

**STATUS AND CHALLENGES IN IMPLEMENTATION OF
STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN
KIAMBU COUNTY, KENYA**

KIRURI CATHERINE MUTHONI

REG.NO.E55/CE/24761/2012

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILMENT FOR AWARD OF THE
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL
PLANNING OF KENYATTA UNIVERSITY**

DECEMBER, 2015

DECLARATION

I declare that this project is my original work and has not been presented in any other university /institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. where text, data(including spoken words),graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

.....
KIRURI CATHERINE MUTHONI
REG.NO.E55/CE/24761/2012

.....
DATE

This research project has been submitted with our approval as University Supervisors.

.....
PROF. JOHN ALUKO ORODHO
Associate Professor of Education
Department of Educational Management,
Policy and Curriculum Studies
School of Education
Kenyatta University

.....
DATE

.....
DR. JOHN K. NDERITU
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
School of Education
Kenyatta University

.....
DATE

DEDICATION

To my family for their support and encouragement while undertaking this study.

ACKNOWLEDGEMENT

I express my sincere gratitude to all those who contributed to the success of this research in one way or another.

First, my utmost gratitude goes to my supervisors Prof. Orodho and Dr. Ndiritu both from Department of Educational Management, Policy and Curriculum Studies, School of Education for their devotion, encouragement and scholarly advice and guidance that contributed to the quality and completion of this project.

I extend my profound gratitude to my colleagues in the school of education and the Kenyatta University library staff for their support. Special thanks go to all my respondents for their support and participation in the study. Without their responses this study would not have been fruitful. Mr. Antony D. Bojana deserves gratitude for editing the final work.

I also thank my family for their support and encouragement while carrying out this study. Finally, I thank the Almighty God for His endless love and provision that necessitated the completion of this research project.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ABBREVIATIONS AND ACRONYMS.....	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	5
1.4 Objectives of the Study	6
1.5 Research Questions	6
1.6 Assumptions of the Study.....	7
1.7 Limitations of the Study.....	7
1.8 Delimitations of the Study.....	7
1.9 Significance of the Study	8
1.10 Theoretical Framework	8
1.11 Conceptual Framework	11
1.12 Operational Definition of Central Terms	13
CHAPTER TWO: REVIEW OF RELATED LITERATURE	14
2.1 Introduction	14
2.2 General Overview on Strategic Planning	14
2.3 Strategic Planning in Secondary Schools.....	15
2.4 Process of Strategic Planning	16
2.5 Challenges Facing Implementation of Strategic Plans.....	18
2.6 Measures Taken for Effective Implementation of Strategic Plans	22
2.7 Summary	24

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	26
3.1 Introduction	26
3.2 Design of the Study.....	26
3.3 Locale of the Study	26
3.4 Variables.....	27
3.5 Population.....	27
3.6 Sample and Sampling Procedures.....	28
3.7 Research Instruments	29
3.7.1 Questionnaires.....	29
3.7.2 Interview Schedule	30
3.8 Piloting Study	30
3.8.1 Validity	31
3.8.2 Reliability.....	31
3.9 Data Collection Techniques	32
3.10 Data Analysis.....	32
3.11 Logical and Ethical Considerations	33
CHAPTER FOUR	34
DATA ANALYSIS, PRESENTATION AND DISCUSSION.....	34
4.1 Introduction	34
4.2 Response Rate.....	34
4.3 Demographic Information	35
4.3.1 Distribution of Respondents by Gender	35
4.3.2 Level of Education of Principals and Teachers.....	36
4.3.3 Years of Work Experience	37
4.3.4 Length of Service in the Current School	39
4.3.5 Category of Schools	40
4.3.6 Types of Schools	41
4.4 Status of Strategic Planning in Schools	42
4.5 Strategic Plan Process	45
4.5.1 Duration of the Strategic Plan	45
4.5.2 Existence of Vision, Mission, Outlined Goals, Objectives and Values	46

4.5.3	Guidelines by the MoE on Strategic Plan Process	48
4.5.4	Stages in Strategic Planning Process	50
4.5.5	Stakeholders' Involvement in Strategic Plan Process	52
4.6	Challenges Facing Strategic Plan Implementation	54
4.7	Measures Taken for Successful Implementation of Strategic Plan	61

CHAPTER FIVE: SUMMARY, CONCLUSION AND

RECOMMENDATIONS..... 64

5.1	Introduction	64
5.2	Summary of the Findings	64
5.2.1	Number of Public Secondary Schools with Strategic Plans	64
5.2.2	Strategic Plan Process.....	65
5.2.3	Challenges Facing Strategic Plan Implementation.....	66
5.2.4	Measures Taken for Successful Implementation of Strategic Plan..	67
5.3	Conclusion.....	67
5.4	Recommendations.....	69
5.5	Suggestions for Further Study	70

REFERENCES 71

APPENDICES 76

Appendix 1: Questionnaire for Teacher	76
Appendix 2: Questionnaire for the Principal	80
Appendix 3: Interview Schedule for the BoM Member	85
Appendix 4: Introduction Letter from Graduate School.....	86
Appendix 5: Research Authorization Letter	87
Appendix 6: Research Permit	88

LIST OF TABLES

Table 3.1:	Target Population and Sample Size Based on Types of Schools.....	28
Table 3.2:	Target Population and Sample Size Based on Gender of Respondents	29
Table 4.1:	Highest Level of Education of Principals and Teachers	36
Table 4.2:	Work Experience.....	38
Table 4.3:	Length of Service in the Current School	39
Table 4.4:	Principal’s Responses on Duration of Implementation	44
Table 4.5:	Duration of the Strategic Plan.....	45
Table 4.6:	Responses on the Vision, Mission, Goals, Objectives and Values of the Schools.....	47
Table 4.7:	Teachers’ Responses on Stages in Strategic Planning Process.....	50
Table 4.8:	Principals’ Responses on Stages in Strategic Planning Process	51
Table 4.9:	Teachers’ Responses on Stakeholders’ Involvement in the Strategic Process.....	52
Table 4.10:	Teachers’ Responses on Challenges Facing Implementation of Strategic Plans in Schools.....	55
Table 4.11:	Principals’ Responses on Challenges Facing Implementation of Strategic Plans in Schools.....	58
Table 4.12:	Measures Taken to Ensure Effective Implementation of Strategic Plans	62

LIST OF FIGURES

Figure 1.1:	Conceptual Framework Showing Status and Challenges in Strategic Implementation	11
Figure 2.1:	Feedback Process. Adapted from Ololube, N. P. (2013).....	16
Figure 4.1:	Gender of Respondents.....	35
Figure 4.2:	Categories of Schools	41
Figure 4.3:	Types of Schools	42
Figure 4.4:	Existence of Strategic Plan	43
Figure 4.5:	Proportion of Schools Implementing SSPs.....	44
Figure 4.6:	Documents Utilised in Formulation of SSPs	49

ABBREVIATIONS AND ACRONYMS

AASA	American Association of School Administrators
BoM	Board of Management
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education for All
ESSPs	Educational Sector Strategic Plans
KESSP	Kenya Education Sector Support
MDG	Millennium Development Goals
MoE	Ministry of Education
SSPs	School Strategic Plans
SWAPs	Sector Wide Approaches

ABSTRACT

Strategic plans have recently gained popularity in both public and private institutions including schools. The purpose of this study was to investigate the status and challenges in implementation of strategic plans in public secondary schools in Kiambu District, Kiambu County. The objectives of the study were (i) to identify the number of secondary schools with strategic plans as per the government directive, (ii) to establish the process used to develop the strategic plans in public secondary schools in Kiambu District, (iii) to establish challenges facing implementation of strategic plans and (iv) to determine the measures taken to facilitate effective implementation. The study was based on Fayol's theory of administrative management which involves five functions related to planning. The study adopted descriptive survey research design. The target population was of 909 which included 19 principals, 285 BoM members and 605 teachers from all the 19 public secondary schools in the district. Stratified and simple random sampling were used to select 10 schools from the target population. Proportionate and purposive sampling were used to select a sample of 80 respondents which included 10 BoM members, 10 principals and 60 teachers. The study used questionnaires and interview schedules as research instruments. Questionnaires were administered to principals and teachers while interviews were conducted with the BoM members. Piloting was conducted in two schools which were not included in the study. The reliability was tested through test re-test technique while validity was determined through expert judgement by the supervisors. Quantitative data collected were analysed through descriptive statistics such as percentages and frequencies. The Statistical Package for Social Science (SPSS) and Microsoft excel 2007 assisted in the analysis. Quantitative data were presented using frequency distribution tables, bar graphs and pie charts. Qualitative data were analysed by developing themes from the data collected based on the objectives and was presented using narratives and voices. The study found that most of the schools in Kiambu District had formulated the strategic plans apart from a few which were in the formulation stage. It was also noted that the schools to a large extent had followed the government guidelines on strategic planning although more training of stakeholders on strategic planning was necessary. It was also established that lack of finances, inadequate skills and training of stakeholders and inadequate stakeholders participation were the major challenges encountered in strategic plan implementation. The study recommends that both the government and the school managers should source for funds, organise on how stakeholders will be equipped with necessary skills and competencies in strategic planning and also emphasise on monitoring and evaluation throughout the process.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the Study

Strategic planning has recently been widely used as a management technique in government ministries, public organisations, religious organisations, and in public and private institutions. According to Bradford and Duncan (2000) strategic planning is traced back from military and despite its transformation to fit different organisations and institutions, achieving competitive advantage has remained an overriding concern.

It was first developed in the United States of America in 1960s by private and commercial enterprises as a long time framework for making decisions (Martins & Macsen, 1992). This happened after the end of World War II when Americans embarked on many business opportunities to rebuild Europe and Japan. Strategic planning in education sector emerged in US as early as 1970s but was mainly at the post high school levels (university & college). In the mid 1980s, about 500 districts practised some form of strategic planning and special handbooks were prepared and disseminated by professional organisations such as American Association of School Administrators (AASA). In many other countries, strategic planning at school level was introduced as part of the decentralisation and school- based management reform of the late 1980s. In third world countries, the concept of planning emerged as a result of development effort and experience they had. In these countries, planning was used as a tool aimed at economic and social development. The practice of preparing strategic plans in education sector in developing countries was linked to the gradual introduction of Sector Wide Approaches. (SWAPs).

According to Fehnel (2000), strategic planning is a systematic process in which an organisation identifies basic reason for its being, its strengths and weaknesses and opportunities and threats it might face in future. Strategic planning is an ongoing process which involves reviewing the organisation's mission and setting quantified targets in relation to the internal and external environment of the organisation. Mintzberg (1994) noted that formal strategic planning only gives rise to deliberate strategies and those political and behavioural considerations are important in the strategic process besides rational consideration. Strategic planning has been characterised by its increased emphasis on implementation, its flexibility and adaptability to the ever changing environment, its ability to focus on identifying key issues and its ability to enhance strategic thinking. On his part Higgins (1993) defined strategic planning as a process through which external and internal factors of an organisation are examined leading to a set of mission, purpose, objectives, policies, plans and programmes for implementation and strategies to achieve them.

According to Tapinos, Dyson and Meadow (2005), strategic plan is a set of processes undertaken with an aim to develop strategies that will contribute to the achievement of the organisational direction. A strategic plan must be flexible and practical. It acts as a guide to implementation and evaluation of programmes and making adjustment when necessary. A strategic plan must reflect the thoughts, feelings, ideas and wants of the developer and mould them in line with the organisation's mission, purpose and regulations.

There are so many benefits of strategic planning. According to Bryson (1995), strategic planning helps in providing a common purpose for future development of organisation, stimulates forward thinking, improves performance in the organisation, builds teamwork and promotes responsiveness to the changing needs of the

community. In addition, the Education Sector Strategic Plan (ESSP 2010-2015) of Rwanda identified the following as benefits of strategic planning; enables stakeholders to establish clear priorities, encourage innovation and creativity, helps in co-ordination and provides efficiency in operations of an organisation. Due to its many benefits, strategic planning has been embraced in the education sector in very many countries.

Bell (2002) noted that after the Education Reform Act (1989) which gave schools responsibility of planning was passed, the U.K government laid more emphasis on staff developing their own priorities and coming up with their strategies which they had to achieve. In Australia there are some guidelines which schools need to adhere to while preparing their strategic plans. The Ministry of Education in the Republic of Rwanda ESSP (2010-2015) reflects the government vision 2020 and its Economic Development and Poverty Reduction strategy (EDPRS) (2008-2012) which recognised role of education in improving social and economic wellbeing of the people and reduction in poverty. The ESSP is consistent with Millennium Development Goals (MDGs), particularly those highlighting the importance of universal primary education and the removal of gender disparities. The Education for All (EFA) commitment (Dakar, 2000) is also reflected in the strategic plan. In Kenya, the education sector has been experiencing numerous reforms which are in line with the global goals of education set out in the Economic Recovery Strategy (ERS) and the sessional paper No.14 of 2012. In 2005, the Ministry of Education developed a national education strategy, the Kenya Education Sector Support (KESSP) which was geared towards bringing together all the education stakeholders for the achievement of the education goals in Kenya. The Ministry of Education strategic plan 2006-2011 was then developed with an aim to offer a framework for

addressing the challenges facing the sector and incorporating recommendations of the various education commissions, committees, presidential working parties and task forces.

Consequently, Kiambu District Education Office developed its strategic plan (2008-2012) to implement the KESSP investment programmes and the Ministry of Education strategic plan (2006-2011). Thus the district required every public school to develop its strategic plan. It is envisaged that the strategic plans will provide strategic direction that will help in resource utilisation, improved teamwork and programmes implementation with the overall aim of improving academic standards in the schools.

According to Sinyolo (2007), secondary schools have several objectives to fulfil as outlined in the national and international goals of education as in the MDGs and EFA goals which Kenya is a party to. The achievement of these goals will depend on how well the education programmes are planned and implemented. This requires preparation of a National education strategic plan upon which schools base their strategic plan on. Secondary school education in Kenya has undergone numerous changes which have always necessitated continuous planning. Noble (1999) noted that a well- formulated strategic plan may fail to produce superior performance of any form if not successfully implemented. The implementation of a plan needs to be directive, clear and documented and largely depends on the institutions ability to turn strategic thoughts into operational action.

According to Thompson and Strickland (2007), strategy formulation and implementation are the core management functions. They also noted that if a good strategy is poorly implemented, the intended strategic objectives may not be

achieved. Thus survival and success of an organisation do not only need the formulation of strategies that seek to maintain a match between the organisation and its environment but also must ensure appropriate implementation of strategy at all levels. Rowley and Sherman (2001) noted that there is a wide spread inability of education institutions to implement their plans once they are in place hence the need for this study to be conducted.

