

**CHALLENGES OF FORMULATING AND IMPLEMENTING  
SCHOOL STRATEGIC PLANS IN PUBLIC SECONDARY  
SCHOOLS IN EAST WANGA DIVISION, KAKAMEGA COUNTY-  
KENYA**

**BY**

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## DECLARATION

This project on *challenges of formulating and implementing school strategic plans in public secondary schools in East Wanga Division, Kakamega County- Kenya* is my original work and has not been presented for a degree in any other university

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# **DEDICATION**

To my children

## **ACKNOWLEDGEMENT**

First of all, I must thank the Almighty God for His continued sustenance throughout my life. Indeed, everything is possible under his guidance. Secondly, there are several people whose contribution and support has made the success of this project a reality. As such, I owe gratitude to them. I am particularly grateful to my supervisors, Dr. M. A Otieno and Dr. Nyerere for their invaluable support and contribution to this scholarly work. They spared their time and energy to prepare me for this academic pursuit.

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## ABSTRACT

Strategic planning is part of strategic management approach to development adopted by most of the organizations, institutions and governments world over. For effective school administration, principals, Board of governors and parents will find strategic plans helpful in coordinating and directing effort towards common goals since a strategic plan is a line of action designed by the school to achieve desired targets within a given time frame using available resources. The Ministry of Education (MOE) acknowledges the importance of school strategic plans and has made it a requirement for all public secondary schools. The preparation of school strategic plans in schools has an impact on school's performance and lack of it lead to general lack of direction in the school effectiveness. All public secondary schools in East Wanga Division fall short of realizing their mission and vision, a situation that is manifested in poor performance in K.C.S.E for the last three years compared to schools in South and central Divisions of the District. This is attributable among other factors to the lack of functional school strategic plans. There was therefore need to establish factors that hinder formulation and implementation of school strategic plans in the Division. The objectives of the study were; Find out the extent to which Strategic planning has been understood by stakeholders of public secondary schools in Mumias District. To establish whether schools formulate school strategic plans and to investigate factors hindering implementation of school strategic plans. The research was guided by a 'strategic thinking' approach which assumes that any formal plan is open to change and refinement. The descriptive survey method was used in the study. The study involved all the 16 public secondary schools that comprised of 1 girl's boarding school, 1 boys boarding school and mixed day secondary schools. Data was collected using questionnaires whose content validity was ensured by the task supervisors who are specialists in the area of study. Completed data instruments were collected from 8 Board of Governors chairpersons, 8 principals and 8 teachers representing 50% of the study sample. Descriptive statistics (means, standard deviations and percentages) were used to summarize and present the data. This study established that most schools in East Wanga do not have strategic plans and several factors including lack of funds and knowledge embed its formulation. Notably, significant stakeholders in education in East Wanga are not involved in the running and management of schools. The study concluded that strategic Planning provides the 'big picture' of where you are, where you are going and how you are going to get there. To get 'there' schools require solid financial and human personnel. The findings of the study if adopted will be useful to the ministry officials in addressing the problems identified for improvement. The target population was all public schools in the Division.

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## **ABBREVIATIONS AND ACRONYMS**

A.E.O	-	Area Education Officer
BoGs	-	Board of Governors
DEB	-	District Education Board
DEO	-	District Education Officer
DOS	-	Director of Studies
DQASO	-	District Quality Assurance and Standards Officer
HOD	-	Head of Department
KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Education Staff Institute
JAB	-	Joint Admission Board
LEA	-	Local Education Officer
MED	-	Masters of Education
MOE	-	Ministry of Education
PDE	-	Provincial Director of Education
PS	-	Permanent Secretary
SMT	-	Senior Management Team
SSP	-	School Strategic Plan
Stakeholders	-	B.O.Gs, Principals, Teachers and Students
TSC	-	Teachers Service Commission

# **CHAPTER ONE**

## **1.1 Introduction**

This chapter contains the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, basic assumptions, limitations of the study, delimitation of the study, significance of the study, definition of significance terms, conceptual terms, conceptual framework and organization of the study.

## **1.2 Background of the Study**

The history of school strategic plans in Kenya dates back in 1974 when the Government of Kenya (GoK) set up the National Committee on Educational objectives and policies under the chairmanship of Mr. P.J. Gachachi to evaluate and define a new set of educational goals for the second decade of independence and formulate specific programme of action for achieving those goals.

During the colonial times and in early years of independence, education had been highly decentralized as the colonial government controlled education (Sifuna, 1990). In those days, school systems were small and management was relatively easy. The school management was left almost entirely in the hands of missionaries who provided teachers, finances, spiritual and moral guidance. The local community was involved in the provision of labour for building educational facilities (Olembo, 1992).

Following the recommendations by Kenya Education Commission of 1964, the government took over the management of public secondary schools from the former managers. Management of education was centralized to ensure equitable distribution of

opportunities throughout the country. The government advocated for expansion of schools at all levels from nursery to university (Government of Kenya, 1964). This led to increased enrollment in all schools there by resulting to school management problems. Education was put under the Minister of Education with the duty and responsibility of managing and promoting education in the country.

In the field, the main education management structures are the district and provincial education boards (DEB & PEB). The roles of the DEB are spelt in Education Act Cap 211 (1968) while PEB roles are contained in legal notice No. 17 (1996). Both PEB and DEB are appointed by the minister every three years and are required to hold meetings once a year and once a term respectively. Both have the legal mandate to promote education and advise the minister on all matters of education in their provinces and districts. They are required to keep pace with the trends and demands of education and training. The two organs were created with the vision to ensure that the education system in Kenya is responsive to the needs of Kenyans by ensuring quality education in all educational institutions. They are expected to carry out both administrative and legislative functions of the Ministry of education at district and provincial levels. Through this delegated authority, the two institutions have the legitimacy to advise and recommend changes in the management of existing and new schools on behalf of the ministry.

The BoGs were established under Education Act 211 (1968) and conferred with the responsibility of management of public secondary schools and training institutions in Kenya. They entrusts the day to day running of the school to the head teacher (secretary

to the board) with full responsibility for internal organization, management and discipline of the students and supervision of the teaching and non-teaching staff. Quayson (1993) identifies the roles of the board as to ensure effective and accountable use of resources in provision of education in both public and private schools. Adizes (1980) further asserts that the roles of school managers include producing, implementing, innovation and integrating which involves merging individuals strategies into group strategy.

The government has undertaken many reforms in the education sectors aimed at addressing both the overall goals of the national economic recovery strategy and millennium development goals and education for all. Most recently, the MoE developed its strategic plan that covered the period 2006-2011. During the launch principals of public secondary schools were guided and advised to develop strategic plans for their schools as the start point towards effective and efficient management of public schools.

However, the advice alone without stepwise induction and training of the principals on formulation and subsequent implementation of strategic plan was a misgiving of the ministry. Formulating a consistent strategic plan is a difficult task for any management team. Making that strategy work – implementing it throughout the organization – is even more difficult (Hrebiniak, 2006).

According to a survey of 276 senior operating executives in 2004, a discouraging 57 percent of firms were unsuccessful at executing strategic initiatives (Allio, 2005). This seems to be in agreement with the assertion that strategy implementation has become “the most significant management challenge which all kinds of corporations face at the moment” as

per the *White Paper of Strategy Implementation of Chinese Corporations in 2006*. In this paper, 83 percent of the surveyed companies failed to implement their strategy smoothly, and only 17 percent felt that they had a consistent strategy implementation process.

Li, Guohui & Eppler (2008), observes that, there is a myriad of factors that affect the process by which strategic plans are turned into organizational action. They argue that strategies frequently fail not because of inadequate strategic plan formulation, but because of insufficient implementation. It is thus not surprising that, after a comprehensive strategy or single strategic decision has been formulated, significant difficulties usually arise during the subsequent implementation process (Li & et al, 2008). Subsequently, a best-formulated strategic plan may fail to produce superior performance for any firm if they are not successfully implemented (Noble, 1999). Is this the case with schools in East Wanga Division in Kakamega County?

This study is designed to provide answer to this question by investigating the factors that affect the development and implementation of school strategic plans in public secondary schools in East Wanga Division, Mumias District.

### **1.3 Statement of the Problems**

The quality of institutional management is and continuous to be a major concern of the government of Kenya. To solve this riddle, the Government through the Ministry of Education came up with the idea of school strategic planning and performance contracting. It was seen that Strategic Planning provides the ‘big picture’ of where the school is, where it is going and how it is 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 the priorities for action.

