibits implementation of SSPs in achieving quality education?

Robson (1997) postulates that there is a danger of an organizations constantly ‘planning to plan’ and never defining a strategy. Strategic planning is a management process and therefore it takes inputs, performs some transformation in order to generate some output. In the absence of strategy, school managers will fail to identify the root to take and consequently effective implementation of SSPs will be difficult to achieve.

The elements of strategic planning involve a thorough SWOT analysis (Humphrey, 1970). The aim of the SWOT analysis is to identify the key internal and external factors that are important in achieving the objectives. Without a SWOT landscape, the school management will not be able to visualize and foresee the dynamic performance
of comparable objects and will hit a snag in implementation of SSPs (Beding, Edivinson & Kitts, 2000).

Robson (1997) asserts that, strategic planning is the process of developing and maintaining consistency between the organizations’ objectives and resources, and its changing opportunities. Thus, strategic planning aims to define and document an approach to doing business that leads to satisfactory planning and growth. The school managers must therefore formulate and effectively utilize SSPs. To succeed in the management task, school managers must plan for the resources in the school. How well the other management tasks are carried out depends on the quality of planning and implementation of the same (Allen, 2004).

Often, Strategic plans end up as an exercise in futility and a document that ends up on the shelf. The organization ignores the valuable information depicted in the strategic plan (Matyjewicz, 2005). It is crucial that the principal and the BOG are behind the strategic planning process and guarantee its implementation. Strategic planning either makes things happen in a clearly apparent, dramatic way or it’s a failure (Cherry, 2005).

According to Maxwell (2003), leaders make things happen. He adds that change in an organization begins with the leaders. For effective implementation of SSPs, the school managers must be visionary, committed and passionate to see positive growth and change. Implementation of SSPs requires effective leaders, because it is effective leaders who create effective schools (Caldwell and Spinks, 1988). The opposite then follows, ineffective leaders create ineffective schools with no quality education.
Jacobus (2005) adds that the school principal as a leader must get things going in and outside the school. He should practice leadership that motivates all stakeholders into affirmative action. Boyd, Hansen and Kryder (2005) outline the leaders role in implementing strategic plan: he should keep the school organization focused in the future, ensure everyone is heading the same direction and the correct direction, maintains everyone’s drive and enthusiasms so that they continue moving forward, stay flexible when technology, economic trends, competition and other factors continue to change.

The schools that have a strategic plan in place, wasting time and energy during the planning process and then not implementing the plan is discouraging (Cherry, 2005). Implementation is a fundamental business practice that crucial for any strategy to take hold. Schools can gain a competitive advantage through implementation of SSPs. Thus, the implementation pitfalls must be examined and corrective measures taken.

Environmental scanning is vital to strategic planning. It reveals the external factors that pose a challenge to strategic plan implementation. It helps in knowing what to anticipate in the future, the anticipated demand on the school system facilities, prediction of trends in parental involvement or community pressures for curriculum changes (Poole, 1991). School management and other stakeholders must acquire knowledge and use information about events, trends and relationships in the school’s external environment. This knowledge would assist the management in planning effectively the future course of action (Choo, 2002).
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains how the research study was done, target population and sample selection, research instrument and methods of data analysis.

3.1 Research Design

The research design is the conceptual structure within which research is conducted. Orodho, (2005) avers that research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. Further insight was given by Borg (1996) when he postulates that a research design is a logical and valuable way of looking at the world. Descriptive survey research design was used for the study. According to Konthari (2005) descriptive study involves an examination of the state of affairs, describing, analyzing and reporting conditions that exist or existed. This study involved broad category of stakeholders viz. principals, teachers on PTA, BOG members and Education Officers. This study fitted within the descriptive survey design because according to Mugenda & Mugenda (1999) it is the best method available to social scientists who are interested in collecting original data for the purpose of describing a population, which is too large to observe directly. Descriptive studies are not restricted to fact-findings, but often result in the formulation of important principles of knowledge and solution to significant problem (Kombo & Tromp. 2006). It also allows measurement, classification analysis comparison and later interpretation of data. It was effective in collecting information about people’s attitudes, and opinions (Orodho. 2005).
The descriptive survey design assisted the researcher to identify and describe the factors inhibiting implementation of strategic plan in public secondary schools in Webuye Constituency, Bungoma County.

3.2 Study Locale

The study was conducted in Webuye Constituency of Bungoma County, Western Province, Kenya. It comprises two divisions: Ndivisi (132.3km$^2$) and Webuye (269.1 km$^2$). The area was purposively selected as recommended by Singleton (1993), that the ideal setting for study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The area has forty four public secondary schools of different categories from which samples drawn were considered representative of schools in Kenya, with exception of national schools.

3.3 Target population

Borg and Gall (1996) defines population as all members of a real set of people, events or objects to which the researcher wishes to generalize the results of the research. All the 44 public schools in Webuye Constituency, Bungoms County formed the target population. 44 principals, 44 BOG members, 44 teachers on PTA and two Education Officers were the target population adding up to 134. The targeted population had the main task of formulating and implementing the SSSP.

3.4 Sample and Sampling Procedure

A sample is a sub-set of the population that can be analyzed at reasonable cost and used to make generalization about the population parameters (Mugenda & Mugenda, 1999). Sampling is the process of selecting a sub-set of cases in order to draw
conclusions about the entire set as documented by Orodho (2005). The advantages of sampling as state by Orodho (2005) are: gathering data by sampling is less time consuming; less costly; sampling may be the only practical method of data collection; sampling may be the only practical way to collect data.

Sample design refers to the way of selecting a sample. A sample can be either probability (random) or non-probability (non-random). Slavin (1984) observed that due to some factors such as limited time, funds, and other logistic constraints, a study can be carried form a carefully selected sample to represent the entire population. The total number of schools involved in the study were selected on the 10-30 percent rule advocated by Kombo & Tromp (2006). Hence, the research was based on 12 schools which comprised 27 percent of the target population of 44 public schools in Webuye Constituency, Bungoma County, Kenya. The same percentage was used to sample the principals, BOG members and teachers on PTA/SSIC. The AEO from the two divisions were also interviewed. The total number of respondents were 38. Purposive sampling was used to identify the schools according to the criteria of public schools. Simple random sampling technique was used to identify the schools to be included in the sample.

Table 3.1: Number of public Secondary Schools in Webuye Constituency

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webuye</td>
<td>30</td>
</tr>
<tr>
<td>Ndivisi</td>
<td>14</td>
</tr>
</tbody>
</table>
Table 3.2: Sample size of various categories of the respondents

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>12</td>
</tr>
<tr>
<td>BOG members</td>
<td>12</td>
</tr>
<tr>
<td>Teacher Representative on PTA/SIC</td>
<td>12</td>
</tr>
<tr>
<td>Education officers</td>
<td>2</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The researcher used questionnaire, interview, and observation. Unstructured, semi-structured and structured interviews were used to get information from principals, teachers, opinion leaders and district education officers. This was effective in collecting information about people’s attitudes and opinions.