1.2 Statement of the Problem

Strategic plan formulation is not an end in itself thus it would be completely worthless without implementation. It is, therefore, essential to ensure that there is a seamless transition from the formulation to implementation stage. Successful implementation is accomplished by turning strategic plans into action plans that are executed at the unit level. Unfortunately, implementing the strategic plan has presented its own set of complex issues that need to be addressed. Therefore, this study was designed to establish the status of strategic planning in schools. It also helped in identifying the challenges that face implementation of the developed strategic plans in public secondary schools in Kiambu District. The study also tried to investigate the strategies that may be put in place to enhance effective implementation.

1.3 Purpose of the Study

The aim of this study was to establish the status and challenges that the public secondary schools in Kiambu District are facing as they implement the strategic plans developed.

1.4 Objectives of the Study

The objectives of the study were:

- i. To establish the level of formulation and implementation of strategic plans in public secondary schools as per the government directive in Kiambu District.
- ii. To establish the process used to develop the strategic plans in public secondary schools in Kiambu District.
- iii. To establish challenges facing implementation of strategic plans in public secondary schools in Kiambu District.
- iv. To determine the measures that can be taken to ensure effective implementation of secondary school strategic plans.

1.5 Research Questions

This study sought to answer the following questions:

- i. To what level have the public secondary schools in Kiambu District undertaken formulation and implementation strategic plans in accordance with the government directives?
- ii. Have the schools followed the due process in developing the strategic plans in Kiambu District?
- iii. What are the challenges facing implementation of strategic plans in public secondary schools in Kiambu District?
- iv. What measures can the school or the MoE take to ensure effective implementation of secondary school strategic plans?

1.6 Assumptions of the Study

The study was based on the following assumptions:

- i. The respondents involved were aware of the existence of the strategic plans in schools.
- ii. The respondents involved were among the stakeholders who took part in the formulation and also implementation of the strategic plans.
- iii. There exist challenges facing implementation of strategic plans in Kiambu District.
- iv. The schools and respondents that were selected for the study were representative of the target population.

1.7 Limitations of the Study

The key limiting factors for this study were:

- i. Time set for this study which was short.
- ii. The financial constraint since the researcher was self- sponsored.

For these reasons, the study was not carried out in all the secondary schools in the district.

1.8 Delimitations of the Study

- i. The study was restricted to only public secondary schools in Kiambu District. Out of all the public secondary schools, some were sampled and a sample of respondents was constituted. This was due to the large target population.
- ii. Not all the stakeholders were represented by the sampled respondents since there were so many stakeholders involved in the school strategic planning.
- iii. The study embarked on finding out the challenges in implementation of strategic plans despite strategic planning being a broad area of research.

1.9 Significance of the Study

It is hoped that the study will:

- i. Help policy makers in the Ministry of Education both at national and county levels to make guidelines which will improve the implementation of strategic planning policy in secondary schools.
- ii. Provide possible solutions to the challenges identified in implementation of secondary school strategic plans.
- iii. Assist in identifying the loopholes in the implementation of the strategic planning policy in schools.
- iv. Add to the body of knowledge already there on secondary school strategic planning, thus provokes further research on the area.

1.10 Theoretical Framework

This study used Fayol's theory which falls under the category of administrative management which is concerned with how an organisation should be managed to maximise performance. Fayol's theory is based on personal observation and experience and thus operates under five primary management principles. These include; planning, organising, commanding, co-ordinating and controlling.

According to Fayol (1949:43), planning is the assessment of the future and making provision for it. It involves the result envisaged, the line of action to be followed, the stages to go through and the methods to use. The planning group outlines the organisation's mission, programmes, resources and needed support. In schools, the strategic planning committee in consultation with the stakeholders come up with the mission, vision, goals, objectives and core values of the school after conducting situational analysis. Fayol noted that the management need to know how to draw up

the plans and identify the main ingredients of the planning process. He also sees planning as more than a document but a process requiring important personal and interpersonal; competencies which include managing the organisation's internal stakeholders. In addition, Fayol noted that to achieve a good plan, managers need the art of handling people, considerable energy and professional competence. This is important to strategic plan implementation.

Organising is to provide the undertaking with everything useful to the institutional functioning. This includes raw materials, tools, capital and personnel. Fayol (1949: 53-54) divides organisation into material and human organisation. Under human organisation, the managerial duties are associated with organising to ensure the plan is judiciously and strictly carried out, matching the resources to the plan, leadership, harmonising and co-ordinating activities such as decision- making, job analysis and design, staff selection, maintenance of discipline and subordination of individual interests to the general interest. In strategic planning allocation of resources that is financial, material and human is important to the successful implementation of strategic plans in schools.

The mission of command is to set the organisation going. According to Fayol, one exercises command through a thorough knowledge of personnel. This is achieved through strong sense of duty and equity, through good example, through periodic audit of the organisation, through well-developed organisational communication systems, through delegation of tasks and through adopting the principles of a learning organisation. For effective strategic plan implementation, training of the stakeholders is vital. This will facilitate stakeholders' involvement and commitment

leading to ownership of the strategic plan formulated. In addition, proper communication in an institution has a positive impact on implementation.

For Fayol, to co-ordinate is to harmonise all the activities of a concern so as to facilitate the working and success of any institution. Co-ordination is achieved by team meetings. This ensures that all stakeholders work towards achieving the outlined goals and objectives of the institution.

According to Fayol, control is verifying whether everything occurs in conformity with the plan adopted, the instructions issued and principles established. This assists in identifying weaknesses and errors in order to rectify or prevent them from recurring. It contributes to smooth working of each department and the institution as a whole. This is in line with measures taken to enhance effective implementation of strategic plans in schools.

1.11 Conceptual Framework

The figure 1.1 below conceptualises the process of strategic planning, the challenges facing strategic plan implementation and measures that should be taken for the proper implementation of the plans.

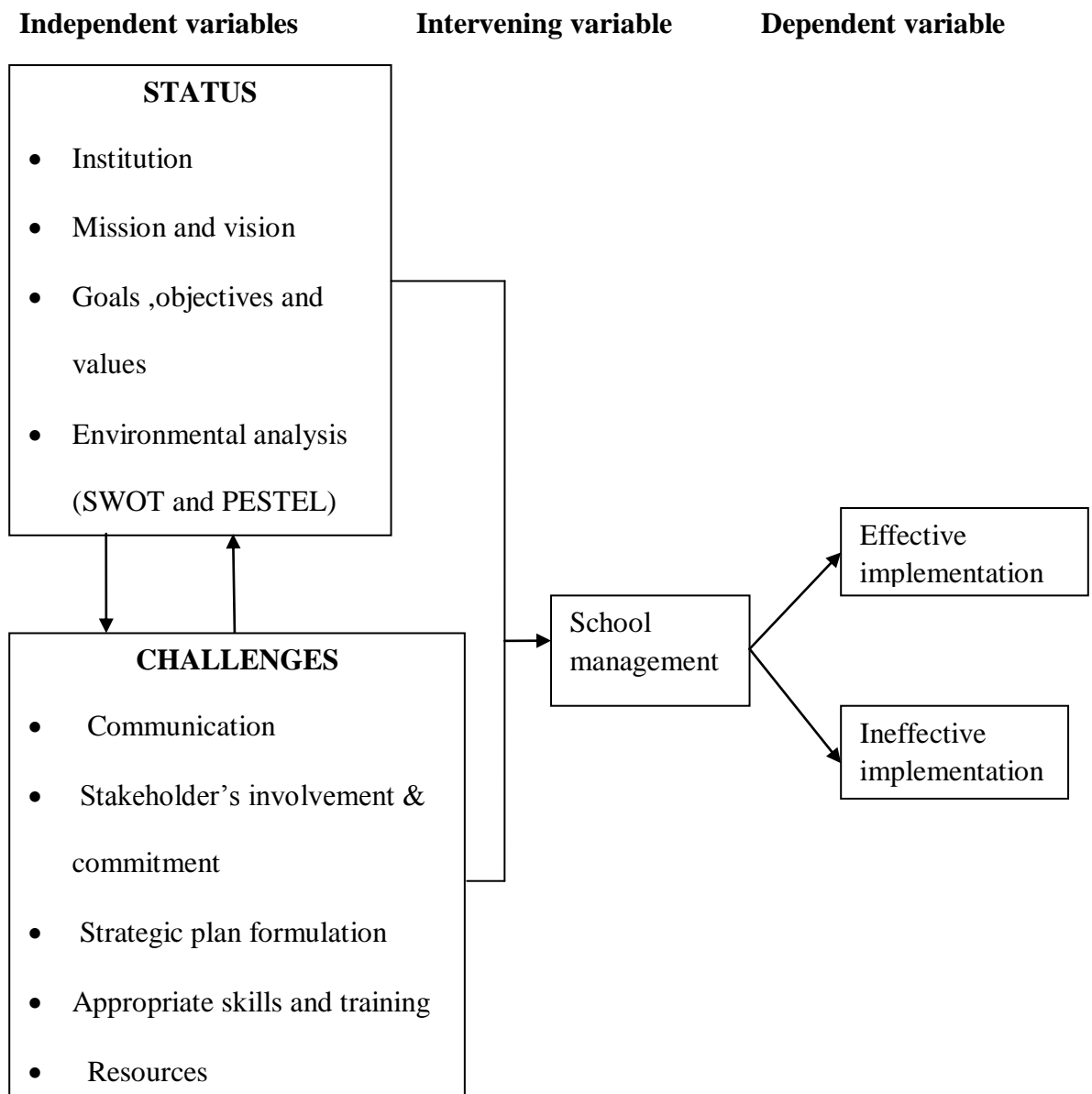


Figure 1.1: Conceptual Framework Showing Status and Challenges in Strategic Implementation

Source: Researcher (2014)

The identification of institution's vision and mission is the first step of any strategic planning process. The vision sets out the reasons for organisation's existence and the ideal state that the organisation aims to achieve while the mission identifies major goals and performance objectives.

Once the vision and mission are clearly identified the institution must analyse its external and internal environment using SWOT and PESTEL analyses. This is important since a school is not an isolated institution. To address strategic issues and develop deliberate strategies for achieving their mission, the school has to set strategic goals, action plans and tactics.

After drawing up the strategic plan for a school, the school management has the mandate to implement the plan. In the implementation stage there are some challenges that may be encountered and may hinder effective implementation. These may include; inadequate resources, lack of involvement and commitment by the stakeholders, poor communication in the institution, poor strategy formulation and lack of appropriate skills and training of the stakeholders. The effective or ineffective implementation of the plan will depend on the measures that the school management will take to counteract the challenges that would face the implementation process.

1.12 Operational Definition of Central Terms

Action plan document that begins with strategic goals and identifies all the steps required to achieve them.

Challenges these are factors that hinder proper implementation of strategic plans in secondary schools.

Measures the actions taken to deal with the challenges facing strategic planning implementation.

Stakeholders groups or individuals that have a vested interest or expect certain levels of performance or compliance from the school. e.g. Teachers, parents, students, sponsors, BoM, PTA, government representatives

Status the situation of strategic planning in secondary schools i.e. the proportion of schools with and implementing strategic plans and the process followed in developing the strategic plans.

Strategic implementation-process that turns the strategies and plans developed by secondary schools into actions aimed at accomplishing strategic objectives and goals set.

Strategic management -The set of decisions and actions used to formulate and implement strategies that will provide a competitively superior fit between the school and its environment so as to achieve goals and objectives.

Strategic plan a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise

Strategic planning a process that a school undertakes to ensure that it achieves its objectives using the minimum resources possible.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the literature from other scholars on strategic planning process and this will be a bridge to the problem at hand.

2.2 General Overview on Strategic Planning

Hughes (2003) note that the concept of strategic planning is very important in management of both commercial and public sector institutions. This is due to the ever changing environmental inputs whose management has to be considered if success and achievement of objectives are to be guaranteed. Strategic planning is an important venture to any organisational work performance since it determines the organisation's success or failure (Bryson, 1998). According to Lofstrom and Nevgi (2007), strategic planning can be considered to steer the school's teaching and learning activities such that they are in alignment with organisational mission and vision.

According to Ngware, Odebero and Wamukuru (2006), school strategic plan is a deliberate attempt to organise and control school services and activities over a specific period of time mostly 5 years. Implementing a strategic plan is as important as or even more important than the strategy although it is the most difficult part of the strategic planning process. Li, Guohui and Eppler (2008), observe that several factors may affect the process by which strategic plans are turned into organisational action. They further argue that strategies fail not because of inadequate strategic plan formulation but because of insufficient implementation. Research has shown

that strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programmes in provision of education (Bell, 2002).

2.3 Strategic Planning in Secondary Schools

Kenya education institutions have always planned but using the traditional way that followed the government's five - year planning cycle. Secondary education has become the gateway to lifelong learning and it is an interface between compulsory and non-compulsory thus recently taken as basic education.

According to Ngware et al (2006) in their survey on total quality management in secondary schools in Kenya found that over 60 % of schools in the country did not have strategic plans. In contrast Mwangi (2012) in his study on challenges facing public schools in the implementation of strategic plans in public secondary schools in Gatundu North District found that 70 % of the schools had strategic plans. He also found that 43 % of the schools had 3-5 years time frame strategic plans while 26.7 % indicated that theirs was 6-10 years strategic plans.

Inyanga (2013) in her study to investigate the challenges in formulation and implementation of School Strategic Plan (SSP) in public secondary schools in East Wanga division in Kakamega County found that most schools had embraced SSP as a school management and administrative tool. Okwako (2013) conducted a study in Rarienda District on strategic planning and performance in public secondary schools and found that 74 % of the school practised formal strategic planning. Ndegwah (2014) in his study on factors affecting the implementation of SSP in public secondary schools in Nyeri County which was aimed at investigating how

managerial skills, institutional policies, resource allocation and reward influence revealed that 85.71% of the schools had strategic plans while the remaining schools were in the process of formulating one. The studies reviewed above are in agreement that in the recent past, majority of secondary schools in Kenya have developed the strategic plans or are in the formulation stage. However, the studies were not conducted in Kiambu District thus this study was aimed at identifying the proportion of schools in the district that have developed the strategic plans and are in the process of implementing them.

2.4 Process of Strategic Planning

According to Ololube (2013), educational planning helps in determining the present state and interaction hence projecting them throughout a given period of time. He further contends that this is done by analysing, formulating, implementing and controlling the actions that have evolved to attain the desired aims and objectives in education.

