

**ASSESSMENT OF FACTORS INFLUENCING THE IMPLEMENTATION OF
STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS**

(A CASE OF NAKURU NORTH SUB COUNTY)

BEATRICE NAYIANOI

D53/NKU/PT/23032/2012

**A Report Submitted to the School of Business in Partial Fulfillment of the
Requirements for the Award of Degree in Masters of Business Administration
(Strategic Management) of Kenyatta University**


November, 2015

KENYATTA UNIVERSITY LIBRARY

NAKURU CAMPUS

DECLARATION

This research project is my own original work and has not been submitted to any other institution of learning for the award of any Certificate, Diploma or degree.

Signature.....

Date.....13/11/2015

BEATRICE NAYIANOI

D53/NKU/PT/23032/2012

This research project has been submitted for examination with my approval as the University supervisor.

Signature: 

13/11/2015

Dr. ABEL ANYIENI

Date

Lecturer Business Administration Department

School of Business

Kenyatta University

This research project has been submitted for examination with my approval.

Signature: 

16/11/15

Dr. STEPHEN MUATHE

Date

Chairman Business Administration Department

School of Business

Kenyatta University

DEDICATION

I dedicate this proposal to my friends, classmates, workmates and my supervisor for their support

ACKNOWLEDGEMENT

I would like to extend my sincere gratitude and appreciation to all those who through their assistance, constructive criticism, advice, guidance and moral support made this study a success. First, I thank the almighty God for His guidance and wisdom throughout the process. My gratitude also goes to my supervisor for his patient, technical as well as professional advice and finally my family members for their patience, understanding and being at my side during the difficult times of this project work. Thank you so much and may the Lord God bless you in a mighty way.

ABSTRACT

Despite the evidence of the existence of strategic plans in learning institutions in Kenya, the greatest impediment to successful use of these strategies in education has been failure by institutions to implement them. Public secondary schools in Kenya are facing the problem of successfully implementing their strategic plans amidst the ministry of education's demand for written strategies as well as stiff competition from private schools. The study stemmed out to determine the factors that affect the implementation of strategic plans in public secondary schools. It sought to determine the effects of organizational structure, leadership style, resource allocation and communication on implementation of strategic plans in public secondary schools. The study adopted a descriptive survey research design. The Nassiuma formula was used to obtain sample of 212 teachers from a total population 217 Principals, deputy principals and HoDs in the 24 secondary schools. Structured questionnaires were used for data collection. The instruments were validated through consultation with the supervisors and research experts. Reliability was ensured through a pilot study conducted in two secondary schools in the neighboring Nakuru Town Sub-County. The variables gave an average Cronbach's coefficient alpha of 0.823 which is > 0.7 and thus was accepted. Both qualitative and quantitative methods were adopted during data analysis, facilitated by use of SPSS (Statistical Package for Social Science) computer package Version 21.0. Pearson's Correlation analysis was used to test the nature of relationship between the independent variables and dependent variable. The results were presented in tables. The study findings are significant to school managers' principals, Ministry of Education, and scholars. The study concluded that organizational structure ($r= 0.752$), leadership styles ($r=0.749$) and resources allocation ($r= 0.753$) influence the implementation of strategic plans in secondary school with the later having the greatest influence. The research recommends that the school management need to establish an organizational structure that promotes the formulation and successful implementation of the strategic plans, adopt leadership style that emphasize team work and collaboration which are essential components in implementation of strategic plans and that adequate resources should be allocated to the process of implementation of strategic plans.

TABLE CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE CONTENTS	vi
LIST OF FIGURES	viii
LIST OF TABLES	ix
ACRONYMS	x
OPERATIONAL DEFINITION OF TERMS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background Information	1
1.2 Statement of the Problem	6
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.5 Research Questions	9
1.6 Significance of the Study	9
1.7 Scope of the Study.....	10
1.8 Limitations and Delimitations of the Study	10
1.9 Assumptions of the Study	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Theoretical Framework	12
2.3 Empirical literature review.....	20
2.4 Conceptual Framework	37
2.5 Summary of Literature review	38
2.6 Research Gaps.....	40

CHAPTER THREE	41
RESEARCH METHODOLOGY.....	41
3.1 Introduction.....	41
3.2 Research Design.....	41
3.3 Population of the Study.....	42
3.4 Sampling Procedures and Sample Size.....	43
3.5 Data Types and Instruments.....	44
3.6 Pilot testing.....	45
3.7 Data Collection Procedures.....	46
3.8 Data Analysis and Presentation.....	46
CHAPTER FOUR.....	48
RESULTS, INTERPRETATION AND DISCUSSION	48
4.1 Introduction.....	48
4.2 Response Rate.....	48
4.3 Background Information of the Respondents.....	49
4.4 Descriptive Statistics for the Variables.....	49
4.5 Inferential Statistics.....	55
CHAPTER FIVE.....	59
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	59
5.1 Introduction.....	59
5.2 Summary of findings.....	59
5.3 Conclusions.....	61
5.4 Recommendations.....	62
REFERENCES.....	64
APPENDICES.....	68
APPENDIX I: WORK PLAN.....	68
APPENDIX II: BUDGET ESTIMATE.....	69
APPENDIX III: INTRODUCTION LETTER.....	70
APPENDIX IV: QUESTIONNAIRE.....	71

LIST OF FIGURES

Figure1:1 Conceptual Framework.....	38
--	----

LIST OF TABLES

Table 3.3.1 Population distribution	42
Table 3.4.1 Distribution of the sample	44
Table 4.1: Descriptive Statistics for Demographic Data	49
Table 4.2: Descriptive Statistics for Organizational Structure	50
Table 4.3: Descriptive Statistics for Leadership Styles	51
Table 4.4: Descriptive Statistics for Resource Allocation.....	53
Table 4.5: Descriptive Statistics for Strategy Implementation	54
Table 4.6: Relationship between Organizational Structure and Strategic Plan Implementation	56
Table 4.7: Relationship between Leadership Style and the Implementation of Strategic Plan	57
Table 4.8: Relationship between Resource Allocation and the Implementation of Strategic Plan.....	57

ACRONYMS

BoM	Board of Management
CEO	Chief Executive Officer
NPQH	National Professional Qualification for Headship
SWOT	Strengths, Weaknesses, Opportunities, and Threats) analysis
TTA	Teacher Training Agency
TQM	Total Quality Management
WSD	Whole School Development
ICT	Information Communication Technology
PTA	Parent Teachers Association
HoD	Head of Department

OPERATIONAL DEFINITION OF TERMS

The study adopted the following definitions:-

Implementation This refers to execution or operationalization of a strategic plan so that it guides the day-to-day activities of the school. It also involves monitoring and evaluation to determine the extent to which objectives are being met.

Leadership This refers to the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. In school, the principal, deputy principal, and heads of departments are leaders whose behaviour can influence implementation of strategic plans.

Resources It includes such facilities as school buildings, school grounds and the equipment needed in instruction and making the learning environment comfortable

School Management Tasks These are the operational areas of school administration. They are grouped into categories, which include curriculum and instruction, Staff personnel, pupil personnel, the material and physical resources, finance and business, and school community relations

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

Strategic Planning An approach to establishing the long-term future of a school and then moving that school in an appropriate direction to achieve the future state to which its members aspire

CHAPTER ONE

INTRODUCTION

1.1 Background Information

A strategic plan is a set of processes undertaken in order to develop a range of strategies that will contribute to achieving the organizational direction (Tapinos 2005). This therefore calls for formulation of a coherent document which will guide the efforts of all the stakeholders, outline what the organization is trying to achieve and how it intends to achieve it. Strategies can be formulated in three levels that is; corporate, business and functional level. At corporate level strategies are formulated by the top level management or the board of directors (Yabs, 2010). Strategic planning is a management tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years. It is necessary to have a strategic plan for a company and/or department. Strategic planning comprises the procedures of defining objectives and creating strategies to attain those objectives.

A strategy is a long term plan of action designed to achieve a particular goal, as differentiated from tactics or immediate actions with resources at hand. The reason for strategic or long-range planning is to assist organizations in establishing priorities and to better serve the needs of the stakeholders (Bryson, 1995). There are many types of planning; and Cook (1995) categorizes them into five: (a) comprehensive planning, which is limited to planning about what already is; (b) long-range planning, which examines the gaps between what an institution is and what it wishes to become and, without further study, makes adjustments accordingly; (c) program planning, which

serves as a way to bring an idea into existence; (d) project planning, which is the identification of a task and the enumeration of the steps needed to accomplish it; and (e) strategic planning, which is the way in which an organization continually responds to change by re-inventing itself to accommodate change.

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

The importance of strategic planning was underscored by the Teacher Training Agency (TTA) of the United Kingdom in 1996. According to Knight (1997) the TTA in creating a framework of a new National Professional Qualification for Headship (NPQH) set out the

core purpose of headship, and five associated key areas for assessment and development through which head teachers achieve this purpose. After consultations, the TTA decreed that strategic planning and development will form the core of the new qualification for candidates aspiring to headship. In the process of developing the NPQH initiative, the TTA observed that the concept of strategy and its development was one aspect which schools demonstrated less understanding than they revealed in all other aspects of their work. It also observed that School Development Planning though effective under its terms cannot be described as strategic. Its incremental improvements emphasize the moves needed towards achievement of already defined outcomes.

Knight (1997) points out that strategic planning is about preparing people and their organization for different possible and yet uncertain futures. Weihrich and Koontz (1993) opines that for a strategic plan to be effective, it must be accompanied by strategic thinking that includes designing an appropriate organization structure, an effective management information system, a budgeting system to facilitate accomplishment of strategic objectives and a reward system that supports strategy. Mintzberg (1994) in differentiating strategic planning from strategic thinking says that strategic planning is about analysis while strategic thinking is about synthesis. Ghana adopted the concept of Whole School Development (WSD) which seeks to promote the following: a) Child-centered primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms; b) Community participation in education delivery; c) Competencies of teaching and learning through school-based in-service training; d) Participatory planning and resource management at

school and district levels; and e) Improve efficiency in resource management (Akyeampong, 2005).

At the heart of the WSD process in Ghana is the provision of support to principals and teachers to improve the quality of teaching and learning in schools. In addition, he notes that WSD in Ghana is having the kind of impact expected from a school improvement initiative focusing its efforts on decentralized decision-making to enhance local community participation in school development, leadership training for principals, school infrastructure, local government support and capacity building to improve the quality of education. Chinsamy (2002) suggests that one of the main reasons for the relative failure of these projects in South Africa, despite their good intentions and excellent content in many cases, was the implementation of single change programmes or the lack of integration of many programmes initiated in schools. In addition, it was generally found that those schools that did make improvements in some aspects, and whose learners subsequently improved their performance, could not maintain that improvement in subsequent years consistently. Many of these projects, aside from having single change programmes, tended to be “supply-push” interventions, either focusing on inputs or on improved schools processes and that was natural; they generally did not focus on “demand-side” and on accountability for final results. They were based on the notion that there was some input or process deficit, and that fixing that deficit would more or less automatically lead to better final results.