3.5.1 Observation Schedule

This is the tool that provides information about the actual behavior. Direct observation allows the researcher to put behavior in context and thereby understand it better (Orodho & Kombo, 2002). This method implies collection of information by way of own investigation or observation without interviewing the respondent (Orodho, 2005). The information obtained relates to what is currently happening and is not complicated by either past behavior or future intensions or attitudes of the respondents. This instrument was divided into six major administrative task areas: Curriculum and Instruction, finance, physical and material resources, staff personnel, student personnel and school community relations. Three basic observable parameters would be listed for each task (where possible) to access the effectiveness of the school in providing the desired quality education. Three observable projections for future
development will be listed to assess focus in developing further quality education. (See appendix 1).

3.5.2 Questionnaire

A questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs and biographical immolation (McMillan & Schumacher, 2001). The researcher developed a questionnaire to use in data collection. The questionnaire consisted of both open and close ended questions to collect data from principals and teacher representative on PTA. Mugenda & Mugenda (1999) observe that the use of questionnaire is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to the large samples. Closed ended questions are easier to analyse since they are in and immediate usable form; and open ended questions permit a greater depth of response. The study used questionnaires because of their economy; they ensure anonymity, permit use of standardized questions, and they have uniform procedures, provide time for subjects to think about responses and are easy to score. They provide recorded data for future reference.

3.5.2.1 Questionnaire to Principals

This instrument was divided into personal information, school details and assessment of successful implementation of school strategic plan. The questionnaire was comprehensive since principals were the basis of this research (See Appendix 2). Principals are responsible for the overall running and control of the school. They are the professional advisors of the BOG and PTA. They are expected to offer professional advice to the entire management team. They create the climate for change by effective leadership and supervise the implementation of SSP.
3.5.2.2 Questionnaire to teacher representative on PTA/SSIC

Teachers have a high potential for the development and implementation of change (Makerere, 1993). They play a key role in encouraging the support of SSP through education and propelling good students’ performance in National Examinations. Their effective service delivery enhances quality of education. This questionnaire helped to access the active or passive participation of teachers in the school concerned and consequently the effect on the implementation of school strategic plan. (See Appendix 3)

3.5.4 Interviews schedule with Education Officers

Education officers monitor the school strategic plans and approve the soliciting of funds from the CDF and sanction the levies charged to parents for development purposes.

The researcher conducted interview with the AEOs in the two divisions. (See Appendix 4)

3.5.5 Interviews schedule with BOG/PTA members

BOG is responsible for formulating and implementing SSP. They are key stakeholders in SSP. They form the team that ensures continuous progress is realized in strategic planning. This instrument consisted of unstructured and semi-structured interview. Unstructured interview was used to create a rapport and get the respondents’ open and sincere opinions on challenges and possible solutions in implementing the school strategic plan (See Appendix 5)
3.6  Pilot Study

Questionnaire must be tried out in the field. Piloting refers to pre-testing of questionnaires to the selected sample which is similaee to or identical to the actual sample to be used in the study. Orodho (2005) says that piloting helps the researcher establish the following: Are the questions measuring what they are supposed to? Is the wording clear? Does the respondent interpret all the questions in the same way? Do the questions provoke a response? Is there research bias?

The researcher was able to detect deficiencies in the pre-testing for instance unclear direction, insufficient space to write the responses, clustered questions and wrong phrasing of questions. Vague questions were revealed during the piloting when the respondents interpret them differently. Piloting was done to measure the reliability and validity of the research instruments. Reliability and validity enabled the researcher to assess the weakness of the research instruments. It also revealed the areas which could have caused confusion and ambiguity and led to reshaping of the instruments in a more simple manner.

3.6.1  Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trial. Bell (1993) points out that piloting are one way of checking reliability of instruments. To enhance reliability of the instruments, this was done through pilot study in two secondary schools in Webuye Constituency which were not included in the actual study. The researcher used the questionnaire on two principals and two teachers from the purposively selected schools. Items which were left blank or unanswered according to the
expectations of the researcher were modified and clear instructions given to the respondent to avoid misinterpretation. Reliability of the instruments was also determined by establishing whether there were ambiguities in any item or whether instruments elicited the type of data anticipated and also whether the type of data desired were meaningfully analyzed in relation to research questions.

Split-half technique was used whereby the pilot questionnaires were divided into two equivalent halves and then Spearman’s correlation coefficient for the two halves computed using the formulae:

\[(i) \quad r = 1 - \frac{6 \sum(D)^2}{N(N^2-1)}\]

where, \(r\) = correlation coefficient

\[N= \text{Sample} \]
\[\sum = \text{Summation of scores} \]
\[D= \text{Deviation} \]

\[(ii) \quad \text{SH} = \frac{2r}{1+r} \frac{1+r}{1+r} \]

where, \(\text{SH}\) = split-half

\(r\) = correlation coefficient

According to Gay (2003) a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. The researcher got a coefficient of 0.75 for the teachers’ questionnaires and 0.78 from the headteachers’ questionnaires. The researcher therefore concluded that the instruments were reliable for the study.
3.6.2 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on research results (Mugenda and Mugenda, 1993). It is the degree to which results obtained from the analysis of data actually represents the phenomena under study. Validity according to Borg & Gall (1996) is the degree to which a test purports to measure. All assessments of validity are subjective opinions based on the researcher (Singleton, 1993). According to Borg & Gall (1996), validity of an instrument is improved through expert advice. After preparation of the research instruments, the researcher consulted colleagues and Department of Educational Management Policy and Curriculum Studies supervisors to ascertain validity of the items in the instruments.

3.7 Data Collection Procedure

The researcher obtained a letter of Introduction from Post Graduate School, Kenyatta University, to the MOE officials. This facilitated issuance of research permit authorizing the researcher to carry out the research in Webuye Constituency before embarking on the study.

The researcher visited the selected schools in each division, administered the questionnaire and collected them immediately. The observation schedule was used as the questionnaires were being answered. The researcher sought appointments for interview with BOG members and AEOs.
3.8 Data Analysis

Data analysis is the process of systematically searching and arranging interview transcripts, field notes and other materials obtained in the field with the aim of increasing your own understanding of them and enabling one to present them to others. Analysis involves working with data, organizing them, breaking them in manageable units, synthesizing them and searching for patterns (Orodho, 2005).

According to Kombo & Tromp (2006), data refers to the raw information collected during the research investigation. Data analysis involves extracting important variables, detecting any shortcomings, and testing of any underlying assumptions. It may involve proper scrutiny of collected information to ascertain faults. This study made use of exploratory method under qualitative data analysis. A thematic analysis was done to classify information based on the objectives.