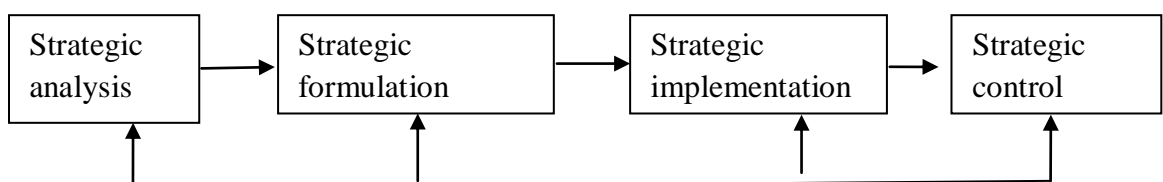


Figure 2.1: Feedback Process. Adapted from Ololube, N. P. (2013)

The first stage of strategic planning process is strategic analysis. It is aimed at evaluating the present condition of the education system. According to Naylor (1999), the purpose of internal and external analysis is to identify the educational system assets, skills and resources that represent strengths, weakness, opportunities and threats (SWOT). According to Ololube (2006), strategic formulation involves setting strategic goals, identifying strategic alternatives as well as evaluating and

choosing the strategy that provides the optimum performance of the educational industry in a long term.

After the strategic plan has been formulated, its implementation follows. According to Wheelen and Hunger (2008), strategic implementation involves putting into action the objectives, strategies and policies through the development of programmes, budgets and procedures. The best formulated strategy is useless if it cannot be implemented effectively (Noble, 1999).

Strategic control is the final stage of the strategic planning process. According to Olulobe (2004:2006b), control involves the monitoring of the implementation process therefore, ensuring that it is in line with the expected performance. It also assists in identifying the problems inherent in the process thus enabling modifications. According to Yabs (2007) evaluation and control process seeks to ensure that an institution is achieving what is set out to achieve by comparing performance with desired results, revealing the performance gap and providing feedback necessary for the management to take correct action.

Ndegwah (2014) found that all the schools which had a strategic plan had vision and mission statements spelt out. Mwangi (2012) in his study found that 96.7% of the schools had established their mission and vision statements. These researches were conducted in other regions hence this study was aimed at finding out whether the public secondary schools in Kiambu District have mission and vision statements and in addition find out if the goals, objectives and the core values of the school have been identified.

Okwako (2013) found that management of the schools did not carry out thorough environmental analysis before developing the strategic plan. Gachogu (2012) found that 82.6% of the principals and 90.5% of the teacher respondents were not aware of any policy document on strategic planning thus the process was not guided by any explicit policy guidelines from the government under the Ministry of Education. His findings also showed that 73.9% of the principals and 92.9% of the teachers did not know any approach employed in strategic planning. Therefore, this study was aimed at identifying whether situational analysis was carried out before formulation of the strategic plan and whether due strategic planning process was adhered to in reference to the guidelines outlined by the Ministry of Education.

2.5 Challenges Facing Implementation of Strategic Plans

According to Bell (2002), strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of programmes geared towards provision of education. It is for this reason that the Ministry of Education through the sessional paper No.1 of 2005 mandated all managers of educational institutions in Kenya to develop strategic plans for their institutions; however, the implementation of the strategic plans has not been effective.

Herbiniak (2006) in his study on the obstacles to effective strategy implementation recorded that good execution cannot overcome the shortcomings of a bad strategy or a poor strategic planning effort. According to Allio (2005), the kind of strategy that is developed and the actual process of strategic formulation will influence the effectiveness of implementation. The strategy must be consistent and fitting for strategy implementation to be successful.

According to State of Victoria (2010), shared ownership and vision for a school can be achieved when the key stakeholders are engaged from the beginning of strategic planning process. This ensures that there is a shared sense of purpose and understanding of what the school is trying to achieve and how it plans to get there. In a school setting, the key stakeholder include; teachers, students, parents, BoM members and support staff. On his part, Okwako (2013) found that in Rarienda District, the stakeholders are not fully involved in the strategic planning process.

According to Bell (2002), implementation of the strategic planning policy cannot succeed without the commitment to the plan by different stakeholders. Commitment can only be obtained if people identify with the plan thus motivated to produce the expected results. Therefore, strategic planning cannot be carried out in isolation by experts alone but rather should be an inclusive process where the implementers and stakeholders are actively involved. Further, the success of any strategic plan depends on the level of participation of all those charged in the responsibility of implementing it.

Swiderska (2001) through a research on the stakeholder participation in policy on access to generate resources traditionally and benefit sharing concluded that stakeholder participation plays a critical role in ensuring that strategic planning efforts are successful and in preventing potential problems during implementation. He also pointed out that participation generates awareness and capacity amongst stakeholders, helps to build consensus and support for implementation of the plan, improved trust and collaboration and generates motivation to put policy into practice. Therefore, active involvement of the stakeholders at all levels is emphasised.

According to a study by Kiprop and Kanyiri (2012) on challenges in adoption of strategic planning in public secondary schools in Kirinyaga Central District, it was found that poor management and lack of relevant skills were the major challenges in the adoption of strategic planning. Further, this study showed that inadequate resources, ignorance of existing policies, lack of leadership qualities and commitment and the high headship turnover also hinder strategic planning in schools. Mwangi (2012) in agreement found that lack of enough finances adversely affects the implementation of strategic plans. A study on determinants of implementation of SSP in public schools in Nakuru Municipality conducted by Atieno (2013) found that challenges in implementation of SSP originate from availability of funds and appropriate skills that key stakeholders possess.

On their part Njeru, Stephen and Wambu (2013) in their study on factors influencing formulation of SSP in Embu North District found that availability of funds, government policy and stakeholder's knowhow have a significant relationship with the formulation of school strategic plan. Thus this study sought to find out the relation the three factors have on the implementation of the developed plan in Kiambu District. Chemwei, Leboo and Koech (2014) in their study on factors impeding implementation of SSP in secondary schools in Baringo District revealed that inadequate human resource was the major constraint to effective strategic implementation. Other constraints outlined by the study include lack of ownership by management and insufficient budgetary allocation.

Inyanga (2013) from her study found that lack of funds and knowledge about formulation and subsequently implementation process were the key hindrances to formulation and implementation of SSP. This was in agreement with findings from a

survey conducted by Mucai, Kinya, Noor and Mutai (2013) on walking the talk in strategy and policy implementation in Meru Central District which found that technical competence, financial resources and leadership styles had a significant relationship with the implementation of the strategic planning policy. In addition, inadequate and unsustained training offered to the principals posed a challenge to the implementation of strategic planning in schools.

Verpoor (2008) on his study on choices in secondary schools in Sub-Saharan Africa notes that most schools in Sub-Saharan Africa operate with inadequate resources due to poor funding. Most schools face inadequacy of textbooks, classrooms, sanitation facilities, teachers and other teaching /learning materials. Wernman (2004) in a study on bridging the awful gap between strategy and action found that people, skills, facilities and money are some of the resources that must be adequate for proper implementation of a strategy.

Communication involves clearly explaining responsibilities and duties that need to be performed by various stakeholders. Peng and Litteljohn (2001) in their study on organisational communication and strategy implementation found that effective communication is a key requirement for effective strategy implementation. This assists in training, knowledge dissemination and learning during the process of strategy implementation.

According to a study by Kumar et al (2006) on implementation and execution of industrial service strategy, excellent communication, transparency between involved parties and clearly defined performance factor create trust in the implementation phase. Frequent vertical communication enhances strategic consensus and the

performance of any organisation. The study by Schaap (2006) on strategy implementation success: An empirical study of the role of senior level leader in the casino industry in Nevada showed that over 38% of the senior level leaders do not communicate the company's directions and business strategy to all of their subordinates. The researcher sought to find out whether communication does affect strategic implementation in secondary schools since the above studies were conducted in other organisations.

From the studies and surveys reviewed above, it can be seen that some of the challenges in strategic implementation include inadequate resources, poor policy frameworks, inadequate skills possessed by stakeholders, poor communication and lack of stakeholders' involvement and participation. Thus, the study was to find out whether the above still holds in public secondary schools in Kiambu District. Further, it tried to identify unique challenges in strategic implementation in Kiambu District.

2.6 Measures Taken for Effective Implementation of Strategic Plans

Before a strategy is implemented, the stakeholders need to understand it well. This will give them the purpose of the activities they carry out which are aimed at achieving the organisational objectives. Okwako (2013) recommends that policy developers through the MoE should enforce strategic planning in secondary schools. She also points out the need for the school management to invest resources, time and energy in the implementation of the strategies laid down. Inyanga (2013) on her part point out that monitoring and evaluation of the SSP should be put in place and enforced.

From their study Kiprop and Kanyiri (2012) suggest that comprehensive in-service training for all teachers is necessary so that they are able to understand and implement the SSP with the available resources. They also recommend the need to review and harmonise existing policies on strategic planning thus improving local participation in education delivery. Other recommendations by this study include active involvement of all stakeholders and collaboration with other stakeholders such as NGOs, civil society and other development agencies who may assist in the resource mobilisation.

According to Gachogu (2012), there is need to draw, review and harmonise policies on school strategic planning. Thus, the MoE should provide policy framework making it compulsory for schools to have strategic plans. He also points out that teacher training institutions should include strategic planning into their curriculum so that all cadres of teachers will be empowered as they enter the teaching profession. On the other hand, Mwangi (2012) points out that school administration should also take part in sensitising the BoM and PTA teachers, local leaders and community on importance of SSP and also mobilise their support in preparation and implementation of strategic plans. He also suggests that the government should ensure that school funds are released on time and that SSPs are considered when determining the amount of money to be disbursed to each school.

According to Atieno (2013), expert opinions and guidance, continuous training and capacity development of teachers should be considered for implementation of SSP to be effective. Ndegwah (2014) recommends that principals and deputies should be equipped with necessary managerial skills (academic and technical) as well as conceptual skills to help them successfully implement strategic plans in their

respective schools. Further, he suggests that schools should have resources allocation policies, institutional policies and reward incentive schemes which if strictly enforced, will help in successful implementation of schools strategic plans.

Chemwei, Leboo and Koech (2014) note that SWOT analysis should be carried out as well as identification of strategic issues affecting the schools. They also suggest that training and development of human resource by schools should be emphasised and that the MoE should increase the budgetary allocation to schools for successful SSP implementation. Mucai et al (2013) affirm that MoE should improve the strategic planning policy in secondary schools by identifying loopholes in the implementation. The government agencies responsible for the management of secondary school education should also ensure that high level of sensitisation among stakeholders and capacity building is carried out. They also point out that the government agencies should ensure adequate resources are availed to the schools for the purpose of strategy implementation.

Different researchers suggest various steps that may be taken to curb the challenges that implementation of strategic plan in schools is exposed to. Therefore, this study was to investigate the measures that should be taken by public secondary schools in Kiambu District based on the challenges identified that hinder effective implementation of the SSP.

2.7 Summary

This chapter presented a review of literature on strategic planning. In the process of conducting literature review, several gaps emerged which the study hopes to fill. It has been found that a large percentage of secondary schools in different parts of Kenya have developed strategic plans and are in the implementation stage. Most of

schools have mission and vision clearly stated but they do not follow the policy guidelines on strategic planning as outlined by the Ministry of Education. From the studies and surveys reviewed, several challenges have been identified such as; inadequate resources, poor policy frameworks, poor communication, poor strategy formulation, inadequate skills by stakeholders, lack of stakeholder's participation and commitment. Some measures identified which should be taken for effective implementation include; in-service training of principals, review and harmonise existing policies on strategic planning, sensitising the stakeholders on the importance of strategic planning, adequate budgetary allocation for strategic planning by the schools and Ministry of Education.

Therefore, this study was first aimed at identifying the proportion of schools in the district that have developed and are implementing the SSPs. The study was also to find out the process adopted in developing and implementing the SSP and also investigate the challenges that are encountered in the implementation process. Finally, the study focused on identifying measures that may be put in place to facilitate successful implementation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains the following sections; design of the study, locale of the study, variables, population, sample and sampling procedures, research instruments, piloting, data collection techniques, data analysis, logical and ethical considerations.

3.2 Design of the Study

The study used descriptive survey design. According to Mugenda and Mugenda (1999), descriptive research is useful in determining and reporting the way things are in the area of study chosen. Thus, this design assisted the researcher in collecting information from respondents on status and challenges that face strategic plan implementation in public secondary schools in Kiambu District.

3.3 Locale of the Study

The study was conducted in Kiambu District, Kiambu County. The district borders Nairobi County and neighbours Limuru and Kikuyu districts. It is on latitude of 1.17° South and longitude of 36.83° East. The district is on an average altitude of 1734 metres above sea level and experiences diverse weather conditions with two rainy seasons in March and October every year. The average temperature in the district is 18-27°C. (www.maps-streetview.com/kenya/kiambu/). The main economic activities are crop and dairy farming in both large and small scale. The district has 1 technical institution, 27 secondary schools, 65 primary schools and 45 ECD centres. (Kiambu District Education Officer's Office)

The researcher carried out the study in Kiambu District since many schools have developed the strategic plans but it is not clear how they are being implemented. For this reason, it was important to conduct the study in this district to unearth the issues surrounding the strategic implementation process of the school strategic plans. The location was also chosen since it is close to the researcher making it cost and time effective.

3.4 Variables

Status and challenges that hinder effective implementation of strategic plans in schools constituted independent variables for this study. The status entailed determining the proportion of schools with strategic plans and the process followed in developing the strategic plan. The challenges presumed to be faced included; inadequate skills and training of the stakeholders, poor communication, inadequate resources, poor strategic formulation, lack of participation and commitment by stakeholders. The implementation of the SSP depends on how the school management will undertake the planning process and how it will tackle the challenges it will face. Thus, the effective or ineffective implementation of the SSP becomes the dependent variable while the school management is an intervening variable.

3.5 Population

The target population is defined as all members of real set of people, events or objects to which the researcher wishes to generalise the results of the research (Borg & Gall, 1998). This study population consisted of principals, teachers and BoM members in all the public secondary schools in Kiambu District since they are the key stakeholders in the strategic planning process. There are a total of 19 public

secondary schools in Kiambu district from which a target population of 909 was formed. The population comprised 19 principals, 285 BoM members and 605 teachers.

3.6 Sample and Sampling Procedures

Stratified, proportionate, purposive and simple random sampling techniques were used in the study. The schools in the study population were grouped into three strata based on the type, that is, 2 boys boarding, 5 girls boarding and 12 mixed day schools. Thereafter, selection of schools which were included in the study from each stratum was done using simple random sampling. The simple random sampling technique gave each school an equal chance of being included in the sample. Folded papers were used where all schools were written down then the required sample randomly picked. The schools selected from each stratum were put together to form the complete sample of the schools for the purpose of this study. Proportionate sampling was then used to select the teachers from the schools selected. A 10% portion was used to identify the number of teachers included in the sample since the schools had varying number of teachers. Purposive sampling was used to select the BoM members interviewed in that the researcher aimed at interviewing the chairperson or one representative from every school sampled.