In Kenya, the demand for high quality government services continues to grow as citizens' expectations about the quality and value of those services rise. For instance, policy

makers and stakeholders in the education sector are increasingly under pressure to provide more and better quality services. Since the year 2003, the Kenyan Education Sector has embarked on plans to institute reforms at all levels. In a school situation, at corporate level the long term decisions and strategies are made by the Board of Management in consultation with the school Principal. Heads of departments make decisions on business level strategies, offer leadership and play a key role in formulation of strategic plans in their institutions. Parents and teachers being key stakeholders present their interests through the Parents Teachers Association. In addition they are very critical in strategic implementation. Before strategy formulation is done, the management must analyze the environment using tools such as SWOT analysis, PESTEL analysis, Porters five forces model, competitor analysis, customer analysis and gap analysis among others (Aldehayyat, et al 2011).

This is because strategic planning identifies where an organization wants to be at some point in the future and how it is going to get there. It is the process of defining the direction of the institution and allocating resources to pursue this strategy (Lewa, Mutuku and Mutuku, 2009). Institutions ought to evaluate the conditions in their operating environments, examine competitive pressures, carry out Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and identify strategic issues. This requires development of a strategic orientation and execution of strategies capable of moving the institutions to their desired future states. This also implies that the institutions of learning need to engage in practical strategic planning. Strategic planning and thinking involves making choices and decisions about the long-term future of an organization (Pearce and

Robinson, 2007). The process results in strategic plans that require execution or implementation under the stewardship of strategic behavior norms.

The guidelines issued by the Ministry of Education, seem to suggest that by pursuing a greater mission differentiation and reallocation of resources they will be better positioned to respond to the changing needs of their constituencies (Ministry of Education, 2005).

But it has been noted that the implementation of strategic plans in institutions of learning seems to be slow than many have expected it to be, giving rise to the notion that there are barriers at work blocking implementation. Johnson (2004) also believes that 66 per cent of organizational strategies are not executed at all. In many cases this is not because of poor strategy and the idea behind them. Many valuable strategies are faced with problems and failure in the implementation stage. Basically, the main challenges in the strategic management lie in the implementing of the strategies rather than in developing stage. Mashhadi, Mohajeri, and Nayeri,(2008) believe impellers affecting the successful implementation of the strategy are as: organization structure, organization culture, information and communication technology and reporting systems, motivation and reward systems, providing adequate resources, decision-making processes, effective communication, education, capabilities and skills.

1.2 Statement of the Problem

The success of every institution depends on the quality and commitment of its human resources to implement laid strategies (Bitange, Kipchumba, & Magutu, 2010). However, recent reports indicate that the performance of the Kenyan secondary schools in national examinations has been deteriorating (Yara & Wanjohi, 2011). This state of affairs resulted largely from systems of management in schools which put emphasis on

compliance with processes rather than results. At the moment, public secondary schools in Kenya are faced with many challenges especially increasing competition from private schools. 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). 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 managing their institutions.

The development of strategic plans was aimed at providing efficient education and training services. Indeed many secondary schools started to get serious about strategic planning because they recognized the challenges they face today and also because they were now required by the government to carry out strategic planning (Ministry of Education, science & Technology, 2005). Despite the rationale for the introduction of strategic planning in institutions of learning in Kenya, the recent escalation of public protests concerning poor performance in secondary schools was a reflection of schools' inability to provide services that meet learners and stakeholders' expectations. This cast some doubts on the extent of implementation of strategic plans in secondary schools. It therefore follows that the main problem for school managers is implementation of strategies. This is supported by recent research studies indicating that most big organizations have had problems in implementing their strategies and in many occasions have failed in service delivery (Lewa, Mutuku and Mutuku, 2009).

While a number of research studies on strategy implementation have been carried in various organizations, none has been undertaken to determine the factors which impede implementation of strategic management plans in secondary schools in Kenya. This study

was therefore set to fill this gap by examining the factors that impede the implementation of strategic plans in public secondary schools in Nakuru North Sub County.

1.3 Purpose of the Study

A strategic plan is a management tool for organizing the present for the purpose of projections of the desired future. While strategic planning has been emphasized in many organizations, not much attention has been given to school strategic planning and more so the implementation of these strategic plans. Yet, school management is a complex process that requires committed, visionary leaders and managers. As a result of poor planning, most schools fail to achieve their goals and objectives, and this is reflected in poor academic performance. This study stemmed out to investigate the factors that affect implementation of strategic plans in public secondary schools.

1.4 Objectives of the Study

The study was guided by the following general objective and specific objectives

1.4.1 General Objective

The broad objective of the study was to determine the factors that affect the implementation of strategic plans in public secondary schools in Nakuru North Sub County

1.4.2 Specific Objectives

The specific objectives includes:-

- i. To determine the effects of organizational structure on the implementation of strategic plans in public secondary schools in Nakuru North Sub County.

- ii. To assess the effects of principal's leadership style in the implementation of strategic plans in public secondary schools in Nakuru North Sub County.
- iii. To determine the effects of resource allocation on the implementation of strategic plans in public secondary schools in Nakuru North Sub County.

1.5 Research Questions

The study was further guided by three research questions which are in line with the specific objectives of the study.

1. Does organization structure influence implementation of strategic plans in public secondary schools?
2. How does principal's leadership style influence implementation of strategic plans in public secondary schools?
3. What is the influence of resource allocation on implementation of strategic plans in public secondary schools?

1.6 Significance of the Study

The findings of the study are bound to be of fundamental importance to school managers, principals, Ministry of Education, and scholars. The study will show the challenges experienced by secondary school managers in implementation of strategic plans, based on the recommendations may be made on measures that could be taken to enable school leaders come up with and implement strategic plans. If such recommendations are implemented, more schools could implement strategic plans and this may translate into school effectiveness and efficiency, and the quality of secondary education for social economic development of the country. The study also explored the leadership,

institutional, and resource allocation structure factors that limit secondary school managers from implementing strategic plans for their schools. This could influence policy at the Ministry of Education to seek ways of addressing such issues, thereby making it possible for schools to implement strategic plans. The findings of the study will also add to the body of knowledge on school strategic planning and provoke research in this area by proposing future studies related to strategic planning in the school situation.

1.7 Scope of the Study

This study was limited to an analysis of implementation of strategic plans in Public Secondary Schools in the selected 24 Public Secondary Schools in Nakuru North Sub County. The respondents included the principals, Deputy principals and the heads of departments. Though the schools are all located in Nakuru County in Kenya, they are a representative of all the Public Secondary Schools under the Ministry of Education. The study was conducted between May and July 2015.

1.8 Limitations and Delimitations of the Study

The study faced the problem of concealment of material information by the respondents. This was as a result of the fact that the study's key respondents are the Principals who are members of their School boards. To mitigate this, the study used every effort to clearly explain the research's manifest intention is only for academic purposes. The study sought to find out the challenges facing secondary school implementation of strategic plans. The challenges investigated included those related to leadership, organizational structures, and resource factors. The researcher recognizes that an organization is influenced by many internal and external factors, some of which can easily be identified and others

which are not easy to establish. This means that the study did not cover all the factors influencing implementation of strategic plans.

1.9 Assumptions of the Study

The study was carried out with the assumptions that most of the secondary school managers in Nakuru North sub-county are aware of strategic planning. The study was also based on the assumption that school strategic planning is influenced by various factors, some of which relate with the schools' internal environment and others relating to the external environment. Another assumption is that if challenges facing secondary school managers in the implementation of strategic plans are identified, it is possible to devise mechanisms to overcome such challenges for effective implementation of strategic plans. The study further assumes that principals and teachers (HoDs) are in a position to identify the challenges faced in strategic planning in their schools; and that the responses from principals and HoDs will be a true reflection of the situation in their schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on Theoretical Framework and the Conceptual Framework for the study. Concept of Strategic Planning, Organizational Structures and the Implementation of Strategic Plans, Leadership Style and Implementation of Strategic Plans, Resource Allocation and the Implementation of Strategic plans, Communications and Implementation of Strategic Plans are also reviewed.

2.2 Theoretical Framework

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

2.2.1 The Goal-Based Strategic Planning Model

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

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

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

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

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

Establish action plans: this may involve crafting objectives, identify resources needed, and distribute roles and responsibilities for implementation among others. The objectives

should be specific and properly worded so that people are able to assess the achievement or not of the objectives.

Write the strategic plan document: This entails recording goals, strategies, programs, vision and mission statements and SWOT analysis into one document.

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

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

Conduct the year one operations.

Monitor/review/update strategic plan document:

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

2.2.2 Resource Based View of the Firm

This theory as advanced by Barney (1991) and it focused on the use of firms resources to bring about a source of competitive advantage. He defined competitive advantage as the ability of a firm to implement a value creating strategy that is not simultaneously being implemented by any current or potential competitors. He says that a firm/organization is said to have a sustained competitive advantage when it is implementing a value creating strategy that is not simultaneously being implemented by any current or potential competitors and when these other firms are unable to duplicate the benefits of this strategy.

In his paper, Barney defined resources as all assets, capabilities, organizational processes, firm attributes, information, knowledge e.t.c. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness. Barney examined the role of idiosyncratic, immobile firm resources in creating sustained competitive advantages. He also developed a framework for evaluating whether or not particular firm resources can be sources of sustained competitive advantage.

In his theoretical model, Barney said that for a firm to have potential of a sustained competitive advantage, its resources must possess four attributes:

It must be valuable, in the sense that it exploits opportunities and neutralizes threats in a firm's environment, it must be rare among a firm's current and potential competition, it must be imperfectly imitable, and there cannot be strategically equivalent substitutes for this resource that are valuable but neither rare nor imperfectly imitable.

These attributes are thought of as empirical indicators of how heterogeneous and immobile a firm's resources are and thus how useful these resources are for generating sustained competitive advantages.

2.2.3 Electric Implementation Theory

This theory suggests integrating different managerial perspectives and theoretical viewpoints. It further suggests that a successful strategy implementation is a function of variables that in theory have been developed and studied separately but that in practice must be fully integrated. The integration of such variables defines the implementation process. The degree of usefulness of the process on the other hand is driven by at least six criteria. An implementation process (or model) increases its value if at least it is logic, operational, economic, balanced, manageable and efficient (Jofre, 2011).

