

**DETERMINANTS INFLUENCING THE IMPLEMENTATION OF STRATEGIC  
PLANS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA**

**BY**

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**DECLARATION BY THE CANDIDATE**

This thesis is my original work and has not been presented for a degree in any other University or for any other award to any Institution

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## **DEDICATION**

I dedicate this Thesis to the Almighty God

## ABSTRACT

Strategic planning is the process of setting goals and creating a blue print for an organization's future / vision. From studies carried out, institutions that have embraced strategic planning, implementation part of it has been a challenge. Base line survey in Kakamega County revealed that only 158 public secondary schools out of 401 had embraced strategic planning. A standard assessment carried out in 5 institutions in Mumias Sub County revealed that only 1 school was implementing her strategic plan. The purpose of this study therefore, was to analyse determinants influencing implementation of strategic plans in public secondary schools in Kakamega County. The study was guided by Goal-Based Strategic Planning Model by McNamara (2005) and a conceptual framework showing determinants influencing implementation of strategic plans. Objectives of the study were to; establish the influence of school leadership styles, determine the influence of training of secondary school managers, determine the influence of stakeholders' involvement and determine influence of resources on implementation of strategic plans in public secondary schools from Kakamega County. The study used a combination of descriptive survey design and correlation design targeting a total population of 645 respondents with a sample population of 171. Multiple stage sampling techniques were applied. The study used questionnaires and interview schedules as instruments for data collection alongside document guide list. Questionnaires were validated through application of content validity analysis determined by expert judgement. Piloting of the questionnaires was carried out in ten selected public secondary schools and split half technique applied to ascertain the reliability of the instruments. Correlation co-efficient for BoM, PA, Principals and senior teacher's instruments were .85, .81, .87 and .84 respectively. These values were above 0.7, an indication of high reliability of instruments. Both descriptive statistics and regression analysis were adopted. In addition, the researcher carried out document analysis of strategic plans for individual schools sampled out. The study established that training, stakeholder's involvement and resources had significant influence on implementation of school strategic plans at  $p \leq 0.05$  level of significance with a  $p$  value of 0.005 for training, 0.000 for stakeholder's involvement and 0.043 for resources. The study established that, school managers were not adequately trained in strategic planning process, stakeholders were not fully involved in strategic planning process and resources for implementation of strategic plans were not sufficient. In terms of leadership styles, the study established that all the four leadership styles had no significant influence with a  $p$  value of .305, .805, .979, .103 for democratic, *laissez fair*, transformational and autocratic styles respectively. Regression analysis revealed that autocratic, democratic and *laissez faire* leadership styles had a positive prediction on the implementation of strategic plans in public secondary schools while transformational leadership styles had a negative prediction on the implementation of strategic plans. The study therefore recommends that, all the key stakeholders be fully involved in strategic planning process, the government to allocate more resources in public secondary schools to ensure successful implementation of strategic plans, training module for managers on strategic planning process be formulated and all managers be trained on strategic planning process and the ministry of Education to entrench an organizational culture on strategic planning process in public secondary schools.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BoM</b>	Board of Management
<b>CDE</b>	County Director of Education
<b>CQASO</b>	County Quality Assurance and Standards Officer
<b>EFA</b>	Education for All
<b>ESIP</b>	Education Sector Investment Plan
<b>ESSP</b>	Education Sector Strategic Plan
<b>ERS</b>	Economic Recovery Strategy
<b>FDSE</b>	Free Day Secondary Education
<b>HoD</b>	Head of Department
<b>HRM</b>	Human Resource Management
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KIPPRA</b>	Kenya Institute for Public Policy Research and Analysis
<b>SDGs</b>	Sustainable Development Goals
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PA</b>	Parents Association
<b>SCQASO</b>	Sub County Quality Assurance and Standards Officer
<b>SPP</b>	Strategic Planning Process
<b>UNICEF</b>	United Nations Children Educational Fund



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Strategic planning is a process that spans the whole project period. It is an action-oriented process by which an organization envisions the future and develops the necessary goals, strategies and action plans for realizing the vision. It is said to be all about enabling an organisation to move from its current position to one it aspires to be in order to align it with its goals, objectives and with the environment in which it is working (Torben, 2013). In today's highly competitive business environment, budget – oriented planning or forecasting based planning methods are insufficient for any organisation to survive and prosper (Watson, 2007). The organisation must engage in strategic planning process that clearly defines objectives and assesses both internal and external situations to formulate strategy, implement the strategy, evaluate the progress and make adjustments as necessary to stay on track. Atkinson (2006) aver that as organisations become complex and competition creeps in, there is a need to become smarter by embracing strategic planning process.

Olsen (2016) asserts that Strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. It is a tool that is useful in guiding day-to-day decisions and also evaluating progress and changing approaches when moving forward. As a management tool, he further notes that a strategic plan helps an organization do a better job, because it focuses the energy, resources and time of everyone in the organization in the same direction. It is therefore imperative that each organization, in order to thrive and remain relevant should have a strategic plan that will serve as a road map to realization of her objectives as Cole (2004) posits that no enterprise can be taken in

vacuum. Planning, in essence, is a management activity which begins by defining the aims and objectives of the organisation.

Studies on strategic planning process however, observe that implementation part of the process is the most difficult one Alexander (2011), Hrebiniak (2006), Allio (2000), (Hussey (2000) and Thomson & Strick, (2003) all cited in Yang Li et al (2008), Pearce and Robinson (2009), Abok (2013) and Kirui (2013). Reasons advanced by these studies for the dismal implementation of strategic plans among others point out such determinants as human and financial resources, strategic leadership, and management capacity. Carter and Pucko (2010) on the other hand opine that poor leadership is an obstacle in the execution of strategy. By implication therefore, according to them leadership plays a crucial role in implementation of strategic plans. This study sought to establish if this was applicable to public secondary schools in Kakamega County. Pearce and Robinson (2009) assert that for a strategy to be implemented there should be sufficient resources. They further note that human capital is very important for improved performance and therefore training is very crucial for enhancing performance ability thereby influencing implementation of strategies.

Rajasekar (2014) observed that leadership was the most important determinant influencing successful implementation of strategy in service sector. Ngure (2013) too concurred with Rajasekar (2014) on the influence of leadership in the implementation of strategic plans. The two studies looked at the one aspect of leadership, that one of enhancing communication within the organization. Leadership influence formed part of this study but the study dwelt mainly with influence of leadership styles on implementation of strategic plans.

Ballot, Fakhfakh and Taymaz (2001) found out that training had a positive effect on productivity thus it added value to the worker. They observed that training led to an increase in sale, quality and customer satisfaction alongside motivating the employees. They therefore

recommended capacity building of employees in order to enhance firms' performance. In reference to Capacity building, Cole (2004) notes that training in planning skills and the implementation of the details of strategic plans encourages people to plan and use plans effectively. He notes further that adequate training will equip managers and workers with the necessary competencies and ensure successful implementation of strategic plans. Training formed part of this study with the researcher setting out to establish the influence of training on implementation of strategic plans in public secondary schools from Kakamega County.

Zaribaf and Bayrami (2010) aver that strategy implementation needs the collaboration of everyone within the organization and even outside the organization. Mbaka and Mugambi (2014) in their study factors affecting successful strategy implementation in water sector in Kenya found that an impediment to successful implementation of strategies was lack of involvement of employees during the strategy formulation process. They established that few top-level managements and consultants formulate strategies in the boardrooms and the employees were not ready to support the implementation process because they were not involved in formulation process. Yabs (2010) concurs with Zaribaf et al (2010) when he opines that management should work towards including all stakeholders within the organization in order to make everybody involved empowered, enhance ownership and minimise any resistance to change. He observes that if implementation efforts do not enjoy commitment by majority of employees and middle management then there is a high probability of failure in strategies, same as if they were not consulted in the development.

Mapetere, Mavhiki, Tonderai, Sikomwe and Mhonde (2012) found out that due to low leadership involvement in strategy implementation there was partial strategy success. For successful implementation of strategies, they resolved that all managers and implementers in all organizations need to be involved in the implementation. Stakeholder involvement

therefore is seen as a key success determinant in effective implementation of the strategy. This study set out to establish the extent of stakeholder involvement in strategic planning process of their institutions and its influence on implementation of strategic plans in public secondary schools in Kakamega County.

Abok's, Waititu's, Ogutu's and Ragui's (2013) study indicated a positive relationship between implementation of strategic plans and resources. Their study was in conformity with Pearce and Robinson (2009) assertion that effective resources strengthen their strategic orientation by anticipating the challenges and problems of an organization through creating a reserve of resources that are very unique and strategic in the environment for their survival. Abok et al (2013) study concluded that organization resources played a big role in effective implementation of strategic plans in Non- Governmental Organizations in Kenya. This too informed part of this study where the researcher aimed at establishing the influence of resources on the implementation of strategic plans in public secondary schools from Kakamega County.

The problem with dismal performance in organizations as noted from these studies is typically with implementation of the plans (Oslen, 2017). Successful implementation of a strategic plan therefore is key to any organization's success and survival. A good strategic plan is one that can be implemented. As Lawlor (2006) asserts that best plans and ideas without execution are just plans or ideas, they don't result in much of anything unless they are implemented. A study conducted by Konzi (2012) in Tanzania on the relationship of strategic plan implementation and performance of manufacturing firms clearly indicated that strategic plan implementation was a determinant of any successful organization and was realized by organizational culture and determination by all employees. The study presented two aspects of determinants that influence implementation of strategic plans leaving a gap to

be pursued by other scholars on the determinants influencing implementation of strategic plans that were of interest to this study.

According to KIPPRA (2013) on factors influencing organizational strategy implementation, improper planning too was found to be a reason why organizations failed to achieve their objectives. This study differed from KIPPRA (2013) as it focused on the implementation aspect of strategic plans rather than on the planning aspect. As Alexander (2011) posits that, sometimes successfully implementing a flawed strategic plan may be better than devising an elegant strategic plan that cannot be implemented.

Lawlor (2006) observes that organizations that do not plan have exponentially higher rates of failure than those that plan and implement well their plans. Several studies mention the fact that the kind of strategy that is developed (Alexander, 2011; Allio, 2006) and the actual process of strategy formulation, namely, how the strategy is developed (Kim & Mauborgne 1991, 1993, Singh 1998) will influence the effect of implementation. Leslie (2003) denotes that after corporate strategy has been carefully formulated, it must be translated into organisational actions. Strategy implementation involves everything that must be done to put the strategy in motion successfully. In practice, Leslie (2003) further observes that various strategic plans are normally documented and managers are expected to implement them. However, he avers that implementation must be considered during the formulation process and not later when it may be too late. Concurring with Leslie, Alexander (2011) believes that the need to start with a formulated strategy that involves a good idea or concept is mentioned to the stakeholder's right from the onset, hence stakeholder involvement is very crucial.

Thompson and Strickland (2009) argue that though most studies acknowledge that implementation has become the most significant challenge with only 30% of formulated strategies being implemented, strategy implementation is primarily an administrative task that

involves figuring out workable approaches to execute the strategy. Atkinson (2006) asserts that many organisations are focusing on becoming more competitive by launching competitive strategies that gives them an edge over others. Thus, managing from a point of advantage, with a competitive edge and aiming at thriving and not just surviving. Further, commenting on the issue of competition, Atkinson (2006) notes that in 2009, Japan industry consultants Mark Blaxil and Ralph Eckardt observed that much of Japanese dominance that began in the 1970s was the result of competition enforcement efforts by the Federal Trade Commission and U.S department of Justice.

Globally, some countries have made it mandatory for schools to formulate strategic plans in line with national strategic plans. Bell (2002), notes that in 1989, the United Kingdom (UK) government put emphasis on the staff to develop their own priorities in line with national goals and objectives and come up with strategies to achieve them. In Australia, the government has gone a step ahead and made a guideline of what schools should include in their strategic plan (State of Victoria, 2010). The United Kingdom government passed the 1988 Education Reform Act which gave the responsibility of planning to schools (Giles, 1995) both cited in Njeru et al (2013).

Ezugwu (2013) observes that whereas some countries initiate and implement their development plans, others initiate but do not implement them. He goes on to state that 90% of the plans made by developed world like Japan are fully implemented while in contrast 90% of plans made in developing world like Nigeria are not fully implemented. As a result, even though sound plans are made in most of the developing countries no meaningful development is achieved as the objectives of the plans are not realized due to poor implementation of these plans.



In 1998 Uganda introduced the first five years Education Sector Investment Plan (ESIP), the first genuine educational sector programme (Government of Uganda, 2012). It focused principally on primary education. It was followed by Education Sector Strategic Plan (ESSP) 2004 – 2015. The first ESSP revision 2007 – 2015 reflected towards free secondary education and revision of the curriculum, while the second revision 2010 -2015 prioritised access, equity, relevance and efficiency of education (Government of Uganda, 2012). Currently, Education and Sports Sector Strategic Plan 2017 – 2020 under implementation aims at providing the policy framework that will guide the education sector through its ambitious goal of providing quality education with an insufficient resource envelope (Government of Uganda, 2017)

In Kenya, with the introduction of Results Based Management and Performance Contracting in early 2000, various ministries including the Ministry of Education were to come up with Ministerial Strategic plans. It was a statutory requirement that public organizations, including government ministries develop strategic plans as a means of enhancing result-based management and efficiency in their operations. Strategic planning process was to set the foundation of effective performance measurement systems as individuals and departments would be measured against the set targets. Performance management in public service was therefore to be operationalized by strategic plans. Consequently, in 2006, Ministry of Education came up with her five-year strategic plan 2006-2011 (Ngware, Odebero and Wamukuru 2006).

At Secondary school's level, Boards of Management (BoM) are charged with the responsibility of managing education. As managers of education, BoM are expected to keep in pace with current trends of management. They are supposed to embrace strategic planning process in their management. It is imperative therefore for them to formulate strategic plans

for their respective schools and ensure implementation of the same. It should be noted that planning is one of the functions of management and therefore secondary schools BoM are expected to formulate school's strategic plans and align them with macro level policies and programs such as Vision 2030, Sessional paper No14 of 2013, Basic Education Act 2013 and MoE strategic plan.

Based on national performance indicators on education, the Kakamega County Education Task Force Report of 2014 observed that the situation of access, transition, academic performance, learning environment and overall efficiency of Kakamega's secondary education sector were relatively poor. The report further noted that many challenges still persisted in terms of management capacities, professional strength, community participation, sponsors and parity. Strategic planning, prioritization on the part of institutions and overall leadership further presented many obstacles to the education sector in the County (Kakamega County Education Task Force Report, 2014). For instance, academically, an analysis of secondary school's national examinations (KCSE) results for the last five years (2014 – 2018) revealed a worrying and declining trend in the overall performance of the County in terms of quality grades as indicated in Table 1.1.

**Table 1.1: Kakamega County KCSE Examination Analysis Results Quality Grades 2014 - 2018**

<b>Year</b>	<b>Entry</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>Total</b>	<b>%</b>	<b>M/S</b>
2014	22414	78	501	869	1391	2029	2564	7432	<b>33.2</b>	<b>5.654</b>
2015	23857	48	358	918	1473	2335	2881	8013	<b>33.5</b>	<b>5.625</b>
2016	26456	1	126	386	730	1104	1668	4015	<b>15.2</b>	<b>4.190</b>
2017	28292	2	52	202	445	795	1305	2081	<b>7.0</b>	<b>3.815</b>
2018	31117	1	75	216	614	1257	1798	3961	<b>12.7</b>	<b>4.068</b>

**Source: KNEC, 2019**

The table above shows an analysis of KCSE examinations results in Kakamega County for the last five years (2014 to 2018). From the table, the total number of candidates has been increasing each ensuing year while quality grades have been declining. In 2014 the total candidature was 22414 against total quality grades of 7432 a representative of 32.2% whereas in 2018 the County had a candidature of 31117 with quality grades of 3961 representing 12.7% of the total candidates who sat for KCSE in that year. This was a drastic drop in quality grades. From 2016 to 2018 in terms of quality grades the County's performance was on a downward spiral. From this table, the County had never realised a mean score of 6 and above for the five years as indicated above. The highest mean was 5.654 in 2014. This dismal performance of public secondary schools in Kakamega County therefore calls for a deliberate course of action (strategies) to avert the crisis.

During the same period, in terms of quality grades Kakamega County performed dismally as compared to her neighbouring Counties namely Nandi, Vihiga, and Siaya Counties. For instance, a comparative analysis of the 2013 KCSE performance between Kakamega County and her neighbouring Counties confirmed dismal performance of public secondary schools in Kakamega County as indicated in Table 1.2 below.

**Table 1.2: Comparative Analysis of 2013 KCSE Results between Kakamega County and her Neighbouring Counties**

<b>County</b>	<b>Candidature</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>Total</b>	<b>% Pass</b>
Kakamega	20588	60	318	656	1034	5.0
Nandi	8909	107	247	376	730	8.2
Vihiga	9903	111	300	483	894	9.0
Siaya	10716	240	685	779	1704	15.9

**Source; KNEC, 2014**

The above table shows a comparative analysis of 2013 KCSE examinations results in Kakamega County and her neighbouring Counties. From the table, the total number of the 2013 candidates that attained quality grades in Kakamega County, that is to say, mean grade B (plus) and above were 1034 out of a whopping candidature of 20588, a percentage of 5%. Nandi County had a total of 730 quality grades from a candidature of 8909, a percentage of 8.1%, Vihiga County with a candidature of 9903 had 894 quality grades, a percentage of 9% while Siaya County that had a candidature of 10716 got 1704 quality grades, a percentage of 15.9%. From this data, Kakamega County performed dismally in terms of quality grades despite having the largest Candidature, in fact more than twice the rest of the three Counties. This dismal performance in KCSE examinations alongside in other sectors namely access, transition, management capacities, learning environment and overall efficiency as noted earlier calls for a deliberate course of action (strategies) to address the situation. Hence an area of interest to the researcher.

Akinyele and Fasogbon (2007) study examined the impact of strategic planning on organization performance and survival. They opined that many organizations spend most of their time reacting and reaching to unexpected challenges and problems instead of anticipating and preparing for them. What they called, crisis management. Their study discovered that organization performance and survival was a function of strategic planning. They therefore concluded that organization should accord priority to the elements of strategic planning. This is the reason why it is imperative that all secondary schools in Kakamega County should be able to deliberately formulate and implement strategic plans. Without effective execution of strategic plans, issues affecting public secondary schools in Kakamega County may not be sorted out and these institutions may not be able to realize their goals and objectives. As Lawlor (2006) assert that the outcome of strategic planning is only a set of plans and intentions. By itself, he opines that strategic plan produces no action, no visible

changes in the firm unless it is executed effectively. In support of this, Watson (2007) aver that more research findings have shown that organizations that engage in strategic planning process perform better than those that do not embrace it.

A baseline survey carried out by the researcher found out that only 158 (39%) public secondary schools in Kakamega County out of 401 were undertaking strategic planning process. During the same period, a standard assessment carried out in Mumias Sub-County of Kakamega County in five secondary schools in February 2014 reported that only one secondary school had reviewed her strategic plan and was on course in implementing the plan. Two other institutions had strategic plans documents that were still in draft form yet the implementation period had expired and nothing as per the strategic plans had been realized. The remaining two other institutions, their strategic plans which were “professionally developed” (by a consultant) had not been adhered to and therefore not implemented at all (SCDE, Mumias).

A survey by Ngware, Odebero and Wamukuru (2006) showed that over 60% of schools in the Country did not have strategic plans. Similarly, a baseline study conducted by Njeru, Stephen and Wamboi (2013) in Embu District showed that only two (2) out of twenty-four (24) public secondary schools 8.3% had formulated and were trying to implement their strategic plans. From this baseline survey therefore, strategy implementation was still a challenge to a number of public secondary schools in Kenya hence an area of great interest to the researcher.

## **1.2 Statement of the Problem**

As a statutory requirement by the Kenyan government in early 2000, all public institutions in Kenya were to develop strategic plans as a means of enhancing results-based management. In public secondary schools therefore, strategic planning was to set the foundation for effective performance measurement and subsequently enhance school's performance. Studies indicate that about 30% of public secondary schools have slowly embraced strategic planning process but implementation part of it still remains a challenge, resulting in well formulated strategies in a number of institutions that are hardly implemented.

The education status of public secondary schools in Kakamega County in terms of access, transition, academic performance and learning environment is dismal as observed by the Kakamega County Education Task Force of 2014 and required a deliberate attention to address it. Schools are supposed to continually formulate, implement, assess and improve on strategies so as to enhance their performance. The whole process of strategic formulation and implementation needs to be successfully executed. The reason for dismal performance in institutions as noted earlier, is due to their failure or inability to implement the strategy.

Based on this rationale therefore, all public secondary schools in Kakamega County ought to aggressively undertake strategic planning process in order to enhance their performance. Their strategic plans should be formulated with intentionality and practicality. Unfortunately, this seems not to be the case. For the few public Secondary schools in Kakamega County that had formulated strategic plans, some of them, their strategic plans documents could be found on book shelves gathering dust, rather than on desk top being implemented. This study therefore sought to address the question, what are the determinants influencing implementation of strategic plans in public secondary schools in Kakamega County, Kenya?

### **1.3 Purpose of the Study**

The purpose of this study was to analyse determinants influencing implementation of strategic plans in public secondary schools in Kakamega County.

### **1.4 Objectives of the Study**

Objectives of the study were;

- i) To establish the influence of school leadership styles on implementation of Strategic Plans in public secondary schools in Kakamega County.
- ii) To determine the influence of training of secondary school's managers on the implementation of strategic plans in public secondary schools in Kakamega County.
- iii) To determine the influence of the stakeholders' involvement on the implementation of the strategic plans in public secondary schools in Kakamega County.
- iv) To determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County.

### **1.5 Research Question**

- i) What is the influence of school leadership styles on implementation of strategic plans in public secondary schools in Kakamega County?
- ii) What is the influence of training of public secondary school managers on the implementation of strategic plans in public secondary schools in Kakamega County?
- iii) What is the influence of stakeholders' involvement on implementation of strategic plans in Kakamega County?
- iv) How do resources influence implementation of strategic plans in public secondary schools in Kakamega County?

## **1.6 Significance of the Study**

This study would be of great help to educational planners since it would unearth factors that influence execution of strategic plans in public secondary schools in Kakamega County and enhance their implementation. The rationale for this being, if implementation is poor all other elements of strategic planning process become a waste of time, resources and efforts.