The BoGs are appointed with the express task of managing schools on behalf of the minister. It is assumed rightly and sometimes wrongly that the appointed members would be equal to the task. This is not always the case as some schools experience problems of planning while others succeed.

The effectiveness of secondary school managers has been questioned by many studies both in Kenya and other countries that use similar models. In Kenya for example, the official government reports such as the Kamunge (1988), Koech (1999) and task force on studies, discipline and unrest in secondary schools, indicates clearly that B.O.Gs in Kenya experience many challenges. The Koech report (1999) shows dissatisfaction in management of physical facilities, curriculum and poor community relations and even embezzlement of school funds. These, among other challenges regarding human resources and student discipline have negatively impacted on students' performance in K.C.S.E for a long period in the Mumias District.

Given the importance of school strategic planning towards the realization of organizational education goals against challenges affecting their formulation and effective implementation, there is need for immediate attention to provide a comprehensive and long-term solution. It is therefore, in this context that this study is designed to investigate the challenges inhibiting formulation and implementation of school strategic plans in East Wanga Division, Mumias District.

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

The purpose of this study was to investigate factors affecting development and implementation of school strategic plans in public secondary schools in East Wanga Division, Mumias District.

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

The proposed study was guided by the following specific objectives.

1. To establish whether schools formulate School Strategic Plans.
2. To investigate factors hindering implementation of school strategic plans.
3. To find out if BoGs, teachers, parents and students are involved in preparation of school strategic plans.
4. Find out the extent to which Strategic planning has been understood by stakeholders of public secondary schools in Mumias District.
5. To assess the socio-economic implication of strategic planning in public secondary schools in Mumias District.

#### **1.6 Research Questions**

1. Are school Strategic Plans prepared in the schools as required?
2. What problems hinder effective school strategic planning?
3. Are principal's, B.O.Gs, teachers trained or serviced in strategic school plans preparation and implementation?
4. How effective is the Strategic School Plans in the various secondary schools?
5. What factors inhibit school strategic planning?



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

The following assumptions were made:

1. All public secondary schools have developed strategic plans.
2. B.O.Gs, principals and teachers are aware of challenges of developing and implementing school strategic plans.
3. The challenges of formulating and implementing school strategic plans cut across all public secondary schools in the Division.

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

The study was conducted in Mumias District and it was restricted only to public secondary schools. The data for the study was only collected from school BoG and PTA chairpersons, principals, teachers and DQASO in East Wanga Division, Mumias District. The findings of the study cannot therefore be generalized to the rest of the schools in the country.

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

The study was influenced by the following limitations that were beyond the control of the researcher. The study depended on the co-operation of the respondents. Some respondents could not have been honest while responding to some items on the questionnaire for fear of being victimized. To minimize the above problems the researcher appealed to the respondents to be honest and frank in answering questions and assured them that their response to the questionnaire was to be treated with confidentiality and was to be used for the purpose of the study only. Dishonest responses were neutralized by the majority correct answers.

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

The findings of the study if adopted would assist the MOE through Kenya Education Staff Institute (KESI) to develop courses aimed at addressing the problems identified as inhibiting effective school strategic planning. The findings would also be useful to the education officials in Mumias District to improve on monitoring and evaluation of the school strategic plans so as to enhance quality of teaching and learning. It is also hoped that the study would provide necessary information for the school managers on effective strategic planning. The study finally adds to knowledge and upcoming researchers may use it for further research.

### **1.11 Theoretical Framework**

Currently, strategic planning in schools is guided by a 'strategic thinking' approach. This is a less fixed design that is more a flexible learning process that relies on school managers constantly listening and synthesizing what they hear and learn from all sources.

It assumes that any formal plan is open to change and refinement. It demands the school leader to be always open and responding to rapid change. The strategic plan arises from pragmatic, flexible strategic thinking that relies on judgment as much as on spelling out action steps and the measurement of benchmarks.

The strategic plan in this scenario is simple and concentrates on very few targets over a relatively short period of time. These plans may be developed using a strategic thinking process which occurs over a series of faculty meetings and a board retreat, which may

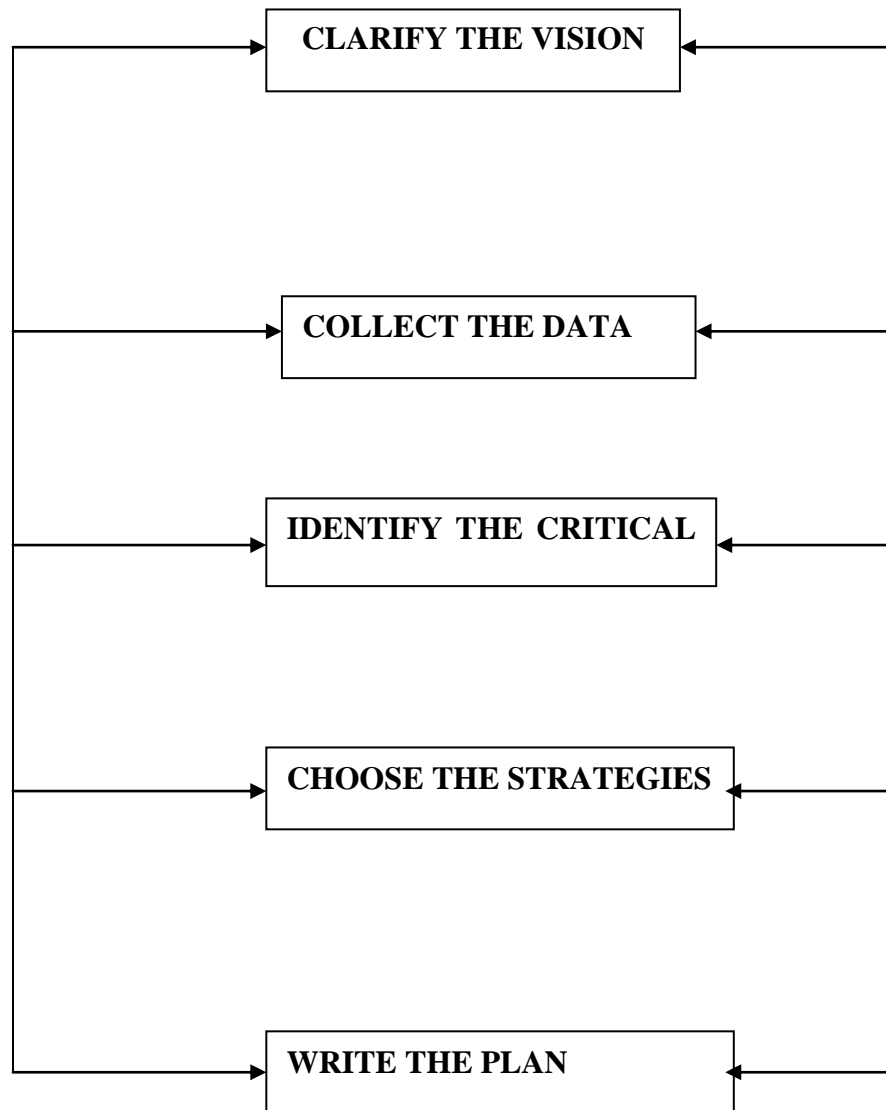
result in the development of a rolling sequence of project-based reviews and change, focusing each year on one or two departments, key focus areas or program areas.

The important focus in this type of planning is the concentration on a few targets at a time. Being truly strategic means being clear about what the school is and what it isn't, about whom it's good for and whom it's not good for, about what it can – and can't become' (Evans 2007).

The other critical element, is that the principal, school Board and school staff must be 'on the same page' when it comes to strategic planning and thinking. That is, there must be a shared understanding about the key areas strategic thinking is going to concentrate on and both staff and the board must have full confidence and trust in the principal to report accurately about the school, its programs and trends in education.

Strategic Planning in practice then becomes a simple process as follows:

### 1.12 Conceptual Framework



Source: Developed by the researcher to guide the study.

The conceptual framework fits in the study because the Board members are supposed to plan, organize, coordinate and control the school activities for effective management of the task areas. In planning the board members determine the goals of the school and evaluate all the activities. They focus on the activities to be carried out in the future and have a purposeful plan of the physical facilities, human and financial resources to ensure harmonious operations. They help in recruitment, selection and handling staff welfare so as to ensure quality control of all activities.