Logic is necessary to build an implementation process within a rational framework that is meaningful to the organization. Logic also allows deductive construction from which we can derive further implementation activities or sequences. Logic is not entirely based on experience or instinct but also in facts and therefore allows us to develop an implementation framework that combines both theory and practice. A useful model for implementation should, in addition to logic, be expressed in terms of operational and concrete actions that are tangible and verifiable or that at least are meaningful and objective. By doing so, the model will allow us to induce greater change by identifying or solving more issues (Jofre, 2011). In this context, implementation should be economic or frugal, or in other words, capable to address a complex process with the minimum number of variables. If the model is also capable to balance theory and practice – as well as facts and assumptions – then it will allow a more accurate implementation. In this contexts model should not be a recipe of what to do but also of about the implications of doing. This regards the balance between the contingency (eventualities) and the prescription (directions) perspective, or in other words the reconciliation between theories and laws (Jofre, 2011). One of the most difficult tasks when implementing strategies is that decision-making occurs in a context of complexity and uncertainty. Hence, a useful implementation model should be able to make sense of complexity and uncertainty and therefore, to be manageable according to the limitations of our cognitive capabilities. Efficiency implies that decision and actions not only should deal with complexity but also with constraints or limits to available resources and capabilities. In the perspective of efficiency, at least three forms are depicted: economic, cognitive and

ethical efficiency. Economic efficiency is the most known of these forms and regards the development of actions with the least financial cost as possible (Jofre, 2011).

2.2.4 Adaptation Theory

If a firm is capable to develop an implementation model or process taking into consideration criteria for higher usefulness, one could anticipate a higher degree of congruence between achievements and expectations. A robust implementation, or an implementation with a strong fit, should be highly congruent. In the strategy process, the principle of congruence applies not only to the desirable alignment between expectations and results, but also to the alignment of theory and practice, and of function and structure. One should not forget that after all, the strategy process originates in part from the need to align systematically the function and structure of the firm with changes in the environment. In the overall context of congruence and fit, but particularly in the perspective of implementation, two activities are of great relevance: adaptation and search (Hrebiniak and Joyce, 2006).

The adaptation of organizations to changes in its environments has been the focus of extensive literature during the last decades. From the perspective of strategic management such research broadly focuses on the creation of strategies for efficient adaptation and the reasons why some firms evolve to perform better than others do. Porter (2003) for example explains these issues from the point of view of advantageous positioning in markets (competition), while other views emphasize the role of developing specific capabilities (differentiation) as a more effective adaptation mechanism.

In the implementation stage, search refers to activities aimed at producing information useful to reach an efficient fit among strategies, the organizational capabilities, resources, and the ongoing and intended practices and procedures. In general terms, the search in organization is believed to be influenced or driven by few factors (Jofre, 2011). Literature suggests that commonly, a search will be focused on the areas of the firm with a relatively high competitive advantage or on those more competitive resources and capabilities. Conversely, resources that are keys for performance will drive the search towards the ways to enhance their effect over competitive advantage (Hrebiniak and Joyce, 2006).

2.2.6 Holistic Strategy Implementation Theory

In quest of finding a model for strategy implementation that could overcome existing deficiencies, Bourgeois and Brodwin (2004) have created a five-model system for strategy implementation categorizing strategy implementation practices. It shows different positions or viewpoints one might assume while implementing strategy. The commander model draws its influences from the military life, in the sense that the CEO wields absolute power. In this model the CEO is the rational agent behind the strategy decisions and plays no role in implementation. The CEO-model's works best with a powerful executive with few personal biases and vast and accurate sources of information (Bourgeois and Brodwin, 2004). The change model is based on planned interventions in the organization's structure and systems, which will set off the desired behavioral outcomes. This model creates the ability to carry out more complicated strategic plans than the commander model, but also creates an additional inflexibility for unanticipated events and changes of plan (Ibid).

The collaborative model extends the power of strategic decision-making from the CEO to the organization's management team. This model helps to motivate the managers and also provides the strategic decision-making-process with more information and cognitive capital. The problem of this model results from the fact that collaboration does not reach beyond top management. More decision making also means more politics and conflicts of interest, which may mean less rationality (Ibid).

2.6.7 Leader-Member Exchange Model

This model is also known as Vertical Dyad Linkage Theory, and it belongs to the contingency school of thought. It looks at the leader-follower dyads to assess motive and situation at the work place. The contingency here is the emergence of in versus out group and how the leader responds differently to each situation (sub-group). Graen and his colleagues observed that leaders develop different relationships with each member of their work group. Leader forms a vertical dyad with each follower. And as a High quality relationship develops with some members, a feeling of being part of "in-group" evolves from a series of exchange relationships. The in group has more responsibility, decision influence, higher satisfaction, higher commitment and access to valuable resources. A Low quality LMX relationship occurs when members feel they are in the "out-group".

Leaders use a more democratic style with in-group members, and a more autocratic style with out-group members. The theory will be relevant to this study since leaders (head teachers) must try increasing more staff in the in-group and reducing staff in the out-group in their effort to foster commitment to the teachers in their schools.

2.3 Empirical literature review

In this section, empirical studies touching on factors influencing strategic plan implementation, organizational structure, leadership style and indeed the concept of strategic planning are delved into from a global to regional perspective, then narrowing down to the local (Kenya's) context

2.3.1 Concept of Strategic Planning

Andreas (2005), in his study on strategy implementation – an insurmountable obstacle, concluded that strategy implementation differs completely from the formulation process and requires much more discipline, planning, motivation and controlling processes. Many scholars agree that a strategic plan needs to be simple, realistic and neither too ambitious nor insufficiently demanding (Aldehyyat et al. 2011). It should allow some degree of flexibility to fit with the changing environment. Mintzberg (1994) adds another perspective by highlighting the danger of planning in that it assumes the world will stop while managers wait to plan and implement strategies. This explains why a strategic plan should be made in a way that it is flexible to accommodate environmental changes.

Although most of the literature available on strategic management deals with the business world, some parallels can be drawn between the business sector and education sector. Tsiakkios & Pasiardis (2002) gave the similarities as follows. First, the two sectors try to make a profit but the type of profit differs in both; Two, both have limited resources yet they have unlimited needs and must allocate resources after putting their needs in a sequence of priority; Three, both compete for clients and resources and lastly, both have clients who demand for more satisfaction. The schools get resources

from government, parents, donors and other income generating projects to implement the projects they identify. These resources are hardly enough.

Planning in schools has been categorized in a number of ways. For example, Wallace (1994) argues that, at both regional and national level, frameworks for planning have been produced based on cycles of review, planning and implementation. At institutional level MacGilchrist et al. (1995) claimed that four different types of school plans could be identified: i) the rhetorical, which had no credence within the school; ii) the singular, produced by the principal alone; iii) the cooperative, produced by a group of staff and focusing on finance and staff development; and iv) the corporate, produced by the staff working together and focusing across an agreed range of the school's priorities. Bell (2002) says that neither of these typologies of strategic planning in Europe and the US takes into the account either the real nature of planning in schools or the extent to which such plans are determined by external factors.

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

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

A strategic plan provides a roadmap to lead an organization from where it is to where it would like to be after a predetermined period. Malunga (2007) points out certain preparation factors that if present increases the chances of effectiveness in the process. Such factors are: recognition of the need for a strategic plan in the organization, team to manage the process, contracting and use of consultants, developing a communication strategy and organizational assessment. Effectiveness of a strategic plan is the extent to which organizational goals are achieved within the stated time frame. The studies reviewed did not concern themselves with Public Secondary Schools. Ali (2010) looked at strategic planning in PTTCs while Malunga (2007) studied strategic planning in non-governmental organizations.

In Kenya the Education Master Plan 1997-2010 (Republic of Kenya, 1998) conceptualizes school planning in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly

motivated teaching force capable of understanding the needs of learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools.

However the Plan observed that many secondary school head teachers had not been adequately trained in management and administration and were ineffective and lacking in accountability (Republic of Kenya, 1998). They should be the advisors in curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplors the poor terms and conditions of service that have led to poor morale. Some secondary school teachers who work in remote areas have inadequate basic amenities like housing, access to clean water and health facilities.

Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion of teachers (Republic of Kenya, 1998). Such malpractices are likely to affect teachers' morale, performance and commitment to strategic planning as non-performers are rewarded. The quality of secondary schools in Kenya is also reflected in financial and other resources. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, Wamukuru and Odebero, 2006). Ngware et al. (2006) are of the opinion that the schoolteacher must establish the context in which students can best achieve their objectives.

Continuous improvement that results from students, teachers and Board of Management working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process. Padhi (2004) calls it the most important element in Total Quality Management (TQM), arguing that leadership appears everywhere and requires the manager to provide an inspiring vision, make strategic decisions understood by all and to instill values that guide the subordinates. According to Okumbe (1998), leadership is the process of encouraging and helping others to work enthusiastically toward objectives. It involves developing a vision for the organization that will encourage employees to work with a passion.

The school management should emphasize teamwork and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Management (BoM) in working toward the achievement of the organizational objectives. In schools there may be need to resolve pressing internal difficulties or to accommodate environmental changes. Cook (1995) identified four such environmental changes most affecting public education that must be accommodated: the unprecedented demographic shifts and reformations, transitions of a nation's economy due to technological advancement, the corresponding transitions in mainstream personal values, and the intensification of global competition and the consequent redefinition of excellence.

According to Boar (1993) in addition to the above, four others can be added: to control costs, to react to a demanding and selecting population, to deal with governmental

constraints on actions, to be competitive like organizations, to ensure quality, or to react to concerns for environment. Schraeder (2002) put factors that hinder strategic planning into four broad areas: leadership, institutional, policy and resources. Cook (1995) studied American schools, while Boar (1993) and Schraeder (2002) studied business process. The study sought to examine factors influencing strategic planning process in Public Secondary in Nakuru North Sub-County.

2.3.2 Organizational Structures and the Implementation of Strategic Plans.

The relationship between strategy and structure was first described by business historian Chandler (1962) in his review of the growth and development of four large American firms: du Pont, General Motors, Standard Oil of New Jersey, and Sears, Roebuck and Company. He found that as each of these companies grew through a strategy of product diversification they implemented a divisional organizational structure. He defined structure as the design of organization through which the enterprise is administered. This design whether formally or informally defined has two aspects. It includes, first the lines of authority and communication between the different administrative offices and officers and, secondly the information and data that flow through these lines of communication and authority. Such lines and data are essential to assume the effective coordination, appraisal and planning so necessary in carrying out the basic goal and policies of an organization.

