

**INSTITUTIONAL DETERMINANTS OF STRATEGIC PLAN
IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS
IN MACHAKOS COUNTY, KENYA**

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Degree of Doctor of Philosophy in Economics of Education and Planning of South
Eastern Kenya University**

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DECLARATION

I understand that plagiarism is an offence and therefore declare that this research thesis is my original work and has not been presented to any other institution for any other award.

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DEDICATION

I dedicate this thesis to my loving mother, Christina Mwikali. My siblings Winfred, Lilian, Penninah and my brother Mutinda.

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ABBREVIATIONS AND ACRONYMS

ANOVA	:	Analysis of Variance.
BCSK	:	British Curriculum Schools of Kenya
BOM	:	Board of Management
CDF	:	Constituency Development Fund
CEO	:	Chief Executive Officer
DC	:	Dynamic Capacity.
ERS	:	Economic Recovery Strategy.
ESIP	:	Education Sector Investment plan.
FPE	:	Free Primary Education
GoK	:	Government of Kenya
HOD'S	:	Heads of Department.
KCSE	:	Kenya Certificate of Secondary Education.
KESSP	:	Kenya Education Sector Support Programme.
MDG	:	Millennium Development Goals
MOE	:	Ministry of Education
NACOSTI	:	National Commission for Science, Technology and Innovation
NGOs	:	Non-Governmental Organizations
PTA	:	Parent-Teacher Association
SDG	:	Sustainable Development Goals
SPSS	:	Statistical Package for the Social Sciences
SWAP	:	Sector Wide Approach to Planning.
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
TQM	:	Total Quality Management
TSC	:	Teachers Service Commission
UK	:	United Kingdom
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

DEFINITIONS OF TERMS

- Factors:** These influence strategic plan implementation and constitute organizational structure, leadership, resource allocation and the level of stakeholders' participation in school development plans.
- Influence:** Refers to the effort to effect one's character towards development.
- Leadership:** Refers to the directing action of a term of person or a firm with an aim of realizing the set goals and objectives. (Klettner & Boersma, 2014). The study, defines leadership as an act of communicating stakeholder participation and evaluation.
- Organizational Structure:** This is a lines of passing information, roles, authority and privileges in an organization (Morden, 2016). This study, defines it in terms of roles and assignments and coordination.
- Public Secondary Schools:** These are the educational learning institutions funded by the government where learners transit after completion of primary school education. The four-year curriculum involves the final national examination (KCSE) administered to the fourth year learners.
- Resource Allocation:** Refers to an act of budgeting for properties to encourage the firm's set goals (Ibukun & Aboluwodi, 2010). The study explains resources allocation as human, financial and physical assets in an organization.

Strategy Implementation: Refers to the practice of Putting theoretical thoughts and several projects intended into realization (Johnson & Bob, 2018). This study, defines it as the achievement of set objectives, the realization of academic goals and timely completion of set projects.

Strategic Plan: Refers to the objectives and long term goals of a firm and ways of adopting and assigning resources enabling the attainment of the set goals (Sauerhoff, 2014).