Table 3.1: Target Population and Sample Size Based on Types of Schools

Sample group	Boys		Girls		Mixed day	
	N	n	N	n	N	n
Principals	2	1	5	3	12	6
BoM members	30	1	75	3	180	6
Teachers	81	8	188	19	336	33
Total	113	10	268	25	528	45

Table 3.2: Target Population and Sample Size Based on Gender of Respondents

Sample group	N	n	Male		Female	
			N	n	N	n
Principal	19	10	12	7	7	3
BoM members	285	10	190	6	95	4
Teachers	605	60	280	28	325	32
Total	909	80	482	41	427	39

3.7 Research Instruments

The researcher used questionnaires and interview schedule as tools for data collection.

3.7.1 Questionnaires

According to Orodho (2009a), questionnaires give room for anonymity thus enhancing honest responses. They also have the ability to collect large amounts of information within a short time and in addition, the collected data are easily analysed. The study employed two sets of questionnaires:

i. Principals Questionnaire

This questionnaire consisted of four sections. Section A had items on the demographic information of the principals while section B sought information on strategic planning process undertaken by secondary schools. Section C tried to identify the challenges facing strategic plan implementation. Finally, section D tried to find out measures that may be taken for successful implementation of strategic plans.

ii. **Teachers Questionnaire**

This questionnaire consisted of four sections. Section A had items on the background information of the teacher while section B sought information on the strategic planning process undertaken in schools. Section C consisted of items based on the challenges facing strategic plan implementation. Items in section D tried to find out measures that may be taken for successful implementation of the strategic plans.

3.7.2 Interview Schedule

The interview schedule was used to guide the interview that was conducted with the BoM members. According to Mugenda and Mugenda (1999), the interview schedule is capable of yielding responses as personal and sensitive information could be extracted from respondents. The schedule had two sections. Section A entailed personal information of the BoM members while section B sought information on implementation of strategic plans in secondary schools.

3.8 Piloting Study

Questionnaires and interview guide questions were provided to a sample of two schools which were not in the main sample. The purpose for piloting was to discover any weaknesses in the instrument, check for clarity of questions and thus provide basis for modification and improvement of the items in the instruments for better results. The procedures used in piloting were similar to those which were applied in the actual study.

3.8.1 Validity

A measure is said to be valid if it measures what it is intended to do (Orodho, 2012). According to Borg and Gall (1998), content validity of an instrument is improved through expert judgement. The researcher sought assistance from the supervisors as experts in research who helped in judging the adequacy and assessed the validity of the instruments.

3.8.2 Reliability

According to Orodho (2012), reliability of an instrument is the degree of consistency in producing equivalent results after a particular measuring procedure is employed after a number of trials. To determine the reliability of the instruments, measures of internal consistency of test re- test was used. The instruments were administered to one randomly selected school. After two weeks, the same questionnaires were administered again to the same respondents. The data collected were keyed in into the computer and reliability of internal consistency computed using the SPSS package. The instruments were considered reliable since the value of the co-efficient computed was 0.85 which is within the acceptable range (0.7-0.9). This was calculated using Pearson's co-efficient correlation formula shown below.

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right] \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

Where x-first test, y-second test

N=number of respondents in both tests x and y

3.9 Data Collection Techniques

The researcher obtained a letter of introduction from the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University to conduct the research study. This facilitated issuance of permit by the National Council of Science and Technology after which the district education office Kiambu District was contacted before the study was carried out.

Questionnaires were administered to principals and teachers. The filled questionnaires were later collected ready for analysis. The interviews were conducted with the BoM members during different times based on the availability of the respondents in their respective schools.

3.10 Data Analysis

After collecting data from the field, they were collated, coded and summarised on basis of the research questions for the purpose of developing criteria for analysis. Both quantitative and qualitative data were gathered. Quantitative data were analysed by use of descriptive statistics such as frequencies, percentages and averages. After analysis, quantitative data were presented using frequency distribution tables, bar graphs and pie charts. The Statistical Package for Social Sciences (SPSS) 20 and Microsoft excel 2007 assisted in the analysis.

Qualitative data were analysed by developing themes from the data collected based on the objectives of the study. The qualitative data were presented using narrative and voices. From the analysis, deductive conclusions and recommendations were postulated.

3.11 Logical and Ethical Considerations

A permit to conduct the research was sought from the National Council of Science and Technology and thereafter, the office of the district education officer Kiambu District was contacted. The respondents were assured that strict confidentiality was to be maintained in dealing with the responses. The researcher assured them that the information given was to be used for the purpose of this project only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of the study was to establish the status and challenges that the public secondary schools in Kiambu District are facing as they implement the strategic plans developed. The findings of the research are presented based on the four research questions:

- i. To what level have the public secondary schools in Kiambu District undertaken formulation and implementation strategic plans in accordance with the government directives?
- ii. Have the schools followed the due process in developing the strategic plans in Kiambu District?
- iii. What are the challenges facing implementation of strategic plans in public secondary schools in Kiambu District?
- iv. What measures can the school or the MoE take to ensure effective implementation of secondary school strategic plans?

The response rate, demographic information of the respondents and the presentation, analysis and discussion of findings on the four research questions is given in this chapter.

4.2 Response Rate

A sample of 80 respondents was targeted for the study. This sample comprised 10 principals, 10 BoM members and 60 teachers. A total of 77 respondents responded giving a response rate of 96.25 per cent. This included 10 principals, 7 BoM

members and 60 teachers. This response rate was satisfactory to make conclusion for the study. According to Mugenda and Mugenda (1999), a response rate of 70% and above is excellent.

4.3 Demographic Information

The demographic information of the respondents included; gender, level of education, years of experience, length of service in the current school, category and type of schools.

4.3.1 Distribution of Respondents by Gender

The gender identifies whether the respondent is either a male or a female. This was important to ensure the sampled respondents had enough gender representation of the target population for the purpose of the study.

The three sets of respondents were asked to indicate their gender i.e. whether male or female. The figure 4.1 shows the responses.

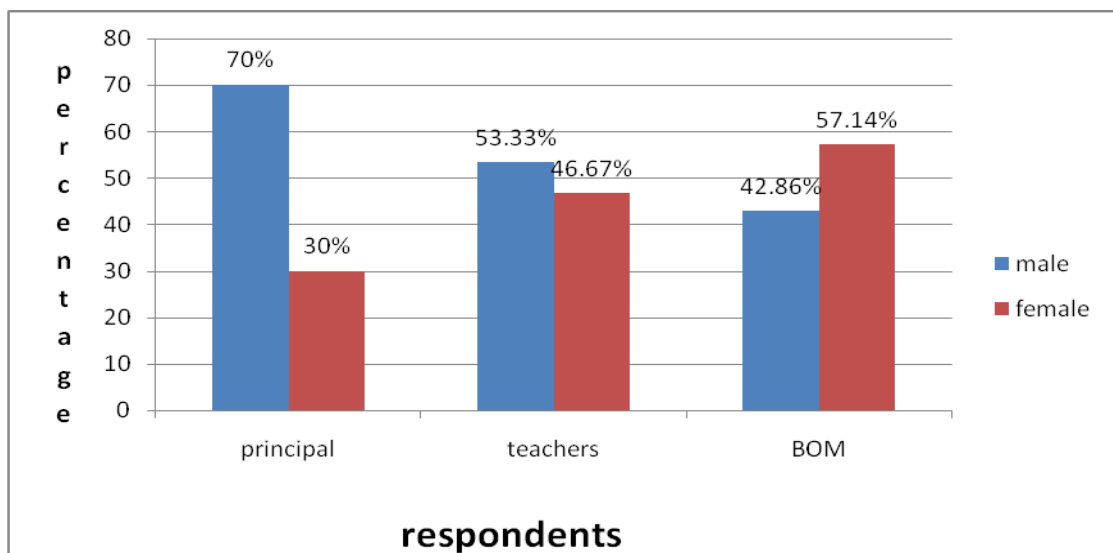


Figure 4.1: Gender of Respondents

From figure 4.1, (70%) of the principals are male while 30% are female showing male dominance in headship of schools in Kiambu District. This may be due to the

fact that most the schools are mixed schools. For the teachers, 53.33% are male while 46.67% are female hence almost equal representation in the study. This indicates gender balance in the teaching staff of the district thus also in the strategic planning in the schools. For the BoM 57.14% are female while 42.86% are male thus the views of the management board will not be gender - biased. This shows that in the three categories of respondents, the two thirds gender rule as per the Kenya constitution has been observed. This shows that no gender dominates the leadership positions in the school. Hence gender - based issues which may arise are amicably dealt with.

4.3.2 Level of Education of Principals and Teachers

The level of education refers to the professional qualifications that the respondents have attained. This helped in identifying whether the principals and teachers had the adequate skills and competencies in the management of schools thus equipped in the development and implementation of school strategic plans. The principals and teachers were asked to indicate their professional qualification and the findings are as in table 4.1 below.

Table 4.1: Highest Level of Education of Principals and Teachers

Level of Education	Principals			Teachers		
	Mn	Fn	%	Mn	Fn	%
Master's degree	2	2	40	3	1	6.67
Bachelor's degree	4	2	60	28	22	83.33
Diploma	-	-	-	4	2	10
Total	6	4	100	35	25	100

mn-male sample fn-female sample

Source: Principals and Teachers Questionnaires N=70

From table 4.1, more than half (60%) of the principals were bachelor's degree holders while 40% of them had attained master's degree. None of the principals was a diploma holder, evidence that they had requisite knowledge and skills for the management of the schools and strategic planning which is a unit offered in most of higher education institutions.

Majority of the teachers (83.33%) were bachelor's degree holders, 10% diploma holders while only 6.67% had master's degree. This implied that the principals and teachers had the ability to address the educational needs of their schools and also adopt best practices in educational management which include strategic planning.

4.3.3 Years of Work Experience

The years of experience refer to the period the respondents have held their current positions. The years of experience of the respondents are important since they will show how conversant they are with how the strategic planning has been carried out, identify the needs of their respective schools and also highlight the shortcoming experienced during the process. The principals and teachers were asked to state their years of experience as principals and teachers respectively and their responses were as presented in table 4.2.

Table 4.2: Work Experience

Experience	Principals		Teachers	
	Years as a principal		Years as a teachers	
	f	%	F	%
Below 5 yrs	1	10	4	6.67
5-10yrs	2	20	20	33.33
11-15 yrs	5	50	26	43.33
Above 15 yrs	2	20	10	16.67
Total	10	100	60	100

Source: Principals and Teachers Questionnaires N=70

From table 4.2, half of the principals had held the position for 11-15 years while equal number (20%) had been principals for 5-10 years as well as above 15 years. Only 10% of the principals had an experience of less than 5 years. This shows that majority of the principals (70%) had been in the schools for above 10 years thus were in these schools when the government directive to formulate strategic plan was given. They have been in leadership during formulation and also implementation thus can point out the challenges that have been faced in implementation stage.

Almost half of the teachers (43.33%) had been in teaching for 11-15 years while 33.33% of them were teachers for 5-10 years. Further, 16.67 % of the teachers had an experience of more than 15 years and only 6.67% had an experience of less than 5 years. From these data, more than three quarters of the teachers had been teaching in their current schools for between 5 and 15 years. This means that they probably took part in the strategic planning process from the first stage of situational analysis up to implementation stage thus are aware of the challenges facing implementation of SSP which this study sought to establish.

From the findings above, majority of the principal and teacher respondents had worked for long periods thus had adequate experience which will enable them to contribute towards developing and implementing strategic plans in their schools. This is in agreement with a study by Moini (2009) who found that work experience of teachers and administrators influences their attitude towards their area of specialisation and more experienced teachers and administrators tend to perform better than novice teachers and administrators.

4.3.4 Length of Service in the Current School

This refers to the number of years the principal and teacher have been in the current school holding the position. This assisted in identifying whether the respondents could give unique feedback for their schools on strategic planning process and more so implementation stage and the challenges it is facing.

The principals and teachers were asked to indicate the number of years they had served in their current schools in these capacities. The responses were as shown in table 4.3.

Table 4.3: Length of Service in the Current School

Responses	Principals		Teachers		BoM Members	
	F	%	F	%	F	%
Upto 3 years	2	20	18	30	4	57.14
4 to 6 years	3	30	12	20	3	42.86
7 to 9 years	5	50	22	36.67	-	-
Over 10 years	-		8	13.33	-	-
Total	10	100	60	100	7	100

Sources: 1.Principals and Teachers Questionnaires N=77

2. BOM interview

From the table 4.3, half of the principals had been in the school for 7 to 9 years while 30 % had been there for between 4 to 6 years. Only 20% of them had been principals in their schools for 3 years or less while none of them exceeded 9 years in the same school. This shows that majority of them were in their current schools when the government directive on strategic planning in schools was given and that the process was undertaken under their leadership.

From the teachers' responses, 36.67 % of them had been in the school for 7 to 9 years while 30% had been there for 3 years or less. Only 20% of them had been in the school for 4 to 6 years while 13.33% had been in the school for over 10 years. This is an evidence that about 70 % of the teachers were in these schools when the strategic plan was being formulated and are still in the school during implementation thus can assist in pointing out causes of ineffective implementation of the SSPs. For the BoM, 57.14% had been members for up to 3 years while the rest (42.86%) for 4 to 6 years. This is so because the BoM term is 3 years.

This findings show that majority of the respondents had stayed long enough in their schools to effectively participate in the school strategic planning with a good understanding of the school needs. The longer a principal or a teacher has been holding his/her position is strength to effective situational analysis where the strengths, weaknesses, opportunities and threats of a school are identified.

4.3.5 Category of Schools

The category of a school refers to the grouping of the schools depending on the catchment of the schools. This helped to determine the catchment area of the schools and hence the composition of parents. The principals were asked to state the category of schools they head and they gave information as shown in figure 4.2.

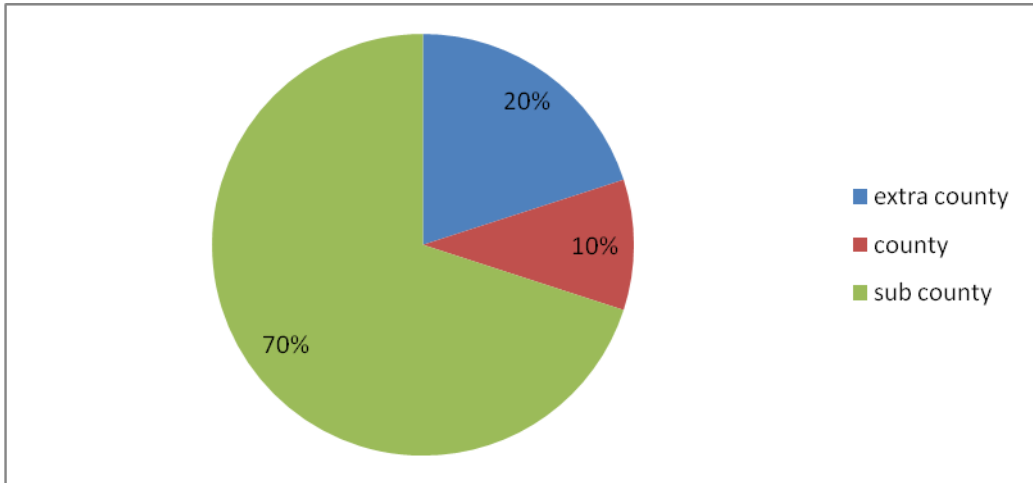


Figure 4.2: Categories of Schools

From figure 4.2, it can be seen that majority of the schools (70%) are sub - county schools, 20% were extra county while only 10% of the schools are county schools.