Burns and Stalker (1961) view structure as a process in itself, a means of holding together an organization so that it is able to determine its own destiny. Organization's that operate in dynamically changing and uncertain environments tend to need organic/ flexible structures and processes while more stable environments lend themselves to more

familiar mechanistic bureaucratic structures. Organizational structure involves “decisions relating to division of tasks, authority and a set of coordination mechanisms” (Parthasarthy and Sethi, 1992).

The relationship between strategy and structure can be thought of in terms of utilizing structure for strategy implementation because structure is a means to an end, that is, to provide facilities for implementing strategy. Therefore, both should be integrated. In the absence of such integration, outcome may be confusion, misdirection and splintered effort within the organization. There can be various ways of designing an organization structure. However, the major issues involved in designing the structure to fit the strategy involve the answers of following three questions. What should be the different units of the organization? What components should join together and what components should be kept apart, and finally, what is the appropriate placement and relationship of different units?

Researchers have argued that the fit between the strategy and structure of a firm leads to better performance because the structure provides the necessary systems and processes essential for successful strategy implementation (Grinyer et al., 1980; Rumelt, 1974). However, research at the international level has yet to provide empirical evidence showing that firms that matched strategy and structure perform better than those that have not. Firms which are able to achieve a fit between their strategy and structure can create a significant competitive advantage, while firms that do not have a fit are left vulnerable to external changes and internal inefficiencies (Miles and Snow, 1984).

There are different views which describe the relationship between the chosen strategy and the organization structure. There is the prescriptive tradition and the proponents of the prescriptive tradition maintain that structure is dictated by strategy (eg Chandler and Williamson). The emergent school insists that the relationship is two way (eg Senge, Quinn and Mintzberg). There are other proponents who claim that strategy follows structure (Ansoff, 1965; Bower, 1970). Scholars such as Burgelman (1983) claim that both chronologies can occur and that strategy and structure exist in a reciprocal relationship.

Structures are an essential part of strategy implementation (Whittington 2002). Since the technology and production environments constantly change in even the most stable industries, implementation is an ongoing process rather than a one shot allocation of resources. Strategy implementation is a vital component of the strategic management process. It is the summation of activities in which people use various resources to accomplish the objectives of the strategy (Higgins and Vincze 1986). According to Steiner et al (1989) implementation of strategies is concerned with the design and management of systems so as to achieve the best integration of people, structures, processes and resources in reaching organizational objectives. Strategy implementation is important but difficult because implementation activities take a longer time frame than formulation, involves more people and greater task complexity, and has a need for sequential and simultaneous thinking on part of implementation managers (Hrebiniak and Joyce 2001).

Strategy implementation almost always involves the introduction of change to an organization. Managers may spend months, even years, evaluating alternatives and

selecting a strategy. Frequently this strategy is then announced to the organization with the expectation that organization members will automatically see why the alternative is the best one and will begin immediate implementation. When a strategic change is poorly introduced, managers may actually spend more time implementing changes resulting from the new strategy than was spent in selecting it. Strategy implementation involves both macro-organizational issues like technology, reward systems, decision processes, and structure), and micro-organizational issues such as organization culture and resistance to change).

Therefore a challenge that school managers could face in strategic planning revolves around role conflicts between the principal and the BoM. The principal of a school is usually the Chief Executive Officer (CEO). The differentiation of function between the BoM and the principal is a very simple one - the board is to formulate policy, the principal is to administer it. This formulation has a certain gross usefulness but upon examination it becomes apparent that most principals influence policy and that most BoMs table some hand in administration (Githongo, 2008). Both principals and the governors are partners in management of the school each with distinctive contributions to make. The principal is expected to cement this partnership and doing so is very challenging. To the extent that the staff of the school organization and the BoM hold different expectations of principals, it is clear that the principal is caught in the middle. The principal's role is complicated by the fact that he/she is expected to assist each group in understanding the positive and reasoning of the other during, for example, negotiation on salary and other welfare matters (Githongo, 2008).

The situation is further complicated when BoM holds meetings to pass resolutions and leave the principals to execute what has been recommended. The principals as the person solely responsible in day-to-day running of the school are expected to guide the BoM on what to do. This is not easy for the principals especially when the board members have very little time for meetings. At times BoM members may attend meetings and pass resolutions in a hurry. Some matters may be left hanging leaving principals more confused than they were before. This confusion may be passed to the entire school administration and in turn affect school performance. Inadequate decision-making authority is one challenge that could affect school planning authority. This is the case for countries with highly centralized education systems. Verspoor (2008) states that deconcentration of management responsibility for secondary education and diversification of sources of funding for schools are ways of transforming the way public schools operate, making them more accountable to students, parents, and communities. These reforms go by different names – school-based management, school autonomy reform, school improvement programs – but they all work toward administrative decentralization or deconcentration.

The evolving approaches to governance and management of secondary education are resulting in (a) recognition of the school as the focal point for quality improvement and the unit of change in the drive toward the development of more effective schools, (b) increased autonomy and decision-making power at the school level, and (c) a new context for central direction and support

Both Skivington and Daft (2001) and Noble (2000) classify implementation variables into two dimensions: framework and process, but with different content in their

categories. Skivington and Daft (2001) stipulate two generic types of strategic decisions - low cost and differentiation - that need to be implemented through two organizational modalities, namely framework and process. An organization's framework is represented by its rules and resources. The organization's process is represented by interactions, meanings, and sanctions. Skivington and Draft's findings begin to bridge the gap empirically between framework and process views to capture the multidimensionality of business level strategy implementation. Their findings indicate that low cost and differentiation strategy implementation employ different variables, and that a specific pattern of variables may exist for each type of strategy.

In essence, the study of Skivington and Daft (2001) and Noble (2000) reviews strategy implementation research from a structural view (emphasizing organizational structure and control mechanisms) and an interpersonal process view (emphasizing strategic consensus, autonomous strategic behaviors, diffusion perspectives, leadership and implementation style, communication and interaction processes). Noble and Mokwa (2003) add a third view – the individual-level processes view, emphasizing cognition, organizational roles and commitment besides the structural and interpersonal process view. Beer and Eisenstat (2000) examine 12 profiles in depth from 4 companies – 10 for business units and 2 for corporate. They put forward six silent killers of strategy implementation which are rarely publicly acknowledged or explicitly addressed just as follows: top-down or laissez-faire senior management style (9 of 12 cases); unclear strategy and conflicting priorities (12 of 12 cases); an ineffective senior management team (10 of 12 cases); poor vertical communication (9 of 12 cases); poor coordination across functions, businesses or borders (9 of 12 cases); inadequate down-the-line

leadership skills and development (8 of 12 cases). Among them, poor vertical communication is treated as a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves. The six killers are grouped into three categories: quality of direction, quality of learning and quality of implementation.

Studies lead by Pettigrew (2005) group implementation variables into a larger number of categories. These categories are: strategic content, context (consisting of organizational context: organizational structure, organizational culture; and environmental context: uncertainty in the general and uncertainty in the task environment), process (operational planning, resources, people, communication, control and feedback) and strategic outcome. Okumus (2001) also adopts the above framework, but adds three new variables. The revised implementation framework includes four parts: content (strategic decision, multiple project implementation), context (internal context: organizational structure, organizational culture, organizational learning; external context: environmental uncertainty in the general and task environment), process (operational planning, resources allocation, people, communication, monitoring and feedback, external partners) and outcome (tangible and intangible outcomes of the project). Manyasi (2009) took a study on Crisis Management and revealed that managers do not use a proactive approach to crises management during strategy implementation.

They lack knowledge about strategic actions such as integrating crises management into strategic process, integrating crises management into statements of corporate excellence, creating crises management teams and including external expertise. The organizations did not have a crisis management plan. The researcher recommends inclusion of competent

public relations officers to perform all functions including crises management, training and workshops in crises management, and executive development programmes. Finally, Bidemi (2009), in his study on strategic implementation for higher education in Kenya expressed that the public has become targets for the extraction of revenue. Private entry schemes increased workload of instructors and consequently lowered quality without evaluating implications of access, standards and equity issues.

2.3.3 Leadership Style and Implementation of Strategic Plans.

Another factor that could influence the success of strategic planning is school leadership. Often, when a school performs well the principal, as the school leader, is the first to be congratulated, while poor performance leads to the principal receiving the blame. The school principal is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision.

In a world of increasingly rapid change, what is the terra firma on which a robust concept of the principal as a leader and manager of change can be built? Sullivan and Glanz (2000) have proposed that the profession should adopt school improvement as its centre of gravity. This means that the principal, in making school-related decisions, should always have school improvement in mind. Placing school improvement at the centre of the profession ensures that the job of the head is pedagogically and educationally grounded, and tied directly to the core business of schooling. It requires heads that have a

solid knowledge of the learning process and of the conditions under which students learn in the school setting. It also places a premium on knowledge about educational change and school improvement. In short, it emphasizes the role of the head as a knowledge manager with respect to the core business of the school, namely teaching and learning, in a context of change and the ongoing imperative for improvement (Glanz, 2000). This implies that principals are at the centre of school improvement, and if they fail in this task then the entire school fails.

A key role of the principal is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements (Hill, 2006). This means that the principal is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes. The principal therefore plays an important role in strategic planning. The principal should be able to articulate the significance of all key elements of the strategic plan, to justify their design and configuration, and to be in a position to make judgments regarding the operational effectiveness of each element and of the total impact of all of the elements as they function in combination with one another. When outcomes are not being realized, or when evidence accumulates that particular elements are not working effectively, the head is responsible for ensuring that the redesign work is carried out (Hill, 2006). This could mean minor readjustments but, in cases of endemic failure to reach required standards, is more likely to involve transforming the whole ecology of the school in order to obtain the desired results.

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

Ngware, Wamukuru and Odebero (2006) are of the opinion that the school teachers must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and Board of Management working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process. According to Okumbe (2008) leadership is the process of encouraging and helping others to work enthusiastically towards objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The

school management should emphasize team work and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Management in working towards achievement of organizational objectives.

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

2.3.4 Resource Allocation and the Implementation of Strategic plans.

The availability of resources in terms of staff, skills, knowledge, finance and time, is thought to be a crucial part of strategy implementation (Alexander, 1985; Miller, 2002). In essence represent the strengths that forms can use to assist with the conception and implementation strategies (Barney, 1991). Therefore, appropriate allocation of resources is important to use survival and success of an organization. Examples of resource allocation could be the budgeting process, training and development of staff to increase level of skills within the organization and availability of physical resources such as assets for use in the organization (Miller, 2002).