## **1.7 Assumption of the study**

The study design assumed that;

- i) All public secondary schools in Kakamega County were undertaking strategic planning process
- ii) Strategic planning process was likely to enhance performance in the management of public secondary schools in Kakamega County

## **1.8 Limitations of the Study**

- i) Qualitative data obtained by the researcher could not be verified since it depended on the notes taken by the researcher from the information given during the research.
- ii) This study looked at the four determinants influencing implementation of strategic plans in Kakamega County though there could be other determinants too.
- iii) Up to 60% of public secondary schools did not have strategic plans documents in place hence narrowing down the target population and sample size thereby restricting the researcher to a small population.



## **1.9 Theoretical Framework**

The study was guided by Goal-Based Strategic Planning Model by McNamara (2005). The model outlines a planning process in ten steps as follows;

First step, organizational management should 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. Second step, management should carry out a strategic analysis to identify and prioritize major goals and issues in an organization. This may entail identifying goals and issues in each administrative task area. Third step, management to 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. Fourth, management to 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. Fifth, management to establish action plans: this may involve crafting objectives, identify resources needed, and distribute roles and responsibilities for implementation among stakeholders. The objectives should be specific and properly worded so that people are able to assess the achievement or not, of the objectives. Sixth, management to write the strategic plan document. This entails recording goals, strategies, programs, vision and mission statements and SWOT analysis into one document. Seventh, management should develop the yearly operating plan document. Identify the programs which should be

implemented in each year of the multi-year Strategic Plan. Eighth step, management should develop and authorize the budget (allocate funds) for year one of the Strategic Plan. Ninth, management should conduct the year one operations. And lastly tenth step, the management should monitor, review and update strategic plan document.

The above ten activities outlined by McNamara's Goal-Based strategic planning model were used in the study while analysing determinants influencing Implementation of Strategic Plans in Public Secondary Schools in Kakamega County. The model also guided in the formulation of instruments in particular the check list on implementation status of the school's strategic plans.

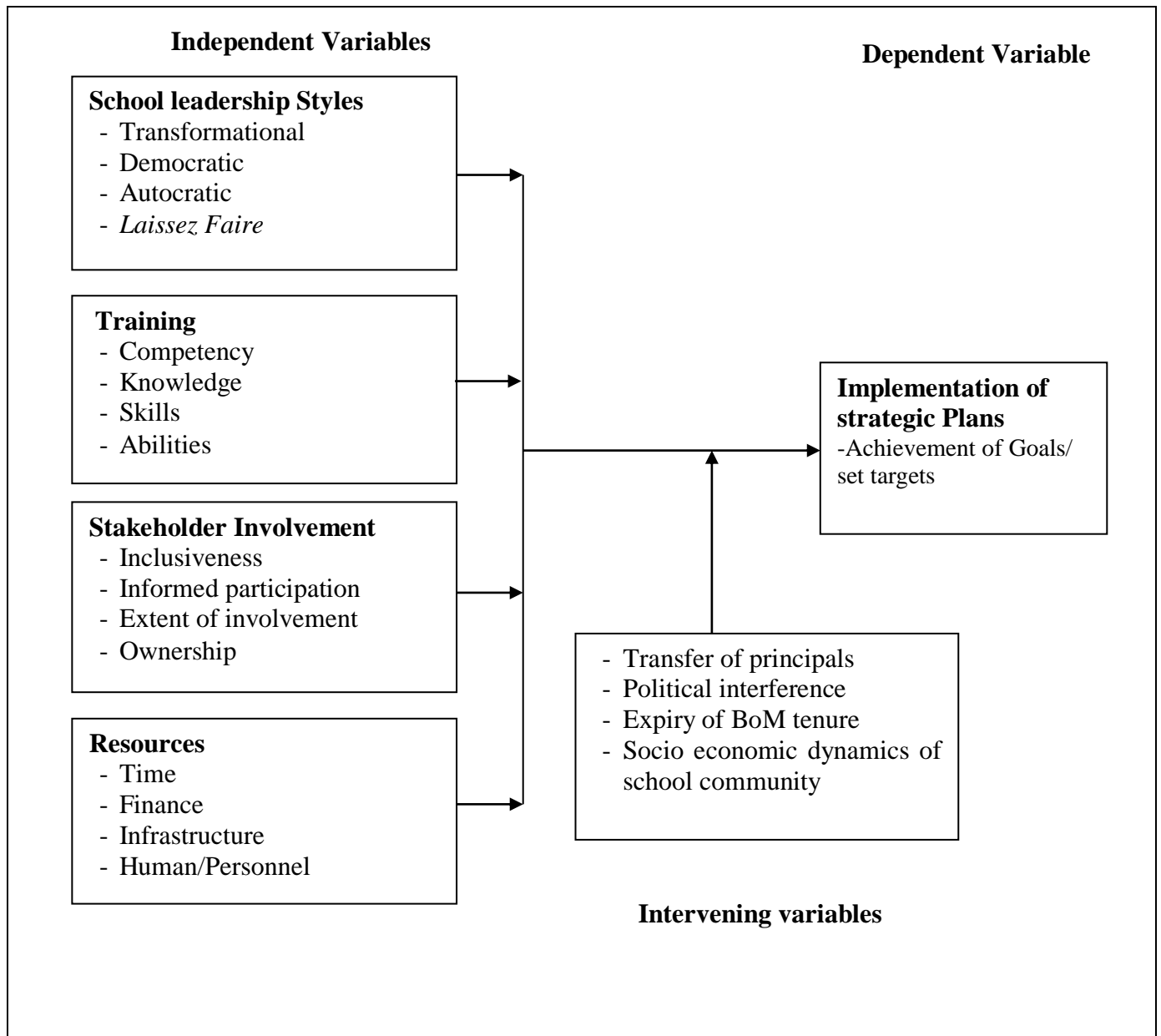
### **1.10 Conceptual Framework**

This study was based on the fact that for successful implementation of any project or plan for that matter, the top management at corporate level in an organisation or institution has to come up with institutional goals or objectives to be realized within their respective institutions or organizations. The school management has to provide a blue print on strategic planning and ensure implementation of the same. The management of these institutions should have the requisite capacity that is to say, knowledge, skills and ability in strategic planning process. This capacity is acquired through adequate training. Further, successful implementation of any plan requires the total support and consensus of all the stakeholders, in particular internal stakeholders. This therefore calls upon their full involvement and participation in the whole process of planning right from the inception or formulation of the plan. Finally, human resources, material resources as well as time and financial resources are crucial in implementation of any project or strategic plan for that matter.

Implementation of strategic plans can be hampered with the change in management. This can be as a result of transfer of the principals or expiry of tenure of Boards of Management while in the process of implementing the strategy. The new management may come up with a different way of dealing with issues or may not be keen with pursuing the vision of their predecessor. Political interference in the management of public secondary schools can also affect the implementation of strategic plans since politicians may be keen on championing their political interests at the expense of the school's interests. Socio economic dynamics of school community can also affect the implementation of strategic plans either positively or negatively. The community within which the institution is located in will have an impact on the school depending on their attitude or affluence and consequently affect the implementation of the school's strategic plan in case of a negative attitude. However, if these intervening variables are handled and properly contained, schools will be able to implement their strategic plans as per their implementation matrix which will in turn enhance their performance.

In this study, the researcher was able to take care of other variables by the use of regression analysis model. Statistical regression analysis controlled every variable in this study. The role of each variable was isolated. Regression analysis did so by estimating the effect that changing one independent variable had on the dependent variable while holding all other variables constant. This process allowed the researcher to learn the role of each independent variable without worrying about the other variables in the model. It was from this premise that the researcher drew the conceptual framework that presented the conceptualization of the interactions of variables in the study as shown in Figure 1.1

**Figure 1.1: Determinants Influencing Implementation of strategic plans**



## 1.11 Operational Definition of Terms

The following terms have been operationalized as used in the text

**Determinants:** Refers to causal reasons for implementation of strategic plans

**Implementation Index:** Refers to scheduled set of activities designed to be undertaken to actualize or realize the strategic plan

**Performance:** Achievement or realization of the set targets as per the strategic plan

**Quality Grades:** Refers to Grade C plus and above

**Resources:** Refers to financial, time, human and infrastructural facilities for strategic planning process

**School Managers:** In this study this refers to the Board of Management chairpersons, Parents, Principal and Senior teacher

**Stakeholders:** Persons or group with a common interest in an organization. In this study refers to Parents, teachers and school management

**Strategy:** A series of activities that will enable schools to achieve their targets

**Strategic Plan:** A blue print that details how schools intend to attain specified and pre-designed objectives or goals and targets

**Strategic Implementation:** A deliberate and sequential set of activities directed towards execution of the strategic plan

**Training:** Extent of acquisition of the requisite knowledge, skills and abilities in Strategic Planning Process through designed learning experiences

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The purpose of this study was to analyse determinants influencing implementation of strategic plans in public secondary schools. The review of literature pertinent to the study therefore focused on;

- i) Influence of leadership styles on implementation of Strategic Plans
- ii) Influence of Training on Implementation of Strategic Plans
- iii) Influence of Stakeholders Involvement on Implementation of Strategic Plans
- iv) Influence of Resources on Implementation of Strategic Plans

#### **2.2 Influence of Leadership Styles on Implementation of Strategic Plans**

According to Carter and Pucko (2010), while a well-formulated strategy, a strong and effective pool of skills and human capital are extremely important resource for strategy success, poor leadership is one of the main obstacles in successful strategy implementation. The need for effective leadership, they note, outweighs any other factor. From their observation therefore, one can deduce that leadership has a significant influence on implementation of strategic plans in organizations. Theodore and Michelle (2009) aver that leadership styles refers to the patterns of behaviour, assumptions, attitudes or traits exhibited by individuals in attempting to provide leadership which may include among others, transformative, democratic, autocratic and *laissez fair*. This study therefore set out to establish the influence of these leadership styles on implementation of strategic plans in public secondary schools from Kakamega County.

Hallinger and Heck (2002) assert that the critical aspect of leadership is helping a group to develop shared understanding about the organization, its activities and goals that can undergird a sense of purpose or vision. According to them, the most fundamental theoretical explanation for the importance of leaders' direction – setting practices are goal- based theories of human motivation. According to the theories, people are motivated by goals which they find personally compelling, as well as challenging but achievable. They further recommend that leaders should apply transformative leadership theory so as to influence positively their subjects.

Transformative leadership theory rests on assertion that certain leader behaviours can arouse followers to a higher level of thinking. By appealing to follower's ideals and values, transformational leaders enhance commitment to a well- articulated vision and inspire followers to develop new ways of thinking about problems. Transformational leaders make their organization's mission salient and persuade followers to forgo personal interest for the sake of the collective. When followers equate their own success with that of their organizations' and identify with the organizations' values and goals, they become more willing to cooperate in order to make a positive contribution to the work context. Their assertion echos Ngure (2013), who notes that the guidance and direction of the leaders, that is, leadership style is important in ensuring that strategies are implemented successfully and desired outcome are achieved. In support of the above, Avolio and Bass (2004) aver that manager who exercise the transformational leadership behaviour of inspirational motivation enjoys project success. Inspiration, they state, is defined as inspiring and empowering followers to enthusiastically accept and pursue challenging goals and mission.

Transformational leadership emphasizes the importance of leaders' relationship with followers. A transformational leader is a person who stimulates and inspires followers to

achieve extraordinary outcomes. Robbins and Coulter (2007) posit that transformational leaders pay attention to the concern and developmental needs of individual followers. They change follower's awareness of issues by helping them to look at old problems in a new way, and they are able to arouse, excite and inspire followers to put extra effort to achieve organizational goals, objectives and vision. As Warrilow (2012) assert that, it is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interest of the organization.

While studying how implementation of co-operative strategies affect business units' performance, Menguc, Auh and Shih (2007) argue that managers' use of transformational leadership skills results in the best competitive strategies, including innovation differentiation, marketing differentiation and low cost of product. They note that this leadership style affects implementation by driving the strategy, maintaining focus, being visionary and acting as a driver for change management necessitated by the new strategy.

Koech and Namusonge (2012), conducted a study on the effect of leadership styles on organization performance. Their study was in State Corporation at Mombasa Kenya. One of the key variables of their study was laissez faire leadership style. The results of the study showed that laissez faire leadership style was not significantly correlated to organizational performance. They therefore recommended that managers should discard laissez faire leadership by becoming more involved in guiding their subordinates and should formulate and implement effective reward and recognition system. Their study showed that adoption of democratic leadership style, where the owner and the employee are involved in the decision-making improved implementation of strategic plan and so was the use of autocratic style. Laissez fair leadership style, their study notes that, can only be used in situations where employees have high skills and are capable of working solely on their own, which is



extremely rare in most organizations. As Northouse (2007) observe that *laissez fair* leaders abdicates responsibilities and avoids making decisions. They instead let members in an organization to make all decisions. Since they believe in freedom of choice and avoids active participation in the responsibility of setting goals, clarifying expectations and giving directions.

In her study, Ngure (2013) observed that Co-operative bank predominantly uses participative (democratic) leadership style and transformational leadership style. She found out that this leadership styles greatly influenced strategy implementation. In her study, she observed that the guidance and direction of the leader, that is leadership style was important in ensuring that strategies are implemented successfully and desired outcomes are achieved. The key findings of the study were that Co-operative bank of Kenya predominantly use participative (democratic) leadership style and transformative leadership style. Her study found out that the two leadership styles greatly influenced strategy implementation and recommended that organizations should use various leadership styles characteristics to influence strategy implementation. This study sought to establish if this could be applicable to public secondary schools in Kakamega County.

Murigi (2013) conducted a study on influence of headteachers' leadership styles on pupils' performance in Murang'a Kenya. Her study revealed that the autocratic leadership style was the least significant in influencing of pupils. Autocratic style she observed had very little impact as compared to other styles of leadership. Autocratic leaders give clear expectations for what needs to be done, when it should be done and how it should be done. They make decisions independently with very little or no input from the followers. According to Fletcher (2001), autocratic leaders are rigid in their thinking and perceptions and believe that employees have minimal abilities and need extremely closer supervision and direction, and

that controls are needed to their compliant behaviour. This style of leadership results in minimal or no innovation and virtually no personal or organizational change, growth and development. This could be probably why its impact on implementation is rated insignificant. However, this study set out to confirm whether this style was a determinant or not for strategic implementation in public secondary schools in Kakamega County.

Chege, Wachira and Mwenda (2015) sought to analyse the effect of leadership styles on implementation of strategic plans in Small and Medium Enterprises (SMEs) in Nairobi. Their study recommended that organizations should use all the three leadership styles – autocratic, democratic and *laissez faire*, to maximize implementation of strategic plans. Their study found out that the fate of SMEs was closely related to the leadership style of the manager and the strategies they chose to implement.

Gary (2008) opines that to survive and prosper in today's turbulent and uncertain environment, organizations need leaders who are flexible and adaptive. These leaders, he further notes, must be able to understand the complex relationships among performance determinants and recognize what can be done to influence them in a beneficiary way. Leaders can improve the performance of an organization by influencing the performance determinants. One form of influence is the use of specific leadership behaviours in interactions with subordinates, a second form of influence involves decision about management programmes and systems and organizational structure. A third form of influence involves decision about competitive strategy for the organization. These three forms of influence must be used together in a consistent way for effective strategic leadership.

According to Northouse (2007), democratic leadership is sometimes referred to as enlightened leadership. He asserts that an individual who employs this style recognizes each person's self-worth and esteem. This leadership style fosters open communication among all

employees at all level. Democratic leaders share decision making with other members. He further asserts that this type of leadership is associated with higher morale in most situations since it puts emphasis on group participation alongside involving all employees in decision making and reaching consensual decisions. It also encourages innovation and successful implementation of plans.

A study carried out by Johnson (2016) on Small and Medium Enterprises found out that the adoption of democratic leadership style where the owner and the employee are involved in the decision-making improved implementation of strategic plan. This was due to open communication in the business and constant feedback, encouragement of teamwork, caring of employees and delegation of authority that played a significant role.

A study carried out by Ogbeide and Harington (2011) to determine relationship among participative management style, strategy implementation, success and financial performance in the food service industry in United States of America, found out that higher level of action plan implementation success for the restaurant firms were more likely to use participation in decision-making and plan execution. Small firms, they concluded were likely to use approach with greater participation than large firms.

One of the objectives of this study was to establish the influence of leadership styles on implementation of strategic plans in public secondary schools from Kakamega County. Chairpersons of secondary schools Boards of Management and Principals of public secondary schools are expected to provide leadership over their respective institutions. As leaders they are expected to influence their subordinates in realization of organizational goals and vision through their inherent leadership styles.

From the literature reviewed, studies aver that various leadership styles have different impact or varied influence on implementation of organizational goals. Some of these studies recommend application of all styles while others put emphasis on one or two styles of leadership for successful implementation of strategies. Inversely, other styles are dismissed by some studies as being insignificant in influencing implementation of strategies. This study therefore sought to establish if leadership styles could be a determinant influencing implementation of strategic plans in public secondary schools of Kakamega County so as to concur with some of the studies or depart from them in case of divergent or contrary findings. In addition, the study sought to find out which leadership style is predominantly used in Kakamega County and its influences or effect on implementation of strategic plans in public secondary schools from the County.

### **2.3 Influence of Training on Implementation of Strategic Plans**

Guest (1987) cited in Thang, Quang, and Buyens (2010), developed a theoretical framework which showed how Human Resource Management (HRM) policies affected human resources and organisational outcomes of the firm. The strength of Guests model was its available analytical framework for studying the relationship between HRM policies and organizational performance that expressed pathway for more careful, clear and ease of empirical testing. Guest (1987) observed that training and development policy played an important role in HRM and contributed to improved strategic integration, employee commitment flexibility and quality. He opined that HRM outcomes could lead to high performance, high problem-solving activity and high-cost effectiveness in an organization.

According to Thang, Quang and Buyens (2010), no organisation can attain its goals or organizational strategy without labour that has the right knowledge, skills, abilities, behaviour and attitude. They further assert that training plays an important role in improving the quality

of employees directly and effecting on firm performance through human resource outcomes. They recommend that organizational researchers studying training and firm performance need to consider the impact of various dimensions of employee training programmes in relation to the firm's expectations.

Dearden, L et al (2005), in their study on the impact of training on productivity and wages, found out that training was associated with significantly high productivity. Thus, raising the proportion of workers trained in an industry by one percentage (say from the average of 10% to 11%) was associated with an increase in value added per worker of about 0.6% and an increase in wages of about 0.3%. They found out that the magnitude of the impact of training on wages was only half as large as impact of training on productivity. This was an indication that, the importance of training on performance was very significant and could not be underestimated at all.

Carrion and Jeger (1997), Ballot et al (1998), and Delame and Kramarz (1997) all cited in Dearden et al., (2005), used French firm level panel data to look at the effects of training on value added and found a positive and significant effects. They found a statistically and economically significant effect of training on industrial productivity. The productivity effect of training was twice as large as the wage effect. They concluded that workers with higher human capital as a result of training were more likely to perform better than those with less or no training at all

In 1982, having noted the significance of training on productivity and the necessity to improve the skills and understanding of all those who were involved in the project, Australian Centre for International Agriculture Research (ICIAR) placed more emphasis on capacity building. This was aimed at ensuring long term sustainability and impact of the outcomes of the research projects (Gordon, et al, 2007). Closely echoing ICIARs school of thought, Cole

(2002) avers that the purpose of training is mainly to improve knowledge and skills and change the attitude behaviour so as to increase productivity. He further notes that development of skills through training is one of the factors in sharpening competitiveness and improved organizational performances.

Alexander (2011) study on implementation of strategies in corporations revealed that over half of the corporations studied experienced challenges frequently. For instance, the employees involved had insufficient capabilities to perform their tasks as managers provided inadequate training. Buluma et al., (2013) observed in their study that a majority of employees in the municipal council of Eldoret were not adequately trained on implementation of strategic plans. They found out that most of them faced challenges in implementation of council's strategic plan due to inadequate training. Consequently, they recommended that training of employees on matters focusing on strategic plan was very crucial in ensuring effective implementation of strategic plans. Their findings and recommendations concurred with Alexander's study (2011) which revealed that there were many problems which organizations experienced frequently as a result of involvement of employees who had insufficient capabilities to perform their jobs due to insufficient training.

Ingram (2012) observes that the people working in the project management unit are key to achieving effective implementation of the plans. He notes that, staffing competent employees involve recruiting, training and retaining a capable and adoptable workforce that is knowledgeable, dependable and versatile. If all the other elements are present but the workforce does not meet these criteria, then achieving the objectives of an organization may be nearly impossible. It is only knowledgeable, dependable and versatile employees that have the ability to overcome the obstacles to change and can meet performance goals even when other resources are scarce (Ingram, 2012).

This study analysed the training status of education managers in public secondary schools from Kakamega County on strategic planning process and sought to establish if at all it had any influence on the implementation of strategic plans in their respective institutions. Whereas Buluma et al (2013) study was on Municipal council, this study restricted itself to public secondary schools. From the literature reviewed, it is explicit that training enhances performance since it equips one with the relevant knowledge, skills, attitudes and abilities that enables one to perform tasks better. Lack of training therefore can be an impediment in performance hence if school managers have not been sufficiently trained on strategic planning process it will be foolhardy to expect them to implement a program, they have no knowledge of. Probably, this could also be an explanation to why most public secondary schools in Kenya about 60%, were yet to embrace strategic planning process. The study also sought to establish whether there were training modules on strategic planning process that were particularly tailor made for public secondary school's managers in Kenya that could enable them acquire the requisite competencies in strategic planning process.

#### **2.4 Influence of Stakeholders Involvement on Implementation of Strategic Plans**

Freeman (2001), having noted that the concept of stakeholder was one of the most attractive conceptual devices in business, brought it to the forefront of academic research. In his seminal publication, Freeman observed that stakeholders could be internal (employees, managers and directors) or external (the local community, customers, suppliers, government agencies, unions, competitors and activist) and had to have some form of involvement in the organization for its success.

In his Stakeholder Theory, Freeman (1984) cited in Freeman, Harrison, Wicks, Parma and Colle (2010) observes that core idea of the theory is that organizations that manage their stakeholders' relationships effectively will survive longer and perform better than

organizations that don't. He further asserts that in order to achieve optimum results, all stakeholders' interest and objectives regarding an organization must be incorporated into the process. Stakeholder theory tries to answer three general questions;

- i) Who (or what) are the stakeholders of the firm?
- ii) What do they want?
- iii) How are they going to get there?