This means that most of the parents in these schools were from the district or the county because most of them were sub - county schools. Hence parents are aware of the strengths, weaknesses, threats and opportunities of their schools thus they accorded the necessary support to the strategic planning process.

4.3.6 Types of Schools

Type of school indicates the gender that the school deals with and whether the school is a day or boarding school. This assisted in identifying the catchment of the schools and also the availability of resources and proper infrastructure. The principals were asked to state the type of schools they head and they gave the following information as shown in the figure 4.3 below.

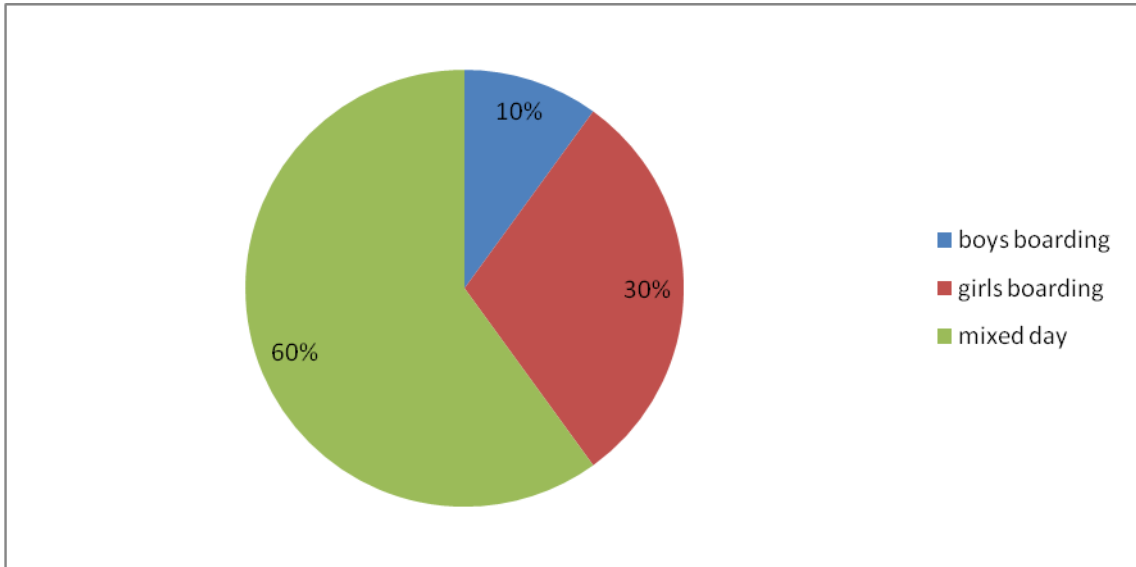


Figure 4.3: Types of Schools

From figure 4.3, 60% of the schools are mixed day schools, 30% are girls boarding while only 10% are boys boarding schools. Since this is a representative sample of the public secondary schools in Kiambu District, it can be concluded that most of the public secondary schools in Kiambu District are mixed day sub - county schools. This implies that the schools serve the people in the neighbourhood. Further, the resources in mixed day schools are inadequate and infrastructure may not be adequate or may be of low standard. This may hamper the implementation of the plans formulated by schools.

4.4 Status of Strategic Planning in Schools

This refers to the extent the schools have embraced strategic plan in their undertakings. This addressed first research question sought to identify the number of public secondary schools with strategic plan in Kiambu District. The principals were asked to indicate whether their schools had developed strategic plan and their responses are as in figure 4.4.

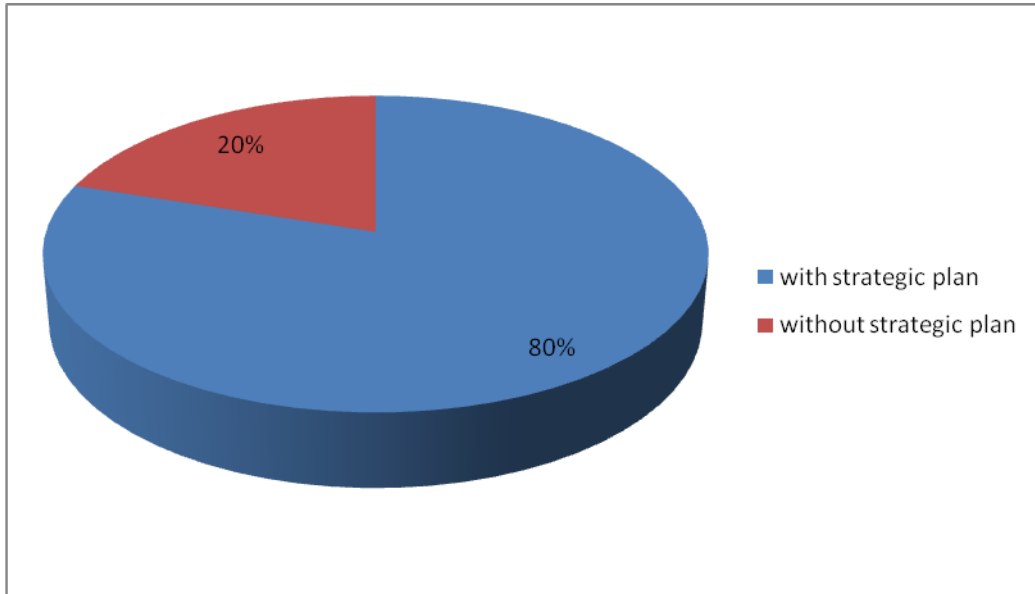


Figure 4.4: Existence of Strategic Plan

Responses from principals showed that 80% of the schools had developed the strategic plan while 20% of the schools are in the process of formulating one. This was contrary to findings from a survey by Ngware et al (2006) on total quality management in secondary schools in Kenya who found that over 60% of schools in the country did not have strategic plans. However, the findings of this study were in agreement with Ndegwah (2014) who in his study on factors affecting implementation of SSP in Nyeri County found that 85.71% of the schools in the county had developed strategic plans. This shows that the schools have embraced strategic planning. This has also been due to emphasis on strategic planning in all government institutions and departments.

Further, the principals were asked whether they had started implementing the strategic plan in their schools. Their responses were as in figure 4.5.

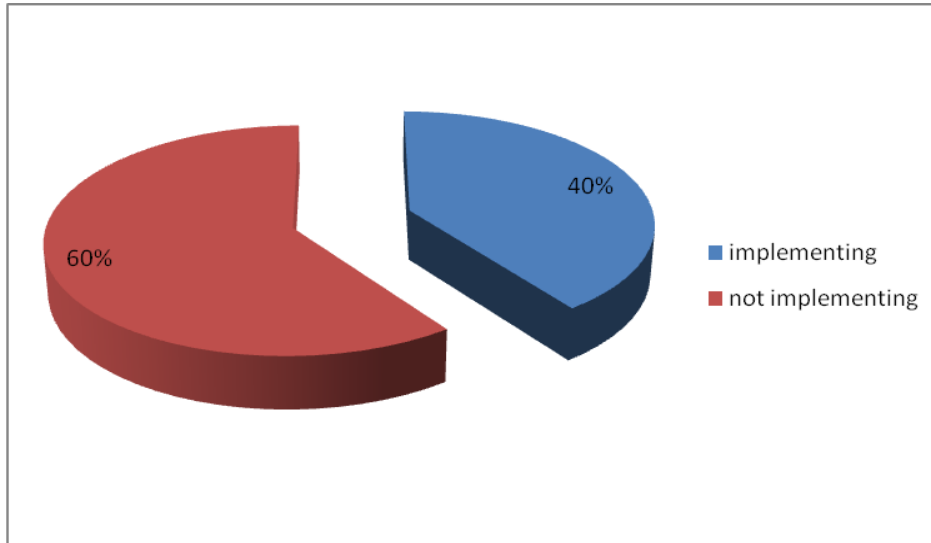


Figure 4.5: Proportion of Schools Implementing SSPs

From the above findings, 40% of the principals pointed that they had embarked on implementation while all the rest had not yet. This showed that only half of the schools that had developed strategic plan were in the process of implementing it thus this study embarks on establishing the challenges that implementation of SSP is facing. This is in agreement with Sherman (2001) who noted that there is a wide spread inability of education institutions to implement their plans. In addition, according to Noble (1999), a best formulated strategy is useless if it cannot be implemented effectively.

In addition, the principals were to indicate the period they had been implementing the strategic plan. Their responses were as in table 4.4.

Table 4.4: Principal's Responses on Duration of Implementation

Duration	f	%
1year	3	75
2 years	1	25
Total	4	100

Source: Principal's Questionnaire N=4

Out of the principals who confirmed undertaking implementation, 25% of them carried out the implementation for 2 years while the rest had done it for a year. This showed that some schools were in the implementation stage thus could highlight the problems they encounter although even the ones that had not started could point out the barriers to implementation stage.

4.5 Strategic Plan Process

This entails the undertakings involved for a strategic plan to be formulated, implemented and to have achieved its purpose. This assisted in addressing the second research question which sought to investigate the process followed by public secondary schools in Kiambu District when undertaking strategic planning.

4.5.1 Duration of the Strategic Plan

Duration of the strategic plan refers to the time the plan is aimed to be implemented in a school. This assisted in establishing whether their goals and objectives were short term or long term. The principals were asked to indicate the duration of the strategic plans developed in their schools. Responses from the principals showed that 80% of the schools had a 5 years strategic plan while 20 % had a 10 years plan as shown in table 4.5.

Table 4.5: Duration of the Strategic Plan

Time frame	F	%
2 years	0	0
5 years	8	80
10 years	2	20
Total	10	100

Source: Principals Questionnaire

N=10

Table 4.5 shows that all the schools had either a 10 years or five years plans. This indicates that most of the schools had long - term plan enabling the schools to have enough time to make and see changes in their strategic plans. This will also facilitate decision - making on whether to continue with the same strategic plan or to make some adjustments to fit the existing environment. This is contrary to findings by Ngware et al (2006) who found that most schools in Kenya didn't have strategic plans.

4.5.2 Existence of Vision, Mission, Outlined Goals, Objectives and Values

Vision statement gives the state the school aims to achieve while mission statement is agreed upon statement by the school and explains the reason for its existence. Objectives are areas of emphasis within the school; goals are the outcomes the school strives to achieve while the values are the guiding principles and beliefs of the school community. This assisted in identifying whether this step of strategic planning had been undertaken before embarking on formulation and later implementation.

The researcher sought to identify the existence of vision statement, mission statement, outlined goals, objectives and values in the schools. The responses from principals and teachers are as in the table 4.6.

Table 4.6: Responses on the Vision, Mission, Goals, Objectives and Values of the Schools

Statement	Yes				No			
	Teachers		Principals		Teachers		principals	
	F	%	f	%	f	%	f	%
Schools with vision statement	59	98.33	9	90	1	1.67	1	10
Schools with mission statement	59	98.33	9	90	1	1.67	1	10
Schools with outlined goals	57	95	7	70	3	5	3	30
Schools with outlined objectives	28	46.67	7	70	32	53.33	3	30
Schools with outlined values	47	78.33	4	40	13	21.67	6	60

Source: Principals and Teachers questionnaires N=70

From the table 4.6, 90% of the principals pointed out existence of vision and mission statements in their schools while 70% of them confirmed that they had well - outlined goals and values. Only 40% of them confirmed existence of outlined values in their schools.

For the teachers, 98.33% confirmed existence of vision and mission statements in their schools while 95% of them had well - outlined goals in their schools. Further, 78.33% of the teachers pointed out that their schools had well - outlined values and only 46.67% indicated having outlined objectives.

When the BoM members were asked about the existence of mission, vision, goals, objectives and values, majority of them pointed out that schools had vision, mission, and core values while just a few had outlined goals and objectives.

The responses from three sets of respondents are in agreement that most schools have both vision and mission statements whereas only a few had outlined the values for the schools. This is in agreement with Mwangi (2012) who found that majority (96.7%) of the schools had mission and vision statements for their schools. The existence of the above is an evidence that strategic analysis was carried out. This is important because a strategic plan reflects the thoughts, feelings, ideas and wants of the developers which are moulded in line with the institution's mission, purpose and regulations.

4.5.3 Guidelines by the MoE on Strategic Plan Process

These are the directives given by the MoE to schools as they carry out strategic planning. They are outlined in various documents. The researcher sought whether the schools followed the guidelines outlined by MoE in preparing the strategic plan. The teachers and principals were asked to identify documents that their schools utilised in developing the strategic plans. Their responses are as shown in figure 4.6. From figure 4.6, all the principals confirmed use of MoE strategic plan and Kiambu east strategic plans while formulating their school strategic plan. Use of the strategic plan manual was confirmed by 80% of the principals while 30% of them cited Kenya vision 2030 as a document they referred to.