Resource allocation must be oriented to objectives achievements. Objectives should be clearly laid down with strategic priorities for resource allocation. Chowrasta, (2011) posits that preferences of objectives attract more resources for their pet reports. School leaders and policy makers sometimes also take advantage of a broader resource base than traditional federal state and local tax revenue streams (Miller, 2002) An institution like organizations have four types of resources; financial resources, physical resources, human resources, technological resources (www. ZAINBOOK.com). In strategic planning, a resource allocation decision is a plan for using available resources especially human resources especially in the near term, to achieve goals for the future. It is the process of allocating resources among the various reports (Joyce and Hambrick, 2006). Resources allocation is a major management activity that allow for strategy execution. Strategic management enables resources to be allocated according to priorities established by annual objectives (Miller, 2005). School committees should be able to demonstrate sufficient flexibility to respond positively and swiftly to changing needs and circumstances. If the goal of the self-managing school is to be realized, then schools should have the capacity to modify their resourcing, arrangements to increase learning opportunities for the student (School Council, 2010).

The quality of secondary school education is also impacted upon by financial and other resources. According to Ngware, Wamukuru and Odebero (2006) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti,

(2003) asserts that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set criteria ensuring that education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes.

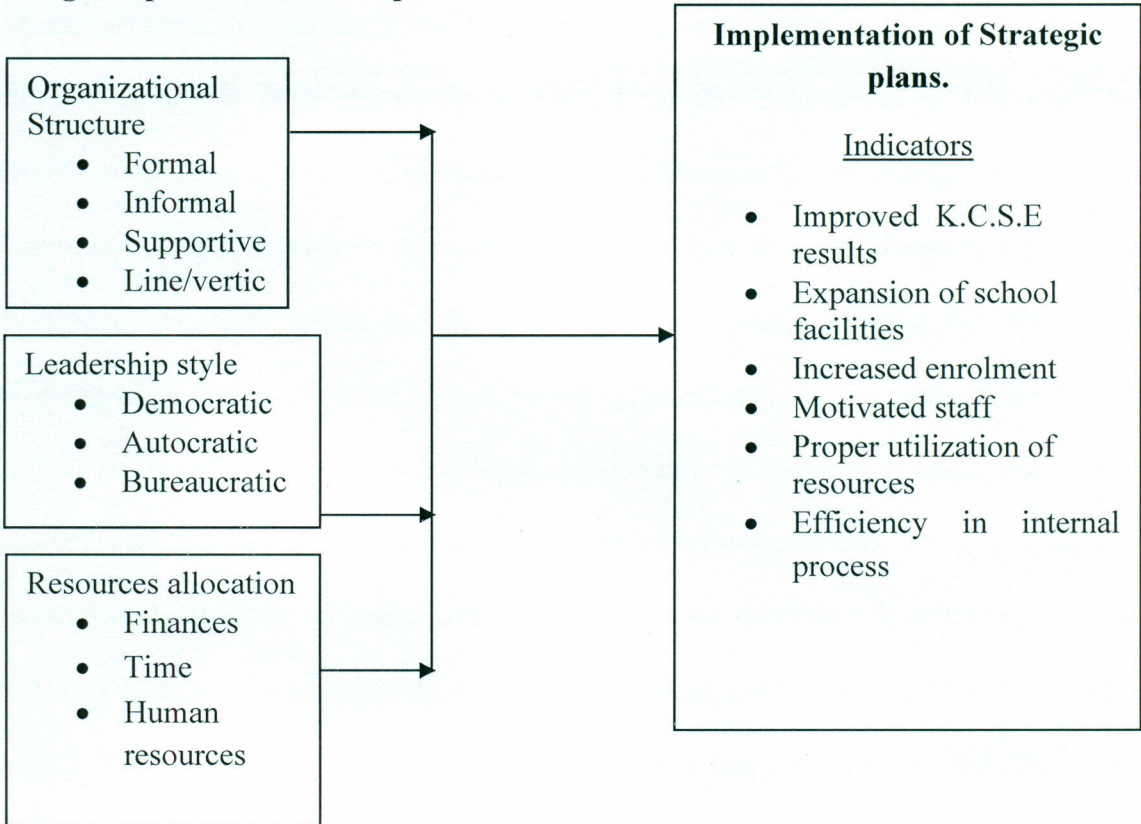
The Republic of Kenya (2008) in The Master Plan on Education and Training (1997 – 2010) conceptualized planning in Kenya Secondary Schools in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The study sought to establish the type of resources needed for formulation of strategic plans in Public Secondary Schools and whether such resources are available and adequate. The influence of finances and the capacity of the head teachers and teachers to lead the strategic planning process were especially interrogated.

2.4 Conceptual Framework

Based on the organizational and the goal based strategic theories, the literature review informed the development of the conceptual framework of the study as shown in **Figure**

2.1. The study conceptualized the factors influencing strategy implementation (independent variables) and strategy implementation in public Secondary Schools (dependent variable)

Strategic implementation components



Independent Variable

Dependent Variable

Fig. 2.1 Conceptual Framework

Source: Self

2.5 Summary of Literature review

A strategic plan normally is a plan on how resources are to be mobilized and utilized to meet organizational goals and objectives. According to Garber (2006), as the plan is implemented the board should monitor the performance indicators so that goals,

strategies, objectives, and tactics adapt to unforeseen events, and changes in the organization and environment.

From the reviewed literature, it is clear that the relationship between strategy and structure can be thought of in terms of utilizing structure for strategy implementation because structure is a means to an end, that is, to provide facilities for implementing strategy. Therefore, both should be integrated. In the absence of such integration, outcome may be confusion, misdirection and splintered effort within the organization. There can be various ways of designing an organization structure. However, the major issues involved in designing the structure to fit the strategy involve the answers of following three questions. What should be the different units of the organization? What components should join together and what components should be kept apart, and finally, what is the appropriate placement and relationship of different units?

The reviewed literature on leadership styles has shown that the school principal is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision.

On resource allocation, the reviewed literature has depicted that appropriate allocation of resources is important to the survival and success of an organization. Examples of resource allocation could be the budgeting process, training and development of staff to increase level of skills within the organization and availability of physical resources such

as assets for use in the organization. Resource allocation must be oriented to objectives achievements and the objectives should be clearly laid down with strategic priorities for resource allocation.

2.6 Research Gaps

It has been acknowledged that there are several studies that have delved into factors that influence strategic implementation in organization. Nevertheless, how these factors influence the implementation of strategic plans in Public Secondary Schools in Kenya has been under researched. The extent to which the strategies formulated by Public secondary schools in Kenya have been implemented has also been given little attention. Consequently the influence of the implementation of these strategic plans on the performance of Public Secondary school in Kenya has not been adequately addressed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following headings: Research design, population, sample and sampling procedure, instrumentation, data collection tools and data analysis procedures.

3.2 Research Design

The study adopted a descriptive survey research design. The study chose this research design because it aims at collecting information from respondents on their attitudes and opinions in relation to influences on strategic plans implementations in their schools. This method has a clear advantage of being an effective way of collecting data from a large sample cheaply and faster; Mugenda and Mugenda (1999) notes that survey research is probably the best method available to researchers who are interested in collecting original data for the purpose of describing a population. This is a snap short review of the current situation, with an aim to build more analytical studies in future. Kothari (1990) describes descriptive research studies as those studies, which are concerned with describing characteristics to particular individuals or a group. Descriptive research is a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the object of the study. It is in light of this observation that the study settled on this research design.

3.3 Population of the Study

The study targeted the management in secondary schools in Nakuru North Sub-county. It considered fully established schools with documented strategic plans. The population consisted of Principals, Deputy Principals and HoDs from 7 departments (sciences, mathematics, languages, examination, sports, applied subjects and guidance and counseling) in all the 24 Public secondary schools in Nakuru North Sub-County. The total population therefore is 216 teachers.

Table 3.3.1 Population distribution

Teachers position in school	Number	Proportion in population
Principals	24	11.06 %
Deputies	25	11.52 %
HoDs	168	77.42%
Total	217	100%

3.4 Sampling Procedures and Sample Size

The research was carried out on 217 teachers in a stratified manner so that the figures formed a representative of the population. The Nassiuma (2000) formula was employed to calculate the sample size as outlined below.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

Where: n, N, C and e represent the sample size, the population, the coefficient of variation (0.5), and the precision level (0.05) respectively. The formula is used to calculate the sample as shown

$$n = \frac{217 \times 0.5^2}{0.5^2 + (217 - 1)0.005^2}$$

n = 212 respondents

The sampled respondents were selected using simple random method. This is part of probabilistic sampling where every respondent has an equal chance of being selected and as such, sampling bias is eliminated. The sample of 212 teachers was distributed proportionately as represented in table 3.4.1

Table 3.4.1 Distribution of the sample

Teachers position in school	Sample	Proportion in sample
Principals	23	11.02%
Deputies	24	11.52%
HoDs	165	77.42%
Total	212	100%

Simple random sampling was used and out of 217 teachers in the 24 secondary, 212 were randomly selected. In each of the schools, Principal, Deputy or HoD had an equal probability of being selected.

3.5 Data Types and Instruments

The study employed open questionnaires. In the process of developing the instruments, the researcher consulted with the supervisors who, as experts, verified whether the instruments are appropriate for obtaining the needed information. According to Orodho (2008) each item on the questionnaire should be developed to address a specific objective, research question or hypothesis of study. The questionnaire was used to collect data from the respondent on their leadership role, influence of resources and organization structures on strategy implementation. The questionnaires contained a five point Likert scale (5-strongly agree, 4-agree, 3-don't know, 2-disagree and 1-strongly disagree).

The questionnaires are defined by Glen (2003) as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Questionnaires were

used because as explained by Lyon (2007); they are used to collect data about phenomena that is not directly observable such as inner experiences, opinions, values, interests, they are more convenient to use than direct observation when used for collecting data therefore the advantages of using questionnaires are as follows: can be given to large groups, respondents can complete the questionnaire at their own convenience, answer questions out of order, skip questions, take several sessions to answer the questions, and write in comments. The cost and time involved in using questionnaires is less than with interviews. It is a useful method, particularly when the questions are straightforward enough to be comprehended without verbal explanation. However, the study may not be able to probe for further information, may not be able to control who fills the questionnaire and the response rates may be low, Kothari (2003).

3.6 Pilot testing

A pilot study was conducted before the actual data collection in 3 (10% of population) other secondary schools in the neighboring Nakuru Town Sub-County. The respondents were randomly selected to avoid respondent contamination (Kothari, 2007), after which corrections and adjustments were done.

3.6.1 Validity

The validity of the instruments was established. According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results and can't be statistically determined. Therefore, the questionnaire was validated through adequate consultation with the supervisors and research experts in the university after a pilot testing of the questionnaire was done.