The availability of funds is very crucial as it is generated from parents, rents, school fees, Ministry of education and projects as stipulated by the ministry of Education and involves transforming them into finished products and services. Schools have to develop proper school strategic plans to be able to undertake major construction projects with formal planning for the financial, architectural, material, labour and environmental implementations. School strategic plans also make it easy for schools to obtain official permission to undertake major projects. As part of good management practices, schools are expected to monitor their curriculum development, facilities and infrastructure, students personnel, staff personnel, school finance and community relations on continuous basis to ensure the successful implementations of school strategic plans.

Despite the performance, the board members experience many challenges. This includes; Curriculum interpretation, inadequate funds, inadequate facilities, undisciplined staff and students and at times poor school-community relations as revealed by professor Sam Onger-Minister of education in the Daily Nation, Friday 5<sup>th</sup> March 2010.

### 1.13 Operational Definition of Terms

For the purpose of promoting uniformity and understanding in this study, a number of terms have been defined.

**School Strategic Plan:** Refers to a formal document setting out a school's goals and initiatives over a defined time period.

**Public Secondary School:** Refers to the school that is wholly or partly financed by the public through taxation. It is a cooperative ownership by either government or by the community.

**School Community Relations:** Refers to deliberate plan by both the school and community to involve each other in one another's affairs.

**Physical facilities:** Refers to the school buildings, grounds and equipment that school requires in undertaking of learning activities.

**Curriculum and Instruction:** Is the content in teaching in which education planners engage into planning, implementing and evaluating an instructional programme.

**Board of Governors:** Is a body consisting of a number of persons appointed to manage affairs of secondary schools on behalf of the Minister of education.

**Stakeholders:** Refers to board of governors, Principals, parents, teachers and students.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Literature review refers to the works the researcher consulted in order to understand and investigate the research problem. (Kombo & tromp, 2006). The purpose of this study was to find out the challenges of formulating and implementing school strategic plans in public secondary schools in East Wanga Division, Mumias District. This chapter deals with the concept of strategic plan and its importance, the history of strategic management of schools in other countries, strategic planning in schools in Kenya, previous studies conducted on school strategic planning in Kenya and the main components of a school strategic plan.

#### **2.2 The Concept of a Strategic Planning**

Boxall and Puecell (2003) define a strategic plan as formal document setting out an organization's goals and initiatives over a defined time period. A school strategic plan has two dimensions namely: Operations and maintenance that focuses on routine day operations of the school. The other dimension focuses on improvements and future growth. Here, the aim of school strategic plan is to facilitate focused and planned development through the specification of objectives that can be attained (Dimmock, 1993). The school strategic plan focuses on a small set of realistic and prioritized objectives. It is medium term (3-5 years). In the School Strategic Plan (SSP) clear responsibilities are assigned to all stakeholders. It outlines the resources required and how the resources should be managed. The key purpose of SSP is to contribute to the continuous improvement of the quality of learning and teaching through a process of

regular and ongoing planning, evaluation and review. School strategic planning includes all aspects of the school that contributes to improvement such as curriculum, ethos, equal opportunity ties, staff development and behaviour building.

In summary, the strategic plan offers a framework for addressing the challenges facing the school. It refocuses the Vision and Mission of the school as well as outlining its core functions. The strategic issues addressed relate to academic performance, curriculum implementation, infrastructural development, Information and Communication Technology (ICT) integration as well as implementation strategies and desired outcomes. It outlines key issues relating to efficient service delivery and takes these into consideration in formulating the strategic direction the school will take. Also addressed are methods of resource mobilization and the role of stakeholders in the implementation of the plan. This study thus sensitizes all the stakeholders in the academic discourse of their vital roles in the management of our schools to realize their mission and vision.

### **2.3 The History of Strategic Planning of Schools in other Countries**

In England and Wales the Great education act of 1994 brought the idea of education partnership. Davis (2002) reports that the responsibility for carrying out the national policy for education was distributed by the Act between the minister of education, Local Education Authorities and the governors of individual schools. Local Education Authorities (LEA), the main governing body was charged with the responsibilities of planning for school provisions, determining school budgets, determining staffing limits, determining the number of pupils to be admitted, appointing and firing staff, employing inspectors and advisors to monitor quality of education and determining membership of



governing bodies for their schools. The Taylor committee of 1997 on governance according to Davies (2004:91) made wide ranging recommendations on school governance in England and Wales. It made radical proposals on the structure, composition and powers of the governing bodies. Parents and teachers had a right to enjoy representations in school governing bodies. Following Tailors recommendations the law documented that the local community through co-option would be represented in the school governing bodies. Each school was to have its own governing body with the responsibility of staffing.

The federal government in US does not control public education. Most public education in US is carried out by the local school boards acting under state laws. The board carries out all the managerial roles to ensure that schools attain the set goals. According to Goldhammer, there are five sources of control over local school boards in America namely: constitutional provisions, legislative enactment rules and regulations of the state board of education, legal interpretation and societal demands.

New Britannia Volume 4 states that in a large majority of countries, there is a centralized government agency that organizes, administers, finances and controls the formal and cultural aspect of education in all regions and localities. In various nations and regions of the world including Spain, Ireland and certain provinces of Canada, education is jointly controlled. In Muslim countries such as Pakistan, religious and denominational influences control the school administration and planning.

### **2.3.1 Previous Studies Conducted on School Strategic Plans in Kenya**

There has been no definite studies done on school strategic plan previously, but there have been related studies on curriculum, role of parents Teachers Associations, Board of Governors in the school administration, management and supervision. Mbithi (1974) observed that many teachers have been and will be given headship without any formal preparation for it. When a teacher is picked out to be a head teacher, he/she finds himself/herself in a different world with new responsibilities, commitments and new problems and in most cases less free time.

Orodho (1999) carried out research on implementation of science and technical subjects. He observed that the implementation of science and technical subjects in the 8-4-4 curriculum required advanced planning to ensure trained teachers, adequate facilities, tools, and equipments. Therefore, there is reason to believe that problems surround their implementation as adequate time may not have been spent in planning. Cherop (1986) carried out research on school development plan and he observed that Parents Teachers Association and Board of governors play a big role in the development of schools. Odali (1984) further confirms that school managers requires knowledge in proper planning (budget) and how to collect/utilize money for physical facilities and proper keeping of school records he/she would basically find himself/herself in problems.

Macharia (1992) his study on effective school management observed that the head teacher's leadership styles and general management is what causes a difference in academic achievement in schools. Kingi (2007), in a study on challenges facing Board of Governors' in the management of public secondary schools found out that the biggest

challenge facing Board of Governors (BoG) is inadequate staff personnel, funds, and facilities, constant appraisal of curriculum and instruction, indiscipline among staff and students, frequent interferences from different quarters such as the community, sponsor among other things.

He recommended that the Teachers Service Commission (TSC) should make use of modern information technology to establish a database of all qualified unemployed teachers to enable the staffing division to recruit and post teachers as need arises to minimize the problem of staff personnel.

The review of the studies done in Kenya reveals that no research has been carried out in Kenya on challenges of formulating and implementing school strategic plans in public secondary schools in East Wanga Division, Mumias District. This study therefore seeks to fill the gap on school strategic planning particularly factors inhibiting formulation and implementation of school strategic plans as a starting point in understanding why public secondary schools have no implementable school strategic plans. This will help the authorities concerned to map out strategies for continuous and further action plans such as capacity building and monitoring of school strategic plans in schools.

Considering the importance attached to school strategic plan, the lack of field based research on formulation and implementation in Kenya depicts the level of preparedness in our schools to plan and implement strategies. It is to this effect that this current study is designed to investigate into factors challenging the formulation and implementation of school strategic plans in public secondary schools in East Wanga Division, Kakamega County.

## **2.4 Importance of School Strategic Plans**

According to Makotsi (2006), school strategic plan improves the quality of teaching and learning in the school. It helps to win the support of the staff and helps the community to understand direction of the school. It also helps the school to focus on learner progress and achievement. The plan helps the management team to have a co-ordinated approach in managing the curriculum, staff and resources. The team is able to focus on common goals by providing learners and educators with learning targets linking staff development to school development and giving clear information about the strengths, weakness and priorities of the school.

In a nutshell, school strategic plan refocuses the school management on the schools core business. The absence and or lack of implementation of the same in schools in East Wanga is an unfortunate situations that must be addressed urgently by those concerned.