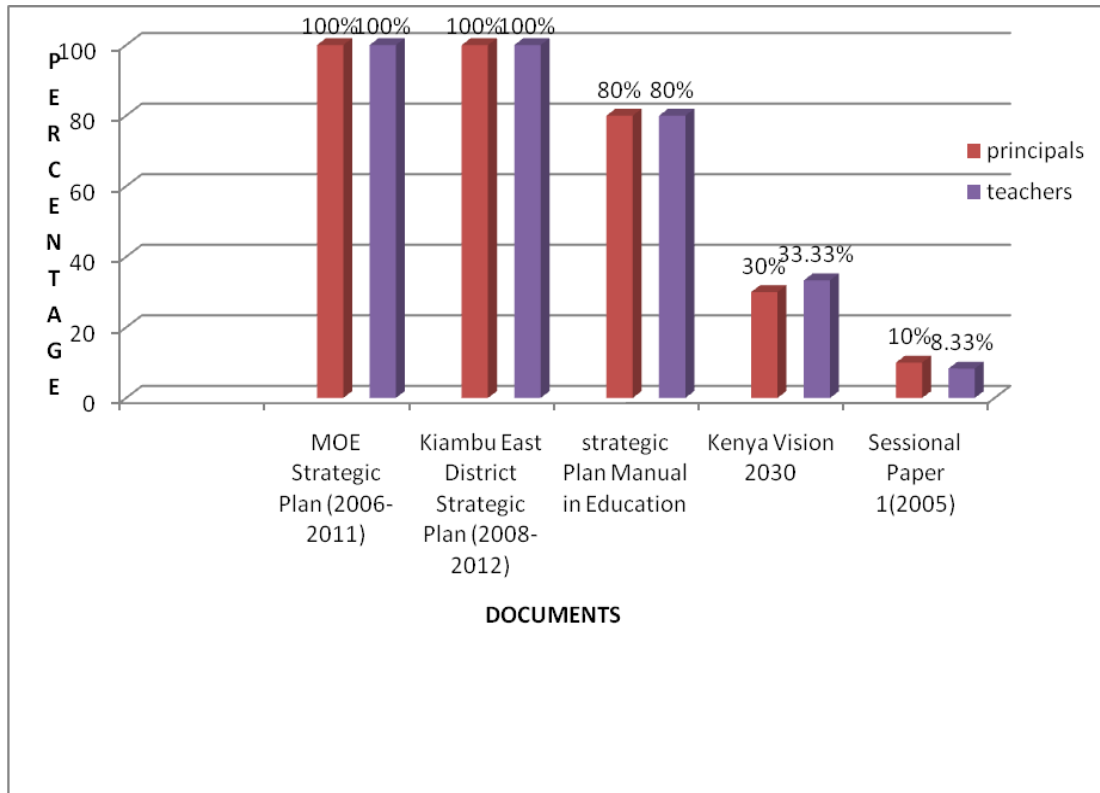


Figure 4.6: Documents Utilised in Formulation of SSPs

The findings from teachers were similar with those from principals in that all teachers confirmed use of MoE strategic plan and Kiambu east strategic plans in the formulation of SSP. Further, 80% of the teachers cited use of strategic plan manual while only 33.33% pointed out use of Kenya vision 2030 document in the formulation stage of the plan. From figure 4.6, very few respondents cited referring to the sessional paper 1 in the formulation. The findings show that most schools followed the guidelines outlined in the formulation stage. This is contrary to findings by Gachogu (2012) who found that majority of the teachers and principals were not aware of any policy document on strategic planning thus not guided by any explicit policy guidelines from the government under the Ministry of Education.

4.5.4 Stages in Strategic Planning Process

This entails the steps taken by a school in strategic planning. This helped to identify the schools which followed the due process and also identify the stages which were not undertaken by the schools. Teacher respondents were asked to indicate whether the four major stages of strategic planning were undertaken. The responses were as shown in table 4.7 below:

Table 4.7: Teachers' Responses on Stages in Strategic Planning Process

Stage	Agree		Disagree		Don't know		Total	
	f	%	F	%	f	%	f	%
Strategic analysis	47	78.33	10	16.67	3	5	60	100
Strategic formulation	54	90	-	-	6	10	60	100
Strategic implementation	28	46.67	23	38.33	9	15	60	100
Strategic monitoring and evaluation	13	21.67	35	58.33	12	20	60	100

Source: Teachers Questionnaire

N= 60

From the data in table 4.7, 78.33% of the teachers agree that their schools had carried out strategic analysis while 90% confirmed that the schools had come up with strategic plans. Almost half of teachers stated that their schools were undertaking implementation stage thus they were able to highlight the challenges they encountered during implementation of the formulated strategic plan. Less than a third (21.67%) of the teachers agreed that monitoring and control have been taking place while the rest disagreed and others were not aware of the process.

Likewise, principals were asked to indicate whether the following steps of strategic planning were undertaken in the schools. Table 4.8 shows their responses.

Table 4.8: Principals' Responses on Stages in Strategic Planning Process

Stage	Agree		Disagree		Don't know		Total	
	f	%	F	%	f	%	f	%
Strategic analysis	7	70	3	30	-	-	10	100
Strategic formulation	9	90	1	10	-	-	10	100
Strategic implementation	4	40	6	60	-	-	10	100
Strategic monitoring and evaluation	2	20	8	80	-	-	10	100

Source: Principal Questionnaire

N=10

From table 4.8, majority of the principals (90%) confirmed formulation of the strategic plan having taken place. This is evidence that most schools had developed strategic plans. Further, 70 % pointed out that strategic analysis took place while 40 % of them had undertaken implementation stage raising the question why they have not implemented hence the need for this study to be carried out. Only 20% of the principals are cited to have conducted monitoring and evaluation during the strategic plan process. Thus, there is need to emphasise the importance of monitoring and evaluation stage.

It is important for schools to ensure that all the four key stages as outlined by Ololube (2013) are followed if impacts of the strategic plans are to be manifested in the schools. From the principals and teachers findings, it was noted that the monitoring and evaluation stage was not effectively conducted thus may have led to ineffective implementation of the developed school strategic plan. This agrees with Ololube (2006) who states that monitoring ensures that implementation process is in line with expected performance and also assists in identifying the problems inherent in the process. This is also affirmed by Yabs (2007) who contends that evaluation

and control assist in revealing performance gap and provide feedback necessary for the management to take correct action.

4.5.5 Stakeholders' Involvement in Strategic Plan Process

Stakeholders' involvement refers to the participation of the stakeholders in the strategic planning. The researcher further sought the stakeholders' involvement in the various stages mentioned above. Table 4.9 shows the feedback got from teacher respondents.

Table 4.9: Teachers' Responses on Stakeholders' Involvement in the Strategic Process

Stakeholder	Analysis		Formulation		Implementation		Monitoring & Evaluation	
	f	%	f	%	f	%	F	%
Principal	50	83.33	55	91.67	57	95	32	53.33
Teachers	35	58.33	54	90	56	93.33	19	31.67
BoM members	37	61.67	47	78.33	58	96.67	23	38.33
PTA members	23	38.66	20	33.33	58	96.67	13	21.67
Students	12	20	26	43.33	43	71.67	6	10
Sponsor	9	15	38	63.33	53	88.33	3	5
Support staff	15	25	27	45	43	71.67	4	6.67
Community	6	10	-	-	30	50	-	-
Experts	-	-	27	45	8	13.33	-	-

Source: Teachers Questionnaire

N = 60

Strategic analysis in a school is aimed at evaluating the present condition of the school. It involves identifying the strengths weaknesses, opportunities and threats of any particular school. Table 4.9 shows that 83.33% of teachers identified principals' involvement in analysis while 61.67% of them confirmed BoM members'

involvement in the analysis. Teachers' involvement in analysis was confirmed by 58.33% of the teachers. All the other stakeholders were identified to be involved by less than 40% of the teachers.

Strategic formulation involves setting of strategic goals, identifying strategic alternatives as well as evaluating and choosing the strategy that provides optimum performance of the school in the long run. From the data, 91.67% of teachers cited principals' involvement while 90 % of them confirmed their participation during this stage. BoM members' involvement was cited by 78.33% of them while 63.33% confirmed sponsor participation in formulation. Experts and support staff involvement was identified by 45% of the teachers while students and PTA involvement was by 43.33% and 33.33% of the teachers respectively.

Strategic implementation involves putting into action the objectives, strategies and policies through the development of programmes, budgets and procedures. BoM and PTA members were identified by 96.67 % of the teachers to be involved in the implementation of SSP while 95 % identified principals' involvement in the implementation. Teachers' and sponsors' involvement was identified by 93.33% and 88.33% of the respondents. Equal number of teachers (71.67%) identified students and support staff involvement while half of them cited community involvement in the implementation stage.

Monitoring and evaluation is a stage that ensures that a school is achieving what is set out to be achieved by comparing performance with desired results, revealing the performance gap and providing feedback necessary for the management to take correct action. During monitoring and evaluation, 53.33% confirmed principals'

involvement while only 38.33% of them confirmed BoM members' involvement in this stage. Teachers' involvement was cited by 31.67% of them while 21.67% confirmed PTA members' involvement. Other stakeholders involvement was cited by 10 % or below of the teachers.

BoM members identified principals, teachers, experts, parents and support staff. It was also noted that few stakeholders were involved in the analysis and formulation but were included in the implementation stage. Stakeholders' involvement is minimal since this stage is undertaken by few schools.

From this study findings, stakeholder participation should be emphasised in schools since as pointed out by Swiderska (2001), participation generates awareness and capacity amongst stakeholders, helps to build consensus and support for implementation of the plan, improved trust and collaboration and generate motivation to put policy into practice. This will have positive impact on the implementation of the strategic plans. This agrees with State of Victoria (2010) which observed that shared ownership and vision for a school can be achieved when the key stakeholders are engaged from the beginning of strategic planning process.

4.6 Challenges Facing Strategic Plan Implementation

The third research question sought to identify the challenges that were being encountered as implementation was carried out in schools. Challenges are the difficulties that hinder effective implementation.

The teachers were asked to indicate the extent each of the following is a challenge to effective implementation of strategic plans in their schools. The responses are presented in table 4.10.

Table 4.10: Teachers' Responses on Challenges Facing Implementation of Strategic Plans in Schools

Challenge	Very Challenging		Challenging		Less Challenging		Not Challenging at all		Total	
	F	%	F	%	F	%	F	%	F	%
	Inadequate stakeholder participation	28	46.67	20	33.33	12	20	-	-	60
Lack of stakeholders' commitment	32	53.33	20	33.33	8	13.33	-	-	60	100
Lack of effective communication	28	46.67	18	30	4	6.67	10	16.7	60	100
Lack of enough finances	54	90	6	10	-	-	-	-	60	100
Lack of enough time	34	56.67	12	20	11	18.33	3	5	60	100
Lack of proper infrastructure	32	53.33	21	35	2	3.33	5	8.33	60	100
Poor leadership	23	38.33	18	30	15	25	4	6.67	60	100
Inadequate skills & training on strategic planning	42	70	13	21.67	3	5	2	3.33	60	100

Source: Teacher's Questionnaire

N=60

Table 4.10 shows that 90% of the teachers cited lack of enough finances to be very challenging while the remaining 10% of them pointed it as challenging. This shows that lack of enough finances is a major challenge to strategic plan implementation. This agrees with Wernman (2004) who found out that people, skills, facilities and money must be adequate for proper implementation of a strategic plan.

Inadequate skills and training on strategic planning was pointed out by 70% of the teachers as very challenging while 21.67% of them identified it as challenging. Only 5% cited it as less challenging while 3.33% were of the opinion it is not a challenge at all. This shows that almost all teachers (91.67%) agreed that inadequate skills and training on strategic planning hinder implementation of strategic plans formulated by schools. In-service training on strategic planning are rarely organised and when done it's only for the few stakeholders in strategic planning committee.

Lack of proper infrastructure was pointed out by 53.33% of the teachers as very challenging while 35% cited it as challenging. A few of them (8.33%) cited it as not challenging at all and only 3.33% were of the opinion that it is less challenging. Therefore, majority of the teachers (88.33%) agree that lack of proper infrastructure e.g. classrooms, laboratories, libraries is a challenge since as noted earlier, majority of the schools in the district are mixed sub-county schools.

Lack of enough time was mentioned by 56.67% of the teachers as very challenging, 20% of them cited it as challenging while 18.33% of them pointed it as less challenging. Only 5% saw it as no challenge, an indication that lack of enough time for strategic planning hindered effective strategic implementation.

Inadequate stakeholder participation was cited as very challenging by 46.67% of the teachers while 33.33% of them mentioned it as just challenging. Only 20% of them pointed it as less challenging thus more than three quarters of the teachers (80%) agreed that inadequate participation of stakeholders posed a challenge to the implementation stage in the schools. This agrees with Verpoor (2008) who found

out that most schools face inadequacy of textbooks, classrooms, sanitation facilities, teachers and other teaching and learning resources.

On lack of commitment of stakeholders, 53.33% of the teachers were of the opinion that it is very challenging, 33.33% of them pointed it as challenging while the rest (13.33%) cited it as less challenging. Commitment can only be achieved if stakeholders identify with the plan thus motivated to produce the expected results. This is an indication that lack of commitment by stakeholders is a challenge to strategic implementation in schools though in different magnitudes thus has to be tackled for the success of the strategic planning process. The lack of commitment is greatly attributed to lack of inclusion of stakeholders as noted by Okwako (2013). It was also noted by Bell (2002) that implementation of the strategic planning policy cannot succeed without the commitment to the plan by different stakeholders.

Lack of effective communication was highlighted by 46.67% of teachers as very challenging while 30% of them pointed it as challenging. It was not challenging at all for 16.67% of them while 6.67% cited it as less challenging. This shows that majority of the teachers (73.67%) are of the opinion that lack of effective communication is hindering effective implementation of the SSPs. The strategy need to be well understood as this will give purpose to the activities of each stakeholder and allow them to link whatever task is at hand to the overall school direction. This concurs with Peng and Litteljohn (2001) who found out that effective communication is a key requirement for effective implementation.

Lastly, poor leadership was identified by 38.33 % of them as very challenging while 30% were of the opinion that it is challenging. A further 25% of them cited it as less challenging while only 6.67 % of them pointed it as not challenging at all. This

implied that more than half (68.33%) of the teachers concurred that poor leadership in the schools hinders effective implementation of the SSP.

Similarly, the principals were asked to indicate the extent each of the following is a challenge to effective implementation of strategic plans in their schools. The responses are presented in table;

Table 4.11: Principals’ Responses on Challenges Facing Implementation of Strategic Plans in Schools

Challenge	Very Challenging		Challenging		Less Challenging		Not Challenging at all		Total	
	F	%	F	%	F	%	F	%	F	%
Inadequate stakeholder participation	6	60	2	20	2	20	-	-	10	100
Lack of stakeholders’ commitment	4	40	3	20	3	40	-	-	10	100
Lack of effective communication	3	30	-	-	2	20	5	50	10	100
Lack of enough finances	8	80	2	20	-	-	-	-	10	100
Lack of enough time	3	30	2	20	4	40	1	10	10	100
Lack of proper infrastructure	6	60	2	20	1	10	10	10	10	100
Poor leadership	2	20	1	10	-	-	7	70	10	100
Inadequate skills & training on strategic planning	6	60	2	20	-	-	2	20	10	100

Source: Principals Questionnaire

N=10

From table 4.11, 80% of the principals mentioned lack of enough finances as very challenging while the rest (20%) cited it as challenging. This shows that lack of enough finances is a key challenge to strategic implementation in schools.

Inadequate skills and training on strategic planning was cited by 60% of the principals as very challenging, 20% of them were of the opinion that it is challenging while 20% pointed it as not challenging at all. This indicates that majority of the principals view inadequate skills and training as a challenge to strategy implementation in school, posing the question whether the training they undertook prepared them adequately for strategic planning process.

For inadequate stakeholder participation, 60% of the principals cited it as very challenging, 20% of them were of the opinion that it is challenging while 20% pointed it as less challenging. This shows that inadequate stakeholder participation is a major challenge to strategic implementation. It also agrees with the feedback got from the teachers.

Lack of proper infrastructure was pointed out by 60% of the principals as very challenging while 20% cited it as challenging. A few of them (10%) cited it as not challenging at all and equal portion (10%) were of the opinion that it is less challenging. Therefore, majority of the principals (90%) agreed that lack of proper infrastructure is a challenge presumably because most of the schools in the district are mixed as well as sub-county schools.