The processing operation will follow steps outlined by Kothari (2005)

i. Editing: This is examining the collected raw data to detect errors and omissions and to correct these when possible. It involved a careful scrutiny of the completed questionnaires and interview schedules. This ensured that that the data were accurate, consistent with other facts gathered uniformly, completed as possible and were well arranged to facilitate coding and tabulation.

ii. Coding: This is the process of assigning numerals and other symbols to answers so that responses can be put into a limited number of categories or classes. This was necessary for efficient analysis and through it several replies could be reduced to small number of classes which contain the critical information required for analysis.
iii. Classification: This is the arrangement of data in groups or classes on the basis of common characteristics. This was basically descriptive characteristics which gave statistics of attributes suitable for descriptive design research.

There are three key types of statistical techniques: descriptive, inferential and test statistics. Descriptive statistics such as mean, median, mode proportions, percentages and standard deviation will enable one to establish the central tendency, while the inferential statistics will enable the inference of population characteristics from the sample (Ochola & Ngige, 2002)

The responses in the questionnaire and interview schedule were coded then SPSS programme used to analyse the data.

SPSS programmes are known for their efficiency and ability to handle large amount of data. Given the wide spectrum for statistical procedures purposively designed for social sciences, it developed appropriate holding frame to come up with reliable results according to the responses in the questionnaires and interview schedule.

According to Gay (1992), descriptive survey is commonly represented by use of frequency, polygons, graphs pie-charts, mean calculations or percentages and tabulating them approximately. The data were therefore presented using frequency tables, pie charts and bar graphs.
4.0 Introduction

This chapter presents the findings of the study. The purpose of the study was to determine the challenges facing the implementation of strategic plans in public secondary schools in Webuye Constituency. A sample of 50 respondents was targeted for the study; this sample comprised 12 principals, 24 BOG members, 12 teacher representatives of PTA and 2 education officers. A total of 50 responded giving a response rate of 100 percent. The findings of the study were as presented in the following sections.

4.1 General Information

This section presents data on the Category of school, type of school, students’ population in schools, number of teaching staff under TSC and BOG, gender, age bracket, period of service and period for being a member of PTA. The findings were as presented below.

4.1.1 Distribution of the Respondents by Gender

The principals were first asked to indicate their gender. The study found that 58 percent of the respondents indicated that they were male while 42 percent indicated that they were female. From the findings of the study, it can be said that most of the principals in secondary schools in Webuye constituency are male. The findings of the study were as presented in Figure 6.
Figure 6: Distribution of the Respondents by Gender

Issues of gender did not have any influence on the implementation of SSPS because of the presence of policy guidelines provided by MOE. According to www.web.interhack.com/publications/wiinfosec/policy, policy is a definition of the organizations objectives and guideline how to achieve those objectives and guideline how to achieve those objectives. Policy helps people and the system that they use to stay within the framework expressed at higher levels. They help to keep in check any intrusion personal interest.

4.2.2 Distribution of the respondents by Age Bracket

The principals were further asked to indicate their age brackets. The study found that 42 percent of the respondents were above 50 years. The study also found that 33 percent were between 45-49 years, 17 percent were between 40-44 years and 8 percent were between 35-40 years. The findings of the study were as presented in Figure 7.
Data on age structure of the principal was basically to assess whether they were averse to changes. It was observed that the principals of age bracket 35-40 and 40-44 were in the more recently established schools while those in ages 45 and above headed the more, established schools. This trend, according to the AEO, was designed to allow the younger generation principals to grow and again experience; while the older principals were to use their wealth of experience to maintain and improve the more established schools. The issue of apathy, indicated by burnout, stagnation, indecision, lack of creativity, lack of motivation and lack of productivity (Byrd, 2010), was kept in check by the strategic plan. A strategic plan helps to consolidate effort and resources in a given direction (Tompson & Stickland, 2005).

4.1.2 Period of Service as a Principal

The principals were asked to indicate the period for which they had served as principals. The study found that 41 percent of the respondents had served as principals for a period between 5-10 years. The study also found that 25 percent of the respondents had served for a period between 2-5 years, and 17 percent had served for a period less than 2 years and a period more than 10 years respectively. From the

**Figure 7: Distribution of the respondents by Age Bracket**

Data on age structure of the principal was basically to assess whether they were averse to changes. It was observed that the principals of age bracket 35-40 and 40-44 were in the more recently established schools while those in ages 45 and above headed the more, established schools. This trend, according to the AEO, was designed to allow the younger generation principals to grow and again experience; while the older principals were to use their wealth of experience to maintain and improve the more established schools. The issue of apathy, indicated by burnout, stagnation, indecision, lack of creativity, lack of motivation and lack of productivity (Byrd, 2010), was kept in check by the strategic plan. A strategic plan helps to consolidate effort and resources in a given direction (Tompson & Stickland, 2005).

4.1.2 Period of Service as a Principal

The principals were asked to indicate the period for which they had served as principals. The study found that 41 percent of the respondents had served as principals for a period between 5-10 years. The study also found that 25 percent of the respondents had served for a period between 2-5 years, and 17 percent had served for a period less than 2 years and a period more than 10 years respectively. From the
findings of the study, it can be said that most of the respondents had been principals for a period of more than five years and therefore were considered to understand the strategic plans for the schools in which they were serving. The findings of the study were as presented in Table 4.1.

Table 4.1 Period of Service as a Principal

<table>
<thead>
<tr>
<th>Period of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>2-5 years</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>More than 10 Years</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This factor posed as a strength and weakness to implementation of school strategic plan. Cherry (2005) postulates that in examining source of the pitfalls in implementation of strategic plans. The implementation task force may constitute of members who are too familiar with the organization that they may lack the enthusiasm that creates the positive attitude in implementing SSPs; secondly confrontation of unfavorable, the unpalatable and the difficult is diluted or evaded altogether; thirdly there is the inadequate stretching of the powers to conceive and forthly there is confusion between operational decision-making, and strategic planning. The longer a principal has been at a station stands as strength in effective environmental scanning. This helps to know the external factors that can negatively impact on strategic plan implementation (Poole, 1991).
4.1.3 School Category

To establish the category of schools and study, the principals were asked to indicate the category of their schools. The study found that 58 percent of the respondents indicated that their schools were in the provincial category while 42 percent indicated that their schools were in the district school category. The findings of the study were as presented in Figure 8.

**Figure 8: School Category**

This data helped to determine the catchment area of the school, and consequently the composition of parents. The AEOs pointed out that parents in provincial schools were more open minded and exposed. They had a stronger commitment to supporting school development process, compared to parents in the district schools.

4.1.4 Type of School

The principals were further asked to indicate the type of their schools. The study found that 42 percent of the schools were mixed. The study also found that 25 percent of the schools were boys boarding, another 25 percent were girls boarding and that 8 percent were mixed boarding schools. From the findings of the study, it can be said
that most of the secondary schools in Webuye constituency are mixed day schools.

The findings of the study were as presented in Table 4.2.