## **2.5 Overview of School Strategic Planning in Kenya**

Farrant and Lioudmilla (2006, p.25) assessed the applicability of strategic planning in African secondary schools and cautioned that even if it is a realistic prescription, "any attempt to treat management science as suitable for a mechanical transfer of technology is bound to meet with failure" and "we can be reasonably certain that techniques imported from the west will fail unless they are revised quite fundamentally". The reason they give is that the assumptions upon which strategic planning is based - commitment to collective, formal, organizational goals; and the assumption that economics is the fundamental social process - are not universally valid, and that their application is even more limited in Africa than in the West. Furthermore, lack of

autonomy in educational institutions in Africa may limit the applicability of strategic planning. Britain exported the "state supervising model" to its colonies in Africa. But in the first three decades of independence, the trend was relentlessly toward "state control" epitomized in the president as exotic (and active) chancellor. In Uganda, Kenya and Tanzania, the president is the chancellor and the secondary schools are not autonomous.

Strategic planning is the main component of strategic management. In Kenya, this practice was adopted mainly from the private sector due to the concept of Rapid Results Initiative and the Sector Wide Approach programming (SWAP) to ensure accelerated results with consideration of resource mobilization, allocation, transparency and accountability in the operations of schools programmes or activities. There was need of SWAP to ensure access, retention, promotion, transition, quality, relevance, equity and equality towards Education for All (EFA), universal Primary for All (UPFA) and the provision of quality education, training, research and attainment of the vision 2030.

### **2.5.1 Process of School Strategic Planning**

Strategic planning is a proactive method for dealing with change. The role of strategic planning is to establish what could be done, when and how, in relation to the adopted educational philosophy. It involves generating a mission statement and beliefs, followed by priorities or goals to address. Action plans are then generated, implemented, and evaluated over time. The process' final product is a plan (the document) to be implemented. Such a product should be short and readable, spelling out operational objectives; demonstrate the institution's ability to plan and manage its future and to provide a basis for various stakeholders and donor investment decisions; be produced

through an institution's strategic planning exercise and incorporate extensive internal consultation and consensus-building with staff through management audits and self-studies; and integrate attention to educational quality, output mix, finances, strategic plan , staff development, research, access, governance and management.

According to guidelines of school strategic planning (2007) for Victorian Government Schools, effective schools need a shared purpose, values that help people work together, and a clear understanding of what they are trying to achieve. Strategic planning ensures that a common purpose and values is established for the school and sets out the school's strategic directions for the next four years expressed through goals, targets and key improvement strategies. These guidelines are designed to assist school communities engaged in strategic thinking and conversations to set the future direction for the school. While each school community may go about this work in quite different ways, there are common processes that underpin good strategic planning. This includes:

- a) Defining the school's core purpose and values
- b) Taking a future's perspective of the needs of children and young people and the context of the school in its community
- c) Agreeing on the outcomes the school is striving to achieve for its students
- d) Choosing few key improvement strategies that are critical to the school's success
- e) Deciding how resources will be generated, enhanced or allocated to achieve the desired outcomes
- f) Planning the implementation of the strategy
- g) Identifying how the school will know when success has been achieved
- h) Ensuring that staff, parents and students are engaged in the development of the school's strategic direction.

Davies and Davies (2005) argue that strategic development should be a way of the whole school community focusing on the key issues that are fundamental for successful future development. It should also enable a school to separate out the strategic activities and the operational activities in a coherent way. In summary, for the school strategic plan to actualize all the stakeholders must be brought on board and be allowed to effectively play their parts.

### **2.5.2 Preparation of School Strategic Plans**

Strategic planning is applied at the institutional level and one of its purposes is to adjust the organization to its environment. This is more successful if it is assumed that the institution already has a considerable measure of autonomy to manage its own affairs, to determine both the ends and the means (Farrant & Lioudmilla, 2006).

Like any other systems, education has inputs, processes, outputs and outcomes (Sarnoff & Sumra, 2009): Inputs to the education system include resources such as teachers, buildings, equipment, books, etc. These inputs go through a process (throughput) whereby they are mixed (input mix), combined and/or moved along to achieve results. Educational outputs are tangible results produced by processes in the system, such as enrolments, graduates and learning achievements. Another kind of result, which can be called outcome, is the benefits for the students, their families and/or the society as well (Arasa & Mayunga, 2009).

The legislation places a duty on the board of governors (BoG) to prepare and from time to time revise the school strategic plan. The production of a school strategic plan (SSP) is not a task that can be undertaken by an individual working in isolation. It requires close involvement of all staff, particularly teaching staff and consultation with others especially parents and pupils. If strategic planning is to lead to higher standards of students' attainment and improvement in the quality of learning and teaching, the staff must:

- a) understand the planning process
- b) Take ownership of the process and be involved at all stages
- c) Engage in appropriate professional development
- d) Be prepared if necessary change their approaches to learning and teaching

Parents should be given an opportunity to contribute to the plan. This contribution can range across all aspects of school provision –the timing of the school day, school closures, communication, how parents can support learning strategies, the homework policy, the school policy on discipline and behaviour, and the active promotion of the health and wellbeing of their children. Students irrespective of their age will have likes and dislikes that will inform the plan positively. They will have their own views on after school provision, the organization of their day, homework, uniform and their lunch facilities. The school strategic plan should be a living document which every member of staff can and does use, routinely as a reference point on how they develop, improve and carry out their stakeholders. The approval of school strategic plan is the responsibility of The Area Education Officer (AEO) or the District Education officer (DEO).



The approval requires school strategic plan to conform to the guidelines that have been set by the Ministry of Education (MoE). The outcomes which embody high expectations but which are attainable are considered realistic in terms of school development (UNESCO, 1998). These school managers cannot formulate school strategic plans least implement them without them having had some formal training or induction on strategic plan formulation. It is therefore the onus of the ministry of education to prepare and plan for such training. It should be continuous given that school BoGs operate on contractual basis.

### **2.5.3 Structure of a School Strategic Plan**

Any management involves four basic stages: analysis, planning, implementation and evaluation. In a more sophisticated way, we can say that strategic management is a continuum of successive stages such as: critical analysis of a system, policy formulation and appraisal, action planning, management and monitoring, review and evaluation. Experience and lessons learnt from implementation, monitoring and evaluation provide feedback for adjusting the current programme or for the next cycle of policy formulation and action planning.

In the education sector, the management operations related to “upstream”, planning work consist of: (i) system analysis; (ii) policy formulation; (iii) action planning. Sector analysis: This diagnostic stage consists of conducting data collection on and critical analysis of the aspects relating to (and surrounding) the education sector (Amit & Schoemaker, 2008). Planners carefully review how the system functions (internal dynamics) and examine various contextual, determining factors (the environment of

which education is a part), e.g. macro-economic and socio-demographic situations and developments. They look into the above aspects from the perspective of the system's strengths, weaknesses, opportunities and threats (better known as the SWOT analysis) regarding educational development. This will help to identify the critical issues, to identify the challenges and to construct remedial actions. Some call this phase of education sector analysis (ESA) the diagnostic work. Sector review, system analysis, etc. are also used. The figure below summarizes the different parts of the school strategic plan, together with a series of key questions and information that can be used to assist schools to complete their plans.

The school principal plays a central role in school strategic planning, both in their role as principal and as executive officer on school council. The principal, supported by the school leadership team is responsible for;

- a) Leading the formulation and implementation of the school strategic plan.
- b) Briefing the school community, including staff, students, school Board and parents, on the process for developing the school strategic plan.
- c) Ensuring appropriate opportunities for staff, students, parents, regional office and others in the community to participate in the planning process-for example through focus groups and meetings.
- d) Ensuring that appropriate preparation and consultation time has been provided in the planning schedule.
- e) Developing and implementing annual implementation plans
- f) Identifying opportunities to work collaboratively with other education providers and community agencies
- g) Endorsing the school strategic plan.
- h) Keeping the school community, including staff, students, BoG and parents informed of progress against the goals, targets and key improvement strategies in the school strategic plan through the school annual report.