In other words, stakeholders' attributes, interests and influence are looked at respectively. Stakeholder theory therefore by implication, allows a wide range of influencers when developing a strategy. Freeman and Mcvea (2001) assert that managers must formulate and implement processes which satisfy all and only those groups who have a stake in business. The interests of the key stakeholders must be integrated into the very purpose of the firm. To survive in a turbulent environment, they further assert that, management must direct a course for the firm. And to successfully change the course, they go on to aver, management must have the support of those who can affect the firm and understand how the firm affects others. They then sum up by stating that to understand stakeholder relationship is, at least, a matter of achieving organizations objectives which is in turn a matter of survival.

In her study Mwajuma (2013) found out that the lack of full involvement of stakeholders in planning was a hindrance to effective implementation of the strategic plan with most staff at implementation stage pointing simple flaws that could have been avoided if the process was fully and totally inclusive. She observed that the support of all stakeholders was crucial to the success of the firm. For successful strategies are those that integrate the interests of all stakeholders. Letting (2009) concurs with Mwajuma by asserting that involvement of stakeholders from the beginning of strategy planning to the implementation stage is a key



success factor in effective implementation. On the other hand, Pearce & Robinson (2009) observed that stakeholders could not be overlooked especially during implementation stage of a strategy. They go on to affirm that stakeholders ought to be consulted from the onset or inception stage of the strategic planning process.

Nobble (1995) cited in Yang Li et al (2008) assert that lack of shared knowledge with low level management employees creates a barrier to successful strategy implementation. On the other hand, McGinn and Welsh (1999), state that all actors in an institutional or organizational context are potential stakeholders in implementation of programs. They go on to state that active involvement of stakeholders in organizational planning and decision-making increases the likelihood of successful action. This is so because, it increases their understanding about the goals, objectives and constraints. It also heightens the legitimacy of whatever policies are finally chosen, and contributes to mobilizing support for policy implementation. On the same note, Cole (2004) posits that if managers and other employees are consulted in the development of strategic plans, they will feel some responsibility for their success and ownership of their implementation.

Macmillan and Tampoe (2000) aver that most modern manpower thinking emphasizes the importance of involving as many minds as possible for strategic planning can no longer be left to senior managers alone. He goes on to say that managers and teams can feel committed to plans they have collectively produced themselves or have helped shape. A number of authors have focused on the role of consensus for strategy implementation. For instance, Nielson (1983) cited in Yang Li et al (2008) posits that firms must achieve consensus both within and outside their organisation in order to successfully implement business strategies. This study therefore sought to establish if public secondary school's managers were fully involving all stakeholders in formulation and implementation of their respective strategic

plans. The assumption being that, the extent of involvement of stakeholders or lack of it in strategic planning Process of their institutions right from the onset was most likely to have an influence on the implementation of the very strategic plans.

Mwajuma (2013) in her study observed that the NGOs that used systems approach in regard to stakeholders were most likely to succeed in their implementation of strategy. Systems approach concentrates on the holistic entity of the system without neglecting the components. It attempts to understand the role each component plays in the system while simultaneously understanding the activity of the whole system. She therefore concluded that stakeholders were important in the successful implementation of strategies at NGOs in Kenya and their role should therefore not be underestimated.

While commenting on stakeholders' involvement in strategic planning process and benefits of strategic plans, Aldehyyat et al (2011) and Ngware et al (2006), posits that a school that formulates and implements strategic plans derives benefits such as having negotiated and agreed clear goals and objectives. They further assert that communication of the schools set goals to various stakeholders, alongside building strong and functional teams in management staff who have a clear vision of how the school will be in future, is likely to steer the school to greater heights of excellence and commit the school funds to a well organised and coherent development as per the institutions strategic plan. Echoing Aldehyyat et al and Ngware et al, Kirui (2013) observed that lack of involvement of employees by the management in strategic planning process was an impediment to the implementation of the very strategy.

Lewa and Mutuku (2009), in their study, strategic planning in the higher education sector of Kenya, recommended that Tertiary institutions create a higher level of involvement of faculty members in any further strategy development and review to avoid hands off approach and lack of ownership on the parts of lecturers who were the implementers. The study

recommended that public Universities should encourage active participation of as many stakeholders as possible including the faculty, administration, industry, education authorities, students and alumni. In this way, they observed, synergy and ownership would be built in the process and thereby enhance performance.

In their study, Buluma, Maende and Bonke (2013) found out that the failure by the Eldoret Municipal council to implement her strategic plan was due to not adequately involving employees in the participation and decision making on matters focusing on implementation of the council's strategic plan. Their study concluded that this less involvement played a significant role in the failure to implement the council's strategic plan and therefore recommended that the council should allow all the staff to participate fully in the strategic planning process – from the formulation of the strategic plan up to the evaluation stage of their strategic plan. Seem to be echoing Buluma et al (2013), Hrebniak (2006) findings revealed that the process of interaction and participation among top management team and everybody in the firm led to greater commitment to the firms' goals and strategies which in turn ensured successful implementation of the firms chosen strategy.

This study sought to determine the extent to which management of secondary schools were fully involving all the stakeholders in the strategic planning process of their respective institutions with a view that individuals who work towards the same goal and objective are more likely to achieve more than those who go it alone. The study therefore assessed the extent to which schools were embracing collaborative approach in strategic planning process – a participatory and consultative approach that involves all stakeholders fully as opposed to the Sinaic approach - a one-person management style. In the process, the study determined the influence of stakeholders' involvement in the implementation of strategic plans in public secondary schools in Kakamega County.

## **2.5 Influence of Resources on Implementation of Strategic Plans**

Human, material, time and financial resources are vital when it comes to implementation of strategic plans. Fisher (2006) conducted research on the impact of school infrastructure on student outcomes and behaviour in Georgia and established linkage between building design and student outcomes. He found out that congested class (large classes) affected the quality of teaching since the teacher could not provide individual attention as well as frequently evaluate learning. UNICEF (2005) observes that school infrastructure affects quantitative growth and the provision of quality education since a certain minimum provision of the infrastructure is a prerequisite in providing quality education. This infrastructure may include availability and space of classroom, adequate laboratory, well equipped library, recreational facilities and sanitary facilities in place. Pearce & Robinson (2009) assert that the strategy to be implemented should be realistic in relation to available resources for its implementation.

Kirui (2013) in his study found out that financial resources affected implementation of strategic plans in Local authorities in Migori County. This was through budgetary allocations, financial controls and external donors. In their study, factors affecting the implementation of strategic plans in Government Tertiary Institutions, Omboi and Mucai (2013) found out that resource allocation strongly influenced implementation of strategic management plans. This, they noted was through institutional leadership and the Board of Governors. They then concluded that sufficient resource allocation policies for equitable distribution of opportunities for staff development enhanced students' performance.

Buluma et al (2013) sought to determine effects of human resource factors that were affecting implementation of strategic plans in local authorities in Kenya. They found out that human related factors such as inadequate personnel (staffing) were a hindrance to implementation of council's strategic plans. On the other hand, Pfeffer and Salancik (1978) Resource

Dependency theory argue that an organization is dependent on the environment for its resources and that these resources literally control the organizations planning. They go on to aver that such resources may include skilled and dedicated staff, equipment, time and raising and utilization of funds. Resources, they aver that, are basis of power for organization

Mwajuma (2013) observed that it was not practical for an organization to solely rely on external source hence NGOs had to develop contingency plan so as to have uninterrupted schedule of activities. However, he emphasized the importance of resource in implementation of plans whether from internal or external sources. Scholars like Scott (2003), Osoro (2009), Kandie (2004) and Boyd (1990) all cited in Mwajuma (2013), have clearly cited unique resources as being key to effective strategy implementation. Pearce and Robinson (2009) concur with them when they aver that organizations with adequate resources will most likely achieve their objectives as opposed to those without or with very limited resources. They further assert that when a set of strategic programs has been decided upon it is implied that resource allocation has been made for these programs. Pearce & Robinsons position is echoed by Kibachia, Iravo and Luvanda (2014) who posit that without providing for the necessary assets and strategic expenditures a strategic program cannot be implemented successfully.

Olsen (2017) observes that to successfully implement strategic plan, one needs to have sufficient funds and enough time to support implementation. He argues that, often true costs are underestimated or not identified. True costs include a realistic time, commitment from staff to achieve a goal, a clear identification of expenses associated with a tactic or unexpected cost overruns by a vendor. Besides sufficient funds and time, he recommends that one must have the right people on board. By the right people, he refers to staffing and those with the requisite competencies and skills that are needed to support the plan. Thus, during

the planning process period, organizations should expand employee skills through training, recruitment or new hires to include new competencies required by the strategic plan.

This study set out to determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. From the literature reviewed such resources include finances, physical resources, human resource and time. The study therefore sought to determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County

Close to a decade ago, Alexander (2011) claimed that the overwhelming majority of the literature has been on the formulation of the strategy and only “lip services have been given to the other side of the coin, namely strategy implementation”. This studies though increasing in numbers, are also considered “glamorous” (Artkinson, 2006). On the other hand, problems with implementation continue unabated (Alexander, 2011). This signals the need for balancing strategic planning with implementation-based strategies and studies. Mwajuma (2013) observes that many studies have indicated that a number of organizations have slowly embraced strategic planning but the implementation process remains a challenge, resulting in well formulated strategies at times that fail at implementation stage.

Most of the organizations where studies have been carried out on implementation of strategic plans are business enterprises, Local authorities, NGOs, small and medium scale firms, banks, industries and corporate firms all keen on profit making and increased production. Thus, firms embracing strategic planning process specifically to boost production for financial gains and profits. This study however, analysed determinants influencing implementation of strategic plans but at school level – service delivery sector and with focus on human resource development factors that will enhance development of human capital and

therefore departing from studies on influence of implementation of strategic plans on profit making and increased production.

In their study, Njeru, Stephen and Wamboi (2013) specifically analysed factors that influence the formulation of strategic plans in Embu North District. Their study explored the link between formulations of school strategic plans with employee motivation, availability of funds, support of top school leadership and employee know how. While their study basically dwelt on formulation of strategic plans, this study looked into implementation aspect of strategic plans in schools. This study therefore intended to fill this gap on strategic planning process by analysing determinants that influence effective implementation of strategic plans by secondary school managers in Kakamega County so as to aid in addressing the human resource state of the County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The study set out to analyse determinants influencing implementation of strategic plans in public secondary schools from Kakamega County. This chapter therefore address; research design, area of study, target population, sample and sampling techniques, instruments of data collection, validity and reliability of research instruments, data collection procedures, and methods of data analysis alongside ethical consideration measures.

#### **3.2 Research Design**

Kothari & Gaurav (2014) posit that the research design is the conceptual structure within which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. This study adopted both descriptive survey design and Correlation method. Descriptive survey design was used to interrogate the determinants influencing implementation of strategic plans in public secondary schools of Kakamega County. The descriptive survey design was chosen because it determines and reports on the way things are; describe behaviour, attitudes, opinions, values, perception and characteristics as accurately as possible. It seeks to identify the nature of factors involved in a given situation, determines the degree in which they exist and discover the link that exists between them. This research design was appropriate because; descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for the purpose of clarification (Orodho, 2005).

Survey design is appropriate for descriptive research. Kothari & Gaurav (2014) avers that the major purpose of descriptive research is description of the state of affairs as it exists at



present which may include present facts, current conditions concerning the nature of persons, a number of objects or class of events and may involve the procedure of induction, analysis and classification.

On the other hand, correlation method was applied to measure the influence of independent variables – school leadership styles (transformative, democratic, autocratic and laissez fair), training influence, involvement of stakeholders and resources on implementation of strategic plans in public secondary schools. Correlation research is a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable (Kothari & Gaurav, 2014). A correlation research therefore, precisely establishes a relationship between two variables.

### **3.3 Area of Study**

The study was conducted in public secondary schools of Kakamega County in Kenya. Kakamega County is one of the 47 Counties in Kenya. Administratively in matters of education, the County is under the County Director of Education (CDE. Kakamega County borders Vihiga County to the South, Busia and Siaya Counties to the West, Bungoma and Trans Nzoia to the North, Uasin Gishu to the North East and Nandi County to the East (see appendix VIII). The County covers an area of approximately 3051.4 Km<sup>2</sup>. Lying on latitude of 0.2833<sup>0</sup> N and longitude 34.700<sup>0</sup> E (Kakamega County Integrated Development Plan 2013 – 2017).

Between 2014 and 2016 Kakamega County had the highest enrolment of students in public secondary schools in the Country. For instance, 2016 enrolment stood at 130,404 followed by Bungoma County 124,946, then Kisii County 115,520 and Kiambu County 113,844.

Kakamega County also had the second highest number of public secondary schools in the Country a total of 401 schools after Kitui that had 421 (Republic of Kenya, 2016). Kakamega County is the fourth largest County in Kenya in terms of population after Nairobi, Kiambu and Nakuru Counties as per 2019 national census. It occupies an area of 3051.4 square kilometres (Kenya National Bureau of Statistics, Kakamega County). In 2013 Kenya Certificate of Secondary Education, Kakamega County registered the highest number of candidates in the Country with Kiambu, Nakuru and Nairobi Counties (KNEC, 2014).

### **3.4 Study Population**

Ideally, this study would have targeted all the 401 public secondary schools from Kakamega County. Of these 401 schools, 2 (two) were National schools, 12 (twelve) were Extra County schools, 31 (thirty-one) were County schools and 356 (three hundred and fifty-six) were Sub-County Schools. However, on the ground, not all the 401 public secondary schools were undertaking strategic planning process. The researcher therefore narrowed down to the 158 schools that were embracing strategic planning process. Since schools strategic planning process is a corporate level decision and as Yabs (2010) observes that at corporate level strategies are formulated by top level management or the board of directors, this study therefore targeted 158 Principals, 158 Chairpersons of Boards of Management (BoM), 158 Chairpersons of Parents Association (PA) and 158 Senior Teachers from each of the 158 public secondary schools. The target population therefore was 632 managers plus 13 SCQASOs, hence a total target population of 645.

### **3.5 Sample Size and Sampling Techniques**

According to Krathwohl (1997), sampling procedures are ways of selecting a small number of units (items) from a population to enable researchers to make inferences about the nature of that population. However, to be able to reproduce the salient characteristics of the accessible population to an acceptable degree, a relatively larger sample is necessary. Thus, the critical concern in sampling includes choosing the relevant sampling strategy and sample size.

Multi Stage sampling technique was applied. Multi Stage sampling divides large population into stages to make the sampling process more practical (Kothari et al, 2014). Besides multi stage sampling method, stratified random sampling was also applied to select subjects for the sample to represent existing sub-groups in the population (Kothari, 2014). These sub groups were National Secondary Schools, Extra County Secondary Schools, County Secondary Schools and Sub-County Secondary Schools. Further, following stratification, purposive sampling procedure was also applied by the researcher targeting only public secondary schools that were having strategic plans. In an effort to get a representative sample of the population across the board, the researcher sampled out a total of 40 public secondary schools from the 158 public secondary schools in the County that were undertaking strategic planning process and had strategic plan documents. This was a representative percentage of 25%. The sample selected therefore was slightly above a minimum acceptable sample for descriptive research of 10% for a larger population and 20% for a small population (Gay, 1981).

From the above sample, it therefore implied that the number of respondents, namely, BoM Chairpersons, PA Chairpersons, principals and senior teachers or Heads of Departments (HoD) corresponded with the number of sampled schools. The researcher used purposive sampling where all the schools from the National and Extra County clusters formed part of

the sample in addition to 13 schools from each of the remaining two categories namely, County and Sub County clusters respectively. For the latter two categories, the researcher sampled out one school per cluster from each of the 13 sub counties. The main respondents in the study were secondary school BoMs and PA Chairpersons, Principals and senior teachers preferably HODs, with the units of the sample being schools. The study therefore used 40 BoMs Chairpersons, 40 PA chairpersons, 40 Principals and 40 senior teachers/HODs. In addition to these, the study targeted all the thirteen (13) Sub County Quality Assurance and Standards Officers (QASOs) from the 13 Sub Counties of Kakamega County.

**Table 3.1: Sample size and sampling techniques**

<b>Respondent</b>	<b>Target population (N)</b>	<b>Sample population (n)</b>	<b>%</b>	<b>Sampling techniques</b>
BOM Chairperson	158	40	25	Multi-stage and stratified
P.A Chairperson	158	40	25	Multi-stage and stratified
Principals	158	40	25	Multi-stage and stratified
Senior Teachers	158	40	25	Multi-stage and stratified
Sub-County Quality Assurance and Standards Officers	13	13	100	Purposive
<b>Total</b>	<b>645</b>	<b>173</b>	<b>26.8</b>	

### **3.6 Instruments of Data Collection**

The most important sources of data for the study were questionnaires, interview schedule and document analysis. These are discussed in the subsequent sections:

#### **3.6.1 Questionnaire**

Questionnaires are more efficient and importance in collecting information about a population in the fields of education and social sciences. They can be used to collect information that is not directly observable since they, among other things, enquire about feelings, motivation, attitude, accomplishment, as well as an individual's experiences. The researcher developed questionnaires for BoMs Chairpersons, PA Chairpersons, Principals and Heads of department respondents. The rationale for developing questionnaires for each of the above groups of respondents was that a questionnaire gathers large amounts of data from many respondents in a reasonably quick space of time. In addition, questionnaires and interviews are the most common instruments for survey research (Orodho, 2005).

The identified respondents were expected to fill in the required details in the developed questionnaires. The Likert Rating Scale Matrix questions, multiple choice and fill in questions as well as open-ended questions, developed by the researcher were used for data collection. BoMs chairpersons' questionnaire (Appendix II) elicited information on influence of school leadership, extent of their training in strategic planning process, their extent of involvement of other stakeholders in the implementation of their school's strategic plans and resources for implementation of strategic plans. Whereas PA chairpersons' questionnaire (Appendix III) provided information on the extent of involvement of parents by school management in the implementation of strategic plans and their role towards strategic planning process of their respective institutions. Principals' questionnaire on the other hand (Appendix

IV), drew out information on influence of school leadership styles and their role on implementation of Strategic Plans, extent of their training in strategic planning process, the extent of involvement of other stakeholders in the strategic planning process and the resources for implementation of strategic plans as well as implementation status of their respective schools' strategic plans. Heads of Department questionnaire (Appendix V) elicited information on the extent of teachers' involvement in the implementation of their respective school's strategic plans and their training on strategic planning process.

### **3.6.2 Interview schedule**

An Interview schedule makes it possible to obtain data required to meet specific objectives of the study. When well conducted, interviews can produce in-depth data possible with other instruments. On the contrary, interview schedules can be expensive and time-consuming instruments and generally involve smaller samples. But in contrast to the questionnaire, the interview is flexible; the interview can adapt the situation to each subject. This was an apt technique because a face-to-face interaction with the respondents enabled the researcher to seek clarification on the spot on some pertinent issues in relation to the study. This also enabled the researcher to follow up on incomplete or unclear responses by asking additional probing questions. The interview schedule was developed for SCQASOs in the 13 sub counties from Kakamega County (Appendix VI).

### **3.6.3 Document Analysis**

This is critical examination of public and privately recorded information related to the issue under study. It is used to obtain unobtrusive information at the pleasure of the researcher without interrupting the research (Kothari et al, 2014). Document analysis enables the researcher to obtain information in its total originality (In this case the language of the

informant). The data and information obtained through this method are thoughtful because the author did it thoughtfully and gave special attention to compiling the document while ensuring that the information contained in it are factually correct. Such documents include information on relevant aspects of the topic under study. This acted as back-up information of data obtained using other techniques namely, questionnaire and interview. Documentary analysis was used to solicit data on execution of strategic plans in sampled public secondary schools. Therefore, sampled individual Schools' Strategic Plans documents provided the researcher with information on implementation index of strategic plans as specified in appendix VII.

### **3.7 Validity of Research Instruments**

Validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group (Gay, 1981). The instruments

for this study – questionnaires and interview schedules, were validated through application of content validity analysis determined by expert judgment. Kothari et al (2014) assert that content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe, the content validity is good. Its determination is primarily judgemental and intuitive. They further state that content validity can also be determined by using a panel of persons who shall judge how well the measuring instrument meets the standards, but there is no numerical way to express it.

It was therefore expected that content validity of the items in the questionnaire and interview schedule were ensured following the researcher's consultation and discussion with peers, supervisors and specific references. It was hoped that through scholarly criticism and advice

on the draft instruments for data collection, polished instruments, which could stand validity test, were obtained. Validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Content validity therefore is a non-statistical method used to validate the content employed in the questionnaire. Validity of the instruments was determined by getting the opinion of the experts from the School of Education (SOE), my supervisors and peers on the content validity. Experts were used to rate the instruments where the items were cross-checked with the research objectives. The researcher also adapted and customised the version of leadership style survey instrument developed by Clark (2007).

### **3.8 Reliability of Research Instruments**

Reliability refers to the degree to which an instrument consistently measures what it is meant to measure. Split half co-efficient of internal consistency was used and Spearman Brown formulae applied. Split-half is a technique of establishing coefficient of internal consistency of a research instrument (Orodho, 2005). It divides the items into two equal comparable halves, in terms of even and odd numbers after it has been administered. In this study, split-half technique of correlation was applied for each category of respondents separately. For example, completed questionnaires for BoMs Chairpersons from the ten (10) purposively selected pilot public secondary schools were serialized 1 up to 10 then scored by the researcher separately. The scored questionnaires were then divided into two groups of even and odd numbers. The researcher then computed each questionnaire's score from the two groups. After which, the researcher correlated the scores from the two groups applying the spearman Browns formulae. The results for Principals, BoM chairpersons, PA chairpersons and senior teachers' questionnaires were 0.87, 0.85, 0.81 and 0.84 respectively.



Piloting of the instruments was conducted in ten (10) purposively selected secondary schools. The purpose for the pilot study was to test the data collection instruments and to find out the responses so as to adjust the instruments or modify them accordingly. The procedure used in pre-testing the questionnaire was identical to the one that which was used during the actual data collection. Through piloting, the reliability of the instruments was established. This was so in case the instruments were valid, meaning, measuring what they were supposed to measure. That is to say, an instrument that yields valid data will necessarily yield reliable data (Krathwohl, 1997). Schools used for pilot study were excluded from the list of final sample schools to give the methodology credibility and avoid the influence of history.

### **3.9 Data Collection Procedures**

The researcher delivered the instruments for data collection in person to the principals of sampled schools. This was carried out when schools were in session. It was expected that respondents could be accessed easily through their respective Principals when schools were on than when they were in recess. Principals of sampled schools completed their questionnaire and assisted the researcher in distributing and collecting BoMs chairpersons' questionnaire, PA Chairpersons questionnaire and HoD questionnaire for their respective schools.