**Table 4.2 Type of School**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Day</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This data helped in assessing the nature of facilities developed and those being developed. It also had an implication on the financial resources. The problem of fees defaulting was largely experienced in the mixed day school. Parents’ attitude towards free day secondary education was erroneously perceived by parents. They grudgingly contributed Ksh 2000 development fund and other sundry expenses, thus slowing down implementation of SSPs.

**4.1.5 Population of the School**

In determining the population of the schools studied, the principals were asked to indicate the population of their schools. The study found that 42 percent of the schools studied had between 301-600 students. The study also found that 25 percent of the schools had between 601-900 students and another 25 percent had 300 students and below. The study finally found that 8 percent of the respondents had between 900-1200 students. The findings of the study were as presented in Figure 9.
This data reflected the economies of scale in different schools, which was significant in the financial resources. Only 8 percent of the schools in Webuye constituency enjoyed the economies of scale while 42 percent had diseconomies of scale. This was further aggravated by fee default; high poverty level coupled with high inflation rates that almost paralyzed the schools, at the end of the term 2/2011.

4.1.6 Distribution of Teachers by Teaching Experience

Teacher respondent were asked to indicate the period for which they had been teachers. The study found that 33 percent of the respondents had been teachers for a period between 6-10 years. The study also found that 25 percent of the respondents indicated that they had been teachers for a period between 11-15 years, 17 percent had taught for a period between 1-5 years and 16-20 years. Only 8 percent of the teacher had taught for a period above 20 years. From the findings of the study, it can be said that most of the teachers had taught for a long period of time and were therefore considered to be well conversant with the schools’ strategic plans and had the skills to ensure their effective implementation. The findings were as presented in Table 4.3.
Table 4.3 Distribution of Teachers by Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>21 and above Years</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

This data helped to assess the staff loyalty and possible ownership of the SSPs. Most teachers involved in the strategic planning process had a long teaching experience in their respective schools.

4.1.7 Distribution of Teachers by period of Membership of PTA

The teacher respondents were further asked to indicate the period for which they had been members of PTA. The study found that 55 percent of the teachers had been members of PTA for a period between 3-5 years. The study also found that 27 percent of the teacher respondents had been members of PTA for a period of 6 years and above and that 18 percent of the teachers had been members of PTA for a period between 1-2 years. From the findings of the study, it can be said most of the teacher respondents had been members of PTA for a period more than 2 years and were therefore considered to be were conversant with the contents of their strategic plans thus helping their development and implementation. The findings of the study were as presented in Figure 10.
Figure 10: Distribution of Teachers by period of Membership of PTA

Teachers who had participated in the planning process and would probably help follow through the process SSPs implementation. According to (Evans 2007) a critical element in strategic plan implementation is that the school principals, BOG and school staff must be on the ‘same page’. There must be shared understanding about the key area where strategic thought and action will concentrate. Nasseh (2007) Teachers are important team members, whose experience in identifying current reality can help situation analysis. Secondly, their input and vision for the future are very important for the establishment of desired and practical reality. Thirdly, they are most effective advocates for the acceptance and successful implementation of the SSPs.
4.2 Proportion of public secondary schools that have formulated and are utilizing strategic plans

4.2.1 Development of Strategic Plans in Schools

The school principals were asked to indicate whether they had developed strategic plans in their schools. The study found that all the 92 percent of the respondents indicated that they had developed strategic plans for their schools. Only 8 percent indicated that they were still developing their plan. From the findings of the study, it can be said that most of the schools had developed their strategic plans. The findings of the study were as presented in Figure 11.

![Figure 11: Development of Strategic plans in schools](image)

The above indicates that most schools in Webuye constituency have adopted the modern trend in strategic management by developing SSPs. The development can be attributed to mandatory expectation of MOE for public institutions to develop the strategic plans a means of enhancing result-based management and efficiency in their operations (MOE, 2007).

According to Collins & Nichols (2007), all schools should have a strategic plan, without which, staff and community don’t know where they are going. With a
strategic plan, everyone is working the same vision trying to reach the same goal and building commitment to the school organization.

In an interview with the area education officers, the study found that most of the schools in Webuye constituency had developed their strategic plans and were implementing them. The 8 percent needed to refine their SSPs as they had been rejected as shallow.

4.2.2 Official Launching of the Strategic Plan in the Schools

The Principals who indicated that they had developed their strategic plans were further asked to indicate whether they had officially launched their strategic plans. The study found that 45 percent of the respondents indicated that they had officially launched the implementation of the strategic plan in their schools while 55 percent indicated that they had not launched the implementation of strategic plans in their schools. This is an indication that even though the strategic plans had been developed in many schools; most of the schools had not officially launched the strategic plans in their schools which is an indication of laxity in the implementation of strategic plans in schools. The findings of the study were as presented in Figure 12.

Figure 12: Official Launching of the Strategic Plan in the Schools
Forbes (2009) postulates that individuals involved in strategic planning and strategic implementation must have a sense of responsibility and know that they are held accountable. In launching SSPs all stakeholders are actually making a public declaration of their commitment towards accomplishing the SSPs. Oyedepo (2000) said that commitment is the baseline of achieving anything worthwhile. According to Lally (1997), if people do not have responsibility in the strategic plan, it will be business as usual for all but a frustrated few. Robbins and Decenzo (1991) added that, the best strategies can go awry if management fails either to implement them properly or to evaluate their results.

4.3 Factors Influencing Successful Implementation Strategic Plans in Schools

4.3.1 Availability of Performance Tracking Records

The principals were asked whether they had the performance tracking records. The study found that all the respondents (100 percent) indicated that they had the performance tracking records. Asked to give the reasons for maintaining such records, the following reasons were given: that the records were used to monitor the effectiveness of implemented sections of the plan, to write reports and the shortcomings to the implementation and to evaluate the implementation of strategic plans.

Forbes (2009) highlights that track records provide regular updates on the progress of SSPs, the outcomes achieved, any roadblocks experienced and any recommendations on changes to the plan or its identified outcomes. He adds that the performance tracking records ensures accountability for achieving or not achieving. According to
Lally (1997) when there is no track record the progress, the plan will only measure what is easy and not what is important. No one will feel any forward momentum.

4.3.2 Time Interval for Reviewing the Strategic Plans

The principals were asked to indicate the time interval that they take to review the strategic plans. The study found that 42 percent of the principals indicated that the reviewed their strategic plans after every five years. The study also found that 25 percent of the respondents reviewed their strategic plans after every 2 two years, 17 percent after every three years and 8 percent after every one year and four years respectively. From the findings of the study, it can be said that most schools take longer period of time before reviewing their strategic plans. This is an indication that if any plan is not implemented well or monitor, it may go unaccomplished due to long time lapse before reviews are done. The findings of the study were as presented in Table 4.4.

<table>
<thead>
<tr>
<th>Period for review of the Strategic Plan</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After every one year</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>After every two years</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>After every Three years</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>After every four years</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>After every five years</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to Boyd, Hansen & Kryder (2005), successful implementation of a strategic plan is ensuring that regular follow-up and evaluation is done. Hilferty (2007) indicates that a strategic plan is worthless if it is so prescriptive and rigid that it
cannot change to meet changing circumstances. The plan should be reviewed internally every year to keep focus and encourage the momentum of being forward looking.