ABSTRACT

Strategic plan as a management tool can help to improve the performance of an organization since it guides all stakeholders to work towards the same objectives. It also makes an organization adapt to the ever changing environment toward realizing better results. This study sought to investigate the influence of institutional determinants of strategic plan implementation in public secondary schools in Machakos County, Kenya. The specific study objectives sought to establish the influence of school structure, resource allocation, leadership communication strategies, and the stakeholders' participation in school development plans on the strategic plan implementation. The study used descriptive survey research design. The study targeted 351 public secondary schools, 351 principals in these schools, and 3,159 class teachers and academic Heads of Departments. The study used a sample of 30% of all the targeted principals and 10% of the targeted HoDs and class teachers from each zone to arrive at 105 principals, and 316 academic HoDs and class teachers. Public secondary schools in Machakos County were grouped into eight zones (strata) using the stratified sampling technique. The study used open-ended questionnaire to obtain qualitative data and closed-ended questionnaires to obtain quantitative data. Descriptive statistics that is distribution of responses, measures of variability and measures of central tendency were used to analyze data which was presented using frequency distribution tables, and pie charts. Multiple linear regression was used to analyze the inferential data. Qualitative data gathered using open-ended questionnaires was grouped into themes based on the study objectives. The study tested four hypotheses each at a 0.05 level of significance. From the first objective, the study gave a positive coefficient of 0.0470 on school structure with a p-value of 0.314 and was not statistically significant at 0.05 level, hence we fail to reject the null hypothesis that, school structure had no influence on strategic plan implementation. Based on the second objective, the study produced a positive coefficient of 0.4168 on school leadership with a p-value of 0.000 which was statistically significant at the 0.05 level, hence we reject the null hypothesis that, school leadership had no influence on strategic plan implementation. In the third objective, the study produced a negative coefficient of -0.0168 on resource allocation with a p-value of 0.714 which was not statistically significant at the 0.05 level, hence we fail to reject the null hypothesis that, resource allocation has no influence on strategic plan implementation. The findings from the fourth objective produced a positive coefficient of 0.2519 on stakeholder participation in school development plans with a p-value of 0.000 which was statistically significant at 0.05 level, thus we reject the null hypothesis that, stakeholder participation in school development plans has no influence on strategic plan implementation. From the study findings, the study concluded that institutional leadership and stakeholders' participation in institution development plans have a statistically significant influence on strategic plan implementation; however institutional structure does not have a statistically significant influence on strategic plan implementation even though school structure is positively and significantly related to strategic plan implementation, in addition, institutional allocation of resources had no statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. Based on these findings, the study recommends that the school Principals ought to make sure that there is clarity in co-coordinating the curriculum, and stakeholders' need to honor the invitation to participate in the school development plans in the strategic plan.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

In the whole globe education is a basic human right for all children. This is in line with the United Nations Educational, Scientific and Cultural organization each child should enjoy right to education (UNESCO, 2009). Planning and implementing educational strategic plans in schools has proved to be a strong means of achieving Sustainable Development Goals (UNICEF, 2015). A strategic plan can be defined as a systematic guide, formulated by a school to assess how it can actualize its set goals, and formulate the basis so the whole school knows what will take place and what is expected of them (Mintzberg, 2004). Globally, strategic plan implementation is important for it dictates the success and failure in education. Schools use strategic plans to ascertain objectives and goals in education (Alexander, 1991). Many public and private organizations like ministries, parastatals, legal services, hospitals, financial services, and churches formulate strategic plans to track their performances. Many shareholders in public secondary schools take part in the process of making a strategic plan. The process of making a strategic plan involves the Board of Management, teachers, support staff, parents and the students. The process requires an input of alumni, accreditation agencies, government agencies, benefactors and the community.

A study conducted by Reeves (2008) in United States of America showed that for schools to improve student results, leaders require guidance in the processes of strategic planning. While analyzing many schools' strategic plans in USA, Reeves discovered that successful planning and students' achievement are determined by leadership practices and leadership high expectations. The study also discovered that over 70% of the strategic plans are never implemented. This study filled this gap in Machakos County by studying the institutional determinants of the strategic plan implementation in public secondary schools.

A research study done by Ezugwu (2013) in Japan indicates that while some states formulate and implement plans for their development, other countries formulate but lack

implementation. The author asserted that developed countries like Japan implement their strategic plans. But the strategic plans formulated in developing countries like Nigeria are 90% not implemented. Because of this, very good plans are formulated in many third world countries but rarely implemented, hence little achievement is realized in terms of school development since set objectives and goals are not achieved. This study filled knowledge gap by analyzing the institutional determinants of strategic plan on implementation in Machakos County, Kenya since the study looked at formulation and implementation.

A study conducted in Malaysia showed that the three most challenging obstacles on strategy implementation include those pertaining to the environment, management information systems, and human resource (Zakaria & Omar, 2013). Nyamwanza (2013) discovered that inadequate preparation before strategy implementation accounts for the main reason as to why many organizations' strategies fail and recommended that necessary preparations be carried out before embarking on strategy implementation.