3.6.2 Reliability of the Research Instrument

The essence of carrying out a pilot study is in order to look for any potential weaknesses in the instrument by determining both its reliability. The pilot test data was subjected to statistical analysis using Cronbach's Alpha to determine the reliability of the research instrument before its administration. The Cronbach's coefficient alpha was used to determine the internal consistency of the questionnaire items. A reliability coefficient of 0.823 which is greater than 0.7 implied that the instrument was reliable for use in the ultimate study.

3.7 Data Collection Procedures

The researcher obtained a letter of introduction from Kenyatta University and then applied for clearance from the Nakuru North Sub-County Education Office. The researcher booked appointments with the head teachers to visit and administer the questionnaires. The researcher visited each of the schools to administer the questionnaires. The respondents were assured of confidentiality and given instructions on how to fill the questionnaires and thereafter the researcher collected the completed questionnaires on a date and time within the timelines agreed up on with the respondent.

3.8 Data Analysis and Presentation

According to Glen (2003), analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information and suggesting conclusions to support decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a given subject of study. The study analyzed information in a systematic way in order to come up with conclusions as well as recommendations. The Collected data was processed, coded and analyzed using

Statistical Package for Social Sciences (SPSS) version 20.0. The collected data was analyzed by use of both descriptive and inferential statistics. Given that the data collected was on a Likert scale (5-strongly agree, 4-agree, 3-don't know, 2-disagree and 1-strongly disagree), descriptive statistics were in form of mean, standard deviation and variance. On the other hand, inferential statistics were in form of Pearson's correlation. The Pearson's Correlation analysis was used to test the nature of relationship between the independent variables and dependent variable. The results were presented in form of tables and figures depicting both the descriptive and inferential statistics.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this research was to assess the implementation of strategic plans in public secondary schools in Kenya. This chapter presents the findings resulting from both descriptive and inferential analysis. The findings are accompanied by pertinent discussions. Notably, the chapter starts by presenting demographics of the respondents. Then, descriptive statistics and inferential statistics in line with the research objectives and study variables are presented and discussed.

4.2 Response Rate

The researcher had administered structured questionnaires to 212 respondents. 196 filled the questionnaires which were later collected by the researcher. This represented 92.5 % response rate. The near perfect response rate enhanced the credibility of the study since the percentage was enough to provide the basis for arriving at the conclusions of the study since according to Necamaya (1996), a response return rate of more than 75% is enough for the study to proceed.

	Frequency	Principals	D. Principals	HoDs	Percentage
Response	196	18	20	158	92.5 %
Non-response	16	5	4	7	7.5 %
Total	212	23	24	165	100%

Author (2015)

4.3 Background Information of the Respondents

The study sought to know the experience of the respondents in their current position and their academic qualifications. The current positions were that of Principal, Deputy Principal and HoDs given that the study was limited to them. Table 4.1 illustrates the distribution of the respondents according to their work experience in their current position.

Table 4.1: Descriptive Statistics for Demographic Data

	n	Min	Max	Mean	Std. Deviation
Respondents Leadership position	196	1	3	2.22	.802
Respondents Academic qualifications	196	1	3	1.87	.416
Respondents duration in current position	196	1	4	1.65	.725

Author (2015)

Most of the respondents who participated in the study held the position of deputy principal (mean 2.22). The respondents' academic qualification had a mean less than 1.87 indicating that most of them were degree holders with a small standard deviation (0.416). Given that respondents duration in current position had a mean of 1.65 (6-10 years) with a standard deviation of 0.725, they were at a vantage position to respond to the questions contained in the research instrument knowledgeably.

4.4 Descriptive Statistics for the Variables

In this section the study analyzed the collected data descriptively in tandem with the study variables. The aim was to identify the nature of responses for individual statements for every variable.

4.4.1 Organizational Structure

The objective was to outline the views of the respondents on issues touching on organizational structure and its influence on strategic plan implementation. Table 4.2 shows the findings.

Table 4.2: Descriptive Statistics for Organizational Structure

	n	Min	Max	Mean	Std. Deviation
1. The fit between the strategic plan implementation and structure of a school leads to better performance.	196	1	2	1.72	.448
2. Organizational structure of the school provides the necessary systems and processes essential for successful strategic plan implementation	196	1	4	1.97	.838
3. Schools that do not have a fit between strategy implementation and structure are left vulnerable to external changes and internal inefficiencies	196	1	5	2.35	1.129
4. Poor vertical communication in schools is a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves	196	1	4	1.60	.676
5. Organizational structure influence the implementation of the strategic plans	196	1	2	1.73	.443

Author (2015)

According to the findings respondents agreed (mean inclined to 2.00=A) that the fit between the strategic plan implementation and structure of a school leads to better performance; organizational structure of the school provides the necessary systems and processes essential for successful strategic plan implementation; schools that do not have a fit between strategy implementation and structure are left vulnerable to external changes and internal inefficiencies organizational structure influence the implementation

of the strategic plans and poor vertical communication in schools is a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves. The standard deviation across all statements was ≤ 1.129 which implied that the views of the respondents on issues touching on organizational structure were closely related.

4.4.2 Leadership Styles

In line with the second specific objective, the study purposed to investigate the opinions of the respondents on issues regarding the leadership styles. The findings are shown in Table 4.3.

Table 4.3: Descriptive Statistics for Leadership Styles

	n	Min	Max	Mean	Std. Deviation
1. The day to day practices of school administration demonstrates commitment to strategic plan implementation	196	1	5	2.19	.935
2. The school management emphasizes team work and collaboration which are essential components in successful strategic plan implementation	196	1	4	1.85	1.080
3. The school administration regularly ensures that each element contributing to improved learning outcomes from the strategic plan is implemented.	196	1	4	2.18	.763
4. The school administration adopts principles of management which bring about continuous improvement and which guide the students, teachers and BoM in working towards strategic plan implementation	196	1	4	2.02	.897
5. The principal ensures all the school stakeholders are involved in formulation and implementation of the school's strategic plan	196	1	5	2.21	1.199

6. The principal ensures there is continuous evaluation and revision of the strategic plan for effective implementation	196	1	4	1.91	.870
---	-----	---	---	------	------

Author (2015)

It was observed that respondents agreed that the day to day practices of school administration demonstrates commitment to strategic plan implementation; the school management emphasizes team work and collaboration which are essential components in successful strategic plan implementation; the principal ensures there is continuous evaluation and revision of the strategic plan for effective implementation; the school administration adopts principles of management which bring about continuous improvement and which guide the students, teachers and BoM in working towards strategic plan implementation; the principal ensures all the school stakeholders are involved in formulation and implementation of the school’s strategic plan; the school administration regularly ensures that each element contributing to improved learning outcomes from the strategic plan is implemented. These issues returned means tending towards 2.00 (agree). The standard deviation across all statements was ≤ 1.199 which implied that the respondent’s views on issues touching on leadership styles were closely related.

4.4.3 Resource Allocation

Further, the researcher sought to analyze the views of the respondents regarding resource allocation. Table 4.4 outlines the findings.

Table 4.4: Descriptive Statistics for Resource Allocation

	n	Min	Max	Mean	Std. Deviation
1. The availability of resources in terms of staff, skills, knowledge, finance and time, is a crucial part of strategy implementation	196	1	4	1.61	.696
2. Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan	196	1	3	1.82	.542
3. The school has adequate resources to facilitate effective implementation of the strategic plan	196	1	4	2.29	1.115
4. The school allocates adequate resources to the implementation of the strategic plan.	196	1	5	2.72	1.267
5. Resource allocation is oriented to achievement objectives in the strategic plan.	196	1	5	2.27	1.161

Author (2015)

The respondents on average agreed (mean ≈ 2.00) that the availability of resources in terms of staff, skills, knowledge, finance and time, is a crucial part of strategy implementation; changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan; resource allocation is oriented to achievement of objectives in the strategic plan; the school allocates adequate resources to the implementation of the strategic plan and that the school has adequate resources to facilitate effective implementation of the strategic plan. In the same light, the respondents largely held closely related views regarding resource allocation. This is

evidenced by the fact that the findings indicated that most of the responses had small standard deviations (Std Dev < 1.267).

4.4.4 Strategy Implementation

Lastly, the researcher wanted to find out how strategy implementation was perceived by the respondents. The findings of the descriptive analysis are as shown in Table 4.5.

Table 4.5: Descriptive Statistics for Strategy Implementation

	n	Min	Max	Mean	Std. Deviation
1. Strategy implementation is more difficult than strategy formulation.	188	1	2	1.61	.489
2. The formulated strategies should take into account the means by which they will be implemented.	196	1	3	1.80	.554
3. In order to optimize the strategy implementation, key stakeholders within and outside the school must have accepted the rationale for strategy change.	196	1	4	2.02	.687
4. For strategy implementation, effective communication systems have been put in place to ensure that everyone within the school has a good grasp of the strategy and how it relates to their own efforts.	196	1	2	1.64	.480
5. Strategy formulation and strategic control that do not take into account the challenges associated with the implementation of the strategies run the risk of being ineffective.	196	1	2	1.62	.486
6. There is a gap between the school's ability to formulate and communicate sound strategies and the ability to implement this strategies	196	1	2	1.57	.497

Author (2015)

The findings indicated that respondents on average at least agreed (mean ≥ 2.00) that there is a gap between the school's ability to formulate and communicate sound strategies

and the ability to implement these strategies; strategy formulation and strategic control that do not take into account the challenges associated with the implementation of the strategies run the risk of being ineffective; for strategy implementation, effective communication systems have been put in place to ensure that everyone within the school has a good grasp of the strategy and how it relates to their own efforts; strategy implementation is more difficult than strategy formulation; in order to optimize the strategy implementation, key stakeholders within and outside the school must have accepted the rationale for strategy change and the formulated strategies should take into account the means by which they will be implemented. The views of the respondents regarding strategy implementation were also closely related as depicted by the small standard deviation (Std Dev < 0.554).

4.5 Inferential Statistics

In order to be able to draw pertinent conclusions, the data collected was inferentially analyzed using the Pearson's correlation coefficient. This was supported by the fact that the data was on a Likert scale. As such the composite scores (means) for each independent variable was correlated against the composite scores for dependent variable (Boone & Boone, 2012).

4.5.1 Relationship between Organizational Structure and Strategic Plan Implementation

The study sought to find the effect of organizational structure and strategic plan implementation. The results of the correlation analysis are indicated in Table 4.6.

Table 4.6: Relationship between Organizational Structure and Strategic Plan Implementation

		Strategic Plan Implementation
Organizational Structure	Pearson Correlation	.752**
	Sig. (2-tailed)	.000
	n	196

** . Correlation is significant at the 0.01 level (2-tailed).

Author (2015)

It was established that there is a strong and positive correlation between organizational structure and strategic plan implementation ($r = 0.752$; $p < 0.01$). This means that organizational structure has a strong and positive effect on the implementation of strategic plan. When the organizational structure is improved and is not rigid, the implementation of the strategic plan is enhanced.