Delivery of the questionnaires in person to the principals enabled the researcher to clarify issues and be able to get feedback immediately. Questionnaires were issued to the BoM Chairpersons, PA Chairpersons, Head teachers and Heads of Department through their respective Principals. Ample time was given to fill the questionnaires, which were collected in person by the researcher after two weeks. Personal collection of data by the researcher from the sampled schools ensured high response rate – 100% of the respondents. Administering questionnaires took two weeks and another two weeks to collect them. BoMs

and PA chairpersons got their questionnaires through their respective Principals, who had their contacts. They completed and returned them to their respective schools from where the researcher collected them in person. At the same time, the researcher also conducted interview schedules with eleven (11) SCQASOs from eleven sub counties from Kakamega County.

### **3.10 Data Analysis Procedure**

Qualitative data from interview schedules and documentary analysis was organized according to themes as they emerged. Qualitative methods of data analysis are in the form of words (textual) rather than numerals and these words are often grouped into categories (Orodho, 2005). Qualitative data analysis was used in analysing part of the data of the study. This entailed thematic analysis, content analysis and then triangulation. Thematic analysis (categorization of related themes) involved analysing the main themes as found in the study. Content analysis involved examining the intensity with which certain words and points of view were used with their frequency, which was interpreted as a measure of importance, attention or emphasis. Finally, triangulation of the responses given by the various respondents was done. This involved responses on similar themes or objectives from various respondents, which were compared to find out convergence (corroboration) on various issues. In case of divergence, the researcher had to find out the possible reasons for the observed discrepancies.

Quantitative data on the other hand, was analysed by descriptive statistics and regression analysis. Analysis by descriptive statistics entailed use of frequency tables, graphs, percentages and measures of central tendency in particular the mean. Orodho (2005) observes that although textual data are gathered by non-statically based methods, the analysis of qualitative data can be as vigorous as that generated by quantitative research methodologies and can be quantified and subjected to statistical tests. When using descriptive statistics to

analyse data, frequency counts, percentages and measures of central tendency were calculated and subjected to analysis and interpretation. This then enabled the researcher to draw conclusions and come up with recommendations on determinants influencing implementation of strategic plans in public secondary schools from Kakamega County.

Regression analysis was applied in particular when looking at determinants influencing implementation of strategic plans. Regression analysis is adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables (Kothari et al, 2014). In statistical modelling, regression analysis is a set of statistical process for estimating the relationship between dependent variable and one or more independent variables. The objective of this analysis was to make a prediction of the dependent variable - implementation of strategic plans based on its covariance with the concerned independent variables - influence of leadership styles (transformative, democratic, autocratic and *laissez fair*), influence of training, influence of stakeholder involvement and influence of resources. Regression model therefore was used to examine the influence of independent variables (determinants of strategic plans) and dependent variable (implementation of strategic plans). In this study, a regression equation was produced where the coefficients represented the relationship between the determinants of strategic plans and implementation of strategic plans. Regression analysis also took care of variables by the use of regression analysis model. Statistical regression analysis controlled every variable in the study. The role of each variable was isolated. Regression analysis did so by estimating the effect that changing one independent variable had on the dependent variable while holding all other variables constant.

Regression analysis generates an equation to describe the statistical relationship between one or more predictor variable and the response variable. It is a set of statistical method used for the estimation of relationship between a dependent variable and one or more independent

variables. It examined the influence of independent variable on implementation of strategic plans (dependent variable). Kothari et al, (2014) assert that regression analysis is a form of inferential statistics. The  $p$  value helped to determine whether the observed relationship in the sample also existed in the larger population. The low  $p$  value (typically  $\leq 0.05$ ) indicated that both dependent and independent variable were statistically significant and independent variable had an influence on dependent variable. On the other hand, where  $p$  value was greater than the common  $\alpha$  level of 0.05, it indicated that it was not statistically significant and therefore no influence. The researcher was therefore able to draw conclusions from the values obtained from the analysis. Table 3.2 provides a summary showing how each objective was analysed.

**Table 3.2: Operational Definitions of Variables**

<b>Research question</b>	<b>Indicators of Variables</b>	<b>Measurement scales</b>	<b>Tools of analysis</b>
Leadership styles	-Transformative -Democratic -Autocratic - <i>Laissez Faire</i>	Ordinal	-Frequencies -Percentage -Mean -Regression analysis
Training level	-Level of certification -Capacity -Skills -Competence	Ordinal	-Frequencies - Percentage -Mean -Regression analysis
Stakeholder involvement	-Inclusiveness -Informed participation -Extent of involvement -Ownership	Ordinal	-Frequencies - Percentage -Mean -Regression analysis
Resources	-Time -Finance -Infrastructure -Human	Ordinal	-Regression analysis -Percentage -Mean

### **3.11 Ethical Considerations**

Participation in research was voluntary and respondents had the right to decline to disclose any information about them. The participants were informed about the option for them to withdraw from the study at any time and that this action would not result in any punitive measures, and informed consent sought from them. The researcher assured the respondents that all the data collected from them would be held in confidence and used for academic purpose only (refer to appendix I). The researcher further assured the respondents that it was only him who had access to the raw data and that their privacy would be protected from the data collected hence their privacy would still be assured. This study only involved human subjects. Respondents were not coerced to fill in the questionnaire schedules but were at liberty to do it at their own free will. Neither were they coerced on what to respond to or write. At the end of the study, the researcher promised to share with the respondent's findings of the research.

Prior to embarking on collection of data, the researcher sought for and got permission, clearance and approval from the relevant offices and authorities to conduct the study. He therefore complied with all the requirements needed in conducting the study as evidenced in Appendices IX, X, XI and XII.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents data analysis, presentation and discussion of the study findings. The main goal of the study was to analyse determinants influencing implementation of strategic plans in public secondary schools in Kakamega County. This chapter is organized into three sections. The first section consists of questionnaire return rate and interview schedule. The second section presents background information of the study respondents while the remaining section consist of the study findings based on the following research objectives.

- i. To establish the influence of school leadership styles on implementation of Strategic Plans in public secondary schools in Kakamega County.
- ii. To determine the influence of training of secondary school's managers on the implementation of strategic plans in public secondary schools in Kakamega County.
- iii. To determine the influence of the stakeholders' involvement on the implementation of the strategic plans in public secondary schools in Kakamega County.
- iv. To determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County.

#### **4.2 Questionnaire and Interview Schedule Return Rate**

The study sample comprised of 160 respondents among them 40 principals, 40 senior teachers, 40 BOM chairpersons and 40 PA chairpersons each from the 40 sampled public secondary schools in Kakamega County. All the 160 study respondents completely filled and returned their questionnaires giving a 100% return rate.

Interview schedule on the other hand targeted thirteen (13) Sub County Quality Assurance and Standards officers (SCQASOs) from each of the thirteen Sub Counties of Kakamega County. The researcher was able to interview eleven (11) of them. At the time of the interview, two Sub Counties namely Lugari and Kakamega North did not have Sub County Quality Assurance and Standards officers. Therefore, the total sample respondents who participated in this research were 171.

### 4.3 Background Information

Information captured in this section includes study respondents' gender, age and their professional qualifications. Table 4.1 shows respondents' gender.

**Table 4.1: Respondents' Gender**

Gender	Principals		Senior teachers		BOM		PA	
	f	%	f	%	F	%	f	%
Male	24	60.0	32	80.0	34	85.0	33	82.5
Female	16	40.0	8	20.0	6	15.0	7	17.5
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

As shown in Table 4.1, 60.0% of the principals, 80.0% of senior teachers, 85.0% of BOM chairpersons and 82.5% of PA chairpersons were males. This implied that the proportion of males in management of public secondary schools' positions was very high as compared to that of females in public secondary schools in Kakamega County. As far as gender was

concerned, from the above data it was skewed towards male, hence there was no gender parity in public secondary school management with a bigger percentage being male.

On distribution of age, Table 4.2 depicts respondents' age

**Table 4.2: Respondents' Age**

Age in years	Principals		Senior teachers		BOM		PA	
	f	%	f	%	F	%	f	%
21-30	0	0.0	2	5.0	0	0.0	1	2.5
31-40	0	0.0	8	20.0	1	2.5	5	12.5
41-50	20	50.0	18	45.0	15	37.5	15	37.5
51-60	19	47.5	12	30.0	7	17.5	11	27.5
61-70	1	2.5	0	0.0	15	37.5	8	20.0
71 and above	0	0.0	0	0.0	2	5.0	0	0.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Table 4.2 illustrates that majority of the respondents were aged 41 years and above. Specifically, half of the principals (50.0%) were aged between 41 and 50 years while 19 (47.5%) were aged 51-60 years. Among the BOM, 15 (37.5%) were aged 41-50 years while another similar proportion were aged 61-70 years. Most of the PA chairpersons (65.0%) were aged 41-60 years.

The researcher also sought out information on academic and professional qualifications of the school management. Presented in table 4.3 are academic/professional qualifications of the principals and senior teachers.



**Table 4.3: Principals' and Senior Teachers' Professional Qualification**

Qualifications	Principals		Senior teachers	
	f	%	f	%
Diploma in Education	2	5.0	6	15.0
BA/BSC with PGDE	2	5.0	2	5.0
BED	17	42.5	19	47.5
MSC/ MA with PGDE	5	12.5	7	17.5
M.ED	14	35.0	6	15.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

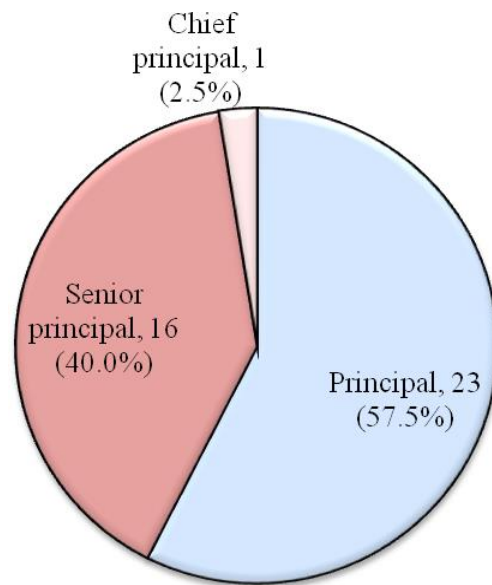
Data presented in Table 4.3 shows that 42.5% of the principals had attained bachelor of Education degree, 12.5% had MSc/ MA with PGDE while 35.0% had master's degree in education. Among the senior teachers, 15.0% had diploma in education, 47.5% had bachelor of Education degree, and 17.5% had MSc / MA with PGDE whereas 15.0% had master's degree in education. This shows that although most of the principals and senior teachers had bachelor's degree in education, a bigger percentage of principals, 47.5%, almost a half of the sampled population had attained master's qualifications. This was an indication that principals had more qualification as compared to senior teachers. Table 4.4 shows BoM and PA chairpersons' academic/ professional qualifications.

**Table 4.4: BoM and PA Chairpersons' Qualifications**

Qualifications	BOM		PA	
	f	%	f	%
KAPE/CPE/KCPE	0	0.0	1	2.5
EACE/KCE/KCSE	5	12.5	11	27.5
KACE	1	2.5	2	5.0
Diploma	3	7.5	14	35.0
Degree	24	60.0	11	27.5
Masters	4	10.0	1	2.5
PhD	3	7.5	0	0.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Results presented in Table 4.4 indicates that majority of the BOM chairpersons (60.0%) had attained degree qualifications. Among the PA chairpersons, 35.0% of them had attained diploma qualifications, 27.5% had EACE/KCE/KCSE while another similar proportion (27.5%) had attained degree qualifications. This implies that BOM chairpersons had higher academic qualifications as compared to PA chairpersons. Demographic information of the respondents in particular academic qualifications could also have an influence on implementation of strategic plans more so in reference to training.

Figure 4.1 illustrates principals' current grade



**Figure 4.1: Principals' current grade**

Out of the 40 public secondary school principals who took part in the study, 16 (40.0%) were senior principals, 1 (2.5%) was a chief principal and 23 (57.5%) were principals.

#### **4.4 Influence of School Leadership Styles on Implementation of Strategic Plans**

The first objective of the study was to establish the influence of school leadership styles on implementation of strategic plans in public secondary schools in Kakamega County. To address this objective, principals were presented with 20 items based on the four leadership styles, that is, autocratic leadership style, transformational leadership style, democratic leadership style and *laissez-faire* leadership style. This was adapted version of leadership style survey instrument developed by Clark (2007). Respondents were required to indicate their agreement and disagreement levels on a 5- point likert scale. Scores above the Likert scale of 3 – midpoint, indicated that the respondents were in agreement with the statement or style and practising that very leadership style. Whereas scores below the Likert scale of 3 indicated that they were in disagreement with the statement and therefore not in favour of that very leadership style. Table 4.5 shows the response rate as per the leadership survey questionnaire.

**Table 4.5: Responses on Leadership Styles**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>MA</b>	<b>A</b>	<b>SA</b>
	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
	<b>F</b>	<b>f</b>	<b>f</b>	<b>f</b>	<b>F</b>
Leaders should supervise closely their employees	0	0	4	20	16
Employees should be part of the decision-making	0	1	1	19	19
Leaders should let subordinates to work out on their own	12	14	10	3	1
Leaders should create a vision and communicate it to their subordinates	2	6	2	9	21
It is fair to say that most employees in general are lazy	8	16	14	1	1
Providing guidance without pressure is the key to being a good leader	0	9	15	9	7
Leaders require to stay out of the way of the subordinates as they do their work	8	15	7	8	2
Leaders should motivate employees to enhance their productivity and efficiency	0	2	4	15	19
Most employees feel insecure about their work and need direction	0	3	13	14	10
Most workers want frequent and supportive communication from their leaders	0	1	2	22	15
As a rule, leaders should allow subordinates to appraise their own work	0	2	9	24	5
Leaders should challenge and inspire their employees with a sense of purpose	0	1	1	15	23
The leader is the chief judge of the achievements of the organization	0	10	11	9	10
The leader needs to help subordinates accept responsibility for completing their work	0	1	3	21	15
Leaders should give subordinates complete freedom to solve problems on their own	8	13	12	7	0
Leaders should create an enthusiastic work environment for their subordinates	0	1	3	16	20
Effective leaders give orders and clarify procedures	2	6	9	17	6
People are basically competent and if given task will do a good job	3	11	11	11	4
In general, it is best to leave subordinate alone	19	15	5	1	0
Effective leaders should have broad field of knowledge	0	2	1	13	24

Adapted version of leadership style survey developed by Clark (2007)

From the above responses in Table 4.5, the researcher had to separate the five items that were asking for each specific leadership style say autocratic, transformative, democratic and laissez fair leadership styles and group each of them as shown in table 4.6. Table 4.6 shows analysis of responses.

**Table 4.6: Principals' Leadership Styles**

<b>Autocratic leadership style</b>	<b>Mean</b>
Leaders should supervise closely their employees	4.30
Most employees feel insecure about their work and need direction	3.77
The leader is the chief judge of the achievements of the organization	3.48
Effective leaders give orders and clarify procedures	3.48
It is fair to say that most employees in general are lazy	2.28
<b>Overall mean</b>	<b>3.46</b>
<b>Transformational leadership style</b>	<b>Mean</b>
Leaders should challenge and inspire their employees with a sense of purpose	4.50
Effective leaders should have broad field of knowledge	4.47
Leaders should create an enthusiastic work environment for their subordinates	4.38
Leaders should motivate employees to enhance their productivity and efficiency	4.27
Leaders should create a vision and communicate it to their subordinates	4.02
<b>Overall mean</b>	<b>4.33</b>
<b>Democratic leadership style</b>	<b>Mean</b>
Employees should be part of the decision-making	4.40
Most workers want frequent and supportive communication from their leaders	4.28
The leader needs to help subordinates accept responsibility for completing their work	4.25
Providing guidance without pressure is the key to being a good leader	3.35
People are basically competent and if given task will do a good job	3.05
<b>Overall mean</b>	<b>3.87</b>
<b>Laissez- Faire Leadership style</b>	<b>Mean</b>
As a rule, leaders should allow subordinates to appraise their own work	3.80
Leaders require to stay out of the way of the subordinates as they do their work	2.53
Leaders should give subordinates complete freedom to solve problems on their own	2.45
Leaders should let subordinates to work out on their own	2.18
In general, it is best to leave subordinate alone	1.70
<b>Overall mean</b>	<b>2.53</b>

As shown in Table 4.6, the mean scores obtained by the respondents on items measuring autocratic leadership style employed by the principals ranged from 2.28 to 4.30. The highest ranked item was “leaders should supervise closely their employees that had a mean of 4.30”, while the lowest ranked item was “it is fair to say that most employees in the general are lazy that had a mean of 2.28”. Respondents obtained mean scores of above 3 in all items measuring autocratic leadership style except in this one item. Majority of the respondents felt that employees should be closely supervised and given directions. They also felt that leaders are the chief judges of the achievements within the organization and they should give orders and clarify procedures. The overall mean rating for autocratic leadership style was 3.46. A score above the ratings of 3. This clearly indicated that most of the principals in the sampled schools were practicing autocratic leadership style. According to Fletcher (2001), autocratic leaders are rigid in their thinking and perceptions and believe that employees have minimal abilities and need closer supervision and direction, and that controls are needed to their compliant behaviour.

In relation to transformational leadership style, the mean scores obtained by the respondents ranged from 4.02 to 4.50. The most highly scored item was “leaders should challenge and inspire their employees with a sense of purpose (4.50)” while the lowest scored item was “leaders should create a vision and communicate to their subordinates (4.02)”. The overall mean rating for transformational leadership style was 4.33. A rating mean score very close to the maximum score of 5 that denoted the respondents were strongly in agreement with this leadership style. This therefore showed that majority of the principals in public secondary schools from Kakamega County were employing transformational leadership style in their schools. In a study conducted by Menguc, Auh and Shih (2007), use of transformational leadership skills results in the best competitive strategies, including innovation differentiation, marketing differentiation and low cost of product. They noted that this

leadership style affects implementation by driving the strategy, maintaining focus, being visionary and acting as a driver for change management necessitated by the new strategy.

Regarding democratic leadership style, the mean scores obtained by the respondents ranged from 3.05 to 4.40 on the items given with an overall average mean of 3.87. All the responses to items measuring democratic leadership style were above the midpoint of 3. The highest ranked statement was “employees should be part of the decision-making that had a mean Likert scale rating of 4.40” while the lowest ranked statement was “people are basically competent and if given task will do a good job with a mean Likert rating scale of 3.05”. Majority of the respondents agreed with all the items on the scale, meaning they were practising democratic leadership style. Though some of the principals were in disagreement with the item which stated that most of the employees were basically competent, the overall mean average for this item was 3.05 which still was above the rating scale of 3, denoting moderately agree. From these responses therefore, principals in Kakamega County were in favour of democratic leadership style and hence practising it. In line with this findings, Ogbeide and Harington (2011) in their study on the relationship among participative management style, strategy implementation, success and financial performance in the food service industry established that higher level of action plan implementation success for the restaurant firms were more likely to use participation / democracy in decision-making and plan execution. On the other hand, Johnson (2016) in concurrence found out that the adoption of democratic leadership style where the owner and the employee were involved in the decision-making improved implementation of strategic plan.

Results in Table 4.6 further shows that in items measuring *laissez- faire* leadership style, the study respondents obtained mean scores ranging from 1.70 to 3.80 and an overall average mean of 2.53. This overall rating was below average rating of 3. The highest ranked

statement was “as a rule, leaders should allow subordinates to appraise their own work that had a mean Likert scale of 3.80” whereas the lowest ranked statement was “it is best to leave subordinate alone with a mean Likert scale of 1.70”. Majority of the respondents were therefore in disagreement with the statements on *Laissez fair* Leadership style. This implied that most of the principals were not freely delegating duties to their subordinates hence less practising *laissez fair* leadership style.

Compared to the other three leadership styles, *Laissez Fair* was the least applied style with an overall average mean of 2.53 behind autocratic style 3.46, democratic style 3.87 and transformative style 4.33 as per the responses given and therefore below the mid rating scale of 3 hence the less preferred and applied leadership style. Highly ranked and preferred leadership style from the responses received was transformative leadership style with an overall mean average of 4.33 and therefore, one predominantly rated high by the respondents and therefore the most applied and preferred leadership style by principals in public secondary schools from Kakamega County. The other two leadership styles namely, democratic and autocratic were also being applied and preferred leadership styles though not to a greater extent as compared to transformational leadership style as per the responses.

#### **4.4.1 Implementation Status of the School’s Strategic Plans**

To determine the implementation of the strategic plans in public secondary schools from Kakamega County, the study respondents were presented with 10 items on a 5-point likert scale. This instrument was prepared based on McNamara’s Goal-Based strategic planning model that came up with ten steps in planning. Rating scale of 5 denoted full implementation of the activity as per the strategic plan (100%). Rating scale of 1 denoted no implementation of the activity as per the strategic plan, 0%. Rating scale of 3 - midpoint denoted that implementation status was half way thus 50%. Rating scale of below 3 therefore implied that



implementation was below average – minimal to say, whereas rating scale above 3 denoted that implementation was above average. Presented in Table 4.7 are the frequencies and means obtained.

**Table 4.7: Implementation Status of the School’s Strategic Plans**

Status	SD	D	SHA	A	SA	Mean
	(1)	(2)	(3)	(4)	(5)	
	f	f	f	f	f	
Monitoring and Evaluation mechanism is in place overseeing the progress of implementation	1	4	22	12	1	3.20
Tasks and responsibilities are clearly assigned and being undertaken	1	6	21	12	0	3.10
Progress reporting is on course	2	6	20	12	0	3.05
All verifiable performance indicators are in place as stipulated in the strategic plan	1	12	19	8	0	2.85
All planned activities are being carried out as outlined in the strategic plan	1	11	22	6	0	2.83
Objectives in the strategic plan document are being realized as intended	2	8	25	5	0	2.83
Reviewing of the strategic plan is in place and strictly adhered to as scheduled	2	13	15	10	0	2.83
The school is realizing her set targets as per the strategic plan document	3	9	24	4	0	2.72
All planned activities are being carried out within the expected/specified time frame	5	21	14	0	0	2.23
Financial resources for implementation of activities are in place as per the budget	10	23	7	0	0	1.92
<b>Overall mean</b>						<b>2.76</b>

Data presented in Table 4.7 shows that the mean scores obtained by the principals on items measuring implementation of strategic plans in schools ranged from an overall mean of 1.92 to 3.20. The highest ranked statements were “monitoring and evaluation mechanism is in place overseeing the progress of implementation’ that had an overall mean rating scale of 3.20 and “tasks and responsibilities are clearly assigned and being undertaken’ with an overall mean rating scale of 3.10. The lowest ranked statements were “financial resources for implementation of activities are in place as per the budget” that had an overall mean rating scale of 1.92 and “all planned activities are being carried out within the expected/specified time frame” with a mean rating scale of 2.23. From the study analysis, it came out clearly that most of the principals were in disagreement with the items on the scale measuring the implementation of strategic plans. This implied that majority of the principals confirmed that they were not successfully implementing strategic plans in their respective schools with overall average implementation rating scale being a mean rating scale of 2.76 out of a maximum of 5 and which was below mid-point of 3. This was an indication that implementation of strategic plans was below average. In agreement with the findings, Zaribaf and Baryami (2010) discovered that majority of the leaders within an organization spend a great deal of time, energy, and money in formulating a strategy, but do not provide sufficient input to implement it properly. Similarly, Cater and Pucko (2010) found out that while 80% of organisations have the right strategies, only 14% have managed to implement them well. From these responses therefore, overall implementation of strategic plans in public secondary schools in Kakamega County was dismal.