A study carried out by Deventer (2009) South African secondary institutions discovered that the poor participation of the stakeholders like teachers leads to failure of strategic plan implementation due to the use of poor methods. In addition, the author asserted that political interference and poor management are additional factors affecting strategic plan implementation in some schools in South Africa. A research study done by Jooste and Fourie (2019) in South Africa showed that organizational performance is greatly influenced by the strategic leadership role during the implementation stage as giving direction is vital. The study only looked at leadership as a factor influencing the strategic plan implementation leaving out of other school determinants which this study sought to address in Machakos County.

Kenya is allocating more funds to the education sector compared to the other economic sectors. The ministry of education introduced strategic plans in the learning public institutions for them to effectively attain goals and objectives in the Sustainable Development Goals (SDG 4). The SDG4 aims at achieving lifelong learning, equity, effective learning and relevance education. The ministry of education initiated strategic

management in all schools in line with the social pillar of vision 2030. In line with the policy, the Ministry gives the blueprint for strategic plans where all the schools must prepare a strategic plan. The strategic plan implementation in schools remains a big challenge. This will lead to a challenge of national realization of overall educational goals and objectives. The study sought to identify in-depth how school structure, leadership communication strategy, resource allocation and stakeholders' participation in school development plans in public secondary institutions in Machakos County influence the strategic plan implementation.

According to Sessional Paper No. 1 (2005) changes in expected returns on investment in education in terms of productivity and skilled manpower through a Sector Wide Approach to Planning (SWAP). Though the emphasis was on the access, relevance, equity, quality and the strengthening of governance and management, the expected outcomes on investment in education was to equip all the citizens of Kenya with basic quality education and training. The education sector in Kenya has for long time been faced by several changes according to the global goals of education, which forms the wider delimitation of the national policy, set out in the Economic Recovery Strategy (ERS) and domesticated in the Sessional Paper No. 1 of 2005, on Education Policy, Research and Training. In the year 2005, a national education strategy was formulated by the Ministry of Education. The Kenya Education Sector Support (KESSP) was also formulated. These were formed to pool all the stakeholders in education together to facilitate the realization of the county's goals which included both vertical and horizontal performance accountability. Through this program, infrastructure development remains to be the task of the school Board on Management engraved in the school strategic plans. In Kenya, the formulation and implementing strategic plan is tasked to the schools Board of Management according to the Article 56 (1A) of the Basic Education Bill. The Board of Management is appointed by the county education board, however, this law does not give a clear guideline of who should take this role in secondary schools (Government of Kenya (G.O.K), 2012). The organizational structure is a variable that can be used by the school management enabling it to achieve its desired objectives and goals.

Huber (2011) defines school structure as the policy that directs the allocation of activities, how they are supervised and coordinated to achieve the set goals. In line with Mcshane and Glinow (2010) standardization of high degree, formulation, centralization rules and firm procedures are associated with firms reluctant to change. This does not encourage creativity and innovation hence creating unsuitable environment in which the strategic plan implementation can be done. In addition, in firms with structures characterized by full decentralized decision making, little formalization and control, roles are much fluid, that is adaption to emerging issues and firm requires much efficiently. This organizational structure can result in increased to a big challenge to organizational strategic plan implementation since it encourages disagreement amongst firms' managers and accountability of the available resources

According to Mcshane and Glinow, (2010) firms with structures comprised of standardization, more of formulation, fixed rules, creativity and more innovation, rigid rules, centralization and firm processes that do not accommodate change, discourage innovation and creativity and hence discouraging the environment of strategic plan implementation. But firms with structures comprising of strict control, management of objective and less formalization, duties are much fluid, that is the firm can adapt to new ideas and hence the organization becomes much efficient. These organizations are dynamic and therefore it gives an opportunity for stakeholders to exchange communication much easily, less rigidity, efficient passing of information and proper use of resources. This kind of firm structure encourages disagreements among the leaders and neutralize accountability hence straining the effort of strategic plan implementation.

A research study carried out by Omboi and Mucai (2011) to examine the determinants influencing strategic plan implementation of Government Tertiary schools, Meru central District asserted that strategic plan implementation is strongly affected by resource allocation. Resources can be allocated by the Board of Management and firm leadership. The study discovered that enough allocation of equitable resources of human factors like inadequate staffing is a barrier to the strategic plan implementation. The current study will

dig deeper to investigate how other resources within learning institution contribute towards strategic plan implementation in public secondary schools in Machakos County, Kenya.