4.3.3 Communication of the Strategic Plan to the Stakeholders

The respondents were asked to mention how they communicate the contents of the strategic plan to the stakeholders. The study found that the contents of the strategic plans was communicated to the stakeholders through holding BOG and PTA meetings for discussions and through staff meeting during open days.

Communication makes the plan a ‘living’ document and not one bound and shelved ‘for the record’ (Boyd, Hansen & Kryder, 2005). Effective communication is at the executive level. The rest of the stakeholders are mainly informed during the annual general meeting. The planning document is seen as an end in itself. According to Mantep (1995) communication is essential for motivating implementation of SSPs. It is through communication that the principal can give necessary guidance and transfer ideas. It draws stakeholders’ belief and commitment to SSPs and gives reason for commitment.
4.4 Perceived factors influencing the Success of the Implementation of Strategic Plans in Schools

In determining the factors influencing the implementation of strategic plans, the respondents were asked to indicate the extent to which some of the perceived factors influenced strategy implementation in their schools. This was tested on a four point likert scale of 1-4; where 1 represented ‘very large extent’, 2 represented ‘Large extent’, 3 represented ‘Small extent’ and 4 represented ‘No extent at all’.

The scores ‘Very large extent’ was taken to be equivalent to mean score ranging from 0.0 to 1.0, ‘Large extent’ with mean score ranging from 1.1 to 2.0, ‘Small extent’ with a mean score ranging from 2.1 to 3.0 and ‘No extent at all’ with a mean score ranging from 3.1 to 4.0. A standard deviation of > 1.0 represents a significant difference in the responses given. The findings were as presented in Table 4.5.

**Table 4.5 Factor perceived to influence the Success of the Implementation of Strategic Plans in Schools**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of dedicated</td>
<td>12</td>
<td>1.83</td>
<td>.297</td>
<td>1.030</td>
</tr>
<tr>
<td>Availability of Finance</td>
<td>12</td>
<td>1.92</td>
<td>.423</td>
<td>1.467</td>
</tr>
<tr>
<td>School performance</td>
<td>12</td>
<td>2.17</td>
<td>.260</td>
<td>.900</td>
</tr>
<tr>
<td>Teacher motivation</td>
<td>12</td>
<td>1.42</td>
<td>.149</td>
<td>.515</td>
</tr>
<tr>
<td>Leadership styles</td>
<td>12</td>
<td>1.42</td>
<td>.193</td>
<td>.669</td>
</tr>
</tbody>
</table>
**Trained Staff**

Mbiti (2007) recommends that the acquisition of necessary competencies, techniques and culture of planning is a prerequisite for services to be delivered effectively. Oyedepo (2000) adds that, the accomplishment of every purpose is at the mercy of skill. The quality of the personnel’s skills determines the quality of the output.

**Finances**

Finances are the life-blood of all institutions. Sufficient funds are required both in creating SPPs and activating it (MOE, 2009).

**School performance**

People will invest where they are bound to benefit (Maxwell, 2000). The potential of good performance at the end of the secondary education has always motivated parents to fully support the school system (Steven, 2008). Poor performance causes parents to withdraw their children. The government has also pegged more funding to schools with good performance.

**Teacher Motivation**

This starts by recognizing that teachers are key players in strategic planning and implementation. When teachers effectively buy-in the SSPs, they can help in marketing and resource mobilization. They are motivated through training when their ideas and suggestions are listened to. Through effective communication, understand how they contribute (Nasseh, 2001).
Leadership Style

Jacobus (2005) postulates that the principal as a leader must get things done in and outside school. He should be a democratic leader who does not limit others, should not be opposed to change, should welcome cooperation and be selfless. Leadership is the important element that harnesses the energies and commitment of staff, students and parents and provides a clear direction for the work and development of the school (Estyn, 2001). It takes quality leaders to create quality output.

The findings on Table 4.5 shows that availability of trained staff, availability of finance, teacher motivation and leadership styles influenced the success of the implementation of strategic plan in schools to a large extent (mean score between 1.0 to 2.0. The study also found that school performance affected the implementation of strategic plans to a small extent (mean score 2.17). Adanusa (2006) pointed out factors accounting for low quality delivery of secondary education in Africa: lack of adequate teaching/learning facilities; poor infrastructural facilities; low number of well motivated and committed teachers; poor management and supervision. From the findings of the study, it can be said that the major factors affecting the implementation of strategic plans in schools are the availability of trained staff, availability of finances, teacher motivation and leadership styles.

In an interview with the BOG on the factors influencing successful implementation of strategic plans, they mentioned the following factors: leadership styles, support from the teaching staff, staff training and availability of finances.
4.5 Weakness and Threats in the Implementation of Strategic Plans in Schools

4.5.1 Number of Teaching Staff

To determine on the availability and adequacy of teaching staff, the principals were asked to indicate the number of teachers in their schools in terms of those employed by TSC and those employed by the BOG. The findings of the study were as presented in Table 4.6 and table 4.7.

Table 4.6 Number of Teaching staff under TSC

<table>
<thead>
<tr>
<th>Number of Teaching staff under TSC</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 Teachers</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>11-15 Teachers</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>16-20 Teachers</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>21-25 Teachers</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Above 25 teachers</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.7 Number of Teaching staff under BOG

<table>
<thead>
<tr>
<th>Number of Teaching staff under BOG</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Teachers</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>4-6 Teachers</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>7-9 Teachers</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>10-12 Teachers</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>13-15 teachers</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data on teaching staff under TSC or BOG helped in assessing job security, staff loyalty and commitment in the school planning and implementation process. Teachers under TSC are more psychologically settled and have a higher degree of commitment.
to implementation of SSP. Teachers under BOG are more or less on transit and cannot be relied upon fully as part of the task team to implement SSP. A large part of teachers on BOG has a financial implication in increasing the school expenditure on salaries.

The findings on Table 7 shows that there were between 4 to 6 teachers under BOG as indicated by 33 percent of the principals. The findings also show that there were between 7 to 9 teachers under BOG in as indicated by 25 percent of the respondents. In support to these findings, Adanusa (2006) pointed out that one of the factors accounting for low quality delivery of secondary education in Africa is inadequacy of teachers. From the findings of the study, it can be said that one of the challenges to the implementation of strategic plans in schools is the inadequacy of teachers in the schools.

From the observation schedule, it was found that in most of the schools studied, there was high teacher student ratio as most of the classes had more than 50 students.

4.5.2 Organization of Training on strategic Plan Implementation

The principals were asked whether they organize formal training for strategic plan implementation for the members. The study found that 76 percent of the respondents indicated that they had not organized formal training for members while 24 percent indicated that they had organized training for members. The need for training on the implementation of strategic plans is evidenced by the training on School Infrastructural Improvement Program organized KESSP for BOG and SSIC. From the findings of the study, it can be said that training was a challenge to the
implementation of strategic plan in secondary schools in Webuye Constituency. The findings of the study were as presented in Table 4.8.