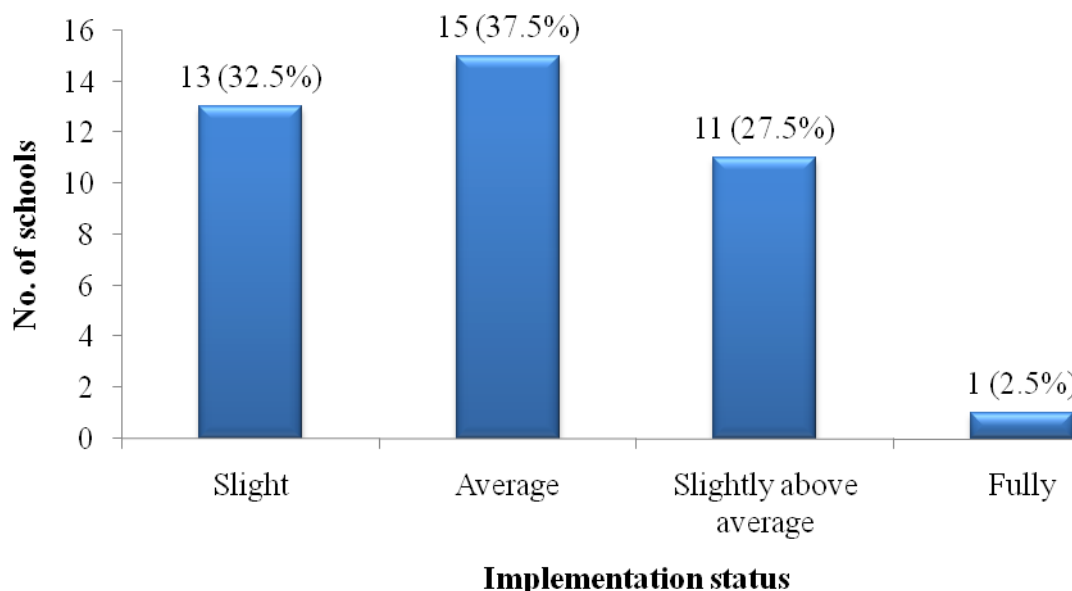
To verify the above findings, the researcher assessed the implementation of strategic plans in the sampled schools using an observation checklist (Appendix V11). An implementation matrix with a 5-point Likert scale was used. The scale ranged from 0 to 1 with, 0 representing no action, 0.25 denoting a slight implementation, 0.50 average, 0.75 slightly

above average and 1 (100%) implementation of the strategic plan. The midpoint of the scale was a score of 0.5. Therefore, mean rating below 0.5 denoted that strategic plan were not implemented or were slightly implemented – below average, while scores above 0.5 – midpoint denoted that implementation of strategic plans was above average and were being implemented, whereas an overall score of 1 would have denoted full implementation of strategic plans. Table 4.8 shows results of the analysis.

**Table 4.8: Schools’ Strategic Plans as Per the Implementation Matrix**

Implementation status	No action (0)	Slight (0.25)	Average (0.5)	Slightly Above (0.75)	Fully (1)	Mean
	f	f	F	f	f	
Operating within time Frame	4	10	4	6	16	.625
Progress in addressing strategic issues	6	8	14	8	4	.475
Workshops on implementation of the Strategic plan	12	21	7	0	0	.425
The school is realizing her targets as per the objectives	1	19	11	9	0	.406
Within Budget Provision as per implementation log frame	6	10	17	7	0	.400
Availability of resources for implementation	1	18	17	4	0	.369
Frequency of meetings and minutes on strategic plan	10	19	9	2	0	.269
Tasks accomplished as per plan	6	17	9	8	0	.256
Extent of monitoring and Evaluation exercise	14	12	13	1	0	.219
Progress reports and review on implementation status	17	12	10	1	0	.219
<b>Overall mean</b>						<b>0.37</b>

Results presented in Table 4.8 depicts that the overall mean scores obtained by the 40 sampled schools on the implementation of strategic plans ranged from the mean rating scale of 0.219 to 0.625. The highest scored items were “operating within time frame” that had an overall mean rating of 0.625” and “progress in addressing strategic issues with an overall mean rating of 0.475”. On the other hand, the lowest scored items were “progress reports on implementation status” that had an overall mean rating of 0.219 and “extent of monitoring and evaluation exercise” that had an overall mean rating of 0.219. From the study findings, it emerged that all the activities except one (operating within time frame) in the implementation matrix obtained a mean score of below 0.5, meaning in most schools, implementation of strategic plans was below average (0.5). The overall implementation mean was 0.37 out of maximum overall average mean of 1. This score was below 0.5 – midway/ half, an indication that implementation of strategic plans was dismal and not as per implementation matrix. Only 1 school out of the 40 sampled schools had fully implemented her strategic plan. Figure 4.2 illustrates an overall implementation status of the school strategic plans.



**Figure 4.2: Overall Implementation Status of the School Strategic Plan**

As shown in Figure 4.2, out of the 40 sampled schools, 13 (32.5%) had slightly implemented school strategic plans, 15 (37.5%) were average, 11 (27.5%) were slightly above average while the remaining 1 (2.5%) had fully implemented her strategic plan. This finding revealed that majority of the schools, a whopping 97.5% had not fully implemented their strategic plans. In concurrence with these results, Kefa (2014) established that most public secondary schools in Kiambu County had low implementation of the school strategic plans whereas, Njeru, Stephen and Wamboi (2013) found out that only 2 (8.3%) schools out of 24 schools in Embu North were implementing their strategic plans.

#### **4.4.2 Regression Analysis on Leadership styles versus Implementation of Strategic Plans**

In order to establish the relative influence of the leadership styles (independent variable) on the implementation of strategic plans in public secondary schools, the following regression model was developed with strategic plan implementation index as the dependent variable.

$$Y = a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4 + c$$

Where:

Y = Strategic plan implementation index

X<sub>1</sub> = Autocratic leadership style

X<sub>2</sub> = Transformational leadership style

X<sub>3</sub> = Democratic leadership style

X<sub>4</sub> = *Laissez Fair* leadership style

c = Constant; and a<sub>1</sub>...a<sub>4</sub> are regression coefficients

In order to determine the influence of leadership styles on implementation of strategic plans, the researcher adopted this multiple regression model. Variables under leadership styles were autocratic leadership style, transformational leadership style, laissez fair leadership style and democratic leadership style. Table 4.9 shows the regression model summary.

**Table 4.9: Regression Model Summary on Leadership Styles**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 <sup>a</sup>	.133	.034	4.45609
a. Predictors: (Constant), <i>laissez-faire</i> , autocratic, transformational, democratic				

Table 4.9 shows an R-square value of 0.133. This implies that leadership styles explained 13.3% of the variation in the implementation of strategic plan.

Table 4.10 shows the regression coefficients for the model.

**Table 4.10: Regression Coefficient for Leadership Styles versus Implementation of Strategic Plan**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.336	7.631		1.485	.146
	Autocratic L/S	.448	.268	.268	1.674	.103
	Transformational L/S	-.008	.295	-.005	-.027	.979
	Democratic L/S	.411	.395	.209	1.041	.305
	<i>Laissez-Faire</i> L/S	.061	.247	.043	.248	.805
<b>a. Dependent Variable: Implementation of strategic plan</b>						

Table 4.10 shows that the prediction equation for implementation of strategic plan (Y) becomes:

$$Y = 0.448 [\text{Autocratic leadership style}] - 0.008 [\text{Transformational leadership style}] + 0.411 [\text{Democratic leadership style}] + 0.061 [\text{Laissez-faire leadership style}] + 11.336.$$

This implies that implementation of strategic plan is predicted to increase by 0.448 when autocratic leadership style goes up by one, decrease by 0.008 when transformation leadership style goes up by one, increase by 0.411 when democratic leadership style goes up by one and also increase by 0.061 when *laissez-faire* leadership style goes up by one. This implies that autocratic, democratic and *laissez-faire* leadership styles had a positive prediction on the implementation of strategic plans in public secondary schools.

Studies and literature reviewed had indicated that Transformational leadership style greatly influenced implementation of strategies. In this study, principals exhibited great transformational leadership style with an average mean of 4.33 rating out of 5 yet the overall implementation of strategic plans was way below average with an overall mean rating of 0.37. This was an indication that transformational leadership style did not have any direct impact on the implementation of strategic plans in public secondary schools in Kakamega County in as much as regression analysis showed that leadership styles explained 13.3% of the variation. In terms of significance level, there were no significant relationships at  $p \leq 0.05$  level of significance between leadership styles employed by principals and the implementation of strategic plans. Autocratic leadership style revealed a significance level of 0.103, transformational leadership style had 0.979, democratic leadership style had 0.305 and *laissez fair* leadership style had 0.805. All these values were greater than the alpha level of

0.05 hence an indication that leadership styles had no significant influence on implementation of strategic plans in public secondary schools in Kakamega County. Regression model revealed a low R-squared value of 13.3%. A higher R – squared value would have been necessary for precise predictions though not sufficient by itself. In addition, where p value was greater than the common alpha level of 0.05 it indicated that it was not statistically significant. A small p – value typically  $\leq 0.05$  would have indicated strong influence – significant relationship. Which was not the case from the results obtained. This results therefore to an extent, contradicted other previous studies that had placed great premium on the influence of leadership styles and in particular transformational leadership style and democratic leadership style on implementation of strategic plans in institutions.

Interview schedule for Quality Assurance and standards officers revealed that over 75% of principals were competent enough and effectively exhibiting and applying the various leadership styles in management. Asked why principals were not able to successfully implement strategic plans yet they exhibited the recommended leadership styles, they responded that ‘No matter how competent a leader is, dynamics of resources in public institutions seem to greatly hamper implementation of strategic plans.’ The findings of this study therefore contradicted other previous studies on the influence of leadership on implementation of strategic plans. For instance, Rajasekar (2014) established that leadership was the most important factor in influencing successful implementation of strategy in the service sector. Ngure (2013) on the other hand observed that democratic leadership style and transformational leadership style greatly influenced strategy implementation. The study found out that guidance and direction of the leader which are practiced through leadership styles were important in ensuring that strategies are implemented successfully and desired outcomes are achieved. Additionally, Johnson (2016) established that the adoption of democratic leadership style improved implementation of strategic plans. Whereas Chege, Wachira and



Mwenda (2015) too recommended that organizations should use all the three leadership styles – autocratic, democratic and *laissez faire*, to maximize implementation of strategic plans. This study however, to a certain extent, did not confirm findings of these previous studies on influence of leadership styles on implementation of strategic plans as evidenced through dismal implementation of strategic plans in public secondary schools from Kakamega County. Despite exhibiting the recommended leadership styles above an overall mean of 3 as per their responses, meaning that principals were practicing these leadership styles effectively, implementation of strategic plans was dismal at an overall mean index of 0.37 instead of 1. One would have expected that with such high exhibition of the preferred leadership styles, then this would have positively had an influence on implementation of strategic plans. Which was never the case from the findings of this study. Though leadership styles explained 13.3% of the variation on the implementation of strategic plans as per regression analysis, little was evidence in relation to the implementation of strategic plans. In addition, the most preferred leadership style, transformational leadership style predicted a decrease by 0.008 (negative influence) in implementation of strategic plans when it goes up by one. Leadership styles as per this results therefore, did not have any impact on implementation of strategic plans in public secondary schools in Kakamega County. Probably government policy on parents being told not to pay any fee following implementation of FDSE particularly in day schools could have also been a factor. Day schools were relying solely on government disbursement which was based on enrolment, (Capitation). This too affected public secondary schools with low enrolment since they received inadequate funds based on their enrolment that could hardly enable them realize their objective and yet they were not expected to levy any funds as revealed from interview schedules by SCQASOs.

#### 4.5 Influence of Training of Secondary Schools Managers on the Implementation of Strategic Plans

The second objective of the study was to determine the influence of training of secondary school managers on the implementation of strategic plans in public secondary schools in Kakamega County. To meet this goal, the researcher first sought to establish the proportion of the respondents who had undergone training on strategic planning process. Table 4.11 shows results of this analysis.

**Table 4.11: Respondents who had Attended Training on Strategic Planning**

Response	Principals		Senior teachers		BOM		PA	
	f	%	f	%	f	%	f	%
Yes	35	87.5	18	45.0	23	57.5	21	52.5
No	5	12.5	22	55.0	17	42.5	19	47.5
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Results presented in Table 4.12 illustrates that out of the 40 principals who took part in the study, 35 of them (87.5%) affirmed to have attended training on strategic planning process while 5 of them (12.5%) had not attended any training on strategic planning. Among the senior teachers, 18 of them (45.0%) affirmed to had undergone training while 22 of them (55.0%) had not attended. The table further shows that 23 BoM chairpersons (57.5%) and 21 PA chairpersons (52.5%) affirmed to have attended the training, while 17 (42.5%) BoM chairpersons and 19 (47.5%) PA chairpersons had not attended. From these responses

therefore majority of the principals (87.5%) had attended training on strategic planning as compared to BoM chairpersons, PA chairpersons and senior teachers.

The study further sought to establish whether those who affirmed to have undergone training on strategic planning process were adequately equipped with the relevant knowledge and skills in strategic planning. All the respondents therefore rated themselves on the adequacy of the knowledge and skills acquired in strategic planning process. Presented in Table 4.12 are the ratings given by the respondents in relation to knowledge and skills acquired from the training.

**Table 4.12: Adequacy of Knowledge and Skills Acquired During the Training**

Ratings	Principals		Senior teachers		BOM		PA	
	f	%	f	%	f	%	f	%
Not at all	0	0.0	0	0.0	0	0.0	1	4.8
Very limited extent	1	2.9	2	11.1	4	17.4	4	19.0
Some extent	10	28.6	2	11.1	5	21.7	10	47.6
Considerable extent	19	54.3	11	61.1	13	56.5	5	23.8
Very great extent	5	14.3	3	16.7	1	4.3	1	4.8
<b>Total</b>	<b>35</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>

As reflected in Table 4.12, 19 principals, 54.3% of the principals who attended training reported that they were equipped with relevant knowledge and skills on strategic planning to a considerable extent, 10 of them, 28.6% indicated the training was relevant to some extent, 5 (14.3%) cited to a very great extent and 1 (2.9%) to a very limited extent. Out of the 18 senior teachers who attended training, 2 (11.1%) felt that the training was relevant to a very limited extent, 2 (11.1%) felt that to some extent the training was relevant, 11 (61.1%) felt that it was relevant to a considerable extent while 3 (16.7%) indicated to a great extent. Among the

BoM chairpersons, 13 (56.5%) responded that to a considerable extent the training was relevant, 5 (21.7%) felt it was crucial to some extent while 4 (17.4%) felt that it was relevant to a very limited extent. As for the PA chairpersons, 10 (47.6%) felt that the training was relevant to some extent. Comparing the four categories of the respondents, the study found out that majority of the senior teachers, BoM chairpersons and principals felt that the training was relevant and they were adequately equipped with the requisite knowledge and skills in strategic planning process.

To ascertain the competency of the school management in strategic planning process, the study further sought from the respondents who had undergone training to rate themselves on their competency in strategic planning process. They rated themselves on a 5 Likert rating scale of excellent (5), very good (4), good (3), fair (2) or poor (1). Having acknowledged that they had been equipped with the relevant knowledge and skills in strategic planning process then they were expected to have acquired the requisite competence in strategic planning process. Table 4.13 shows respondents' ratings on their competency in strategic planning process.

**Table 4.13: Competency of School Management in Strategic Planning Process**

Competency level	Principals		Senior teachers		BOM		PA	
	f	%	f	%	f	%	f	%
Poor (1)	1	2.5	0	0.0	0	0.0	1	2.5
Fair (2)	13	32.5	4	10.0	20	50.0	17	42.5
Good (3)	20	50.0	19	47.5	13	32.5	16	40.0
Very good (4)	6	15.0	16	40.0	6	15.0	6	15.0
Excellent (5)	0	0.0	1	2.5	1	2.5	0	0.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

As shown in Table 4.13, over 50.0% of the principals, senior teachers, PA chairpersons and half of BoM chairpersons rated the competency level of school management members in strategic planning process above the rating scale of 3 (Good) and above. However, the remaining half of the BoM chairpersons 50% and a notable number of the PA chairpersons 42.5% and 32.5% of principals rated their competency level to fair and below – with a rating scale of 2 and 1. This implied that majority of BoM chairpersons and PA chairpersons were not competent enough in strategic planning process.

Interview schedule for the Sub County Quality Assurance and Standards officers revealed that management of most public secondary schools did not have adequate basic knowledge or competency in strategic planning process. They all affirmed that school management lacked the requisite competency in strategic planning process. This, they remarked that, was evident since all schools that were undertaking strategic planning process solely relied on consultants and had little input in the process. In most schools, they observed that the planning process was done by the consultants.

On whether the Ministry of Education was organizing for training on strategic planning process, all the respondents interviewed opined that it was done in few selected Counties excluding Kakamega County about a decade ago, and for a very short duration of time that could hardly enhance the capacity of trainees or equip them with the relevant knowledge and skills in strategic planning process. By then, they stated that the Ministry of Education in collaboration with Decentralized Education Management (DEMA) organization trained very few school managers for one week in selected Counties namely Turkana, Murang'a and Kiambu.

From all the respondents, it was evident that no training on strategic planning process had been mounted by the Ministry of education in Kakamega County. They stated that Individual

public secondary schools were grappling in darkness. Most of them relying on ‘Self-confessed’ Consultants in strategic planning process. On whether we had training manual on strategic planning all the respondents in unison were categorical that there was none. This could be an explanation where most of the work was being done by consultants and where ‘Cut and Paste’ was witnessed in some documents by the researcher. For instance, two (2) documents scrutinised by the researcher, geographical locality was the same yet the schools were not in the same geographical locality. Those who indicated to have undergone training, interviewed respondents said it was either the school’s initiative or on their own volition.

The researcher further sought to establish the extent to which school management required training in strategic planning process. Table 4.14 depicts study participant’s responses on the extent to which the school management required training in strategic planning process.

**Table 4.14: Extent to which the School Management Requires Training in SPP**

Extent	Principals		Senior teachers		BOM		PA	
	f	%	f	%	f	%	f	%
Not at all	0	0.0	0	0.0	0	0.0	0	0.0
Very limited extent	0	0.0	0	0.0	0	0.0	0	0.0
Some extent	4	10.0	4	10.0	5	12.5	0	0.0
Considerable extent	17	42.5	17	42.5	9	22.5	14	35.0
Very great extent	19	47.5	19	47.5	26	65.0	26	65.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

From table 4.14, of the 40 principals who participated in the study, 4 (10.0%) were of the view that to some extent, the school management members required training in strategic planning process, 17 (42.5%) felt that they should be trained to a considerable extent, while 19 (47.5%) were of the view that they needed training to a very great extent. In addition,

almost similar proportions of the senior teachers had the same view with the principals. Among the BoM, 5 (12.5%) felt that the school management members needed training to some extent, 9 (22.5%) indicated to a considerable extent and 26 (65.0%) to a very great extent. Fourteen PA chairpersons (35.0%) cited that school management members required training to a considerable extent whereas 26 (65.0%) were of the view that they required training to a very great extent. The fact that 65% of respondents felt that the school management members required in depth training was a confirmation that they did not have sufficient training in strategic planning process in as much as they had rated themselves earlier that they were adequately trained.

To determine the influence of training on the implementation of strategic planning process, the study respondents were presented with 10 items on a 5-point likert scale. Table 4.15 presents results of the analysis.

**Table 4.15: Influence of Training on the Implementation of Strategic Plans**

Statement	Principals	Senior teachers	BOM	PA
	Mean	Mean	Mean	Mean
When inducting new teachers, emphasis is placed on school vision and mission	4.05	3.70	3.92	3.90
All members of staff have been trained on strategic planning processes	2.12	2.28	2.56	2.53
Most of the teachers in the school do not understand the concept of strategic planning	3.28	3.08	3.00	2.80
Teachers in the school lack opportunities and support in strategic planning process	3.15	2.60	3.26	2.53
Teachers in the school can competently conduct SWOT analysis	3.22	3.35	3.30	3.23
Members of BOM have been trained in strategic planning adequately	2.15	2.78	2.40	2.68
The school has a trained lead team responsible for strategic plan implementation.	2.38	2.80	2.75	2.97
The school has organized training programs for PA representatives on strategic planning	2.05	2.45	2.40	2.60
The school has sponsored HoDs for training on strategic planning	2.28	2.40	2.63	2.73
Inadequate training of stakeholders has hampered the implementation of the school's strategic plan	3.38	3.53	3.53	3.00
<b>Total means</b>	<b>2.81</b>	<b>2.90</b>	<b>2.98</b>	<b>2.89</b>

Table 4.15 shows the means obtained by the study respondents on aspects measuring the influence of training on the implementation of strategic planning process. The mean scores obtained by the respondents ranged from 2.05 to 4.05. The highly ranked statements by all the respondents were “when inducting new teachers, emphasis is placed on school vision and mission.” Principal’s mean was 4.05, senior teachers mean 3.70, BoM chairpersons mean



3.92 and PA chairpersons mean 3.90. and “teachers in the school can competently conduct SWOT analysis”. Principal’s mean was 3.22, senior teachers mean 3.35, BoM chairpersons mean 3.30 and PA chairpersons mean 3.23. The lowest ranked statements were; “The school has organized training programs for PA representatives on strategic planning”. Principal’s mean was 2.05, senior teachers mean 2.45, BoM chairpersons mean 2.40 and PA chairperson mean 2.60, and “All members of staff have been trained on strategic planning processes”. Principal’s mean was 2.12, senior teachers mean 2.28, BoM chairpersons mean 2.56 and PA chairpersons mean 2.53. Findings from table 4.15 further revealed that all the respondents obtained an overall mean score below 3 – midpoint, as follows; principals 2.81, senior teachers 2.90, BoM chairpersons 2.98 and PA chairpersons 2.89. This was an indication that they were all in disagreement with the items. An implication that the school managers were not adequately trained in regard to strategic planning process and therefore lacked the requisite capacity in strategic planning process. Probably this could be an explanation to why implementation of strategic plans in public secondary schools from Kakamega County was below average as per implementation matrix with an overall mean of 0.37. In line with the findings, Buluma et al (2013) observed that majority of employees in the municipal council of Eldoret were not adequately trained on implementation of strategic plans. They found out that most of them faced challenges in implementation of council’s strategic plan due to inadequate training.