Jones (2012) identifies leadership as a critical factor in effective program implementation. He also elaborated further that a leader can transform a thought vision into actualization by embracing implementation and executing that vision via several policies, and will introduce stakeholders and empower them in vision implementation. Evans (2007) emphasized that a good leader employs the character of being simply brave to issues and breadth. Leaders believe in flexibility in fulfilling this. According to the reviewed literature, strategic plan formulation requires leaders with characteristics like having requisite wisdom, skills in the strategic plan, self-drive, future-oriented and appreciation of the need to have a strategic plan.

A study conducted by Wambua (2013) in Mwingi District assessed the responsibilities of stakeholders during the phases of effective strategic plan implementation. The researcher asserted that many stakeholders were not adequately fulfilling their responsibilities in strategic plan implementation in learning schools. The researcher found that besides 77 per cent of the institution stakeholders who said that they were involved in the implementation, only 36 per cent said that they were included at the formulation stage of the institution's strategic plan. The researcher concluded that determinants that include insufficient resources, appropriate institution structure, and poor leadership among others hinder the implementation of the strategic plan in an organization. These factors can be overcome if only every stakeholder effectively plays his or her duties. That study was carried out in Mwingi District leaving a gap in Machakos County filled by the current study. The study was done way back in 2013 creating a knowledge gap filled by this study by researching institutional determinants of strategic planning in public learning institutions since things have changed over the years.

Education is a major priority of the government of Kenya in the vision 2030. Education is a driver of the success of other sectors in the economy in Kenya (Government of Kenya, 2007). In line with the vision 2030 economic development strategy, several flagship

projects have been put in place to ensure that the education system equips learners with the quality skills required for the growth of the country's economy. To develop the system of education, vision 2030 aims at attaining gender parity in the enrolment in public secondary schools and to realize a good regional distribution of schooling opportunities and training of teachers. Several studies have shown that a strategic plan is a tool for guiding a school's initiatives for future improvement (Fullan 2004). Steyn and Wolhuter (2010) argued that strategic plan aids in the school's evaluation to identify and plan for the strengths and anticipated future problems. Eacott (2011) states the importance of strategic planning as a factor of strengthening the relationship between the school and its community. This is because it serves as an instrument of conveying information outside the school. In line with David (2011) comparing the expected results and the actual results and taking corrective actions to ensure that the performance of the entire organization conforms to the strategic plan is an indicator of good strategic plan implementation in a school.

To create a balance between the firm and the environment, the practice of strategic plan implementation becomes an important tool because firms need to be keen on responding to the environmental conditions facing them, (Pearce & Robinson, 2007). The strategic plan relates the firm to the environment by highlighting its weaknesses, strengths threats and opportunities. The inherent relationship between the strategic plan implementation and environment supports the study. Therefore, this study focused on institutional determinants of strategic plan implementation in public secondary schools in Machakos County Kenya, to address this gap.

A good strategic plan implementation yields many benefits. In line with Bryson (1995) strategic plan implementation aids in predicting common purpose for future development in a school, triggers forward-thinking, enhances performance in a school, promotes teamwork and enhances responsiveness. Due to the benefits attributed to strategic plan implementation, strategic plan has been adopted by schools in Machakos County. In Machakos County, all the 351 public secondary schools have formulated the strategic plan but the big problem is at the implementation stage. According to the County Director of Education, 25% of schools have implemented their strategic plan. This can negatively

affect the general development and performance of schools in Machakos County. There are many institutional determinants of implementing the strategic plan in public secondary schools, however in this study the variables which were investigated include organizational structure, organizational leadership, resource allocation, and stakeholders' participation in school development plans in public secondary schools in Machakos County, Kenya.

Ganley (2010) states that resources make organizations to run effectively, and allocating these resources to an organization should be done carefully. Allocating these resources can be tough, but an organization can acquire the resources they need appropriately through careful practice. Some examples of organizational resources are technology, people, and finances. All of these organizational resources are crucial to the success and growth of an institution. Murithi (2009) states that resources are needed for the successful implementation of strategic plan and strategies. It is very difficult to implement a strategy when resources are not available. Resources will include the human resources, time frame, remuneration, and finances in terms of sufficient funds. Resources have to be available for strategy implementation.