**Table 4.8 Organization of Training on strategic Plan Implementation**

<table>
<thead>
<tr>
<th>Organization for Trainings</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Those who indicated that they organize training for their members were further asked to give the reasons why they organized for such trainings. The following reasons were given: to enable the implementation of the plan, for consultations of teachers and senior management committee and for launching the plan.

Training is always essential in creating competencies. Lally (1997) asserts that, to get the SSPs ready for implementation; you must have the right people on board, having the right competences and skills. The task team must have their skills expanded through training. Unfortunately, most principal and their BOG members had not fully explored training as it was deemed to be expensive, considering the meager finances resources available in school.

4.6. Perceived weaknesses and Threats to the implementation of Strategic Plans in Schools

In investigating the weakness and threats facing the implementation of strategic plans in schools, the respondents were asked to indicate the extent to which different perceived challenges affected the implementation of strategic plans. This was tested
on a four point likert scale of 1-4; where 1 represented ‘Very challenging’, 2(571,187),(801,213) represented ‘Challenging’, 3 represented ‘Less challenging’ and 4 represented ‘Not challenging at all’.

The scores ‘Very challenging’ was taken to be equivalent to mean score ranging from 0.0 to 1.0, ‘Challenging’ with mean score ranging from 1.1 to 2.0, ‘less challenging’ with a mean score ranging from 2.1 to 3.0 and ‘Not challenging at all’ with a mean score ranging from 3.1 to 4.0. A standard deviation of > 1.0 represents a significant difference in the responses given. The findings were as presented in Table 4.9.

### Table 4.9 Perceived weakness and threats to the implementation of Strategic Plans in Schools

<table>
<thead>
<tr>
<th>Number</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political influence</td>
<td>12</td>
<td>1.75</td>
<td>.305</td>
</tr>
<tr>
<td>Fees defaulting</td>
<td>12</td>
<td>2.00</td>
<td>.302</td>
</tr>
<tr>
<td>Frequent teacher transfers</td>
<td>12</td>
<td>1.75</td>
<td>.305</td>
</tr>
<tr>
<td>Economic recession</td>
<td>12</td>
<td>1.67</td>
<td>.225</td>
</tr>
<tr>
<td>Government red tapes and bureaucracy</td>
<td>12</td>
<td>1.42</td>
<td>.193</td>
</tr>
</tbody>
</table>

Source: researcher (2011)

The results on Table 4.9 shows that political influence, fees defaulting, frequent teacher transfers, economic recession and government red tapes and bureaucracy are challenging to the implementation of strategic plans in schools (mean score ranging between 1.1 to 2.0). According to Turkana Headteachers’ Conference (2008), it was found that the potential problems that loom in under present circumstances, such as
HIV & AIDS pandemic, on school and community, unhealthy competition, political conflict, fees defaulting and lack of government subsidy are some of the challenges facing the implementation of strategic plans in schools. From the findings of the study, it can be said that political influence, fees defaulting, frequent teacher transfers, economic recession and government red tapes and bureaucracy are the main challenges facing the implementation of strategic plans in schools.

**Political Influence**

Education in Kenya has a lot of political influence. This has also affected the strategic planning process in three ways: first the national budgetary allocation to school is predetermined in the national budget; secondly, CDF allocation to schools is largely influenced by local members of parliament, who also determine some members of BOG in schools. Consequently, schools with good political goodwill have a high statutory allocation of funds, such as the centers of excellence. These schools have well developed infrastructure, schools with their preferred BOG members are more active and visionary, as opposed to those hand picked by local members of parliament.

**Fees Defaulting**

Fee defaulting put school managers in financial quagmires. Absence of funds stagnates the SSP implementation process. The problem was more acute in the day schools and low enrolment.
Frequent Teacher Transfer

This challenge affected the team arrangement. Transfers were due to promotion and attempt to create balance in staffing. Effect of transfer on SSPs was the need to give orientation and help new team-members to buy-in the plan. This was expensive of time.

Economic Recession

The high inflation rate greatly upset the initial budget especially the prices of sugar, maize and beans that form the essential items in schools. Coupled with this was the delay in government funding. The principals were forced to go back to parents to ask for additional funding in term 3 of 2011. The MOE authorized an increase of about Ksh 5000. This was met with a lot of resistance, which consequently slowed down SSP implementation.

Government Red Tapes and Bureaucracy

Delay in government funding upsets the budgetary process of schools. It leads to strains with suppliers and stretches time frame for different projects.

In an interview with the Area Education Officers on the challenges facing the implementation of the strategic plan, the following challenges were mentioned: apathy i.e lack of passion from AEO who recommend the transfer of teachers who have stayed long in particular stations, biasness in the allocation of CDF fund resulting from the political influence and the need for MOE to review the stipulated fee structure to be flexible taking into account the economic resource variation in different geographical locations.
From the observation schedule, it was found that most of the schools studied did not have income generating projects. This can be seen as a challenges resulting into inadequacy of finances for the implementation of strategic plan in schools. It was also observed that schools receiving substantial CDF funding had well developed infrastructure facilitating the implementation of the strategic plan. The schools which were not receiving the funds did more of renovation as opposed to the development of new infrastructure.

4.6 Measures for Effective Implementation of Secondary School Strategic Plans

The research finding established five components that are necessary to support implementation of SSPs: people, resources, structure, systems and culture.

People: The right people must be on board, having the right competences and skills MOE, should provide properly documented policy guidelines on school strategic planning as it had done for SSIC. This must be followed by periodic in-service to expand skills. The teachers’ service commission should employ more teachers so that schools have adequate staff to assist in implementing SSPs.

Resources: school must have sufficient funds and enough time to support implementation. Government funding must be released early at the beginning of the year. Schools must develop income generating projects to supplement funding by government and parents.

Structure: schools must set up their own structures of management and appropriate lines of authority, and have clear, open lines of communication with all the
stakeholders. This can be effective by setting up of strategic planning department. The strategic department will be a direct owner and will ensure the SSP are first of all realistic divided into actionable tasks and tasks done systematically within a given time schedule. Accountability and high visibility help derive changes. The department will help management from getting mired with daily operating problems and lose sight of its goals.

Systems: Both school management and technology system help to track the progress of SSP and make it faster to adapt to changes. Performance track records and reporting times must be adopted especially through newsletters, or quarterly short message service updates. Strategic planning and implementation process should be included in undergraduate curriculum for teachers training. MOE must also develop vigilant monitoring system that will assess implementation process and ensure effective leadership in schools.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine the challenges in implementing strategic plans in public secondary schools in Webuye Constituency. The study was guided by the following specific objectives: investigate the proportion of public secondary schools that have formulated and are utilizing strategic plans, to determine factors that have influenced the successful implementation of school strategic plan (Strengths and opportunities) in Webuye Constituency, to establish the challenges in implementing school strategic plan (weaknesses and threats) in Webuye Constituency and to determine the measures that can be taken to ensure effective implementation of secondary school strategic plans.