To determine the relative influence of training on the implementation of strategic plan in public secondary schools, the following regression model was developed with strategic plan implementation index as the dependent variable.

$$Y = a_1X_1 + c$$

Where:

Y = Strategic plan implementation index

X<sub>1</sub> = Training

c = Constant; and a<sub>1</sub> is a regression coefficient

Regression model summary is presented in Table 4.16

**Table 4.16: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 <sup>a</sup>	.192	.171	4.12861
a. Predictors: (Constant), Training				

Table 4.16 shows an R square of .192. This implies that training explained 19.2% of the variation in the implementation of strategic plan.

Table 4.17 shows the regression coefficients for the model.

**Table 4.17: Regression Coefficient for Training versus Implementation of Strategic Plan**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.178	3.184		5.709	.000
	Training	.354	.118	.438	3.007	.005
a. Dependent Variable: Implementation of strategic plan						

Table 4.17 shows that the prediction equation for implementation of strategic plan (Y) becomes:

$$Y = 0.354 [\text{Training}] + 18.178.$$

This means that implementation of strategic plan is predicted to increase by 0.354 when training goes up by one. In terms of significance level at  $p \leq 0.05$  level of significance, training had a significant influence on the implementation of strategic plan with a  $p$  value of 0.005. Though the regression model revealed a low  $R$ -squared value of 19.2%, the small  $p$  – value of 0.005 indicated significant relationship between dependent and independent variable.

From this result, it is clear that training had a positive influence on the implementation of strategic plans. It emerged that school management had insufficient training in strategic planning process which is likely to have hampered them from successfully implementing strategic plans. This could probably explain the dismal implementation of strategic plans in public secondary schools. An in-depth training or course in strategic planning process would have been handy and aided in their acquisition of the requisite competency in strategic planning process. In agreement with these findings, Jamali *et al.* (2010) established that employee training is one of the most important requirements in a successful implementation of Strategic Plans. In support of this, Thang, Quang and Buyens (2010) affirmed that no organisation can attain its goals or organizational strategy without labour that has the right knowledge, skills, abilities, behaviour and attitude. They further assert that training plays an important role in improving the quality of employees directly and effecting on firm performance through human resource outcomes. A well-trained work force will therefore competently perform assigned tasks successfully.

From the interview schedule, one of the challenges facing implementation of strategic plans was lack of capacity among school managers. All the respondents interviewed, (100%) affirmed that most of the school managers were not competent in strategic planning hence implementation was a tall order since they lacked the requisite knowledge and skills in strategic planning process acquired through training. This was in concurrence with school

management whereby a whopping 65% of them rated that the school management required training in strategic planning process to a very great extent. The more reason why majority of school management solely relied on consultants. All the interviewed respondents were in concurrence that there were no deliberate and designed training programmes for secondary school managers specifically in strategic planning process. Consultants or lead team personnel were simply organizing for a briefing of the participants which lacked in depth curriculum on strategic planning process and would hardly enhance their capacity. Without sufficient training therefore it would not have been possible for school management to effectively implement strategic plans. This could probably be an explanation to why implementation of strategic plans was a challenge to most public secondary schools. Probably with sufficient training, school management could have been able to implement strategic plans successfully.

#### **4.6 Influence of the Stakeholders’ Involvement on the Implementation of Strategic Plans**

The third objective of the study was to determine the influence of the stakeholders’ involvement on the implementation of strategic plans in public secondary schools in Kakamega County. To meet this objective, the researcher first sought to establish whether the sampled schools had developed strategic plans before the current ones under study. Table 4.18 shows results of the analysis.

**Table 4.18: Whether Schools Had Developed Strategic Plans Before**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	28	70.0
No	12	30.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

As shown in Table 4.18, 28 principals (70.0%) indicated that their schools had developed strategic plans before the current one while 12 principals (30%) had not. From the responses, more than two thirds of the sampled schools had developed strategic plans before the current one. An indication that strategic planning process was not a new development since a number of schools were already embracing it.

To ascertain whether the principals were the lead team in the strategic planning process or not, they were asked whether they sought services of consultants or not. Table 4.19 below shows the principals' responses.

**Table 4.19: Sought Services of a Consultant in Preparation of Strategic Plan**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	32	80.0
No	8	20.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Results presented in Table 4.19 revealed that majority of the principals (80.0%) indicated that they sought services of a consultant in preparation of strategic plan. This implied that most of the school heads consulted professionals before the preparation of strategic plan. In line with the findings, Lingam, Lingam & Raghuwaiya (2014) emphasizes that the most important aspects of the strategic planning process are consultation and involvement of the stakeholders such as parents, principals, teachers and students.

The researcher further sought to establish what informed schools to engage in strategic planning process. Table 4.20 shows the responses.

**Table 4.20: Reason for Preparation of Strategic Plan**

Reason	Principals		Senior teachers		BOM		PA	
	f	%	f	%	f	%	f	%
A requirement of the ministry	25	62.5	16	40.0	16	40.0	14	35.0
School management initiative	5	12.5	20	50.0	14	35.0	18	45.0
Both	10	25.0	4	10.0	10	25.0	8	20.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

As indicated in Table 4.20, 25 principals (62.5%) reported that preparation of the strategic plans in schools was a requirement of the ministry, 5 (12.5%) said that it was a school management initiative while 10 (25.0%) cited both the ministry requirement and the school's management initiative. Half of the senior teachers 50% indicated that it was a school management initiative. Among the BoM, 16 (40.0%) of them said that it was a requirement of the ministry, 14 (35.0%) cited school management initiative while 10 (25.0%) cited both. Fourteen PA chairpersons (35%) indicated it was a requirement of the ministry, 18 (45.0%) said it was a school management initiative whereas 8 (20.0%) cited both. Hence no clarity on whose initiative it was. A state of uncertainties and confusion that indicated lack of organizational culture within the Ministry of education in regard to strategic planning process. In as much as a number of public secondary schools had embraced strategic planning process, it came out from the respondents that no clear guidelines were in place from the Ministry of Education.

Interview schedule revealed that though it was a requirement by the Ministry of Education that individual schools develop strategic plans none of the respondents was able to show

evidence or produce a circular of the same. There was no policy guideline document in place on strategic planning process. What was in place was a standard assessment tool that was being administered by SCQASOs that had a section on implementation of strategic plans by schools. From all the respondents, it was in the public domain that all public secondary schools were to undertake strategic planning process as a management strategy.

As to whether the Ministry of Education was committed to ensure schools develop and implement strategic plans, majority of the officers interviewed, 9 out of 11 (81.1%) reckoned that at inception stage a number of principals were inducted for a few days on strategic planning process in a few selected Counties. All the respondents were in agreement that most principals could have learnt of strategic planning process through the quality standards assessment tool. This assessment tool had a section checking on the implementation status of strategic plans in schools. 'It clearly emerged from the respondents that there was no serious commitment from the Ministry either through enforcement nor incentives to schools towards development and implementation of strategic plans. A clear indication that there was lack of organization culture as pertains to strategic planning process within the Ministry of Education. This could probably be an explanation as to why only very few schools in Kakamega County 158 out of 401 a percentage of 39.4%, were embracing strategic planning process. This could probably further explain the divergent findings in this study where leadership styles had no significant influence on implementation of strategic plans in public secondary schools yet a number of studies had placed greater premium on the significant influence of leadership on implementation of strategic plans.

Strategic planning is a continuous process. Schools that had these documents were supposed to keep on reviewing them once the period under implementation expired. This was not the case. Of the 158 public secondary schools that had embraced strategic planning process, only

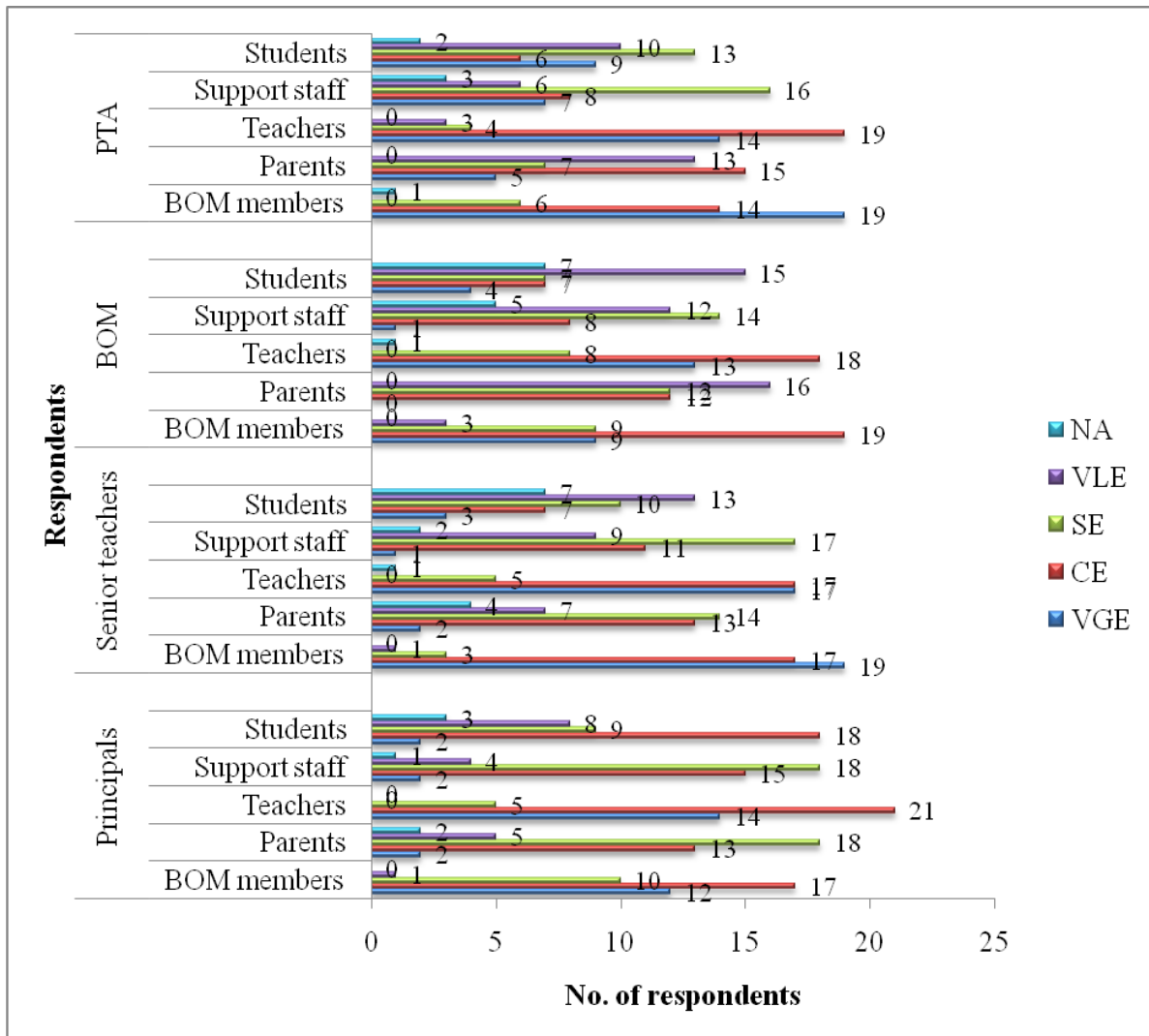
a few had reviewed their documents. As per the interview schedule, all the 11 respondents (100%) affirmed that there was no desk person at the education offices to coordinate and enforce implementation of strategic plans in schools. The onus was left to individual school management to develop, implement and review strategic plans. On whether all public secondary schools were undertaking strategic planning process, all the eleven respondents interviewed affirmed that not all public secondary schools were undertaking the process. They all confirmed that only a few public secondary schools were undertaking strategic planning process, while majority, especially Sub County schools were not. Their confirmation concurred with the researcher's baseline survey on public secondary schools that had embraced strategic planning process. From the survey, only 158 public secondary schools out of 401, a percentage of 39% had embraced strategic planning process. From the interview schedule therefore, the few public secondary schools that were undertaking strategic planning process it was mostly the school's own initiative. School management had undertaken upon themselves that responsibility and probably influencing each other. The role of the ministry in terms of enforcement and incentives towards implementation of strategic plans in public secondary schools therefore was very minimal to make any significant impact on implementation of strategic plans in public secondary schools.

The researcher further sought to ascertain the extent of involvement of stakeholders in strategic planning of their respective schools. Table 4.21 shows the responses.



**Table 4.21: Extent of involvement of the stakeholders in SSP**

Respondents	School Stakeholders	Very great extent		Considerable extent		Some extent		Very limited extent		Not at all	
		f	%	f	%	f	%	f	%	F	%
Principals	BOM members	12	30.0	17	42.5	10	25.0	1	2.5	0	0.
	Parents	2	5.0	13	32.5	18	45.0	5	12.5	2	5.0
	Teachers	14	35.0	21	52.5	5	12.5	0	0.0	0	0.0
	Support staff	2	5.0	15	37.5	18	45.0	4	10.0	1	2.5
	Students	2	5.0	18	45.0	9	22.5	8	20.0	3	7.5
Senior teachers	BOM members	19	47.5	17	42.5	3	7.5	1	2.5	0	0.0
	Parents	2	5.0	13	32.5	14	35.0	7	17.5	4	10.0
	Teachers	17	42.5	17	42.5	5	12.5	0	0.0	1	2.5
	Support staff	1	2.5	11	27.5	17	42.5	9	22.5	2	5.0
	Students	3	7.5	7	17.5	10	25.0	13	32.5	7	17.5
BOM	BOM members	9	22.5	19	47.5	9	22.5	3	7.5	0	0.0
	Parents	0	0.0	12	30.0	12	30.0	16	40.0	0	0.0
	Teachers	13	32.5	18	45.0	8	20.0	0	0.0	1	2.5
	Support staff	1	2.5	8	20.0	14	35.0	12	30.0	5	12.5
	Students	4	10.0	7	17.5	7	17.5	15	37.5	7	17.5
PA	BOM members	19	47.5	14	35.0	6	15.0	0	0.0	1	2.5
	Parents	5	12.5	15	37.5	7	17.5	13	32.5	0	0.0
	Teachers	14	35.0	19	47.5	4	10.0	3	7.5	0	0.0
	Support staff	7	17.5	8	20.0	16	40.0	6	15.0	3	7.5
	Students	9	22.5	6	15.0	13	32.5	10	25.0	2	5.0



**Figure 4.3: Stakeholders’ Involvement in School Strategic Planning Process**

As shown in Table 4.21 and Figure 4.3, over 40.0% of the study respondents excluding PA chairpersons, indicated that principals, BoM chairpersons and teachers were involved in strategic planning process in school to a considerable extent. On the involvement of other stakeholders, parents, support staffs and students the table indicates that they were involved in schools strategic planning process to some extent and not to a very great extent as it would have been expected. Overall involvement of stakeholders was to some extent, therefore not fully involved. In his study, Nobble (1995) cited in Yang Li et al (2008) assert that lack of

shared knowledge with low level management employees creates a barrier to successful strategy implementation.

The study further sought to determine the extent of involvement of the stakeholders in school strategic planning process. A 5-point likert scale comprising of 10 items was used. The study respondents were required to indicate their level of agreement or disagreement with each item on the scale. The scale ranged from 1- 5, with 1 denoting strongly disagree, 2 disagree, 3 moderately agree, 4 agree and 5 strongly agree. The midpoint of the scale was a score of 3. Therefore, scores above 3 denoted that respondents agreed with the item on the scale whereas scores below 3 signified that respondents disagreed with item on the scale. Table 4.22 presents analysis of means obtained from the responses.

**Table 4.22: Involvement of Stakeholders in Strategic Planning Process**

Statement	Principals	Senior teachers	BOM	PA
	Mean	Mean	Mean	Mean
Teachers are allowed to make decisions and instigate action	2.78	3.03	2.87	2.88
All staff in the school are provided with an opportunity to participate on quality assurance teams	2.70	2.85	3.00	2.83
Inputs of teachers are always welcomed concerning quality initiatives and process improvement	2.88	3.53	3.18	2.90
Collaboration among employees to improve the quality of programs and services is encouraged	3.25	3.90	3.85	3.35
All members of staff are involved in strategic plan implementing	2.70	2.88	2.35	2.68
Team initiative and innovation by employees are encouraged in my school	3.15	3.72	3.63	3.48
Parents are consulted and their views strongly considered during planning	2.67	2.98	2.65	2.95
The management regularly communicates with stakeholders on school matters	2.95	3.25	3.23	3.43
The school has a strategic plan in which all stakeholders participated in developing	2.75	2.72	3.13	3.12
Students' views are sought in school strategic planning	2.72	2.93	2.87	2.78
<b>Overall mean score</b>	<b>2.86</b>	<b>3.18</b>	<b>3.08</b>	<b>3.04</b>

Table 4.22 presents means obtained by the respondents (principals, senior teachers, BoM and PA) on aspects measuring the extent of their involvement in schools strategic planning process. The highly scored statements by all the respondents on the scale were “Collaboration among employees to improve the quality of programs and services is encouraged”. Principal’s mean was 3.25, senior teachers had a mean of 3.90, BoM chairpersons mean 3.85 and PA chairpersons mean 3.35. “The management regularly communicates with stakeholders on school matters”. Principal’s mean was 2.95, senior teachers had a mean of 3.25, BoM chairpersons mean was 3.23 and PA chairpersons mean was 3.43” and “Inputs of teachers are always welcomed concerning quality initiatives and process improvement. Principal’s mean was 2.88, senior teachers mean was 3.53, BoM chairpersons mean was 3.18 and PA chairpersons mean 2.90”. On the other hand, the lowest scored statement by all the respondents was “Students’ views are sought in school strategic planning. Principal’s mean was 2.72, senior teachers mean 2.93, BoM chairpersons mean was 2.87 and PA chairpersons mean 2.78”. The results presented above showed that respondents obtained mean scores below 3.00 in most of the items meaning that they were in disagreement with them. A larger proportion of the school managers therefore responded that school stakeholders in particular, teachers, parents and students were involved to some extent in the school strategic planning process. This was a confirmation that stakeholders were not fully involved (100%) in the process.

To find out the relative influence of stakeholders’ involvement on the implementation of strategic plan in public secondary schools, the following regression model was developed with strategic plan implementation index as the dependent variable.

$$Y = a_1X_1 + c$$

Where:

Y = Strategic plan implementation index

X<sub>1</sub> = Stakeholders' involvement

c = Constant; and a<sub>1</sub> is a regression coefficient

Table 4.23 shows the regression model summary.

**Table 4.23: Regression Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.651 <sup>a</sup>	.423	.408	3.48831
a. Predictors: (Constant), involvement				

Table 4.23 shows an R-square value of 0.423. This implies that stakeholders' involvement explained 42.3% of the variation in the implementation of strategic plan.

Table 4.24 shows the regression coefficients for the model.

**Table 4.24: Regression Coefficient for Stakeholders’ Involvement versus Implementation of Strategic Plan**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.874	2.095		8.054	.000
	Stakeholders’ involvement	.374	.071	.651	5.282	.000
a. Dependent Variable: Implementation of strategic plan						

Table 4.24 shows that the prediction equation for implementation of strategic plan (Y) becomes:

$$Y = 0.374 [\text{Stakeholders' involvement}] + 16.874$$

This implies that implementation of strategic plan is predicted to increase by 0.374 when stakeholders’ involvement goes up by one. In terms of significance level at  $p \leq 0.05$  level of significance, stakeholder involvement had a significant influence on implementation of strategic plan with a  $p$  value of 0.000. This low  $p$  – value indicated that both dependent variable (implementation of strategic plan) and independent variable (stakeholder involvement) were statistically significant. An indication that stakeholders’ involvement had a significant influence on the implementation of strategic plan. A relatively high  $R$  – squared value of 42.3% with a very low  $p$  - value of 0.000 was necessary for precise prediction of the influence of stakeholder involvement in implementation of strategic plans in public secondary schools from Kakamega County. The findings of the analysis concurred with

Mwajuma (2013) who established that lack of full involvement of stakeholders in planning was a hindrance to effective implementation of the strategic plan with most staff at implementation stage pointing simple flaws that could have been avoided if the process was totally inclusive. She observed that the support of all stakeholders was crucial to the success of the firm. Similarly, Buluma, Maende and Bonke (2013) discovered that the failure by the Eldoret Municipal council to implement strategic plan was due to lack of adequately involving employees in the participation and decision making on matters focusing on implementation of the council's strategic plan. Involvement of stakeholders fully to a great extent and embracing collaborative approach in strategic planning process would have ensured successful implementation of strategic plans as opposed to situations where stakeholders were partially or not involved at all, thereby relegating the process to a more or less one-man show – Sinaic approach. This is where principals and consultants were solely in control and probably an explanation to not effectively implementing strategic plans by public secondary schools in Kakamega County.

#### **4.7 Influence of Resources on Implementation of Strategic Plans**

The fourth objective of the study was to determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. To address this objective, the researcher first sought to find out from the school principals and BoM whether they received adequate finances for strategic planning process. Table 4.25 shows findings obtained.

**Table 4.25: Funded to Develop School Strategic Plan**

Response	Principals		BoM	
	frequency	Percent	Frequency	Percent
Yes	8	20.0	6	15.0
No	32	80.0	34	85.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Data presented in Table 4.25 shows that majority of the principals 32 (80.0%) and BoM chairpersons 34 (85.0%) reported that their schools were not adequately funded for strategic planning process. Interview schedule corroborated these responses of Principals and BoM chairpersons. All the 11 interviewed respondents 100% were emphatic that adequate resources were not provided for strategic planning process. They all opined that schools were trying to source and save funds from other vote heads for strategic planning process. On source of funding for schools that were undertaking strategic planning process, respondents mentioned savings from free day secondary education funds, contributions from parents, savings from boarding vote head, seeking for sponsors and donors, appealing for assistance from the National Government Constituency Development Fund (NG-CDF) and appealing to the County government for assistance. All respondents in unison concurred that there was no specific vote head for strategic planning process where schools could get funds to undertake the process. Financial constraint was therefore cited as a major challenge. Schools did not have adequate funds to implement activities hence hampering implementation of strategic plans.