The implementation of strategic plans is one of the most challenging activities for managers in the organization. Most well-formulated strategic plans end up failing during the implementation phase. Implementation of strategic plans requires strategic leadership and a supportive structure of the firm. The organizational structure determines how tasks and responsibilities are allocated among staff in the organization. Clear communication including feedback between staff in the organization helps in clarification of issues while facilitating coordination during the implementation of strategies (Kehinde & Osibanjo, 2011).

Apparently, stakeholder involvement must be treated with a high level of interest if it is compared with any other organizational units in concerns. (Bryson, 2004) argued that deciding who should be involved in, how and when to do stakeholder analyses are keys for strategic choice. Thus, the correlation between involvement and desirable features of

strategic outcome in such implementation success are important because these kinds of perceptions are the basis of managerial behavior (Collier et al., 2004).

The organisational structure is one variable which management can adopt to lead the organisation to its desired goals and objectives. Mcshane and Glinow, (2010) who spells out that organisations whose structures are characterised by a high degree of standardisation, formalisation, centralisation, rigid rules and tight procedures are reluctant to change, discourage creativity and innovation and therefore undermine the atmosphere within which strategic plans can be implemented. However, organisations whose structures are characterised by a full span of control, decentralised decision making and little formalisation, tasks are more fluid; adjust to new situations and organisation needs more efficiently. These organisations are more dynamic and allow team members to share information more readily across boundaries, increases flexibility and improve communication efficiency and the efficient use of resources (Mcshane & Glinow, 2010).

The relationship between the school structure and the strategic plans is important for utilisation in order to achieve strategic implementations of the plans since the structure is clearly a means to an end. During the organisation of a school structure, useful components of the school have been used consistently to organise strategic planning processes and organisation development (Morden, 2016). Once a strategy is decided, it is the job of their overall manager to make sure that the system is embodied in what the school does. The most important job of implementing procedure is to develop a list of business goals and its alternative tasks. On average, varieties of shape should be generated: suit on the list of the procedure and operational rules; Suit involves the procedure and the organisational shape, systems and methods (Shafritz, J. M., Ott, J. S., & Jang, Y. S. 2015). Enforcing an organisation's enterprise model and methods efficaciously rely upon an organisational structure, the way of selecting the ideal aggregate of organisational shape, manage arrangements, and culture. However, this structure can lead to increase or decline in conflicts among managers who equally share power and can dilute accountability and thus constrain strategy implementation. Public secondary schools structure is totally different in public secondary schools in Machakos County. According to the County Director

Ministry of Education in Machakos County (2023) schools in Machakos County range from national schools, extra-county schools, and sub-county schools and are differently structured. National and extra-county schools have more resources and therefore have more capability to implement their strategic plan although their strategic plans are not implemented 100 percent. Sub county schools have less resources and therefore face a lot of challenges in the implementation of their strategic plans.

The process of strategic plan development is expensive for an organizations. The implementation of strategic plan is also costly. There is limited research on the institutional determinants of the implementation strategic plans in Machakos County and this presents a gap to be filled by this study. Other than the school's academic performance, these indicators can measure a good strategic implementation in a school; the consistency that the strategic plan must show mutually consistent goals and policies of a school, the consonance, that is the strategic plan implementation must present an adaptive response to dynamic environment and changes encountered during the implementation stage, competitive advantage and feasibility that is, it must be affordable and not to create unsolvable sub-problems. The researcher focused on the institutional determinants of the implementation of strategic plan to address knowledge gap in the implementation of strategic plans in Machakos County.