For 40% of the principals lack of stakeholders' commitment is very challenging while undertaking implementation of SSP. A further 20% cited it as challenging

while 40% of them were of the opinion that it is less challenging. This indicates that all principals agreed lack of commitment by stakeholders is a barrier to effective strategic implementation though at different degrees.

Lack of enough time for strategic planning was cited by 30% of the principals as very challenging while 20% of them pointed it out as challenging. A further 40% of them cited it as less challenging while only 10% were of the opinion that it is not challenging at all. From these data, it can be noted that half of the principals agreed that lack of enough time hinders effective implementation to some extent. This agrees with the findings from teachers though majority of them cited it as a major challenge. This is so because teachers are greatly involved in the formulation and implementation of the SSP whereas the principals just offer the leadership on how each will be carried out.

From table 4.11, 30% of the principals mentioned lack of effective communication as very challenging in the implementation stage while 20% of them were of the opinion that it is less challenging. Half of them (50%) cited it as not challenging at all. This contradicts the findings from teachers whereby over three quarters were of the opinion that it is a real barrier to effective implementation. This may be contributed to the fact that the principals have the mandate to disseminate the information on strategic planning to other stakeholders.

Finally, poor leadership was cited by 20% of the principals as very challenging while only 10% were of the opinion it is challenging. The rest of the principals (70%) pointed it out as not challenging at all. This shows that majority did view poor leadership as a barrier to strategic implementation whereas according to teachers, it was a challenge to some extent.

The findings from table 4.10 and 4.11 are coherent in that the principals and teachers identified the same key challenges to strategic plan implementation which included lack of enough finances, inadequate stakeholder participation, lack of proper infrastructure, lack of stakeholders, commitment and inadequate skills and training on strategic planning.

From the BoM members interviewed, lack of enough resources, lack of adequate skills on strategic planning and lack of stakeholders' commitment to the process were cited as the key barriers to effective strategic plan implementation of the SSP. The findings are in agreement with Ateino's (2013) findings from a study on determinants of implementation of SSP in Nakuru Municipality who found that challenges in implementation of SSP originate from availability of funds and appropriate skills that key stakeholders possess. Further, according to Kiprop and Kanyiri (2012), poor management and lack of relevant skills were identified as the major challenges in the adoption of strategic planning. Further, this study showed that inadequate resources, ignorance of existing policies, lack of leadership qualities and commitment and the high headship turnover also hinder strategic planning in schools. This shows that public secondary schools in Kiambu District were experiencing similar challenges as schools from other parts of the country.

4.7 Measures Taken for Successful Implementation of Strategic Plan

In the fourth question, the researcher sought to identify the measures that may be taken to facilitate effective implementation of strategic plans. Measures are the actions to tackle the challenges facing implementation of strategic plans. The summary of measures is given in table 4.12.

Table 4.12: Measures Taken to Ensure Effective Implementation of Strategic Plans

Measure	Principals		Teachers	
	F	%	f	%
Training of stakeholders on strategic planning	10	100	53	88.33
Aggressive sourcing of finances	9	90	56	93.33
Constant monitoring and evaluation of the strategic plan process	8	80	42	70
Encouraging teamwork among stakeholders	6	60	47	78.33
Use of diverse and better communication channels to reach the stakeholders	4	40	51	85
Motivate the stakeholders involved in the implementation	6	60	48	80
Government establish policy framework for the implementation stage	8	80	52	86.67
Sources: Teachers and Principals Questionnaires		N=70		

Table 4.11 shows all principals pointed out training of stakeholders as a measure to be taken for effective implementation while 90 % of them suggested sourcing of finances as another measure to be undertaken. Constant monitoring and evaluation and government policy framework on implementation were suggested as measures that can enhance effective implementation by 80% of the principals. More than half of the principals (60%) stated motivation and teamwork spirit among stakeholders as area to be looked into if effective implementation is to be achieved. Only 40% of principals pointed out improvement of communication channels as a remedy to effective strategic plan implementation. This agrees with Ndegwah (2014) who recommended equipping principals with managerial and conceptual skills to help

them successfully implement strategic plans in their schools. Chemwei, Leboo and Koech (2014) also suggested that training and development of human resource should be emphasised and also MoE should increase budgetary allocation to schools for successful implementation.

From teachers' responses, 93.33% of them suggested aggressive sourcing of finances and 88.33% of them pointed out that training of the stakeholders to be paramount if the strategic plan was to be effectively implemented. Government policy on implementation was suggested by 86.67 % while effective communication channel by 85% of the teachers. A further 80% of them stated motivation of stakeholders to be a measure while 78.33% of the teachers pointed out that encouraging teamwork among stakeholders will have positive impact on implementation. Constant monitoring and evaluation were suggested by 70% of the teachers. This agrees with Kiprop and Kanyiri (2012) who recommended the reviewing and harmonising of existing policies on strategic planning. In addition, Inyanga (2013) also pointed out that monitoring and evaluation of SSP should be put in place and enforced.

The BoM members were asked to the measures that schools should take to ensure effective implementation of the SSP. They gave their responses as; training of stakeholders; availing the necessary resources i.e. finances and proper infrastructure and improvement of stakeholders' participation in the entire process.

The measures cited above were in agreement with Wernman (2004) who found that people, skills, facilities and money are some of the resources that must be adequate for proper implementation of a strategy. In addition, Kumar et al (2006) cited excellent communication to be an ingredient of trust in implementation phase.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations of this research. This chapter also presents suggestions for related studies that could be carried out in future.

5.2 Summary of the Findings

The purpose of the study was to establish the status and challenges that the public secondary schools in Kiambu District are facing as they implement the strategic plans developed. Data were collected from 77 respondents who included 10 principals, 60 teachers and 7 BoM members. The data were analysed according to research objectives. Below is a summary of the key study findings.

5.2.1 Number of Public Secondary Schools with Strategic Plans

From the responses got from principals, 80% of the schools in Kiambu District have strategic plans while 20% are in the process of formulating one. This can be attributed to the government directive that all its institutions must develop a strategic plan.

The study also found that 80% of the schools have 5 years term strategic plan while the rest (20%) had 10 years strategic plan. Most schools therefore, adopted five years plan which is in accordance with MoE and district strategic plans.

5.2.2 Strategic Plan Process

From the teachers and principal respondents contacted, 90 % of the schools had well- stated mission and vision as well as well - outlined goals and values. However, it was noted that most schools (70%) didn't have the objectives outlined to ensure every stakeholder is aware of them.

All teachers and principals confirmed use of MoE strategic plan and Kiambu east strategic plans while developing their SSPs. Use of strategic plan manual was confirmed by 80% of the respondents while only about 30% of them referred to Kenya vision 2030 document in the formulation

On the stages followed in the strategic plan process, it was found that 90% of the respondents agreed that their schools had undergone strategic formulation. About 70% of the respondents mentioned that their schools had undertaken strategic analysis thus the needs for some schools may not be addressed appropriately. In the implementation stage, slightly above 40% of the respondents agreed that it had taken place while half of the respondents disagreed. This was an indication that implementation had not taken place in most schools posing the question what this can be attributed to. In monitoring and evaluation, it was found out that about 20% of the respondents agreed that it was being carried out in their schools while about 69% of them disagreed. This indicates that most schools don't carry out monitoring and evaluation thus it is difficult to know whether they are on the right track as they implement the formulated plans. It was also noted that about 20% of respondents are not aware of the four stages of strategic plan, an indication that the awareness of strategic planning needs to be emphasised on the stakeholders in the schools.

Further, stakeholders' involvement was investigated in the various stages and it was found that 83.33% of the teachers confirmed principals' involvement in analysis while above 90% of them pointed out principals' participation in formulation and implementation stages. BoM members' involvement was confirmed by 61.67% of the teachers in analysis, 78 % in formulation and 96.67% in implementation phase. Teachers' participation was confirmed by 90 % of them in formulation and 93.33% in implementation while only 58.33% of them had been involved in the analysis. This shows that principals, BoM members and teachers are key stakeholders in strategic plan process. Expert's involvement was also noted by 45 % of the respondents in the formulation stage. It was also noted that all stakeholders mentioned were involved to a large extent during implementation. For the ownership of the plan to be there, the stakeholders should be included in the previous stages i.e. analysis and formulation. It is worth noting that minimal involvement in the monitoring and evaluation stage was cited since most schools didn't undertake the stage.

5.2.3 Challenges Facing Strategic Plan Implementation

From all the respondents, it emerged that lack of finances was the major challenge facing schools as they implement formulated strategic plans. Above 90% of the respondents cited inadequate skills and training on strategic plan as a challenge while 80% pointed out lack of proper infrastructure as a challenge. Approximately 60% of the respondents, highlighted lack of enough time while above 40% of the respondents cited lack of commitment by stakeholders as a barrier to effective implementation. According to 30% of the principals and 46.67% of the teachers, lack of proper communication is challenge to effective implementation of the SSP.

An average of about 25% of the respondents was of the opinion that poor leadership has adverse effect on the strategic implementation in the schools. Other challenges identified by the respondents include fees defaulting by parents, rigidity to change by stakeholders and lack of government policy on the implementation of the formulated SSP. This explains why the percentage of schools undertaking implementation is low. In addition, it poses the question whether the implementation taking place in some schools is effective enough for the impact to be seen on the quality of education in the schools.

5.2.4 Measures Taken for Successful Implementation of Strategic Plan

For implementation to be carried out effectively, some measures must be taken by the schools. From the principals and teachers findings, it was found that an average of 90% of them pointed out training of stakeholders and aggressive sourcing of finances as measures to be taken for effective implementation. Over 80 % of them suggested introduction of government policy to guide implementation as a key measure to be considered while about 75% of them suggested constant monitoring and evaluation as a stage that can facilitate effective strategic plan implementation. Other measures suggested by the principals and teachers include; improving communication channels, motivating stakeholders involved and encouraging teamwork among stakeholders. The measures were based on the challenges that were identified.

5.3 Conclusion

Based on the findings discussed above this study has resulted to four main conclusions as follows. First, majority of public secondary schools in Kiambu District have formulated strategic plans which are either 5 years or 10 years term

strategic plans. Thus emphasis on implementation should be made for impact of the process to be realised on the performance of the schools in the district.

Second, majority of the schools have mission, vision, values and goals well-outlined. This ensures that all stakeholders know where the school is, where it wants to be and how to get there. Also, it was found that most schools used several documents to guide them as they formulated the strategic plans. Most schools were yet to start implementation phase and those undertaking the process were encountering problems for it to be effective. It was noted, monitoring and evaluation were not carried out in most schools. It is supposed to be a continuous process throughout the strategic plan process. It was also found that the key stakeholders involved in the whole process are the principals and BoM members. Other significantly involved stakeholders are teachers and PTA members. Almost all the stakeholders in the schools are involved in the implementation stage. Thus for ownership to be enhanced, all stakeholders should be involved from the start of the process. There was also minimal involvement of the expert in the process. This was attributed to lack of finance directed to the process.

Third, it can be concluded that the challenges that face strategic implementation in Kiambu District include; lack of enough finances, lack of effective communication channels, lack of skills and training in strategic planning, inadequate stakeholder participation and lack of proper infrastructure. Unless these challenges are addressed the implementation stage cannot be effective.

Lastly, the study found the following to be some of the measures that can be taken to facilitate effective implementation of strategic plans; improved communication channels, emphasis on monitoring and evaluation of the process, finance sourcing,

trained stakeholders on strategic planning and government coming up with policies on implementation of the school strategic plan.

5.4 Recommendations

Based on the study findings, the following recommendations may be considered to ensure successful strategic plan implementation in public schools:

- i. Due to lack of sufficient skills and competencies of stakeholders, training of the stakeholders should be done through the effort of the school management with the support of the Ministry of Education. This will be accomplished if strategic planning is introduced in the curriculum in the teacher training institutions enabling the graduating teachers to have the skills and competencies on strategic planning as they join the schools. In - service training should also be organised for other stakeholders e.g. BoM and PTA members including the teachers already in the schools.
- ii. The government should allocate fund for strategic planning in schools. On their part, the school managers should also come up with other sources of funds e.g. money - generating projects or even invite the alumni of the school for a fund drive.
- iii. Stakeholder involvement should be improved to ensure ownership which contributes to effective implementation. The school managers should ensure that all the stakeholders are represented in the strategic plan team and also their participation should start from the initial steps of stating the mission, the vision and environmental analysis.
- iv. Monitoring and evaluation should be emphasised in the whole process. This will be the role of the Ministry of Education and the district education office

whose follow - up will form basis of formulating policies that may assist the schools in effective strategic implementation. The school managers should also carry out internal review of the on -going strategic plan process so as to identify whether they are on track.

5.5 Suggestions for Further Study

This study was carried out in Kiambu District in Kiambu County to investigate the status and challenges in implementing strategic plan in public secondary schools.

The research therefore recommends that other studies be done:

- i. A research should be carried out in Kenya to investigate the impact that strategic planning has on the quality of education offered in public secondary schools.
- ii. A study on the effect of proper communication channel on implementation of strategic plans in public secondary schools should be carried out.

REFERENCES

- Allio, M. (2005). *A Short, Practical Guide to Implementing Strategy*. *Journal of Business Strategy*, 26, 12-21
- Atieno, H. (2013). *Determinants of implementation of strategic plans in public secondary school in Nakuru municipality, Kenya*. Jomo Kenyatta University of Agriculture and Technology. International journal of innovative research and development
- Bell, L. (2002). *Strategic Planning and School Management: Full of Sound and Fury, Signifying nothing?* *Journal of Educational Administration*, 40 (4) 407-424
- Borg, W. & Gall, M. (1998). *Educational research: An introduction*. New York:Longman inc.
- Bradford, R. & Duncan, P. (2000). *Simplified Strategic planning*, Chandler House Press.
- Bryson, J. (1995). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement*. San Francisco: Jossey-Bass Publishers.
- Chemwei, B., Leboo, C. & Koech, J.(2014) . *Factors that impede the implementation of strategic planning in secondary school in Baringo district ,Kenya*. Kabarak university unpublished project.
- Fayol, H. (1949). *General and Industrial Management*. (Trans. C Storrs). London: Pitman.
- Fehnel, R. (2000). *Strategic planning and the Nigerian university system innovation project*. www.ask/freearticle/education
- Gachogu, N. (2012). *Examine factors influencing formulation of strategic plans in public secondary schools in Kirinyaga County, Kenya*. Kenyatta University unpublished MED project.