4.5.2 Relationship between Leadership Style and the Implementation of Strategic Plan

In addition, the researcher investigated how customer competitive pressure affects environmental management practices. This was in line with the second study objective.

The analysis findings are as illustrated in Table 4.7.

Table 4.7: Relationship between Leadership Style and the Implementation of Strategic Plan

		Implementation of Strategic Plan
Leadership Style	Pearson Correlation	.749*
	Sig. (2-tailed)	.000
	n	196

*. Correlation is significant at the 0.05 level (2-tailed). Author (2015)

The findings showed that there exists a positive strong relationship between leadership styles and implementation of strategic plans ($r = 0.749$; $p < 0.05$). This was interpreted to imply that leadership styles had significant effect on implementation of strategic plans.

4.5.3 Relationship between Resource Allocation and the Implementation of Strategic Plan

Moreover, the study analyzed the effect of resource allocation on strategic plan implementation. This was in line with the third study objective. Table 4.8 shows the findings of the analysis.

Table 4.8: Relationship between Resource Allocation and the Implementation of Strategic Plan

		Implementation of Strategic Plan
Resource Allocation	Pearson Correlation	.753**
	Sig. (2-tailed)	.000
	n	196

** . Correlation is significant at the 0.01 level (2-tailed). Author (2015)

Resource allocation was found to strongly, positively and significantly affect implementation of Strategic plan. The findings of the correlation analysis were ($r = 0.753$; $p < 0.01$). This implied that resource allocation is very crucial to strategic implementation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings. As such, it captures the main findings particularly in respect to study objectives hypotheses and variables. The chapter also includes suggestions for further study, recommendations for policy and practice.

5.2 Summary of findings

5.2.1 Findings on Organizational Structure and Strategy Implementation

It was averagely agreed that that the fit between the strategic plan implementation and structure of a school leads to better performance; organizational structure of the school provides the necessary systems and processes essential for successful strategic plan implementation; schools that do not have a fit between strategy implementation and structure are left vulnerable to external changes and internal inefficiencies organizational structure influence the implementation of the strategic plans and poor vertical communication in schools is a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves. It was established that there is a strong and positive correlation between organizational structure and strategic plan implementation ($r = 0.752$; $p < 0.01$). This means that organizational structure has a strong and positive effect on the implementation of strategic plan. When the organizational structure is improved and is not rigid, the implementation of the strategic plan is enhanced.

5.2.2 Findings on Leadership Style and Strategy Implementation

It was observed that respondents agreed that the day to day practices of school administration demonstrates commitment to strategic plan implementation; the school management emphasizes team work and collaboration which are essential components in successful strategic plan implementation; the principal ensures there is continuous evaluation and revision of the strategic plan for effective implementation; the school administration adopts principles of management which bring about continuous improvement and which guide the students, teachers and BoM in working towards strategic plan implementation; the principal ensures all the school stakeholders are involved in formulation and implementation of the school's strategic plan; the school administration regularly ensures that each element contributing to improved learning outcomes from the strategic plan is implemented. The findings showed that there exists a positive strong relationship between leadership styles and implementation of strategic plans ($r = 0.749$; $p < 0.05$). This was interpreted to imply that leadership styles had significant effect on implementation of strategic plans.

5.2.3 Findings on Resource Allocation and Strategy Implementation

It was noted that the respondents agreed that the availability of resources in terms of staff, skills, knowledge, finance and time, is a crucial part of strategy implementation; changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan; resource allocation is oriented to achievement of objectives in the strategic plan; the school allocates adequate resources to the implementation of the strategic plan and that the school has adequate resources to facilitate effective implementation of the strategic plan. In the same light, the respondents

largely held closely related views regarding resource allocation. Resource allocation was found to strongly, positively and significantly affect implementation of Strategic plan. The findings of the correlation analysis were ($r = 0.753$; $p < 0.01$). This implied that resource allocation is very crucial to strategic implementation.

5.2.1 Strategy Implementation

The findings further indicated that respondents on average at least agreed that there is a gap between the school's ability to formulate and communicate sound strategies and the ability to implement this strategies; strategy formulation and strategic control that do not take into account the challenges associated with the implementation of the strategies run the risk of being ineffective; for strategy implementation, effective communication systems have been put in place to ensure that everyone within the school has a good grasp of the strategy and how it relates to their own efforts; strategy implementation is more difficult than strategy formulation; in order to optimize the strategy implementation, key stakeholders within and outside the school must have accepted the rationale for strategy change and the formulated strategies should take into account the means by which they will be implemented. The findings led to the assertion that the secondary schools should pay much attention to the implementation of the strategic plans. It is, therefore, rational to assert that organizational structure, leadership styles, and resource allocation significantly affect the implementation of strategic plans in secondary schools.

5.3 Conclusions

After summarizing the study findings, it was inferred that respondents held closely related views on issues touching on organizational structure; and that organizational structure is considered when planning and implementing the schools strategic plan. More

importantly, it was concluded that organizational structure has a strong and positive effect on implementation of strategic plans.

It was concluded that leadership styles influences the implementation of strategic plans and that the principal ensures there is continuous evaluation and revision of the strategic plan for effective implementation; the school administration adopts principles of management which bring about continuous improvement and which guide the students, teachers and BoM in working towards strategic plan implementation; the principal ensures all the school stakeholders are involved in formulation and implementation of the school's strategic plan. The findings also led to the inference that leadership style had a strong positive effect on strategic plan implementation.

A conclusion was drawn that the allocation of resources greatly affects the implementation of strategic plans; the availability of resources in terms of staff, skills, knowledge, finance and time, is a crucial part of strategy implementation; changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan. In addition, it was inferred that resource allocation strongly, positively and significantly affect implementation of strategic plans.

5.4 Recommendations

The conclusions drawn from the study have led to a number of key recommendations pertinent to the study objectives. It is recommended that the school management need to establish an organizational structure that promotes the formulation and successful implementation of the strategic plans. Also, it is advised that the leadership style adopted by the management should emphasize team work and collaboration which are essential

components in implementation of strategic plans. Moreover, it is recommended that adequate resources should be allocated to the process of implementation of strategic plans.

5.4.1 Suggestions for Further Studies

It will be very essential to carry out further research on subjects touching on strategic plan implementation in other institution and the role of management in successful implementation of the strategic plans.

REFERENCES

- Aldehyyat, J., Al Khattab, A. and Anchor, J. (2011). The use of strategic planning tools and techniques in hotels in Jordan. *Management Research News*, 34 (4): 43-60.
- Akyeampong, K. (2005). Whole School Development – Ghana, EFA Monitoring Report Commissioned Study, Accra, Ministry of Education.
- Andreas, R. (2005) "Strategy implementation – an insurmountable obstacle?", *Handbook of Business Strategy*, Vol. 6 Iss: 1, pp.141 –146
- Ali, M.J. (2010). The Factors Affecting the Effectiveness of Strategic Planning in Public Teacher Training Colleges in Kenya. Kenyatta University, 2008
- Allison, M. and Kaye, J. (2005). *Strategic planning for non-profit organizations: A practical guide and workbook*. John-Wiley and Sons, Inc.
- Boar, B.H. (2003). *The Art of Strategic Planning for Information Technology: Crafting Strategy for the 90's*. New York: John Wiley and Sons.
- Bitange R., Kipchumba, S & Magutu, P. (2010). The effectiveness of performance appraisal systems in private universities in Kenya: an assessment of Kabarak university performance *African journal of business & management appraisal systems* Vol. 1 , 123-132
- Bryson, J. (2005). *Strategic planning for public and non-profit organisations*. Bass San Francisco.
- Chapman, D.W., Snyder, C.W. Jr., Burchfield, S.A. (1993). Teacher incentives in the Third World, *Teachers and Teacher Education*, 9, 3, 301-316.
- Cook, W.J. (1995). *Strategic Planning for American Schools* (2nd Ed.); Arlington, VA; The Cambridge Group.
- Evans, R. (2007). *The Case Against Strategic Planning*, Independent school. Robyn Collins and Wendy Nichols.
- Garber, N. (2006). *Strategic Planning Model & Terminology*, London: Nathan Garber & Associates Co.
- Gay, L.R. (1992). *Educational Research: Competences for Analysis and Application* (4th Ed.). Columbus: Merrill.

- Githongo, S. (2008). Challenges Facing Secondary School Headteachers as Chief Executive to Board of Management in Bomet District, Kenya, Unpublished M.Ed Project, Kenyatta University.
- Githua, B. N. (2004). Planning instruction for quality assurance in higher education. A paper presented at the a workshop on Planning Instruction for Quality Assurance in Higher Education for School Based Programmes, ARC Hotel, Egerton University, Njoro, 21 July.
- Government of Kenya (2012). Development of Education; National Report of Kenya Nairobi: Ministry of Education. 63-112
- Hill, P. W. (2006). What heads need to know about teaching and learning, National College for School Leadership, Melbourne
- Johnson, G. and Scholes, K (2004). Exploring Corporate Strategy. Hemel Hempstead, Prentice Hall.
- Jones, R. (2012). Strategic Planning: Keep it from Failing©2012 Dysat&Jones Retrieved on September 8, 2012, from [Http://www.dysatjones.com/tag/strategic planning/](http://www.dysatjones.com/tag/strategic%20planning/)
- Knight, J. (2007). Strategic Planning for School Managers: Kogan Page, London. Stirling (USA).
- Kothari,C.R. (2007).Research Methodology: Methods and techniques. New Delhi: New age international publishers.
- Mashhadi, M.M., Mohajeri, K., and Nayeri, M.D. (2008). A Quality-Oriented Approach Toward Strategic Positioning In Higher Education Institutions. World Academy of Science, Engineering and Technology 37, 338-342.
- Ministry of Education. (2005). Sessional paper No. 1 2005 on policy framework for education and training and research. Nairobi: Ministry of Education.
- Mintzberg, H., Ahlstrand, B. & Lampel, J. 2004. Strategy safari: the complete guide through the wilds of strategic management. Glasgow: Prentice Hall Financial Times.
- Lawler, E. (2002). The Ultimate Advantage: Creating the High-Involvement Organization. San Francisco, CA: Jossey-Bass.