1.2 Statement of the Problem

Institutional strategic plans are vital instruments in the current times of many educational changes associated with performance contracting in Kenya. Many institutions of education have formulated strategic plans in line with their needs, objectives and status. In 2003, the government of Kenya through the ministry of education made it mandatory for all public learning institutions to formulate a domestic strategic plan document to help them in the realization of developments in their institutions (Mutuku and Mutuku 2003). Proper implementation of strategic plans greatly contribute to achievement in institutional success all round. In the year 2006, the then minister for education directed for the formulation of strategic plan for the ministry of education. The ministry made it mandatory for all learning institution to make a strategic plan. All the learning institution embraced this ministerial

policy. From the schools' assessments by Quality Assurance and Standards Officer (QASO) B.O.M files, B.O.M minutes, PA minutes, financial committee minutes, departmental minutes and the Strategic Plan Document clearly indicates all the 351 public secondary schools have formulated strategic plans. The same sources shows that although the strategic plans have been prepared 100% only 25% of the schools are implementing the strategic plan although none of the schools has implemented the strategic plan 100%. The statistics sourced from the County Director Ministry of Education in Machakos County supports the implementation of the strategic plan. This then means there is a problem at the implementation stage of strategic plans in Public secondary schools in Machakos County. Several measures have been put in place to mitigate it. These include capacity building for all stakeholders, in-service training and sensitization seminars, developing departmental goals, setting short-term goals and objectives, identifying staffing, budgeting and financial needs, identifying key performance indicators to be tracked and identifying the needs of the customers. All these attempts and strategies seem not to bear fruits since the implementation of the strategic plan is still a big challenge.

Strategic plan implementation is greatly influenced by the school structure (Morden, 2016). Schools in Machakos County are structured differently. National and extra-County schools have a comprehensive structure in terms of human physical resources. Their structures include the principal, the deputy principal, teachers, subordinate staff and the students. Some schools have two deputy principals depending on the students' population. The Sub-County schools in Machakos County have simple structures. The schools in Machakos County are structured into different departments tasked with different duties. Despite the fact that public secondary schools in Machakos County have good structures, the strategic plans have not been implemented 100 percent making this study necessary to investigate the influence of school structure on the implementation of strategic plans in Machakos County.

Strategic plan can be implemented successfully where there are resources. A resource is anything that an organizational manager utilises in order to achieve their set organizational goals (KESI, 2011). Resources in this study were taken to mean; time, financial, human

resource, land and physical facilities. The resources in an organization have a big contribution towards the achievement of the organizational goals. When effectively allocated, resources will be optimized and lead to greater productivity. Zhang (2014) argues that a scientific and rational plan can promote rapid development while unscientific and irrational plan is a plan that cannot be put into practice or that which results in wastage of resources and leads to missed opportunities for development. People (human resource) are key factor in realizing the implementation of strategic goals and as part of the resource they will also need to be protected. Resources in an organization are always limited thus the need to plan well on how to prudently manage the available resources and mobilise for more in order to achieve the goals projected in the strategic plan. Leaders have to think of strategic ways of generating financial resources. The strategic plans of schools in Machakos County are not the same. National and County schools with more resources have a comprehensive strategic plan. Most Sub-County Schools with less resources have simple strategic plans which do not require more resources at the implementation stage. Despite the schools having resources, statistics from the County director 2023 indicates that the strategic plans have not been 100 percent implemented and hence the need of this study to address the knowledge gap.

Effective strategy implementation dependent on the leadership style of senior management especially with regard to the structure of the organisation, the powers of delegation, the making of decisions, and incentives and reward systems. The style of leadership has the ability to create a conducive environment to support efforts towards the implementation of strategy (Azhar et al., 2013). There are different leadership styles in schools which includes transactional leadership style, Full Range Leadership Model of transformational, and laissez-faire leadership style. All these styles can be applied in strategic plan implementation. Presence of good leadership style ensure performance towards the realization of goals and standards. It also involves active monitoring work and assessing performance, addressing discrepancies in respect of non-conformities to standards and rules, and taking corrective measures to rectify errors. Absence of good leadership style may lead leaders to delay or do not make decisions when required, they are reluctant to give rewards, they make no effort to support the needs of their employees and employees

are therefore not empowered or motivated. Although schools in Machakos County have tried all these different leadership styles, still there seem to be problem at the implementation stage of the strategic plan making this study relevant.