**Figure 1: Sections of the Strategic Plan and Key Questions and Information.**

<b>Elements of Strategic Plan</b>	<b>Questions to Focus Strategic Thinking and Discussion</b>	<b>Targeted groups and Tools</b>	<b>Section of plan</b>
Purpose	What is the school’s fundamental reasons for existence? What is the purpose of the school?	All members of the school community focused discussions, mind maps, sharing stories.	School profile
Values	What do we value in this school? What does this school stand for and how does it want to operate?	All members of the school community government priorities for education and training –Blue print initiatives community needs.	
Environmental Context	What are the influences that will impact on our school community in the next four years?	Demographic data Environmental analysis using a range of tools school network plans, local community plans. Curriculum options available at neighbouring schools.	
Goals	What outcomes are we trying to achieve for our students in the next four years?	School self –evaluation (including analysis of student performance) School review report Advice from region and central office community input.	Strategic Intent
Targets	How will we know whether we are achieving these outcomes?	Past performance levels and trends different cohort/year level achievements anticipated cohort growth Understanding any limits to the data used	
Key Improvement strategies	What do we have to do to achieve the outcomes we want?	School self-evaluation-identification of strengths and weaknesses School review report Analysis of the school’s environmental context Research on effective schools (bench marking)	

#### **2.5.4 Contents of a School Strategic Plan**

An effective planning process is an essential feature of every successful organization. In schools the process will involve:

- a) The confirmation of the schools ethos, culture and aims.
- b) An assessment of the schools current position, its strengths areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school over the next years.
- c) The anticipated level of resources and its management
- d) What the school wants to achieve within a defined number of years, in most cases expressed in terms of qualifiedly targets for future performance.
- e) How it intends to bring about these achievements
- f) When and how it will measure progress

A good school strategic plan should contain the vision and mission statements. Vision is the dream or the foresight of the school while mission is the undertaking, assignment or operation of the school. The purposes of the school strategic plans are for internalization b stakeholders to understand the need for a school strategic plan in a school. The school strategic plan should also contain the situation analysis of the school i.e. where the school is, using strengths, weaknesses, opportunities and threats (SWOT) analysis in the school. This analysis helps in defining the school objectives and proprieties, an important part of the school strategic plan that should be there. The last part of the school strategic plan should be action plans that will link people to various tasks.

### **2.5.5 Implementation and Monitoring School Strategic Plans**

The monitoring and the review of the implementation of the action plan is the most important stage. Many institutions prepare good plans but fail to implement them effectively. It is vital that once the action plan is agreed, arrangements are put in place to track progress. These arrangements will differ from school to school. The generally accepted approach would be to agree termly or annual reports, with the provision that the principal alerts the BoG, staff if there is substantial slippage on any activity or if performance changes dramatically for better or for worse.

The principal will need to have internal arrangements in place to monitor progress so that he/she is in a position to report to the BoG. All goals, objectives, strategies and measure outlined in the school strategic plan should be understood by teachers. All staff should also be aware of their responsibilities as specified in the school strategic plan. Senior management team should prepare and regularly review progress against actions and other senior staff should supervise completion of tasks assigned to named individuals. At the end of each year, the principal should present to the BoG, a review of the year, setting out the schools performance against each target, highlighting areas of good performance and also those where performance fell short of the planned target. Any lesson learned should be recorded and fed into the preparation of the plan for the incoming year. Implementation of the school strategic plan entails sustainability, commitment for implementation, checking progress and reporting progress and overcoming challenges along the way (Makotsi, 2006)

To be able to monitor progress of a school strategic plan, the school must use indicators that are linked to things that can be measured. These indicators that are both qualitative and quantitative should be determined by stakeholders. In setting up a monitoring system, the school should have a standards setting. There are four principles that are commonly used: set objectives or outcomes in terms that are specific measurable linked to a clear action, realistically attainable and time bound, ensure that the description of the objectives give an indication of what must be done, how much of it must be done (quantity), at what minimum standards of accuracy or completions (quality), with whom (target group), in what target area and how, for long or by when (time) The third principal to be used is deciding what would serve as an appropriate indicator or evidence of the standard being met (performance indicators). The last principle is to decode what level of the indicator in the three above would be satisfactory (performance measure)

There are other tools that the school managers can use for managing and promoting quality in schools. These are target setting that focuses on desired results rather than on how to achieve the target. Benchmarking is another tool. This refers to the practice of finding an external objective standard with which to compare the school's own standard or measure. Degree feedback can also be used. This involves using instruments or interview to obtain feedback on performance from a variety of sources including superiors, subordinates, peers, clients and even competitors. The school can also use consultation. This is asking the schools customers what they want and finding out how best the school can meet their demands/needs.

### **2.5.6 Evaluation and Reporting**

The school must have summative evaluation at the end of the planning cycle. The school must collect information and undertake a brief analysis of progress. The purpose of this study is to examine the success of implementation of the plan, assess the extent to which the objectives of the schools have been attained, assess the impact of the plan on learners learning and achievement and document lessons learnt during the implementation of the plan.

### **2.5.7 Summary**

The literature review focused on the concept of a strategic plan, importance of school strategic plan, history of strategic management of schools in other countries, structure of a school strategic plan and previous studies conducted on school strategic plans in Kenya. The process of school strategic plan was presented as below:

- a) The confirmation of the school's ethos, culture and aims.
- b) An assessment of the school's current position its strengths areas of improving the quality of learning and teaching and the various factors which will influence the management development of the school over the next four years.
- c) The anticipated level of resources and its management.
- d) What the school wants to achieve within a defined number of years in most cases expressed in terms of qualifiedly targets for future performance.
- e) When and how it will measure progress.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology used to carry out the research. The chapter is divided into eight sub-sections: research design, target population, sample and sampling procedure, research instruments, pilot study, instrument validity and reliability, data collection procedure and data analysis techniques.

#### **3.2 Research Design**

A research design is the plan structure and strategy of investigation conceived so as to obtain answers to questions. Ogula (1995) states that a design provides a framework for planning and conducting a study. The researcher used descriptive survey design to collect information and data. The descriptive survey research was used to conduct this study because the survey facilitates the collection of information about principal, District Quality Assurance and Standards Officer (DQASO), BoGs and Teachers' attitudes, feelings, opinions or habits through questionnaire (Orodho and Kombo, 2002). The design allows the collection of original data through questionnaire for purpose of explaining challenges of formulating and implementing school strategic plans in East Wanga Division, Mumias District. (The descriptive survey design, despite being used for both exploratory and preliminary studies allows the researcher to gather information, summarize, and interpret the information for the purpose of clarification (Orodho 2004).



### **3.3 Target Population**

Brinker (1988) defines target population as a large population from whom a sample population is selected. A sample population is a representative case drawn from the entire population. The purpose of the study was to get an accurate empirical data as a fraction of the possible cases. The target population comprised of 16 public secondary schools in East Wanga Division comprising of BoGs and PTA chairpersons, principals and teachers.

### **3.4 Sampling Procedure and Sample Size**

A sample size is a definite plan determined before data are actually collected for obtaining a sample from a given population, (Orodho 2004). According to Mugenda (1995), a sample is a small group obtained from the accessible population. Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represent the large group from which they were selected. The purpose of sampling is to secure a representation group which will enable the researcher to gain information about.

The researcher worked with a sample size of 50% according to Jacob and Razariah (1972). In a descriptive research, a sample size of 10-50% is accepted. Mugenda and Mugenda, (1999), recommended that where the target population is so small that selecting a sample would be meaningless, the whole population should be studied. Sample size of the schools studied was 8 out of the 16 public secondary schools, 8 BoG and 8 PTA chairpersons out of the 16 BoG and 16 PTA chairpersons, 8 principals out of 16, and 8 Teachers, representing 50% of the study sample.

### **3.5 Research Instruments**

Data collection was carried out by the use of questionnaires. The researcher used the school management questionnaire for BoG chairpersons, PTA Chairpersons, principals, teachers and the school management observation guide. The questionnaires were divided into two parts: part one was used to gather demographic data of respondents such as age, professional qualifications, and years of experience as BoGs. Part two gathered information on the challenges facing the BoGs in formulating and implementing school strategic plans and had both open-ended and closed ended questionnaires.

### **3.6 Pilot Study**

A pilot study was conducted in a population similar to the target population. The reason behind pre-testing was to assess the clarity of the questionnaire items so that those items found to be vague or inadequate are discarded or modified to improve the quality of the research instruments.

### **3.7 Instrument Validity**

Validity in this context is concerned with the ability of an instrument to test or measure what is intended to measure (Kombo and Tromp, 2006). There are three types of validity tests: content validity, criterion related validity and construct validity. This study used content validity because it measures the degree to which the sample of test items represents the contents that the task is designed to measure. To ensure content validity, the researcher liaised with the task supervisors who are specialists in the area of study while framing the questionnaire.