The researcher further sought to examine whether schools were able to implement strategic plans as intended. The findings of this analysis are presented in Table 4.26.



**Table 4.26: Fully implementation of Strategic Plans in School**

Response	Principals		BOM	
	Frequency	Percent	Frequency	Percent
Yes	4	10.0	2	5.0
No	36	90.0	38	95.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

As reflected in Table 4.26, 36 (90.0%) of the principals and 38 (95.0%) of the BoM cited that they were not able to implement their respective school's strategic plans as intended.

Principals were asked to rate the adequacy of resources for strategic planning process in their respective schools. Table 4.27 demonstrates their responses.

**Table 4.27: Adequacy of Resources in School Strategic Planning Process**

Resources	Very adequate		Considerable adequate		Somewhat considerable		Inadequate		Very inadequate	
	f	%	f	%	f	%	f	%	f	%
	Financial	0	0.0	9	22.5	10	25.0	17	42.5	4
Human	0	0.0	17	42.5	15	37.5	7	17.5	1	2.5
Infrastructure	1	2.5	9	22.5	12	30.0	13	32.5	5	12.5
Time	4	10.0	18	45.0	8	20.0	10	25.0	0	0.0

Table 4.27 indicates that in terms of finances and infrastructure, over 42.5% of the principals rated the resources as inadequate while 10% rated the resources very inadequate for the implementation of strategic planning process. Rated slightly below 50% in terms of availability among the four resources was human resources at 42.5% and time at 45% as considerable adequate for implementation of strategic plans.

To determine the influence of resources on implementation of strategic plans, the study respondents were presented with 10 items on a 5-point likert scale. Respondents were to tick on either 5-Strongly agree, or 4-Agree, or 3-Moderately agree, or 2-Disagree, or 1-Strongly disagree in relation to the statement on resources. Table 4.28 presents results of the analysis on the influence of resources on implementation of strategic plans.

**Table 4.28: Influence of Resources on Implementation of Strategic Plan**

Statement	Principals Mean	BOM Mean
Lack of finances has hindered implementation of our strategic plan	4.28	4.45
Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan	4.00	3.92
We have adequate physical resources to facilitate effective implementation of the strategic plan	2.17	2.62
Some projected sources of funds have changed necessitating changes in the strategic plan	4.10	3.73
I have come to realize that the strategic plan cannot be implemented the way it was designed	3.83	3.30
We do have adequate human capacity to implement our strategic plan	3.10	3.13
We have enough teaching staff to enable us meet our academic performance targets as set in the strategic plan	2.38	2.68
There are adequate instructional materials to support the instructional needs of the school.	3.45	3.18
The government policy on school fees has hindered progress of some projects spelt out in our strategic plan	4.65	4.40
The school will be able to realize and address all issues within the stipulated time	2.15	2.35
<b>Overall mean score</b>	<b>3.41</b>	<b>3.78</b>

As shown in Table 4.28, the mean scores obtained by the principals on aspects measuring the influence of resources on implementation of strategic plan ranged from 2.15 to 4.65 while that of the BoM ranged from 2.35 to 4.45. The highly ranked statements by both principals and BoM were “the government policy on school fees has hindered progress of some projects spelt out in our strategic plan. Principal’s mean was 4.65 and BoM chairpersons mean was 4.40”, and “lack of finances has hindered implementation of our strategic plan. Principal’s mean was 4.28 and BoM chairpersons mean was 4.45”. The lowest ranked statements were “the school will be able to realize and address all issues within the stipulated time. Principal’s mean was 2.15 and BoM chairpersons mean was 2.35” and “we have adequate physical resources to facilitate effective implementation of the strategic plan. Principal’s mean was 2.17 and BoM chairpersons mean was 2.62”. From the study findings, it is clear that resources available in most schools were inadequate to ensure successful implementation of strategic plans. The findings concurred with the results by Kevogo and Waiganjo (2015) who established that implementation of strategic plans in public secondary schools was adversely affected by scarcity of resources (time, human capital and budgetary allocation), presence of idle capacity due to poor flow of resources and inadequate funding of capacity building. Similarly, Amukowa (2017) found out that shortage of resources such as funding, limited budgetary allocation, Skills, staff training and development, and disbursement of Free Day Secondary Education funds greatly influenced implementation of strategic plans in public secondary schools in Khwisero sub-county. Similarly, Yabs (2010) in his study on strategic management practices in Kenya emphasized that without adequate resources the implementation of strategy is almost impossible. He further noted that the success of any school or organization depends to a large extent on the availability of resources such as people, skill, facilities and money to implement strategy.

To determine the relative influence of resources on the implementation of strategic plans in public secondary schools, the following regression model was developed with strategic plan implementation index as the dependent variable.

$$Y = a_1X_1 + c$$

Where:

Y = Strategic plan implementation index

X<sub>1</sub> = Resources

c = Constant; and a<sub>1</sub> is a regression coefficient

Table 4.29 depicts the regression model summary.

**Table 4.29: Regression Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.322 <sup>a</sup>	.104	.080	4.34918
a. Predictors: (Constant), Resource				

Table 4.29 shows an R-square value of 0.104. This implies that resources explained 10.4% of the variation in the implementation of strategic plan.

Table 4.30 shows the regression coefficients for the model.

**Table 4.30: Regression Coefficient for Resources versus Implementation of Strategic Plan**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.693	4.281		4.367	.000
	Resource	.395	.189	.322	2.096	.043
a. Dependent Variable: Implementation of strategic plan						

Table 4.30 shows that the prediction equation for implementation of strategic plan (Y) becomes:

$$Y = 0.395[\text{Resources}] + 18.693.$$

This means that implementation of strategic plan is predicted to increase by 0.395 when availability of resources goes up by one. In terms of significance level at  $p \leq 0.05$  level of significance, resources had a significant influence on implementation of strategic plan with a  $p$  value of 0.043. Though the regression model revealed a low R squared value of 10.4%, independent variable was significant with a  $p$  value of 0.043. This indicated strong evidence – significant relationship between the independent and dependent variable at  $p \leq 0.05$  level of significance. From this finding, it is clear that resources had a positive and significant influence on the implementation of strategic plan.

The findings of this analysis on influence of resources on implementation of strategic plans therefore were in concurrence with Abok et al (2013) whose study established that resources play a big role in effective implementation of strategic plans in Non- Governmental Organizations in Kenya. Similarly, Olsen (2017) observes that to successfully implement

strategic plan, one need to have sufficient funds and enough time to support implementation. Further, a survey by Buluma et al (2013) found out that human related factors such as inadequate personnel (staffing) were a hindrance to implementation of council's strategic plans. All these findings on influence of resources, were echoing Pfeffer and Solancik (1978) resource dependence theory which opined that an organization is dependent on the environment for its resources and these resources literally control the organizations planning.

Inadequacy of resources therefore, could have played a big role in the implementation of strategic plans in public secondary schools from Kakamega County. From the responses and interview schedule it came out clearly that public secondary schools did not have adequate resources. Having noted the importance of resources in implementation of strategies and their inadequacy, one notes that implementation of strategic plans would not have been successful. This could probably be an explanation to the overall dismal implementation of strategic plans in public secondary schools that had an overall implementation index of 0.37 which was far below half way implementation index of 0.5 and full implementation index of 1.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents summary, conclusions and recommendations based on the study findings. The chapter also suggests areas for further research.

#### 5.2 Summary of the Findings

The main goal of the study was to analyse determinants influencing implementation of strategic plans in public secondary schools in Kakamega County in order to aid in the enhancement of performance in these institutions. The study comprised of 171 respondents among them 40 principals, 40 senior teachers, 40 BoM chairpersons, 40 PA chairpersons and 11 SCQASOs. The study found out that over 60.0% of the study respondents were males meaning in most schools, management positions were held by males. In relation to age, majority of the respondents were aged 41 years and above. The following were the main findings as per the study objectives.

##### 5.2.1 Influence of School Leadership Styles on Implementation of Strategic Plans

The study established that principals were employing transformational leadership style greatly with a mean average of 4.33 followed by democratic leadership style with a mean of 3.87, autocratic leadership style was next with a mean of 3.46 and the least being *laissez faire* leadership style that had a mean of 2.53 out of a scale rating of 5 which was below mid-point of 3. However, in relation to implementation of strategic plans in public secondary schools from Kakamega County, leadership styles had no positive impact as expected since implementation of strategic plans was below average with an implementation rating scale of

0.37. Regression analysis model revealed an R-square value of 0.133 which implied that leadership styles explained 13.3% of the variation in the implementation of strategic plans. As per the regression analysis model, implementation of strategic plan was predicted to increase by 0.448 when autocratic leadership style goes up by one, decrease by 0.008 when transformation leadership style goes up by one, increase by 0.411 when democratic leadership style goes up by one and also increase by 0.061 when *Laissez-Faire* leadership style goes up by one. This predicted that when leadership styles (autocratic, democratic and laissez- faire) goes up by one, the level of implementation of strategic plan also increase. Implying that with an improvement in the three leadership styles among the school principals, such schools would have successful implementation of their respective strategic plans. To the contrary, regression analysis predicted a negative influence for transformational leadership style on implementation of strategic plans. In terms of significance at  $p \leq 0.05$  level of significance, there was no significant relationship between leadership styles and implementation of strategic plans with p-value of 0.103 for autocratic, 0.979 for transformational, 0.303 for democratic and 0.805 for laissez-fair leadership style. This implied that leadership styles did not have a significant influence on implementation of strategic plans in public secondary schools from Kakamega County. This was contrary with the findings from other previous studies which had established that leadership styles had a significant influence on implementation of strategic plans (Carter and Pucko, 2010; Ngunjiri, 2013; Koech and Namusonge, 2012; Rajasekar, 2014; Chege, Wachira and Mwenda, 2015; Johnson, 2016).



### **5.2.2 Influence of Training of Secondary Schools Managers on the Implementation of Strategic Plans**

The study found out that a bigger percentage of principals 87.5% had attended training on strategic planning process as compared to BoM, PA and senior teachers. It further emerged that a majority of the principals (68.6%) felt that the training was relevant and they were adequately equipped with the relevant knowledge, skills and abilities in strategic planning process. However, with regard to school management competency, over 80.0% of the school managers felt that the school management members required more training in strategic planning process. This was noted by most of the respondents disagreeing with the statements that “the school has organized training programs for PA representatives on strategic planning” with a mean average of 2.375 and “All members of staff have been trained on strategic planning processes” with a mean average of 2.37, all below a mean of 3. Regression analysis revealed an R-square of 0.192 which implied that training explained 19.2% of the variation in the implementation of strategic plans. As per regression analysis model, implementation of strategic plan is predicted to increase by 0.354 when training goes up by one. In terms of significance level at  $p \leq 0.05$  level of significance, training had a significant influence on implementation of strategic plan with a  $p$  value of 0.005.

### **5.2.3 Influence of the Stakeholders’ Involvement on the Implementation of the Strategic Plans**

In relation to this objective, the study findings demonstrated that 70% of the schools under the study had developed strategic plans before the current ones and the operation duration for most of the current strategic plans was 5 years. It further emerged that most of the principals, 80% consulted professionals (Consultants) before the preparation of strategic plan. In terms of the stakeholders’ involvement, it was established that BoM chairpersons and teachers were

involved in strategic planning process in school to a considerable extent while parents, support staff and students were involved to some extent. This therefore implied that all stakeholders were not fully involved. Regression analysis model showed an R-square value of 0.423 which indicated that stakeholder's involvement explained 42.3% of the variation in the implementation of strategic plans. As per the regression analysis model, implementation of strategic plan is predicted to increase by 0.374 when stakeholders' involvement goes up by one. In terms of significance level at  $p \leq 0.05$  level of significance, stakeholder involvement had a significant influence on implementation of strategic plan with a  $p$  value of 0.000, an indication that stakeholders' involvement had a significant influence on the implementation of strategic plans. This implied that schools where stakeholders were fully involved in the strategic planning process were more likely to have a successful implementation of strategic plans as compared to those schools where stakeholders were less or not involved.

#### **5.2.4 Influence of Resources on the Implementation of Strategic Plans**

Regarding this objective, the study established that over 80% of the schools were not adequately funded to develop strategic plans and hence they were not able to implement strategic plans as intended. Regression analysis model revealed an R-square value of 0.104 which implied that resources explained 10.4% of the variation in the implementation of strategic plans. In terms of significance level at  $p \leq 0.05$  level of significance, resources had a significant influence on implementation of strategic plans with a  $p$  value of 0.043. This implied that schools with adequate resources were more likely to have successful implementation of strategic plans than those with inadequate resources.

### **5.3 Conclusions of the study**

From the study findings, the following conclusions were made;

- i. Autocratic, democratic and *laissez-faire* leadership styles had a positive prediction on the implementation of strategic plan in public secondary schools while Transformative leadership had a negative prediction. Principals were employing mostly transformational, authoritative and democratic leadership styles in their schools to a greater extent and to a lesser extent *laissez fair* leadership style. However, these leadership styles did not have a significant influence on implementation of strategic plans in public secondary schools.
- ii. Training had a significant influence on implementation of strategic plans in schools. School managers with high level of training in strategic planning were more likely to implement school strategic plans. However, school management members in Kakamega County lacked sufficient training in strategic planning process and therefore required in depth training in strategic planning process.
- iii. Stakeholders' involvement had a significant influence on the implementation of strategic plans. Schools where stakeholders were highly involved in the planning process were more likely to have a successful implementation of strategic plans as compared to where stakeholders were less or not involved. However, Public secondary school's management in Kakamega County were not fully involving stakeholders in strategic planning process
- iv. Resources had a significant influence on the implementation of strategic plans. Schools with adequate resources were more likely to have a successful implementation of their strategic plans. However, these resources were not adequate to enhance implementation of strategic plans in public secondary schools from Kakamega County.

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

Arising from the study findings, the following recommendations were made.

- i. The ministry of education should set up an effective monitoring and evaluation framework which will be able to track progress of planned activities against implemented activities and hence identify any discrepancies which need immediate actions alongside entrenching organizational culture.
- ii. To ensure successful implementation of the strategic plan, all the school managers (principals, heads of departments, board of management members and PA representatives) should undergo in-depth training on strategic planning process. This study therefore recommends a training module on strategic planning process to be developed and form part of the curriculum for school managers.
- iii. The study recommends that all the key stakeholders should be fully involved in the strategic planning process of their respective public secondary schools.
- iv. The government should allocate sufficient resources in public secondary schools to ensure successful implementation of strategic plans.

#### **5.5 Suggestions for Further Research**

- i. A study should be conducted to determine the influence of implementation of strategic plan on school performance.
- ii. A similar study should be conducted to specifically determine the influence of leadership styles on implementation of strategic plans in public secondary schools.
- iii. A similar study should be conducted in private secondary schools to find out whether the same findings will be obtained.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

Maseno University,  
Department of Educational  
Management and Foundations,  
Private Bag,  
Maseno.

Date: .....

Dear Sir/Madam,

I am a Post graduate student at Maseno University pursuing a Doctor of Philosophy degree in Educational Planning. As a requirement, I am expected to conduct an own field research study. I therefore intend to carry out a study on analysis of Determinants Influencing Implementation of Strategic Plans in Public Secondary Schools in Kakamega County.

You have been identified as one of the respondents in the study. Kindly spare some time and respond to the items in the questionnaire as accurately and honestly as possible. Your response will be accepted as it is since there is no right or wrong answer, and shall be treated with utmost confidentiality and used for the study purposes alone.

Your positive participation in this study will be highly appreciated and will go a long way in assisting educational planners on strategic planning process in our public secondary schools.

I will be glad to send you a summary of the findings at the end of the study.

Yours faithfully,

Mukabi Thomas Imende (Researcher)

**APPENDIX II: QUESTIONNAIRE FOR BOARD OF MANAGEMENT**

**CHAIRPERSONS**

**Instructions**

Kindly respond to this questionnaire by filling in the blank spaces, or ticking [] the preferred answer where there is a provision for choices.

**PART 1: PERSONAL DATA**

1. What is your gender?

Male []                      Female []

2. Indicate your appropriate age interval bracket?

20 - 30 []    31 - 40        []    41 - 50        []

51 - 60 []    61 - 70 []    71 and above        []

3. Tick against your highest attained academic qualification

KAPE/CPE/KCPE                      []                      KJSE                      []

EACE/KCE/KCSE                      []                      KACE                      []

DIPLOMA                                      []                      DEGREE                      []

MASTERS                                      []                      PH.D                      []

Any Other, Specify .....

4. Current occupation / profession (specify) .....

**PART 2: Training and Implementation of Strategic Plans**

1. Have you ever undergone training on Strategic Planning Process?

Yes [ ] No [ ]

If yes,

a) How long did the training take? .....

b) What grade were you awarded for the above training? .....

2. From the training undertaken how adequately were you equipped with the relevant knowledge and skills on Strategic Planning Process? Please tick [√] one

Very great extent [5]

Considerable extent [4]

Some extent [3]

Very limited extent [2]

Not at all [1]

3. By means of a tick [√], please rate the competence of your Schools' Management members in Strategic Planning process

Excellent [5]

Very good [4]

Good [3]

Fair [2]

Poor [1]

4. To what extent in your own opinion do you think your School's Management members require training in Strategic Planning Process?

Very great extent [5]

Considerable extent [4]

Some extent [3]

Very limited extent [2]

Not at all [1]

5. Using the scale below, indicate the extent of agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree and **SD** for Strongly Disagree

<b>3 Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
When inducting new teachers, emphasis is placed on school vision and mission	5	4	3	2	1
All members of staff have been trained on strategic planning processes	5	4	3	2	1
Most of the teachers in the school do not understand the concept of strategic planning	5	4	3	2	1
Teachers in the school lack opportunities and support in strategic planning process	5	4	3	2	1
Teachers in the school can competently conduct SWOT analysis	5	4	3	2	1
Members of BOM have been trained in strategic planning adequately	5	4	3	2	1
The school has a trained lead team responsible for strategic plan implementation.	5	4	3	2	1
The school has organized training programs for PA representatives on strategic planning	5	4	3	2	1
The school has sponsored HoDs for training on strategic planning	5	4	3	2	1
Inadequate training of stakeholders has hampered the implementation of the school's strategic plan	5	4	3	2	1



**PART 3: Stakeholder Involvement in Strategic Planning Process**

1. Has your School ever developed a Strategic Plan before the current one?

Yes [ ] No [ ]

What is the duration period of the current Strategic Plan of the school?

3 years [ ] 5 years [ ] 10 years [ ] 15 years [ ]

Others ..... (Specify)

2. Did you seek for the service of a consultant in preparation of the very Strategic Plan?

Yes [ ] No [ ]

3. Was the preparation of the Schools Strategic Plan a requirement of the Ministry or School managements own initiative as a School?

.....

4. On a likert Rating Scale of 5, please rate the Level of involvement of the undermentioned personnel in your schools strategic planning process.

Very great extent [5], Considerable extent [4], some extent [3] Very limited extent [2], Not at all [1]

Stakeholders	Very Great Extent [5]	Considerable Extent [4]	Some Extent [3]	Very Limited Extent [2]	Not at All [1]
BoM members					
Parents					
Teachers					
Support Staff					
Students					
Consultant (s)					

5. Using the scale below, indicate the extent of your level of agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree, and **SD** for Strongly Disagree

Statement	SA	A	MA	D	SD
Teachers are allowed to make decisions and instigate action	5	4	3	2	1
All staff in the school are provided with an opportunity to participate on quality assurance teams	5	4	3	2	1
Inputs of teachers are always welcomed concerning quality initiatives and process improvement	5	4	3	2	1
Collaboration among employees to improve the quality of programs and services is encouraged	5	4	3	2	1
All members of staff are involved in strategic plan implementing	5	4	3	2	1
Team initiative and innovation by employees are encouraged in my school	5	4	3	2	1
Parents are consulted and their views strongly considered during planning	5	4	3	2	1
The management regularly communicates with stakeholders on school matters	5	4	3	2	1
The school has a strategic plan in which all stakeholders participated in developing	5	4	3	2	1
Students' views are sought in school strategic planning	5	4	3	2	1

**PART 4: Influence of Resources on Implementation of Strategic Plan**

1. Were you funded to develop the Schools Strategic Plan?

Yes [ ] No [ ]

If yes, who was the donor? If not, how did you get the funds?

.....  
 .....

2. Were you able to implement the Strategic Plan fully as intended?

Yes [ ] No [ ]

3. What challenges do you encounter in the implementation of the Strategic schools strategic Plan

4. On a likert Rating Scale of 5, please rate the adequacy of resources in your schools strategic planning process.

Very adequate [5], Considerable adequate [4], somehow considerate adequate [3] Inadequate [2], Very Inadequate [1]

Resources	Very Adequate [5]	Considerable Adequate [4]	Somehow Considerable Adequate [3]	Inadequate [2]	Very Inadequate [1]
Financial					
Human					
Infrastructure					
Time					

Using the scale below, indicate the extent of your agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree, **SD** for Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
Lack of finances has hindered implementation of our strategic plan	5	4	3	2	1
Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan	5	4	3	2	1
We don't have adequate physical resources to facilitate effective implementation of the strategic plan	5	4	3	2	1
Some projected sources of funds have changed necessitating changes in the strategic plan	5	4	3	2	1
I have come to realize that the strategic cannot be implemented the way it was designed	5	4	3	2	1
We don't have adequate human capacity to implement our strategic plan	5	4	3	2	1
We don't have enough teaching staff to enable us meet our academic performance targets as set in the strategic plan	5	4	3	2	1
There are inadequate instructional materials to support the instructional needs of the school.	5	4	3	2	1
The government policy on school fees has hindered progress of some projects spelt out in our strategic plan	5	4	3	2	1
The school will not be able to realize and address all issues within the stipulated time	5	4	3	2	1

Thank you

## APPENDIX III: QUESTIONNAIRE FOR PARENTS ASSOCIATION

### CHAIRPERSONS

#### Instructions

Kindly respond to this questionnaire by filling in the blank spaces or ticking [√] the preferred answer where there is a provision for choices

#### Part I: Personal Data

1. What is your gender?            Male [    ]            Female [    ]

2. Indicate your appropriate age interval bracket?

20 - 30            [    ]    31 - 40            [    ]            41 - 50 [    ]

51 - 60            [    ]    61 - 70 [    ]            71 and above [    ]

3. Tick against your highest attained academic qualification

KAPE/CPE/KCPE            [    ]            KJSE            [    ]

EACE/KCE/KCSE            [    ]            KACE            [    ]

DIPLOMA            [    ]            DEGREE            [    ]

MASTERS            [    ]            PH.D            [    ]

Any Other, Specify            .....

