

**FACTORS AFFECTING THE EFFECTIVENESS OF
STRATEGIC PLANNING IN THE PUBLIC PRIMARY TEACHERS' TRAINING
COLLEGES IN KENYA.**

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Kenyatta University, School of Business.**

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DECLARATION:

This research project is my original work and has not been presented in any other University or for any other award.

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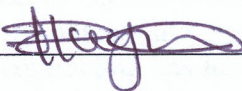
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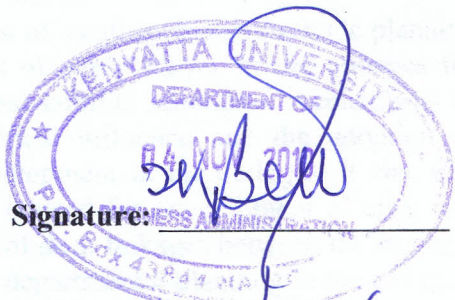
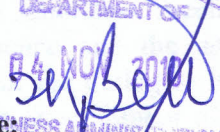
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ABSTRACT

The study examined the factors affecting the effectiveness of strategic planning in the public primary teachers' training colleges in Kenya. Specifically, the study sought, to establish the extent of adoption of formal strategic planning in the public primary teachers' training colleges in Kenya, to investigate the effect of performance contracting on strategic planning effectiveness in the public primary teachers' training colleges in Kenya, to examine the extent to which monitoring and evaluation is a challenge to effective strategic planning in the public primary teachers' training colleges in Kenya and lastly, to determine the interventions necessary to enhance strategic planning effectiveness in the public primary teachers' training colleges in Kenya. The study was to benefit various stakeholders, mainly, the government planners and policy makers, the private sector managers, donors, educational managers, the academic fraternity and the communities. Although the public primary teachers' training colleges are important in the education system and national development; little research has been done on the factors affecting the effectiveness of strategic planning in these colleges. To carry out the research, a descriptive survey design was adopted. A sample of six public primary teacher training colleges in the Nairobi and Central Zones were selected through purposive sampling. The population of interest was the top and middle level management cadre of six public primary teachers' training colleges. Data collection was by means of questionnaire and was analyzed using descriptive statistics and frequency analysis.

The study found that formal strategic planning was being adopted by the public primary teacher training colleges with ninety percent (90%) of them establishing strategic planning teams. However, most of the public primary teacher training colleges are not able to achieve their strategies in the envisaged time frame due to various impediments among them, training and capacity constraints, scarcity of resources and ineffective communication. The study also established that performance contracting has had visible impact on key operational areas in the colleges notably curriculum delivery (90%), infrastructure and facilities development (80%), increased customer satisfaction (75%) and has led to improved financial management (70%). Monitoring and evaluation of strategic planning, though, was ineffective in the colleges largely due to inadequate funding. The study determined that for effectiveness and sustainability of strategic planning in the colleges there was need for, skills and capacity enhancement, the development of a reward system to motivate the key achievers and implementers, and adequate funding for the strategic planning process (80%).

The study recommended that, the development of an all-inclusive strategic planning process that allows for the positive contributions of every player in the colleges for effectiveness, the establishment of negotiations and conflict resolution mechanisms to achieve consensus and minimize disruptive political influence and the adoption of international best practices in formal strategy development in the colleges. It was also discovered; for effective strategic planning, there is need for development of clear and effective communication strategy, and the creation of deep linkages between the strategic planning process, the performance contracting and departmental planning in the colleges. The study recommended the setting aside of funds for the monitoring and evaluation of strategic planning in the colleges and the strengthening of backstopping roles, by relevant authorities through adoption of various measures such as capacity building programmes tailored for the public primary teachers' training colleges.