- Lewa M, Mutuku S and Mutuku M. (2009) Strategic Planning in the Higher Education Sector of Kenya: Case study of Public Universities in Kenya: A Conference Paper Presented At The 1st KIM Conference on Management: A Journal of the KIM School of Management .ISSN 2070- 4730
- MacGilchrist, B., Mortimore, P., Savage, J. & Beresford, C. (1995). Planning matters: the impact of development planning on primary schools, London: Paul Chapman.
- Mugenda, O. M. and Mugenda, A. G. (1999).Research Methods: Quantitative and Qualitative Approaches. Nairobi: Acts Press.
- Malunga, C.W. (2007). Improving the Effectiveness of Strategic Planning in Local NGOs in Malawi. University of South Africa, Pretoria
- Mashhadi, M.M., Mohajeri, K., and Nayeri, M.D. (2008).A Quality-Oriented Approach toward Strategic Positioning in Higher Education Institutions. World Academy of Science, Engineering and Technology 37, 338-342.
- McNamara, C. (2010). All About Strategic Planning: Authenticity Consulting, LLC. Retrieved on August 12, 2011 from <http://www.Managementhelp.org/./models.htm>
- Ngware, M. W., Wamukuru, D. K. and Odebero, S. O. (2006). Total quality management in secondary schools in Kenya: Extent of practice, Quality Assurance in Education, Vol. 14 No. 4, pp. 339-362
- Okumbe, J.A. (2008). Educational Management Theory and Practice. Nairobi: Nairobi University Press
- Orodho, J.A. (2008). Techniques of Writing Research Proposals and Reports in Education and Social Sciences. Nairobi: Masora Publishers.
- Padhi, N. (2004). The Eight Elements of TQM, six sigma Retrieved on March 20, 2010 from <http://www.isixsigma.com/me/tqm>.
- Pearce, J. A., & Robinson, R. B. (2007). Strategic management: Strategy formulation and implementation. Homewood, IL: Richard D. Irwin.
- Republic of Kenya (1998).The Master Plan on Education and Training 1997-2010.Nairobi, Kenya

- Saitoti, G. (2003). Education Sector Review; How Far Have We Come Since Independence and What Still Needs to be Done to meet the Educational Needs of all Kenyans, Report of the National Conference on Education and Training held at the Kenyatta International Conference Centre, Nairobi, 27-29 November, pp. 50-64.
- Schraeder, M. (2002) A Simplified Approach to Strategic Planning: Practical Consideration and an illustrated example. *Business Process Management*, 8 (1), 8-18.
- Singleton. R.A. (1993). *Approaches to Social Research*. Oxford University Press. USA
- Tapinos 2005). "Getting engaged: an inclusive approach to strategy development", *Handbook of Business Strategy*, Vol. 7 Iss: 1, pp.229 – 234.
- Tsiakkiros & Pasiardis (2002) the management of development planning in international schools. *International Journal of Educational Management*, 11(6): 268
- Verspoor, A. (2008). *At the Crossroads: Choices for Secondary Education in Sub Saharan Africa*; Washington DC: The World Bank.
- Wambui, V R. (2010). Factors influencing successful implementation of strategic plans
- Wallace, M. (2004). Towards a contingency approach to development planning in schools, in Hargreaves, D. and Hopkins, D. (Eds). *Development planning for school improvement*, London: Cassell, 150-61.
- Weirich, H. and Koontz, H. (1993). *Management: A Global Perspective*. McGraw Hill International Inc.
- Yabs, 2010). Engaging the board of directors on strategy", *Strategy & Leadership*, Vol. 35 Iss: 5, pp.24 – 28
- Yara, P.O. & Wanjohi. W. C (2011). Performance Determinants of Kenya Certificate of Secondary Education (KCSE) in Mathematics of Secondary Schools in Nyamaiya Division, Kenya. *Asian Social Science*, 7(2)107-112.



**KENYATTA UNIVERSITY
SCHOOL OF BUSINESS
DOCTORAL AND MBA PROGRAMMES COORDINATION OFFICE**

Fax: 8711575
Tel: 020 870 3724
Email: mba-phd@ku.ac.ke

P.O Box 43844 - 00100
Nairobi, Kenya

29th June, 2015

TO WHOM IT MAY CONCERN:

REF: KU/MBA-PHD/RECOMM. LETTERS/VOL IV (9)

RE: BEATRICE NAYIANOI: D53/NKU/PT/23032/2012

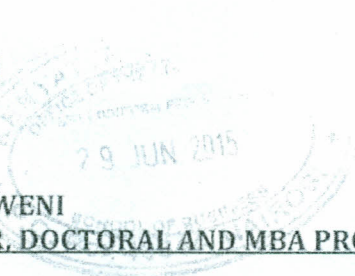
This is to confirm that the above named is a Master of Business Administration (Strategic Management Option) student in the School of Business, Kenyatta University.

She is through with course work and has successfully defended his MBA Project proposal (**Assessment of Factors Influencing the Implementation of Strategic Plans in Public Secondary Schools: A Case of Nakuru North Sub County**). She has done all the corrections that were pointed out by the examiners during the defense and she is now embarking on data collection.

Any assistance accorded to her will be much appreciated by this office.

Thank you.

A handwritten signature in black ink, appearing to read 'Rodwell Mwambweni', is written over a circular official stamp.



**RODWELL MWAMBWENI
FOR: COORDINATOR, DOCTORAL AND MBA PROGRAMMES**

JK/nt

APPENDICES

APPENDIX I: WORK PLAN

This is the estimated time plan of the study. It is essential in that it enables the research to assess the feasibility of conducting the research within the scheduled frame. It will also enable the research to stay on schedule as the research progresses.

ACTIVITY	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015
Background & Problem formulation									
literature review									
Methodology									
Proposal submission , Defences and corrections									
Piloting									
Data collection									
Data analysis									
Project submission and corrections									
Project Defence									

APPENDIX II: BUDGET ESTIMATE

Activity	Research input	Unit	Unit cost	Subtotal
Reconnaissance	Transport to and from Nakuru North	3	1000	3000
Literature review	Library			1800
	Purchase of journals	4	250	1000
	Internet bundles	6	1000	6000
Testing and pre-testing of research tools	Typesetting	100	30	3000
	Printing of proposal copies	18	500	9000
	Binding of proposal copies	18	80	1500
	Stationnaires			1200
	Fuel expenses			5000
	Printing of questionnaires	500	10	5000
	Photocopying questionnaires	1500	3	4500
Data collection	Fuel expenses			10000
	Printing of questionnaires	400	10	4000
	Photocopying questionnaires	200	3	600
Data analysis	Printing papers	1 ream	500	500
	Data entry and analysis			6000
Project Writing	Cartridge	1	4000	4000
	Printing papers	2 ream	500	1000
	Travelling to meet supervisor	6	1000	6000
	Printing of final report	600	10	6000
	Binding of report(hard binding)	6	500	3000
	Sub total			82,100
	Contingency (10%)			8210
	Grand total			90,310.00

Source of Funding: Personal Savings

APPENDIX III: INTRODUCTION LETTER

Dear Respondent,

I am a graduate student at Kenyatta University undertaking a Master's degree in Business Administration. As part of my course work I am conducting a research study on **“Assessment of the Implementation of Strategic Plans in Public Secondary Schools, a Case Study of Nakuru North Sub County”**

You have been selected to participate in this study. I am therefore seeking for assistance in collecting the necessary information by filling in the questionnaire attached herein. This will only take about 10-15 minutes. Kindly note that the information being sought is purely for academic purpose and will be treated with outmost confidentiality

Your participation in the study will be highly appreciated.

Yours sincerely

BEATRICE NAYIANOI

PART B: Effects of Organizational Structure on the Implementation of Strategic Plans

The following are items in relation to effects of organizational structure on the implementation of strategic plans in public secondary schools in Nakuru North Sub County. Please tick where appropriate (√) to show your level of agreement with each statement.

SA=strongly agree A= agree, D= disagree, SD= strongly disagree, DK = Don't Know

	Statement	SA	A	DK	D	SD
1	The fit between the strategic plan implementation and structure of a school leads to better performance.					
2	Organizational structure of the school provides the necessary systems and processes essential for successful strategic plan implementation.					
3	Schools that do not have a fit between strategy implementation and structure are left vulnerable to external changes and internal inefficiencies					
4	Poor vertical communication in schools is a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves.					
5	Organizational structure influence the implementation of the strategic plans					

PART C: Effects of Leadership Style on the Implementation of Strategic Plans

The following are statements in relation to effects of leadership style in the implementation of strategic plans in public primary school in Nakuru Sub-county. Please tick where appropriate (✓) to show your level of agreement with each statement.

SA=strongly agree A= agree, D= disagree, SD= strongly disagree DK = Don't Know

	Statement	SA	A	DK	D	SD
1	The day to day practices of school administration demonstrates commitment to strategic plan implementation.					
2	The school management emphasizes team work and collaboration which are essential components in successful strategic plan implementation.					
3	The school administration regularly ensures that each element contributing to improved learning outcomes from the strategic plan is implemented.					
4	The school administration adopts principles of management which bring about continuous improvement and which guide the students, teachers and BoM in working towards strategic plan implementation					
5	The principal ensures all the school stakeholders are involved in formulation and implementation of the					

	school's strategic plan					
6	The principal ensures there is continuous evaluation and revision of the strategic plan for effective implementation					

PART D: Effects of resource allocation on the implementation of strategic plans

The following are statements in relation to effects of resource allocation on the implementation of strategic plans in public secondary schools in Nakuru North Sub County. Please tick where appropriate (✓) to show your level of agreement with each statement.

SA=strongly agree A= agree D= disagree SD= strongly disagree DK = Don't Know

	Strategies	SA	A	DK	D	SD
1	The availability of resources in terms of staff, skills, knowledge, finance and time, is a crucial part of strategy implementation.					
2	Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan					
3	The school has adequate resources to facilitate effective implementation of the strategic plan					
4	The school allocates adequate resources to the implementation of the strategic plan.					
5	Resource allocation is oriented to achievement objectives in the strategic plan.					

PART E: Strategy Implementation

The following statements regard strategy implementation in the school. Kindly indicate your opinion on each statement. Please tick where appropriate (√) to show your level of agreement with each statement.

SA=strongly agree A= agree D= disagree SD= strongly disagree DK = Don't

Know

Statements	SA	A	DK	D	SD
Strategy implementation is more difficult than strategy formulation.					
The formulated strategies should take into account the means by which they will be implemented.					
In order to optimize the strategy implementation, key stakeholders within and outside the school must have accepted the rationale for strategy change.					
For strategy implementation, effective communication systems have been put in place to ensure that everyone within the school has a good grasp of the strategy and how it relates to their own efforts.					
Strategy formulation and strategic control that do not take into account the challenges associated with the implementation of the strategies run the risk of being ineffective.					
There is a gap between the school's ability to formulate and communicate sound strategies and the ability to implement this strategies					

.....**Thank You for Your Participation**.....