5.2 Summary of the Findings

5.2.1 Proportion of public secondary schools that have formulated and are utilizing strategic plans

It is one thing to formulate a strategic plan and another to implement it. Critical action must be taken to move a strategic plan from a document that sits on the shelf to actions that drive business growth.

In establishing the proportion of schools which had formulated the strategic plans and were using them, the study found that in 92 percent of the schools studied had developed their strategic plans while 8 percent were still developing their plans. Among the schools which developed the strategic plans, the study found that 45
percent had officially launched the implementation of the plans while 55 percent had not launched it. The study further found that the strategic plans for the schools were to run for a period of 5 years and were reviewed by all stakeholders annually during the general meeting.

5.2.2 Factors Influencing Successful Implementation Strategic Plans in Public Schools

Regarding the factors influencing the success for the implementation of strategic plans in schools, the study found that the availability of adequate staff, availability of finance, teacher motivation and leadership styles influenced the success of the implementation of strategic plan in schools to a large extent (mean score between 1.0 to 2.0. The study also found that school performance affected the implementation of strategic plans to a small extent (mean score 2.17).

5.2.3 Challenges in the Implementation of Strategic Plans in Public Schools

In establishing the challenges facing the implementation of strategic plans, the study found that political influence, fees defaulting, frequent teacher transfers, economic recession and government red tapes and bureaucracy are challenging to the implementation of strategic plans in schools (mean score ranging between 1.1 to 2.0). The study also found that inadequacy of staff was a challenge to the implementation of strategic plans in schools, this was evidenced by the fact that some schools had to employ between 4 to 6 teachers under BOG as indicated by 33 percent of the respondents.
5.2.4 To determine the measures that can be taken to ensure effective implementation of secondary school strategic plans

Five components are necessary to support effective implementation of SSP:

People: must have the right competencies and skills; have policy guidelines form MOE and periodically in-services. The teachers’ service should employ more staff.

Resources: especially finances must be efficient. The government must disburse funds in good time and schools develop income generating projects.

Structure: A strategic planning department should be established to oversee formulation and implementation of SSP.

Systems: for the performance tracking and reporting times must be developed in schools. M.O.E should have vigilant monitoring system. The undergraduate teacher training system should have strategic planning in its curriculum.

Culture: school management must endeavor to create an environment that connects all stakeholders in the organizations’ mission and vision that makes them feel comfortable. Reward mechanisms must be in place to recognize success. Positive and negative consequences should be developed to keep people in focus.

5.3 Conclusions

Schools in Webuye Constituency have formulated strategic plans with 92 percent implementing them and 8 percent are yet to turn them into active plans. 55 percent of the schools had officially launched them. None had however put their plan on the internet.
Success in implementing strategic plans was attributed to the following strengths and opportunities: availability of adequate training staff, availability of funds from CDF and statutory subsidy, teacher motivation and quality leadership style.

The challenges in effective implementation were: political influence which caused bias in allocation of CDF, fee defaulting which caused financial constraints, frequent teacher transfer, economic recession greatly upset budgetary allocation and government red tapes and bureaucracy that delayed and even stagnated implementation process

5.4 Recommendations

All schools must be officially launch their strategic plans and have them on the website. This enhances ownership and accountability and accountability.

There should be equity in allocation of funds free from political bias CDF should not be used as political reward. Political leaders must have the right attitude and be objective in institutional development. Building strong financial base will propel implementation of SSPs.

Personnel involved in planning and implementation process must have the right competencies and skills. Strategic planning training should start at undergraduate level, policy guidelines must be in place and periodic in-service done. Department of strategic planning should be established in schools.
Effective communication channels must be developed. School managers should make it mandatory to communicate progress in strategic plan implementation in the newsletter and email. This will keep the forward momentum and attract more resources to support school development process.

5.5 Recommendations for Further Studies

This study was carried out in Webuye constituency in Bungoma County to determine the challenges in implementing strategic plans in public secondary schools in the Constituency. The researcher therefore recommends that other studies be done:

i) To find out the effectiveness of strategic plan in providing quality education in Secondary schools in other counties in Kenya.

ii) To evaluate the level of stakeholders support to the formulation and implementation of strategic plans in public secondary schools in other Counties.

iii) To establish the role of the Task Team in the implementation of strategic plans in schools.
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Makerere University (1993). *Educational Management And Administration*


Nasseh, B. (2007). *Elements of Effective Strategic Planning in Education*


# APPENDICES

## APPENDIX 1: OBSERVATION SCHEDULE OF THE ADMINISTRATIVE TASK SCHEDULE

Name of School……………………………Category………………Status……………

<table>
<thead>
<tr>
<th>ADMINISTRATIVE TASK AREA/OBSERVABLE PARAMETERS</th>
<th>REMARKS</th>
<th>PROJECTED DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Curriculum and instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Development of IT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Learning centres (Special rooms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b) Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Income generating projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c) Physical and material resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Classrooms/ dormitories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Basic teaching aids; wall maps/globe etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d) Students Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Population versus facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Clear motto/vision/mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Feeding program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e) Staff personnel (teachers)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Teachers/student ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Teaching resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Application of IT</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>f) School Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) CDF project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Tangible donations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: PRINCIPALS’ QUESTIONNAIRE

Kindly note that this is neither an examination nor an inspection report. This is a questionnaire with items to find out the issues and challenges affecting implementation of school strategic plan in Webuye Constituency.

You are kindly requested to answer the question in utmost good faith. This information you will provide in this questionnaire will be treated confidentially for the purpose of this research ONLY.

SECTION A: PERSONAL INFORMATION

1. Name

(Optional)........................................................................

2. Gender: Male □ Female □

3. Age bracket: 35-40 □ 40-44 □ 45-49 □ 50 and above □

4. Length of stay in the current station as principal:..............................

5. Have you served in this station before in any other capacity? YES □ NO □

If YES, specify the portfolio....................................................

SECTION B: DETAILS OF THE SCHOOL

6. (a) Name of school:..................................................Division..............................

(b) School category: Provincial District

(c) School Status: Boys Day □ Girls Day □ Mixed Day □

Boys Boarding □ Girls Boarding □ Mixed Boarding □

Others (specify) ............................................................

(d) School enrolment............................................................

Others (specify) ............................................................

(e) Number of teaching staff: Under TSC...........................................
Under BOG…………………………
Others (specify) ……………………

SECTION C: DETAILS RELATED TO SCHOOL STRATEGIC PLAN

7. a) Have you officially launched it? YES □  NO □

b) How do you communicate the strategic plan to the stakeholders?..............................................................................................................................................................

c) Do you organize any formal training related to strategic planning for members?

   YES □  NO □  Reasons.................................................................................................................................