### **3.8 Data Collection Procedures**

The researcher obtained a research permit from the Ministry of education (MoE) and a copy given to the office of the district commissioner (DC) Mumias, before the start of the study. The researcher administered the questionnaire for both the pilot and the main study schools. The researcher visited all the 8 public secondary schools, explained the purpose of the study and made arrangements with each principal on how the questionnaires were to be administered to the BoG chairpersons and PTA chairpersons. The respondents were assured of confidentiality and the questionnaires left behind to be collected at a later date. The researcher visited the Area Education Officer to explain the purpose of the study.

### **3.9 Data Analysis**

The data collected through the questionnaires was grouped according to research questions. Thereafter, tally sheets were used to generate frequency counts out of which percentages were calculated. Information collected through observation guide schedules and discussions were thematically described and the data presented in form of tables. Descriptive statistics (means, standard deviations and percentages) were used to summarize data.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents the findings of the study using descriptive statistics that involved the use of means, standard deviations and percentages. In addition, the qualitative data collected from teachers, principals and Board of Governors' interviews are included to supplement the findings. The quantitative findings are presented in form of tables while the qualitative data are assigned meaning and discussed as themes arise.

A total of 24 subjects took part in the study. This comprised of 8 teachers, 8 principals and 8 Board of Governors from all the secondary schools in East Wanga Division of Mumias District.

The findings were supposed to achieve the following objectives:

1. To establish whether schools formulate School Strategic Plans.
2. To investigate factors hindering implementation of school strategic plans.
3. To find out if BoGs, Teachers, Parents and students are involved in preparation of school Strategic Plans.
4. Find out the extent to which Strategic planning has been understood by stakeholders of public secondary schools in Mumias District.
5. To assess the social economic implication of strategic planning in public secondary schools in Mumias District.

## 4.2 Status of School Strategic Plans

The main aim of this study was to establish the existence of school strategic plan in Kenyan schools decades after it was made a requirement by the government through the ministry of education. The table below provides the status of East Wanga division of Mumias District.

**Table 4.1 State of School Strategic Plan in the School**

School type	Status				
	N	SSP Present	%	SSP Absent	%
Girl school	3	-	-	3	37.5
Boy school	1	1	12.5	-	-
Mixed school	4	-	-	4	50
<b>Total</b>	<b>8</b>	<b>1</b>	<b>12.5</b>	<b>7</b>	<b>87.5</b>

The results presented in Table 4.1 reveal that out of the study sample, which was 50% of the population, only one secondary school had formulated a school strategic plan. This accounted for the meager 12.5%.

A school Strategic Plan is currently mandated by government and indeed it should be made a criterion for school accreditation. Therefore, one of the critical things all schools must do is to undertake thoughtful and comprehensive strategic planning. Truly, if the strategic plan provides the ‘big picture’ of where you are, where you are going and how you are going to get there, it is no wonder that schools in this division continue to post poor results in national examinations and suffer from poor management.

**Table 4.2 School’s Performance at KCSE Examinations**

	<b>N</b>	<b>%</b>
Improved	2	25
Didn’t Improve	6	75
<b>Total</b>	<b>8</b>	<b>100</b>

Over the past four years, performance at KCSE examinations have remained very low with little or insignificant improvement. Only two schools (25%) showed some slight improvement at KCSE examination. This meager performance could be attributed to the lack of school strategic plans. Out of the total sample only 12.5% (one school) had a school strategic plan that unfortunately, is not functional. The school strategic plan sets out key improvement strategies in the three student outcome areas which include (1) student learning (2) student engagement and wellbeing and (3) student pathways and transitions. Without which the school has no clear road map for student development.

### **4.3 Factors Hindering Implementation of School Strategic Plans**

This study established that there are many factors imbedding the formulation and implementation of school strategic plan. Lack of funds and knowledge reverberates very strongly. While there is little or no initial financial outlay during the formulation of the school strategic plan, all principals of schools affirm that funds are required to actualize the plan. They expressed fear that with the irregular flow of free secondary education funds, the situation is made worse.

**Table 4.3 Factors Hindering Implementation of School Strategic Plans**

<b>Factor</b>	<b>Frequency</b>
Rigid administration	4
Lack of policy framework	1
SSP borrowed from other schools	1
Lack of finances	8
Lack of knowledge	8
Stakeholders not involved	1
Lack of communication	1
Negative attitude of teachers	1
Lack of consultation	2
Poor leadership	5
Overburdened curriculum	1
Lack of goodwill	1

The teachers from the participating schools were interviewed in order to determine their perspectives regarding school strategic plan in their schools. The issue of poor leadership and rigidity of the school administration echoed loudly. The teacher felt shut out in the management process of the schools. They are wealthy with knowledge, with lots of experience from other schools they have served that have functional strategic plans but without a voice. This should not be the case since the critical element in school strategic plan is that the principal, school Board and school staff must be 'on the same page' when it comes to strategic planning and thinking. That is, there must be a shared understanding about the key areas strategic thinking is to concentrate on and both staff

and the board must have full confidence and trust in the principal to report accurately about the school, its programs and trends in education.

However, from the informed in-depth interviews in order to determine their perspectives and perception regarding the school strategic plan, all the principal and school BoGs agree that it is important for schools to have strategic plan as a road map to where the school wants to be in foreseeable future.

Considering the level of training for both the principals and the respective school BoGs, there is lack of knowledge concerning the contents of a school strategic plan, the formulation procedure and the implementation strategy. Results in table 4.3 below present the professional training that school principals and their respective BoGs have undergone.

From the results presented in table 4.3, it is evident that only 2 principals (12.5%) have attended a professional training on school strategic plan. The 2 are long time serving principals who have headed schools for more than 10 years. The remaining 6 (87.5%) have not been trained on strategic plan formulation. It therefore suffices to say that training in strategic planning was done shortly after the government made it a requirement and stopped immediately thereafter.



**Table 4.4 Professional Training for Principals and BoGs**

<b>Theme</b>	<b>H/Trs</b>		<b>BoGs</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
General School Management	8	100	-	-
School Strategic Planning	2	12.5	-	-
Management of Curriculum	8	100	-	-
Management of Resources	8	100	-	-
Management of People	8	100	-	-

**Table 4.5 Age Distribution of Respondents**

<b>Age group</b>	<b>H/Trs</b>		<b>BoGs</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
36-40	5	65.5	1	12.5
41-45	1	12.5	1	12.5
46-50	2	25	1	12.5
50-60	-	-	5	62.5
<b>Total</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>

**Table 4.6 Years served**

Years	H/Trs		BoGs	
	N	%	N	%
1-5	5	65.5	7	87.5
6-10	2	25	1	12.5
11-15	-	-	-	-
Above 16	1	12.5	-	-
<b>Total</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>

A look at the results presented in Table 4.4 show that most of the principals are aged between 36-40 (62.5%). This explains why the principals who have served in that capacity for less than 5 years (table 4.5) have no knowledge of school strategic plan formulation process. More so, the professional training they have gone through does not have the component of strategic planning.

Concerning the schools' BoG professional training, the situation is even worse. None has the knowledge of strategic plan formulation. They are full professionals in their own fields who only turn up for board meetings and quickly leave for their regular jobs. Looking at the responsibilities these members have to carry, it is imperative that they should be inducted properly as to be able to deliver their mandate.

**Table 4.7 Education Level**

Age group	H/Trs		BoGs	
	N	%	N	%
KAC/KCPE	-	-	0	-
Certificate	-	-	2	25
Diploma	-	-	3	37.5
Degree	6	75	3	37.5
Masters	2	25	-	-
<b>Total</b>	<b>8</b>	<b>100</b>	<b>8</b>	<b>100</b>

It is worth to note from table 4.6 that all the school principals have degree level of education. This gives them the required academic qualification to manage and direct the human and physical resources under them. Subsequently, it should be the drive behind their zeal to succeed. Similarly, most of the BoGs have certification with the majority being diploma and degree holders. This forms a good basis for training for all in the area of school strategic plan formulation. Indeed those charged with this responsibility should make haste and do capacity building to empower the principals and their boards.