4. What is your current occupation /profession? .....

**PART 2: Training and Implementation of Strategic Plans**

1. Have you ever under gone training on Strategic Planning Process?

Yes [ ] No [ ]

If yes,

c) How long did the training take? .....

d) What grade were you awarded for the above training?

.....

2. From the training undertaken how adequately were you equipped with the relevant knowledge and skills on Strategic Planning Process? Please tick [√] one

Very great extent [5]

Considerable extent [4]

Some extent [3]

Very limited extent [2]

Not at all [1]

3. By means of a tick [√], please rate the competence of your Schools' Management members in Strategic Planning process

Excellent [5]

Very good [4]

Good [3]

Fair [2]

Poor [1]

4. To what extent in your own opinion do you think your School's Management members require training in Strategic Planning Process?

Very great extent [5]

Considerable extent [4]

Some extent [3]

Very limited extent [2]

Not at all [1]

5. Using the scale below, indicate the extent of your agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree and **SD** for Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
When inducting new teachers, emphasis is placed on school vision and mission	5	4	3	2	1
All members of staff have been trained on strategic planning processes	5	4	3	2	1
Most of the teachers in the school do not understand the concept of strategic planning	5	4	3	2	1
Teachers in the school lack opportunities and support for professional development	5	4	3	2	1
Teachers in the school can competently conduct SWOT analysis	5	4	3	2	1
Members of BOM have been trained in strategic planning adequately	5	4	3	2	1
The school has a trained lead team responsible for strategic plan implementation.	5	4	3	2	1
The school has organized training programs for PA representatives on strategic planning	5	4	3	2	1
The school has sponsored HoDs for training on strategic planning	5	4	3	2	1
Inadequate training of stakeholders has hampered the implementation of the school's strategic plan	5	4	3	2	1

**PART 3: Stakeholder Involvement in Strategic Planning Process**

1. Has your School ever developed a Strategic Plan before the current one?

Yes [ ] No [ ]

2. What is the duration period of the current Strategic Plan of the school?

3 years [ ] 5 years [ ] 10 years [ ] 15 years [ ]

Others ..... (Specify)

3. Did you seek for the service of a Consultant in preparation of the very Strategic Plan?

Yes [ ] No [ ]

4. Was the preparation of the Schools Strategic Plan a requirement of the Ministry or School managements own initiative as a School?

.....

5. On a likert Rating Scale of 5, please rate the Level of involvement of the undermentioned personnel in your schools strategic planning process.

Very great extent [5], Considerable extent [4], some extent [3] Very limited extent [2], Not at all [1]



Stakeholders	Very Great Extent [5]	Considerable Extent [4]	Some Extent [3]	Very Limited Extent [2]	Not at All [1]
BoM members					
Parents					
Teachers					
Support Staff					
Students					
Consultant (s)					

6. Using the scale below, indicate the extent of your agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree, and **SD** for Strongly Disagree

Statement	SA	A	MA	D	SD
Teachers are allowed to make decisions and instigate action	5	4	3	2	1
All staff in the school are provided with an opportunity to participate on quality assurance teams	5	4	3	2	1
Inputs of teachers are always welcomed concerning quality initiatives and process improvement	5	4	3	2	1
Collaboration among employees to improve the quality of programs and services is encouraged	5	4	3	2	1
All members of staff are involved in strategic planning process	5	4	3	2	1
Team initiative and innovation by employees are encourage in my school	5	4	3	2	1
Parents are consulted and their views strongly considered during planning	5	4	3	2	1
The management regularly communicates with stakeholders on school matters	5	4	3	2	1
The school has a strategic plan in which all stakeholders participated in developing	5	4	3	2	1
Students' views are sought in school strategic planning	5	4	3	2	1

Thank you.

## APPENDIX IV: QUESTIONNAIRE FOR PRINCIPALS

### Instructions

Kindly respond to this questionnaire by filling in the blank spaces or ticking [] the preferred answer where there is a provision for choices

### Part I: Personal Data

1 a) What is your gender?                      Male []                      Female []

b) Indicate your appropriate age interval bracket?

c) Indicate your highest academic/professional qualification

Dip in Education                      []      BA / BSC with PGDE []

BED    []      MSc / MA with PGDE                      []

M.ED    []      Any Other, Specify .....

d) Please indicate your grade, i.e. A.T.S.1., Principal, Senior Principal, chief Principal

.....

## PART 2: Influence of school leadership on implementation of strategic plans

Below are 20 statements that relate to how you feel about the Influence of school leadership on implementation of strategic plans. For each of the statement, tick the number that indicates the degree to which you agree or disagree. Use **SD** for Strongly Disagree, **D** for Disagree, **MA** for Moderately Agree, **A** for Agree and **SA** for Strongly Agree.

Statements	SD	D	MA	A	SA
1. Leaders should supervise closely their employees	1	2	3	4	5
2. Employees should be part of the decision-making	1	2	3	4	5
3. Leaders should let subordinates to work out on their own	1	2	3	4	5
4. Leaders should create a vision and communicated it to their subordinates	1	2	3	4	5
5. It is fair to say that most employees in the general are lazy	1	2	3	4	5
6. Providing guidance without pressure is the key to being a good leader	1	2	3	4	5
7. Leaders require to stay out of the way of the subordinates as they do their work	1	2	3	4	5
8. Leaders should motivate employees to enhance their productivity and efficiency	1	2	3	4	5
9. Most employees feel insecure about their work and need direction	1	2	3	4	5
10. Most workers want frequent and supportive communication from their leaders	1	2	3	4	5
11. As a rule, leaders should allow subordinates to appraise their own work	1	2	3	4	5
12. Leaders should challenge and inspire their employees with a sense of purpose	1	2	3	4	5
13. The leader is the chief judge of the achievements of the organization	1	2	3	4	5
14. The leader needs to help subordinates accept responsibility for completing their work	1	2	3	4	5
15. Leaders should give subordinates complete freedom to solve problems on their own	1	2	3	4	5
16. Leaders should create an enthusiastic work environment for their subordinates	1	2	3	4	5
17. Effective leaders give orders and clarify procedures	1	2	3	4	5
18. People are basically competent and if given task will do a good job	1	2	3	4	5
19. In general, it is best to leave subordinate alone	1	2	3	4	5
20. Effective leaders should have broad field of knowledge	1	2	3	4	5

**Adapted version of leadership style survey developed by Clark (2007)**

**PART 3: Training and Implementation of Strategic Plans**

1. Have you ever under gone training on Strategic Planning Process?

Yes [ ] No [ ]

If yes,

a). How long did the training take? .....

b). What grade were you awarded for the above training? .....

2. From the training undertaken how adequately were you equipped with the relevant knowledge and skills on Strategic Planning Process? Please tick [√] one

- Very great extent [5]
- Considerable extent [4]
- Some extent [3]
- Very limited extent [2]
- Not at all [1]

3. By means of a tick [√], please rate the competence of your Schools' Management members in Strategic Planning process

- Excellent [5]
- Very good [4]
- Good [3]
- Fair [2]
- Poor [1]

4. In your own opinion to what extent do you think your School's Management members require training in Strategic Planning Process?

Very great extent [5]

Considerable extent [4]

Some extent [3]

Very limited extent [2]

Not at all [1]

5. Using the scale below, indicate the extent of agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree and **SD** for Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
When inducting new teachers, emphasis is placed on school vision and mission	5	4	3	2	1
All members of staff have been trained on strategic planning processes	5	4	3	2	1
Most of the teachers in the school do not understand the concept of strategic planning	5	4	3	2	1
Teachers in the school lack opportunities and support for professional development	5	4	3	2	1
Teachers in the school can competently conduct SWOT analysis	5	4	3	2	1
Members of BOM have been trained in strategic planning adequately	5	4	3	2	1
The school has a trained lead team responsible for strategic plan implementation.	5	4	3	2	1
The school has organized training programs for PA representatives on strategic planning	5	4	3	2	1
The school has sponsored HoDs for training on strategic planning	5	4	3	2	1
Inadequate training of stakeholders has hampered the implementation of the school's strategic plan	5	4	3	2	1

**PART 4: Stakeholder Involvement in Strategic Planning Process**

1. Has your School ever developed a Strategic Plan before the current one?

Yes [ ] No [ ]

2. What is the duration period of the current Strategic Plan of the school?

3 years [ ] 5 years [ ] 10 years [ ] 15 years [ ]

Others ..... (Specify)

3. Did you seek for the service of a Consultant in preparation of the very Strategic Plan?

Yes [ ] No [ ]

4. Was the preparation of the Schools Strategic Plan a requirement of the Ministry or School managements own initiative as a School?

.....

5. On a likert Rating Scale of 5, please rate the Level of involvement of the undermentioned personnel in your schools strategic planning process.

Very great extent [5], Considerable extent [4], some extent [3] Very limited extent [2], Not at all [1]

Stakeholders	Very Great Extent [5]	Considerable Extent [4]	Some Extent [3]	Very Limited Extent [2]	Not at All [1]
BoM members					
Parents					
Teachers					
Support Staff					
Students					

6. Using the scale below, indicate the extent of your level of agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** - Strongly Agree, **A** – Agree, **MA** – Moderately Agree, **D** – Disagree, and **SD** – Strongly Disagree

Statement	SA	A	MA	D	SD
Teachers are allowed to make decisions and instigate action	5	4	3	2	1
All staff in the school are provided with an opportunity to participate on quality assurance teams	5	4	3	2	1
Inputs of teachers are always welcomed concerning quality initiatives and process improvement	5	4	3	2	1
Collaboration among employees to improve the quality of programs and services is encouraged	5	4	3	2	1
All members of staff are involved in strategic planning	5	4	3	2	1

process					
Team initiative and innovation by employees are encourage in my school	5	4	3	2	1
Parents are consulted and their views strongly considered during planning	5	4	3	2	1
The management regularly communicates with stakeholders on school matters	5	4	3	2	1
The school has a strategic plan in which all stakeholders participated in developing	5	4	3	2	1
Students' views are sought in school strategic planning	5	4	3	2	1



**PART 5: Influence of Resources on Implementation of Strategic Plan**

1. Were you funded to develop the Schools Strategic Plan?

Yes [ ] No [ ]

If yes, who was the donor? If not, how did you get the funds?

.....

2. Were you able to implement the Strategic Plan fully as intended?

Yes [ ] No [ ]

3. What challenges do you encounter in the implementation of the Strategic schools strategic Plan

4. On a likert Rating Scale of 5, please rate the adequacy of resources in your schools strategic planning process.

Very adequate [5], Considerable adequate [4], somehow considerate adequate [3] Inadequate [2], Very Inadequate [1]

Resources	Very Adequate [5]	Considerable Adequate [4]	Somehow Considerable Adequate [3]	Inadequate [2]	Very Inadequate [1]
Financial					
Human					
Infrastructure					
Time					

Using the scale below, indicate the extent of your level of agreement or disagreement by placing a tick (√) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree, **SD** for Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
Lack of finances has hindered implementation of our strategic plan	5	4	3	2	1
Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan	5	4	3	2	1
We have adequate physical resources to facilitate effective implementation of the strategic plan	5	4	3	2	1
Some projected sources of funds have changed necessitating changes in the strategic plan	5	4	3	2	1
I have come to realize that the strategic cannot be implemented the way it was designed	5	4	3	2	1
We do have adequate human capacity to implement our strategic plan	5	4	3	2	1
We have enough teaching staff to enable us meet our academic performance targets as set in the strategic plan	5	4	3	2	1
There are adequate instructional materials to support the instructional needs of the school.	5	4	3	2	1
The government policy on school fees has hindered progress of some projects spelt out in our strategic plan	5	4	3	2	1
The school will be able to realize and address all issues within the stipulated time	5	4	3	2	1

## IMPLEMENTATION STATUS OF THE SCHOOLS STRATEGIC PLAN

On a scale of five (5), please rate the implementation status of your schools' strategic plan with (5) Strongly Agree, (4) Agree, (3) Somehow Agree, (2) Disagree (1) Strongly Disagree

<b>Status</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
All planned activities are being carried out as outlined in the strategic plan					
All verifiable performance indicators are in place as stipulated in the strategic plan					
Objectives in the strategic plan document are being realized as intended					
Financial resources for implementation of activities are in place as per the budget					
All planned activities are being carried out within the expected/specified time frame					
Monitoring and Evaluation mechanism is in place overseeing the progress of implementation					
Reviewing of the strategic plan is in place and strictly adhered to as scheduled					
Tasks and responsibilities are clearly assigned and being undertaken					
Progress reporting is on course					
The school is realizing her set targets as per the strategic plan document					

**Thank you.**



**PART 2: Stakeholder Involvement in Strategic Planning Process**

1. Has your School ever developed a Strategic Plan before the current one?

Yes [ ] No [ ]

2. What is the duration period of the current Strategic Plan of the school?

3 years [ ] 5 years [ ] 10 years [ ] 15 years [ ]

Others ..... (Specify)

3. Did you seek for the service of a consultant in preparation of the very Strategic Plan?

Yes [ ] No [ ]

4. Was the preparation of the Schools Strategic Plan a requirement of the Ministry or School managements own initiative as a School?

.....

5. On a likert Rating Scale of 5, please rate the Level of involvement of the undermentioned personnel in your schools strategic planning process.

Very great extent [5], Considerable extent [4], some extent [3] Very limited extent [2], Not at all [1]

Stakeholders	Very Great Extent [5]	Considerable Extent [4]	Some Extent [3]	Very Limited Extent [2]	Not at All [1]
BoM members					
Parents					
Teachers					
Support Staff					
Students					

6. Using the scale below, indicate the extent of your level of agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree, and **SD** for Strongly Disagree

Statement	SA	A	MA	D	SD
Teachers are allowed to make decisions and instigate action	5	4	3	2	1
All staff in the school are provided with an opportunity to participate on quality assurance teams	5	4	3	2	1
Inputs of teachers are always welcomed concerning quality initiatives and process improvement	5	4	3	2	1
Collaboration among employees to improve the quality of programs and services is encouraged	5	4	3	2	1

All members of staff are involved in strategic planning process	5	4	3	2	1
Team initiative and innovation by employees are encourage in my school	5	4	3	2	1
Parents are consulted and their views strongly considered during planning	5	4	3	2	1
The management regularly communicates with stakeholders on school matters	5	4	3	2	1
The school has a strategic plan in which all stakeholders participated in developing	5	4	3	2	1
Students' views are sought in school strategic planning	5	4	3	2	1

**PART 3: Training Influence on Implementation of Strategic Plans**

1. Have you ever under gone training on Strategic Planning Process?

Yes [ ] No [ ]

If yes,

a). How long did the training take? .....

b). What grade were you awarded for the above training? .....

2. From the training undertaken how adequately were you equipped with the relevant knowledge and skills on Strategic Planning Process? Please tick [√] one

- Very great extent [5]
- Considerable extent [4]
- Some extent [3]
- Very limited extent [2]
- Not at all [1]

3. By means of a tick [√], please rate the competence of your Schools' Management members in Strategic Planning process

- Excellent [5]
- Very good [4]
- Good [3]
- Fair [2]
- Poor [1]

4. To what extent in your own opinion do you think your School's Management members require training in Strategic Planning Process?

- Very great extent [5]
- Considerable extent [4]
- Some extent [3]
- Very limited extent [2]
- Not at all [1]



1. Using the scale below, indicate the extent of your agreement or disagreement by placing a tick (✓) on the appropriate column. Use **SA** for Strongly Agree, **A** for Agree, **MA** for Moderately Agree, **D** for Disagree and **SD** for Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>MA</b>	<b>D</b>	<b>SD</b>
When inducting new teachers, emphasis is placed on school vision and mission	5	4	3	2	1
All members of staff have been trained on strategic planning processes	5	4	3	2	1
Most of the teachers in the school do not understand the concept of strategic planning	5	4	3	2	1
Teachers in the school lack opportunities and support for professional development	5	4	3	2	1
Teachers in the school can competently conduct SWOT analysis	5	4	3	2	1
Members of BOM have been trained in strategic planning adequately	5	4	3	2	1
The school has a trained lead team responsible for strategic plan implementation.	5	4	3	2	1
The school has organized training programs for PA representatives on strategic planning	5	4	3	2	1
The school has sponsored HoDs for training on strategic planning	5	4	3	2	1
Inadequate training of stakeholders has hampered the implementation of the school's strategic plan	5	4	3	2	1

**Thank you**

**APPENDIX VI: INTERVIEW SCHEDULE FOR SCQASOs**

Officer..... Designation .....

What is the Ministry’s position on Implementation of Strategic Plans in Public Secondary Schools? Are there policy documents / circulars in support of this?

.....  
.....

1. Is the Ministry Committed in ensuring that Schools Prepare and implement Strategic Plans? Please explain?

.....  
.....

2. If yes, are there any current initiatives or interventions by the Ministry of Education towards the same? Please mention them if any?

.....  
.....

3. a) Are all public Schools in your area of jurisdiction undertaking Strategic Planning process?

.....  
.....

b) For Schools that are undertaking Strategic Planning Process is it the initiative of your office or individual schools' management initiative?

.....

4. Where are they getting the resources for implementing Strategic Plans?

.....

.....

5. Does the Ministry of Education organize for any training for Education managers on Strategic Planning process?

.....

6. Do we have a training module designed for Strategic Planning process for education managers by the Ministry of Education?

.....

.....

.....

7. Are public secondary schools' principals competent enough in leadership of their respective institutions?

.....

.....

8. Are stakeholders fully involved in the management of public secondary schools?

Please explain briefly.

.....  
.....

9. What challenges are schools facing in implementation of their strategic plans?

.....  
.....

10. Do schools have adequate resources for strategic planning process? Please explain briefly.

Thank you.

**APPENDIX VII: CHECK LIST FOR SAMPLED SECONDARY SCHOOLS'**

**STRATEGIC PLANS AS PER IMPLEMENTATION MATRIX**

<b>Implementation Status</b>	No Action [0]	Slight [0.25]	Average [0.5]	Slightly above Average [0.75]	Fully [1]
Operating within time Frame					
Progress in addressing strategic issues					
Within Budget Provision as per implementation log frame					
Availability of resources for implementation					
Tasks accomplished as per plan					
Extent of monitoring and Evaluation exercise					
Frequency of meetings and minutes on strategic plan					
Workshops on implementation of the Strategic plan					
Progress reports on implementation status					
The school is realizing her targets as per the objectives					

**APPENDIX VIII: MAP OF KAKAMEGA COUNTY SHOWING ADMINISTRATIVE UNITS**



**APPENDIX IX: APPROVAL OF PROPOSAL FROM MASENO UNIVERSITY  
SCHOOL OF GRADUATE STUDIES.**



**MASENO UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

*Office of the Dean*

**Our Ref:** PG/PHD/ED/00018/014

Private Bag, MASENO, KENYA  
Tel:(057)351 22/351008/351011  
FAX: 254-057-351153/351221  
Email: [sgs@maseno.ac.ke](mailto:sgs@maseno.ac.ke)

Date: 6<sup>th</sup> May, 2019

**TO WHOM IT MAY CONCERN**

**RE: PROPOSAL APPROVAL FOR MUKABI THOMAS IMENDE —  
PG/PHD/ED/00018 /2014**

The above named is registered in the Doctor of Philosophy Programme in the School of Education, Maseno University. This is to confirm that his research proposal titled “Determinants Influencing Implementation of Strategic Plans in Public Secondary Schools in Kakamega County, Kenya.” has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

  
Prof. J.O. Agure

**DEAN, SCHOOL OF GRADUATE STUDIES**



Maseno University

ISO 9001:2008 Certified



**APPENDIX X: RESEARCH AUTHORIZATION BY COUNTY DIRECTOR  
OF EDUCATION KAKAMEGA**



**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**  
Telephone: 056 – 30411  
Fax : 056 – 31307  
E-mail : wespropde@yahoo.com  
When replying please quote

**COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY  
P. O. BOX 137 - 50100  
KAKAMEGA**

**REF: KAK/C/GA/29/17 V/9**

8<sup>th</sup> May, 2019

All Principals  
**KAKAMEGA COUNTY**

**RE: RESEARCH AUTHORIZATION – MUKABI THOMAS IMENDE**  
**PG/PHD/ED/00018/2014**

The above named is a student at Maseno University pursuing a Doctor of Philosophy in Planning and Economics of Education.

He is to carry out research in his area of study in our public secondary schools.

The purpose of this letter is to kindly request you to accord him cooperation in the course of his research work to enable him carry it out successfully.

  
**COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY**  
**DR. JOYCE OWEKE (PHD)**  
**COUNTY QUALITY ASSURANCE AND STANDARDS OFFICER  
KAKAMEGA COUNTY**

**CC:**  
The Regional Director of Education  
**WESTERN REGION**



# APPENDIX XI: APPROVAL OF PROPOSAL FROM MASENO UNIVERSITY

## ETHICS REVIEW COMMITTEE



### MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050  
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya  
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 31<sup>st</sup> July, 2019

TO: Thomas Imende Mukabi  
PG/PHD/ED/000018/2014  
Department of Education Management and Foundations  
School of Education  
Maseno University  
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00710/19

**RE: Determinants influencing Implementation of Strategic Plans in Public Secondary Schools in Kakamega County Kenya. Proposal Reference Number MSU/DRPI/MUERC/00710/19**


This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues were adequately addressed in the initial proposal. Consequently, the study is granted approval for implementation effective this 31<sup>st</sup> day of July, 2019 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 30<sup>th</sup> July, 2020. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15<sup>th</sup> June, 2020.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15<sup>th</sup> June, 2020.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you,

  
Dr. Bernard Guyah  
Ag. Secretary,  
Maseno University Ethics Review Committee








Cc: Chairman,  
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



**APPENDIX XII: RESEARCH PERMIT FROM NACOSTI**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 451023	Date of Issue: 09/September/2019
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr. Mukabi Imende of Maseno University, has been licensed to conduct research in Kakamega on the topic: <b>Determinants Influencing Implementation of Strategic Plans in Public Secondary Schools in Kakamega County, Kenya</b> for the period ending : 09/September/2020.</p>	
License No: NACOSTI/P/19/780	
451023 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	