- Government of Kenya. (2005). *The Kenya Education Sector Support Programme (KESSP)*. Nairobi: Government Printers.
- Government of Kenya. (2007). *Ministry of Education Strategic Plan 2006 – 2011*. Nairobi: Government Printers.
- Higgins, J. (1993). *Strategic and operational planning systems*. London: Prentice hall International
- Hrebiniak, L. (2006). *Obstacles to Effective Strategy Implementation*. *Organizational Dynamics*, 35, 12-31.
- Hughes, O. (2003). *Public Management and Administration, Third Edn.* (Basingstoke: Palgrave)
- Inyanga, V. (2013). *Challenges of formulating and implementing school strategic plans in public secondary school in East Wanga division Kakamega county, Kenya*. Kenyatta University unpublished MED project
- Kiprop, J. & Kanyiri, J (2012). *Challenges in the adoption of strategic planning in public secondary schools in Kenya: A case study of Kirinyaga central district*.
- Kumar, R., Markeset, T. & Kumar, U. (2006). Implementation and execution of industrial service strategy. *Quality in maintenance engineering* 12(2) 105 - 117.
- Li, Y., Guohui, S. & Eppler, M (2008) . *Making Strategy Work: A Literature Review on the Factors influencing Strategy Implementation* ICA Working Paper 2/2008. Institute of Corporate Communication,
- Lofstrom, E., & Nevgi, A. (2007). From strategic planning to meaningful learning: Diverse perspectives on the development of web-based teaching and learning in higher education. *British Journal of Education Technology*, 38 (2), 312–324.
- Martine, J. & Macsen, D. (1992). *Strategic planning could improve your share Price, long-range planning*, 17(2), 144-147.

- Mintzberg, H. (1994). *The Rise and Fall of Strategic Planning*. New York: The Free Press
- Moini, R. (2009). *The Impact of EFL Teachers' Cognition on Teaching Foreign Languages Grammar: Special Issue English*, No.49 pp 141-164.
- Mucaï, P., Kinya, S., Noor, I. & Mutai, J. (2013). Walking the talk in strategy and policy implementation (survey of secondary schools in Meru central district). *International Review on management and Business Research* .vol 2 Issue 3 ISSN:2306-9007
- Mwangi, D. (2012). *Challenges facing public secondary schools managers in the implementation of strategic plan in Gatundu North District, Kiambu County* .Kenyatta university .Unpublished M.ED project.
- Mugenda, O. & Mugenda, A. (1999) .*Research methods: Quantitative and Qualitative Approaches* .Nairobi: African centre for technology studies.
- Naylor, J. (1999). *Management*. Harlow, England: Prentice Hall.
- Ndegwah, D. (2014) .*Factors affecting the implementation of strategic planning in public secondary schools in Nyeri county ,Kenya*. Jomo Kenyatta university of Agriculture and Technology unpublished M.ED Project.
- Ngware, M., Odebero, S. & Wamukuru, D. (2006). Total quality management in secondary schools in Kenya: *Extent of Practice, Quality Assurance in Education, Vol. 14 No. 4, pp. 339-362*.
- Njeru, E., Stephen, M. & Wambu, A. (2013). Analysis of factor influencing formulation of strategic in Embu North District, Embu county ,Kenya *Global Business and Economics Research Journal*, 2(5):116-129.
- Noble, C. (1999a). *Building the Strategy Implementation Network*. Business Horizons, 19-27.
- Okwako, A. (2013) . *Strategic planning and performance of public secondary school in Rarienda district, Kenya*. Kenyatta University unpublished MED project.

- Ololube, N. (2004). *Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Schools*. Paper Presented at the Seventh International LInE Conference, September 23-25, 2004.
- Ololube, N. (2006). *Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment, Essays in Education, 18, 1-19*.
- Ololube, N. (2006b). *Teacher Education, School Effectiveness and Improvement: A Study of Academic and Professional Qualification on Teachers' Job Effectiveness in Nigerian Secondary Schools*. Doctoral Dissertation, December 2006. University of Helsinki, Faculty of Behavioral Sciences, Department of Applied Sciences of Education, Helsinki: University Helsinki Press.
- Ololube, N. (2013). *Educational management, Planning and Supervision: Models for Effective Implementation*. Owerri, Nigeria: Spring Field Publishers.
- Orodho, J. (2009). *Techniques of writing research proposals and reports in education and social science*. Nairobi: Masola Publishers.
- Orodho, J. (2012) *.Techniques of writing research proposals and reports in education and social science*. Maseno:Kenezja H.P enterprises
- Peng, W. & Litteljohn, D. (2001). Organisational communication and strategy implementation-A primary inquiry. *International Journal of Contemporary Hospitality, 13, 360-363*.
- Republic of Kenya. *Ministry of Education Strategic Plan 2006-2011*. Nairobi, Kenya
- Republic of Kenya, (2005) *Sessional Paper No.1 of 2005*. Nairobi: Government Printers.
- Rowley, D. & Sherman, H. (2001). *From Strategy to Change: Implementing the Plan in Higher Education*. San Francisco: Jossey-Bass Publishers, Inc.
- European Journal of Business and ISSN 2222-1905 (Paper) ISSN 22Vol.5, No.3, 2013135)*

- Schaap, J. (2006). *Toward Strategy Implementation Success: An Empirical Study of the Role of Senior-Level Leaders in the Nevada Gaming Industry*. *UNLV Gaming Research & Review Journal*, 10, 13- 37.
- Sinyolo, D. (2007). *Teacher Supply, Recruitment and Retention in six Anglophone Sub-Saharan African Countries*. A report on a survey conducted by Education International in The Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia. Education International. Accessed on 28th December 2010 from <http://download.ei-ie.org>
- State of Victoria, (2010). *School Strategic Planning Guidelines for 2011*. Melbourne: School Improvement Division.
- Swiderska, K. (2001). *Stakeholder participation in policy on access to genetic resources, traditional knowledge and benefit-sharing: Case studies and recommendations*, Biodiversity and Livelihoods Issues No. 4, International Institute for Environment and Development.
- Tapinos, E., Dyson, R. and Meadows, M., (2005). The impact of performance measurement in strategic planning. *International Journal of Productivity and Performance Management*, 54 (5/6): 370-384.
- Thompson, A. & Strickland, J. (2005). *Strategy Formulation and Implementation: A Task of A General Manager*. 4th Edition. Richard D. Irwin
- Verspoor, A. (2008). *At the Crossroads: Choices for Secondary Education in Sub Saharan Africa*; Washington DC: The World Bank.
- Wernham, R. (2004). *Bridging the Awful Gap between Strategy and Action*, *Long Range Planning*, 17(6), 34-42.
- Wheelan, T. & Hunger, J.(2008). *Strategic management and business policy* (11th Ed.) NJ. Prentice Hall.
- Yabs, J. (2007). *Strategic Management Practices in Kenya*. 1st ed. Nairobi: Lelax Globa

APPENDICES

Appendix 1: Questionnaire for Teacher

Dear respondent,

I am a student at Kenyatta University carrying out a study on **the status and challenges in implementation of strategic plans in public secondary schools in Kiambu District, Kiambu County.**

The questionnaire has been formulated for the purpose of acquiring relevant information on the topic under study. I trust you for the best appropriate answers to this questionnaire. Be assured that your identity will be treated with strict confidentiality. The information you provide will be for the purpose of this study only.

Thank you.

Instructions: Please tick in the bracket that best describe your response. Where explanation is required fill in the blank spaces provided.

Section A: Demographic Information

1. Gender

Male Female

2. Your level of education

Master's Degree Bachelor's Degree

Diploma

Other (specify).....

3. For how long have you been a teacher.

Less than 5 years 5-10 years

11-15 years 15 and above

4. How long have you been teaching in your current school?.....

.....

Section B: Strategic Plan Process

5. Do you have vision statement for your school?

Yes No

6. Do you have mission statement for your school?

Yes No

7. Do your school have outlined goals?

Yes No

8. Do your school have outlined objectives?

Yes No

9. Do your school have outlined values?

Yes No

10. Has your school developed a strategic plan?

Yes No

11. Identify the documents used by your school to ensure it follows the guidelines provided by the ministry of education when preparing the strategic plan?

Yes No

12. The table below shows the four key stages that are undertaken in the strategic plan process. Please indicate whether the stages are undertaken in your school in strategic planning process.

Stage	Agree	Disagree	Don't Know
Strategic analysis			
Strategic formulation			
Strategic implementation			
Strategic monitoring and evaluation			

13. List the stakeholders involved in the following stages of strategic plan process.

- i) Strategic analysis
-
-
- ii) Strategic formulation.....
-
-
- iii) Strategic implementation.....
-
-
- iv) Strategic monitoring and control
-
-

Section C: Challenges Facing Strategic Plan Implementation

14. The following are some of the challenges that a school may encounter as it implements strategic plan. Please indicate the extent to which each is a challenge to your school strategic plan implementation?

1-very challenging 2-challenging 3-less challenging 4-not challenging at all

Challenges	1	2	3	4
Inadequate stakeholder participation				
Lack of commitment				
Lack of effective communication				
Lack of finances				
Lack of enough time				
Lack of proper infrastructure				
Poor leadership				
Inadequate skills and training				

15. What other challenges may be facing the implementation of strategic plans in your school?.....

Section D: Measures Taken for Successful Implementation of Strategic Plans

16. Suggest ways that can be put in place for effective implementation of the strategic plans.

Thank you for your co-operation.

Appendix 2: Questionnaire for the Principal

Dear respondent,

I am a student at Kenyatta University carrying out a study on **the status and challenges in implementation of strategic plans in public secondary schools in Kiambu District, Kiambu County.**

The questionnaire has been formulated for the purpose of acquiring relevant information on the topic under study. I trust you for the best appropriate answers to this questionnaire. Be assured that your identity will be treated with strict confidentiality. The information you provide will be for the purpose of this study only.

Thank you.

Instructions: Please tick in the bracket that best describe your response. Where explanation is required fill in the blank spaces provided.

Section A: Demographic Information

1. Gender

Male [] Female []

2. Your level of education

Master's Degree []

Bachelor's Degree []

Diploma []

Other (specify).....

.....

3. For how long have you been a teacher.

Less than 5 years 5-10 years

11-15 years and above

4. How long have you been teaching in your current school?.....

5. What is the category of your school?

Boys boarding Girls boarding

Mixed day &Boarding Mixed day

6. In which category does your school lie?

National Extra county County

District

Section B: Strategic Plan Process

7. Do you have both vision statements for your school?

Yes No

8. Do you have mission statements for your school?

Yes No

9. Do your school have outlined goals?

Yes No

10. Do your school have outlined objectives?

Yes No

11. Do your school have outlined values?

Yes No

12. Has your school developed a strategic plan?

Yes [] No []

13. What is the duration of your school's strategic plan?

2 years [] 5 years [] 10 years []

Others specify.....

14. a) Has the strategic plan been implemented?

Yes [] No []

b) How long has the strategic plan been implementation?.....

.....

.....

15. Identify the documents used by your school to ensure it follows the guidelines provided by the ministry of education when preparing the strategic plan?

Yes [] No []

16. The table below shows the four key stages that are undertaken in the strategic plan process. Please indicate whether the stages are undertaken in your school in strategic planning process.

Stage	Agree	Disagree	Don't Know
Strategic analysis			
Strategic formulation			
Strategic implementation			
Strategic monitoring and evaluation			

17. List the stakeholders involved in the following stages of strategic plan process.

i) Strategic analysis.....
.....

ii) Strategic formulation.....
.....

iii) Strategic implementation.....
.....

iv) Strategic monitoring and control.....
.....

Section C: Challenges Facing Strategic Plan Implementation

18. The following are some of the challenges that a school may encounter as it implements strategic plan. Please indicate the extent to which each is a challenge to school strategic plan implementation?

1-very challenging 2-challenging 3-less challenging 4-not challenging at all

Challenges	1	2	3	4
Inadequate stakeholder participation				
Lack of commitment				
Lack of effective communication				
Lack of finances				
Lack of enough time				
Lack of proper infrastructure				
Poor leadership				
Inadequate skills and training				

19. What other challenges may be facing the implementation of strategic plans in schools?.....

.....

.....

.....

Section D: Measures Taken for Successful Implementation of Strategic Plans

20. Suggest ways that can be put in place for effective implementation of the strategic plans.....

.....

.....

.....

.....

.....

.....

Thank you for your co-operation.

Appendix 3: Interview Schedule for the BoM Member

I am a student at Kenyatta University carrying out a study **on the status and challenges encountered when implementing strategic plans in public secondary schools in Kiambu District Kiambu County.**

A representative sample of the secondary schools BOM members has been selected for interview in this study. I am pleased to inform you that you have been selected to take part in this study. It is important that you take part, so that an accurate picture of the status and common challenges faced in strategic plan implementation in public secondary school in Kiambu District is obtained.

You are kindly requested to release information as honestly as possible. This information will be treated confidentially for the purpose of this research only.

1. How many years have you been a BoM member in your school?
2. Does your school have a strategic plan?
3. Has your school started implementing the strategic plan?
4. Does your school have the following?
 - i) Motto
 - ii) Mission
 - iii) Vision
 - iv) Outlined goals
 - v) Outlined values
5. Who are the persons involved in strategic planning process in your school?
6. What challenges do you encounter implementing of the school strategic plan?
7. What do you think should be done to ensure that schools successfully implement strategic planning?

Thank you for your co-operation.

Appendix 4: Introduction Letter from Graduate School



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/24761/2012

DATE: 14th March, 2015

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

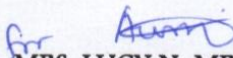
RE: RESEARCH AUTHORIZATION KIRURI CATHERINE MUTHONI- REG. NO. E55/CE/24761/2012

I write to introduce Ms. Kiruri Catherine Muthoni who is a Postgraduate Student of this University. She is registered for M.ED degree programme in the Department of Education Management, Policy and Curriculum Studies.

Ms. Kiruri intends to conduct research for an M.ED. Proposal entitled, “**Status and Challenges in Implementation of Strategic Plans in Public Secondary Schools of Kiambu District, Kiambu County, Kenya**”.

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

AM/nn

Appendix 5: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

20th April, 2015

NACOSTI/P/15/8000/5545

Catherine Muthoni Kiruri
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Status and challenges in implementation of strategic plans in public secondary Schools of Kiambu District, Kiambu County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st August, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.




Appendix 6: Research Permit

THIS IS TO CERTIFY THAT:
MISS. CATHERINE MUTHONI KIRURI
of KENYATTA UNIVERSITY, 331-900
Kiambu, has been permitted to conduct
research in Kiambu County
on the topic: STATUS AND CHALLENGES
IN IMPLEMENTATION OF STRATEGIC
PLANS IN PUBLIC SECONDARY SCHOOLS
OF KIAMBU DISTRICT, KIAMBU COUNTY,
KENYA
for the period ending:
31st August, 2015

Permit No : NACOSTI/P/15/8000/5545
Date Of Issue : 20th April, 2015
Fee Received :Ksh 1,000

Catherine Kiruri
Applicant's Signature


[Signature]
Director General
National Commission for Science, Technology & Innovation




CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA



NACOSTI



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 4942

CONDITIONS: see back page