#### **4.4 BoGs, PTAs, Teachers, and Students Involvement in Preparation of School Strategic Plans**

The school strategic plan is developed during the year of self-evaluation, review and planning. It is informed by the information gathered and directions identified throughout the school self-evaluation and school review processes, and through staff, student and parent consultation. According to Kitale School (2012), People develop a feeling of

ownership in the planning process only when they participate in developing the purpose, objective and activities. When involved, People will work hard to succeed because the plan belongs to them. Strategic Plan should be developed by owners of the institution for the purpose of managing their own affairs in the most effective way in all areas. The expectation will be that we are going to deliver as per our objectives and activities.

No strategic plan should be ‘set in stone’. The plans should be regularly revisited, revised and reviewed in order to accommodate changes in the internal and external environment and to respond quickly to education policy changes and external environment trends.

#### **4.5 Understanding of School Strategic Planning by Stakeholders**

The table 4.7 below shows the level of understanding of school strategic plan by the school BoGs.

The situation is pathetic, with only one member (12.5%) in the know. This is attributable to lack of training on school strategic plan for all the BoG members since the one who has the knowledge of SSP it does not arise from previous training.

**Table 4.8 Level of Knowledge of SSP by School BoGs**

	<b>N</b>	<b>%</b>
Understand	1	12.5
Do not understand	7	87.5
<b>Total</b>	<b>8</b>	<b>100</b>

Stakeholders' involvement is one of the supremely critical conditions of successful implementation of strategic plans. It comprises of central administration, county administration, inspectors, field officers, and head teachers. Hellriegel *et al* (1989) visualizes leadership as the process of creating a vision for others and having the power to translate it into a reality and sustain it. Leaders therefore are expected to exercise powers over others and with this power influence to some extent the well-being of others. The various stakeholders should facilitate strategic plan implementation by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshop, and seminars for teachers.

#### **4.6 The Social Economic Implication of Strategic Planning**

There is no doubt that education is facing escalating expectations and demands from students and stakeholders while at the same time experiencing serious financial constraints particularly in view of the current global economic recession. According to Kamunge (1988), various stakeholders financing is central to successful management of education, implementation of the total strategic which is no exception of strategic plan. A school should marshal its known and acknowledged strengths around identified opportunities, and address its weaknesses and minimize threats to its development, transformation and contribution to the national agenda and the society in general.

With the full implementation of the Plan, the school should realize improved governance, student and staff welfare, financial management, academic and extra-curriculum activities, quality management, infrastructure, school image and identity. In

this way, the school shall be efficiently managed leading to better provision of services to its clients realizing its vision and mission.

**Table 4.9 School Infrastructure**

Facility	Present		Absent	
	N	%	N	%
Science laboratory	8	100	0	-
Computer laboratory	1	12.5	7	87.5
Administration block	3	37.5	6	62.5
School bus	2	25.0	6	75.0
Enough classroom	5	62.5	8	100

For an institution to strategically position herself, resource mobilization is essential. The school has to determine the funding requirement for the strategic plan, strategies for fund acquisition, human and physical resources needed. The school should endear itself to provision and maintenance of state-of-the-art infrastructure that adequately supports the core functions of the school.

A closer look at table 4.8 reveal that schools in East Wanga have the needed facilities and recourses to formulate and implement school strategic plan. The onus therefore rests with school managements and the stakeholder to ensure that these schools get functional plans as to improve the school by outlining the direction the school should take by identifying issues impacting on the school and deciding on the priorities for action. Because, if you don't know **where** you're going, you won't know **how** to get there - or **when** you get there.

#### **4.7 Solutions to Problem Hindering School Strategic Plan Formulation and Implementation**

This study sort to establish solutions to factors that hinder successful formulation and implementation of school strategic plan. As such all the stakeholders were interviewed on possible solution. From table 4.9, the need to educate train and inform reverberated very strongly among others. Generally, lack of knowledge is our undoing in East Wanga division. There is need for school administrations to work and consult closely with the stakeholder of respective schools. School management ought to source for alternative funding particularly for strategic planning and implementation but not to sit back and complain for lack of funds.

**Table 4.10 Solutions to Problem Hindering School Strategic Plan Formulation and Implementation**

Solution	frequency
Involved Stakeholders	7
Government establish policy framework	1
Monitor and evaluate formulation and implementation	2
Source and avail funds	6
Train/educate/inform about importance of SSP	8
Motivate those that implement	1
Attitude change for teachers	2
Involve specialists/consultants	2
Have realistic plans	1
Leadership be all inclusive	1

#### **4.8 Summary**

In this study, the challenges of formulating and implementing school strategic plans in public secondary schools and how this affect the overall school management system and the realization of the set goals were investigated. This chapter has made an attempt to present and discuss the findings that answered the research questions with regard to why schools in East Wanga do not have school strategic plans. In respect to whether there is any importance for schools to have the school strategic plan and whether its presence has any impact on school administrative process, the findings of this study are in the affirmative. There was a clear indication that the lack of school strategic plan is the major contributors to gross mismanagement and the continued poor performance by schools in East Wanga division of Mumias District.

In addition, this study has also demonstrated that the formulation and implementation of school strategic plans in public secondary schools in East Wanga division of Mumias district could serve as a point of departures from poor performance to the realization of school goals. This is because Strategic Planning provides the ‘big picture’ of where you are, where you are going and how you are going to get there.

On the whole, and considering the significance of school strategic plan, with full implementation of the Plan, the school realizes improved governance, student and staff welfare, financial management, academic and extra-curriculum activities, quality management, infrastructure, school image and identity.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study involved the investigation into the challenges of formulating and implementing school strategic plans in public secondary schools in East Wanga division of Mumias district. The study aimed at evaluating the effect of the school strategic plans on overall school management and attainment of the school goal. Four instruments were used to collect the necessary data for the study: (1) the Principals Questionnaire (PQ), (2) the Teacher Questionnaire (TQ), (3) the Board of Governors' Questionnaire (BGQ), (4) the Principals Interview Guide (PIG), and (5) the Board of Governors' Interview Guide (BGIG).

In Chapters 1 and 2, an attempt was made to situate the study in the context of relevant research and theoretical framework while chapters 3 and 4 are concerned with the research methodology and the analysis and presentation of the findings. This chapter presents a summary of the major findings, the conclusions reached, the implications of the findings and highlights of some areas that warrant further research.

#### **5.2 Summary of the Major Findings**

From the analysis of the data presented in the preceding chapter, the following are the major findings of the study:

i. **Status of School Strategic Plans**

The schools in East Wanga division have not embraced school strategic planning as a school management and administrative tool.

ii. Factors Hindering Implementation of School Strategic Plans.

Lack of funds and knowledge about the formulation and subsequent implementation process were the main hindrances identified that embed formulation and implementation of school strategic plan in East Wanga division.

iii. BoGs, PTAs, Teachers, and students involvement in preparation of school Strategic Plans.

Significant stakeholders in education in East Wanga are not involved in the running and management of school. This was evident in the total lack of knowledge about the school strategic plan by the BoGs, PTA, teachers and students.

iv. The Social Economic Implication of Strategic Planning

Strategic Planning provides the 'big picture' of where you are, where you are going and how you are going to get there. To get 'there' schools require solid financial and human personnel.

### **5.3 Conclusions**

A strategic plan is worthless if it is so prescriptive and rigid it cannot change to meet changing circumstances. The principals, school Board and school staff must be 'on the same page' when it comes to strategic planning and thinking. The Strategic Plan defines the vision, mission and objectives of the institution.

A plan won't work if people aren't out there making it happen. People won't work with any enthusiasm on a plan they don't 'own'. The more members of the school community involved in the development of the plan, the more 'buy-in' you'll have and the more people who will be motivated to make the plan work. At the very least, school staff, students and parents should be involved in some stage of the development of your strategic plan.

#### **5.4 Recommendations of the Study**

The government through the ministry of education ought to do serious sensitization of the general masses about school strategic plan. This should include the importance, planning for, formulation and implementation.

The monitoring and evaluation of school strategic plans should be put in place and be enforced. Schools which are not able to come up with their own strategic plan should source and consult experts on how to come up with one.

#### **5.5 Suggestions for Further Study**

There is still need to understand more about how the presence or absence of school strategic plan affects student academic performance. More so all school in East Wanga including girl schools have male BoG chairpersons. It will be important to understand if this has an effect on school management

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## APPENDIX 1

### QUESTIONNAIRE FOR PRINCIPALS

#### **Introduction**

This is a research project in partial fulfillment of the requirement for the award of the degree of masters of Education in Education Planning and Management. All the responses will be treated with confidentiality. Please answer all the questions in the space provided.