8. a) Do you have any performance tracking records? YES □  NO □

Reasons..............................................................................................................................................................

b) Do you have a reporting period? YES □  NO □

If yes when?...................................................................................................................................................

c) Do you have a rewards system for achievement? YES □  NO □

Specify...........................................................................................................................................................

d) Do you have any sanctions when targets are not met? YES □  NO □

Specify..........................................................................................................................................................

9. The following are some of the stakeholders charged with the responsibility to ensure that the school strategic plans are formulated and successfully implemented. Please indicate the extent of the contribution of each stakeholder in the formulation and implementation of strategic plan in your school?

   1-Very large extent  2-large extent
   3-Small extent  4-No extent at all
10. Who are other stakeholders whom you consider important in the implementation of the strategic plans in schools?

11. The following are some of the perceived factors influencing the success of the implementation of strategic plans in schools. Please indicate the extent to which each of the factors influence the implementation of the plan in your school.

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of trained staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leadership/leadership styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What are other factors influencing successful implementation of strategic plans in your school?

13. The following are some of the perceived challenges facing the implementation of strategic plans in schools. Please indicate the extent to which each is a challenge to the implementation of the plan in your school?

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Political interference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees defaulting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent teacher transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic recession</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government red tapes and bureaucracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. What are other challenges facing the implementation of strategic plans in your schools………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………

15. From your experience in formulating and implementing school strategic plan, what recommendations would you give to the following:

(a) Policy makers in MOE.
……………………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………

(b) Principals in Webuye Constituency and Kenya as a whole.
……………………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………………
APPENDIX 3: QUESTIONNAIRE TO TEACHER REPRESENTATIVE ON PTA

Kindly note that this is neither an examination nor an inspection report. This is a questionnaire with items to find out the issues and challenges affecting implementation of school development plan in Webuye Constituency.

You are kindly requested to answer the question in utmost good faith. This information you will provide in this questionnaire will be treated confidentially for the purpose of this research ONLY.

SECTION A: PERSONAL DETAILS

1. Name

(optional)……………………………………………………………………………………………………

2. Name of school:…………………………………………Division:…………………………

3. Teaching subjects:……………………………………………………………………………………

4. Length of experience of a teacher: Up to 3 yrs □ 4-10 yrs □ 11-20 yrs □ 21 and above □

5. Length of period as a teacher in this station: □ upto 5 yrs □ 6-10 yrs □ 11 and above.

6. Length of experience as PTA member: □ upto 2 yrs □ 3 and above years.

SECTION B: EVALUATION OF SCHOOL STRATEGIC PLAN

7. The following are some of the stakeholders charged with the responsibility to ensure that the school strategic plans are formulated and successfully implemented. Please indicate the extent of the contribution of each stakeholder in the formulation and implementation of strategic plan in your school?

1-Very large extent 2-large extent

3-Small extent 4-No extent at all
<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOG members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and the local community</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sponsors (If any)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

8. Who are other stakeholders whom you consider important in the implementation of the strategic plans in schools?

9. The following are some of the perceived factors influencing the success of the implementation of strategic plans in schools. Please indicate the extent to which of the factors influence the implementation of the plan in your school.

1- Very large extent  
2- Large extent  
3- Small extent  
4- No extent at all

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of trained staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Availability of finance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School performance</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teacher motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leadership/leadership styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What are other factors influencing successful implementation of strategic plans in schools?

11. The following are some of the perceived challenges facing the implementation of strategic plans in schools. Please indicate the extent to which each is a challenge to the implementation of the plan in your school?

1- Very challenging  
2- Challenging  
3- Less challenging  
4- Not a challenge at all
12. What are other challenges facing the implementation of strategic plans in schools?

…………………………………………………………………………………………

…………………………………………………………………………………………

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…………………………………………………………………………………………
APPENDIX 4 INTERVIEW SCHEDULE WITH AREA EDUCATION OFFICERS

The purpose of this interview is to establish issues and challenges affecting implementation of school development plans in Webuye Constituency. You are kindly requested to release information as honestly as possible. This information will be treated confidentially for the purpose of this research ONLY.

SECTION A: PERSONAL INFORMATION
1. Name of AEO:…………………………….Division:……………………………
2. Period of service in this division:………………………………………………

SECTION B: DETAILS ON SECONDARY SCHOOL STRATEGIC PLANS
3. Do schools in you division have strategic plans Yes ( ) No ( )
   If yes, what proportion of the schools have officially launched their strategic plans
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
4. What are the factors influencing the successful implementation of strategic plans in schools?
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
5. What are the challenges facing the implementation of strategic plans in secondary schools in your division?
   ..........................................................................................................................
   ..........................................................................................................................
6. What measures do you recommend that the following should take to ensure successful implementation of school strategic plans:
   a) MOE Policy makers
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   b) Principals & BOG
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
APPENDIX 5 INTERVIEW SCHEDULE WITH BOG

The purpose of this interview is to establish issues and challenges affecting implementation of school development plans in Webuye Constituency. You are kindly requested to release information as honestly as possible. This information will be treated confidentially for the purpose of this research ONLY.

SECTION A: PERSONAL INFORMATION

1. Name:.................................................................................................

2. Portfolio in BOG/SSIC...........................................................................

SECTION B: DETAILS ON SECONDARY SCHOOL STRATEGIC PLANS

5. Does your school have a strategic plans Yes ( ) No ( )

If yes, has it been officially launched?

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...................................................................................................................

6. What are the factors influencing the successful implementation of strategic plans in your school?

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...................................................................................................................
...................................................................................................................

5. What are the challenges facing the implementation of strategic plans in your school?

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...................................................................................................................
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6. What measures do you recommend that the following should take to ensure successful implementation of school strategic plans:

   c) MOE Policy makers

...................................................................................................................
...................................................................................................................
...................................................................................................................

   d) Principals & BOG

...................................................................................................................
...................................................................................................................
...................................................................................................................
APPENDIX 6: MAP OF THE STUDY AREA

Location of Bungoma County in Kenya

Source: http://www.idrc.ca
Webuye Constituency

Source: Bungoma County Survey Department
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges in implementation of strategic plans in schools in Webuye constituency, Bungoma County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Bungoma County for a period ending 31st August, 2012.

You are advised to report to the District Commissioners and the District Education Officers of Bungoma County District before embarking on the research project.

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioners
The District Education Officers
Bungoma County
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Eilam Usaji Kitonga
of (Address) Kenyatta University
P.O Box 43844-00100 Nairobi
has been permitted to conduct research in
Location
Bungoma
District
Western
Province

on the topic; Challenges in implementation of strategic plans in schools in Webuye Constituency, Bungoma County, Kenya

for a period ending 30th August 2012

Research Permit No. NCST/RRI/12/1/SS011/1240
Date of issue 9th September, 2011
Fee received KSHS. 1,000

Applicant’s Signature

Secretary National Council for Science and Technology