#### **Section A**

This section is designed to gather information about the schools particulars.

1. Zone:.....
2. Current enrolment:.....
3. date established / started.....
4. KCSE Performance over the last 5 years.

Year	Mean score

5. Does your school have the following physical facilities? Tick in the appropriate response in the space provided.

Science laboratory [ ]

Computer laboratory [ ]

Equipped library [ ]

Administration block [ ]

A school bus [ ]

Enough classrooms [ ]

All of the above [ ]

None of the above [ ]

### **Section B**

1. Gender: (a) Male [ ] (b) Female [ ]

2. What is your age?

(a) 21 – 25 years [ ] (b) 26 – 30 Years [ ]

(c) 31-35 years [ ] (d) 36-40 years [ ]

(e) 41-45 years [ ] (f) 46-50 years [ ]

(g) 51-55 years [ ] (h) 56-60 years [ ]

3. What is your highest academic qualification?

(a) KCE / KCSE [ ] (b) KACE [ ]

(c) Degree / B.Ed [ ] (d) M. Ed. [ ]



4. What is your current grade?

- (a) Principal III M [    ]      (b) PAT 1P            [    ]  
(c) PAT II N            [    ]      (d) SGAGT Q        [    ]  
(e) Principal IIN      [    ]

This section is designed to get information about yourself and BoGs. Please put a tick (✓) in the appropriate response in the space provided.

5. For how long have you been a principal?

- a) 1 - 5 years            [    ]  
a) 6 -10 years           [    ]  
b) 11-15 years          [    ]  
c) 16 - 29 years        [    ]  
d) 21 - 25 years        [    ]

6. What is the length of stay in your current station?

- a) 1 - 5 years            [    ]  
b) 6 - 10 years          [    ]  
c) 11 - 15 years        [    ]  
d) 16 - 29 years

7. (a) Have you undergone (attended) any training (course) in secondary school management in the last 5 years as a principal?

(a) Yes [ ] No [ ]

(b) If yes, when?

a) 2006 [ ]

b) 2007 [ ]

c) 2008 [ ]

d) 2009 [ ]

e) 2010 [ ]

8. Who organized for this course / training?

(a) MOE [ ]

(b) NGO [ ]

(c) Any other [ ]

9. What was the theme of the course / training?

General school management [ ]

School strategic planning [ ]

Management of the curriculum [ ]

Management of resources [ ]

Management of people [ ]

10. What is the academic qualification of the chairman BoG?

(a) KCE / KCSE [ ]

(b) KACE [ ]

(c) Degree [    ]

(d) Others [    ]

11. In the last one year has BoG members been trained in school management?

(a) Yes [    ]

(b) No [    ]

12. Is there a SSP in the school?

(a) Yes [    ]

(b) No [    ]

13. Do the school BoGs understand SSP development?

(a) Yes [    ]

(b) No [    ]

14. What is the level of participation of BoG in SSP?

Very active [    ]

Active [    ]

Not active [    ]

15. How many times has the DQASO monitored the current SSP in your school?

16. When was the last SSP prepared in your school and approved by DQASO?

17. Who were involved in making the SSP?

**Section C**

1. Please answer the following questions accurately and honestly.

What is the main purpose of SSP in a school?

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

2. What is contained in the SSP?

.....  
.....

3. At what stage of the SSP are you?

.....  
.....

4. What are the constraints of developing a SSP in your school?

.....  
.....

5. Have you developed a SSP in your school? If No, why?

.....  
.....

6. What suggestions do you think can improve development and implementation of SSP in your school?

## APPENDIX 2

### QUESTIONNAIRE FOR TEACHERS

**Section A. Answers to the questions in this questionnaire will be treated with the confidentiality it deserves**

**Kindly give honest answers to the answers**

Gender.....

Professional / academic qualifications.....

Teaching experience.....

#### **Section B**

**Answer by putting a tick (v).**

1. Does your school have a school strategic plan?  
Yes [ ] No [ ]
2. Were you involved in the preparation of SSP?  
Yes [ ] No [ ]
3. Has the school performance changed since the implementation of the SSP?  
Yes [ ] No [ ]
4. Did the school improve in the previous year's KCSE results?  
Yes [ ] No [ ]
5. What do you think are the factors hindering SSP development and implementation?
6. Suggest possible solutions to the problem

#### **SECTION C**

Answer the questions by filling in the correct / appropriate response

1. In your opinion, what are the reasons for Head teachers / schools not preparing and executing SSP?

How can this be improved? Suggest ways for correcting this situation.

## APPENDIX 3

### INTERVIEW SCHEDULE QUESTIONS FOR BoG CHAIRPESONS

This section is designed to get information about the deficiencies the school.

1. For how long have you been a B.O.G chairperson?
2. What is the length of stay in your current station?
3. Have you attended any course in secondary school management in the last 5 years as a B.O.G chairperson?
4. Is there SSP in the school?
5. Do the B.O.Gs understand SSP development?  
Yes [  ] No [  ]
6. What is the current environment situation of the school?  
Strengths  
Weakness  
Opportunities  
Threats
7. How do intend to turn threats into opportunities?
8. What challenges do you face in formulating or implementing a school strategic plan?

## APPENDIX 4

### SCHOOL MANAGEMENT QUESTIONNAIRE FOR THE PTA

#### CHAIRPESONS

##### **PART I: Demographic information**

Please tick (✓) the appropriate answers.

1. Sex: Male  Female

2. Academic qualification

P1  Diploma  S1

B.ED  M.Ed.  PhD

Others ( please specify

3. For how long have you been in this school BoGs?

1-3 years  4-6 years

7-9 years  above 10 years

4. Category of your school

provincial  District

Any other specify.....

5. Type/ nature of your school

Girls secondary school

Mixed secondary school

Boys secondary school

6. Your age

20-29 years  30-39 years

40-49 years  50-54 years  55 and above

## PART II

This part is designed to gather information on challenges facing BoGs in formulating and implementing school strategic plans in public secondary schools and possible solutions.

### 1. Staff Resource Management.

a) Does the BoG, encounter challenges in management of staff personnel?

Yes [ ]                      No [ ]

b) If yes, list the challenges encountered.

c) To what extent do challenges hinder BoGs from formulating or implementing school strategic plans?

d) What are the causes of challenges facing BoGs?

e) Suggest possible solutions to these challenges.

f) If the answer is NO to the above, please list the means that have enabled you to acquire competence.

### 2. Financial management.

a) Does the BoG encounter problems in this financial management of the school?

Yes [ ] No [ ]

b) If yes, list the common challenges encountered.

c) To what extent do the challenges hinder BoGs from formulating or implementing the school strategic plans?

d) What are probable reasons/ causes of these challenges?

e) If the answer is NO to the above task, please list ways and means that may have enabled you to acquire compliance.



3. Physical facilities.

a) Does the BoGs encounter challenges in the management of physical facilities in your school?

Yes [ ] No [ ]

b) If yes, identify the common challenges

c) To what extent do the challenges hinder the BOG from carrying out management roles?

d) Suggest the cause of the challenges above

e) Suggest possible solutions to the above challenges

f) If the answer is NO to the above task, please list ways and means they may have enabled you to acquire competence in the task.

4. Student's personnel.

a) Does the BoGs encounter challenges related to student personnel?

Yes [ ] No [ ]

b) If yes list the common challenges.

c) To what extent do the challenges hinder BoGs from carrying out their management roles?

d) What are the causes of the above challenges?

e) Suggest possible solutions to the above challenges.

f) If the answer is NO to the above task, please list the ways and means that have enabled you to acquire competence.

5. Curriculum and instruction.

a) Does the BoGs encounter challenges related to curriculum and instruction?

Yes [ ] No [ ]

b) If yes list the common challenges.

c) To what extend do the challenges hinder BoGs from carrying out the management roles?

d) What are the causes of the above challenges?

e) Suggest possible solutions to the above challenges

f) If the answer is NO to the above task, please list the ways and means that have enabled you to acquire competence.

6. School Community Relations.

a) Does the BoGs encounter challenges related to community relations?

Yes [ ] No [ ]

b) If yes, list the common challenges.

c) To what extend do the challenges hinder BoGs from formulating and implementing school strategic plans?

d) What are the causes of the above challenges

e) Suggest possible solutions to the above challenges.

f) If the answer is NO to the above task, please list the ways and means that have enabled you to acquire competence.