Strategic plan implementation is greatly influenced by stakeholders' participation. The plan stakeholders includes the board of management, the school principal, the teaching staff, subordinate staff and the students. The role of these stakeholders differ from each other. The board of management plays the role of policy making in a strategic plan. The principal of a school plays the role of implementing all the policies in the strategic plan with the help of the teaching staff and the subordinate staff. The students also plays the role of implementing the strategies in the strategic plan. In schools where each stakeholders play their roles effectively the strategic plan well implemented although not done 100 percent. In schools where stakeholders don't participate effectively in their roles the strategic plan is hardly implemented. Attempts like in-service training and seminars have been embrace to sensitize the stakeholders but the problem of implementation of strategic plans persist in Machakos County.

From this background the researcher was interested in conducting this study on institutional determinants of strategic plan implementation in public secondary schools in Machakos County to fill the knowledge gap. In addition, organizational structure, organizational leadership, resource allocation, and stakeholders' participation in school development plans were not studied in-depth as possible institutional determinants of implementing the strategic plan in public secondary schools in Machakos County Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The study was guided by main objective of investigating institutional determinants of strategic plans implementation in public secondary schools of Machakos County, Kenya.

1.3.2 Specific Objectives

These specific objectives guided this study;

- i. To establish the influence of school structure on implementing the strategic plans in public secondary schools in Machakos County.
- ii. Determining the influence of leadership communication strategies on implementing the strategic plans in public secondary schools in Machakos County.
- iii. To ascertain the influence of resource allocation on implementing the strategic plans in public secondary schools in Machakos County.
- iv. To establish the influence of the stakeholders' participation in school development plans on implementing a strategic plans in public secondary schools in Machakos County.

1.4 Hypotheses

These hypotheses guided the study:

Ho1: School structure does not significantly influence the implementation of strategic plans in public secondary schools in Machakos County.

Ho2: Leadership communication strategies does not significantly influence implementation of the strategic plans in public secondary schools in Machakos County.

Ho3: Resource allocation does not significantly influence the implementation of strategic plans in public secondary schools in Machakos County.

Ho4: There is no statistically significant influence of stakeholders' participation in schools development plans on implementation of strategic plans in public secondary schools in Machakos County.

1.5 Significance of the Study

The results may be of great help to the school Board of Management as it may get skills of making strategic plan and its implementation. Education policymakers may benefit from this study in terms of strategic plan implementation in public secondary schools. The results of the study may equip the Ministry of Education with information on how it can assess and enhance the implementation of goals and objectives in national strategic plan at

secondary learning institution levels. The study findings and recommendations may support other scholars for further research on strategic plan implementation.

1.6 Limitation of the Study

The limitations of this research are issues and challenges that researchers face during the study that may influence or impact the results and interpretations of those results (Price and Murnan, 2004). According to Baron (2009) limitations are factors, usually beyond the researcher's control, that may affect the results of the study or how the results are interpreted. All studies, regardless of how well-planned or well-conducted they are, have one limit or another. This limit can be on the issues of the theoretical or methodological choice for the study, or in terms of problems faced during the process of data collection.

Respondents' feared to give the information and inadequate time to fill in questionnaires limiting this study. The respondents' workload limited them from getting enough time for filling in the questionnaires. To mitigate this, the researcher gave the teachers enough time to fill in the questionnaires. The respondents were unwilling to give data pertaining to their institutions due to the confidentiality policy governing their schools. This was mitigated giving assurance to the respondents that none of their responses would be shared with other parties. Pertaining to the data collected, the study did not collected qualitative data but was limited to quantitative data.

1.7 Delimitations of the Study

The delimitations of a study are those characteristics that arise from the limitation in the scope of the study defining the boundaries and by the conscious exclusionary and inclusionary decisions made during the development of the study plan Simon and Goes, (2013). The current study was confined to institutional strategic plan implementation. Since strategic plan implementation is wide, the study focused in examining institutional determinants of strategic plan implementation in public learning schools excluding private institutions of Machakos County. These included school structure, leadership communication strategies, resources allocation and stakeholders' participation in school development plans. Questionnaires, and key informant interview guide were utilized as the

research instruments to collect data. The respondents from the selected population were the main target. The research was conducted targeting public secondary schools in Machakos County, Kenya. The participants of research involved only heads of institutions, Heads of Departments and Class teachers from public secondary schools in Machakos County.

1.8 Assumption of the Study

This study assumed following; public secondary schools in Machakos County formulate a strategic plan and relevant stakeholders are included in implementation phase; the information in the questionnaires and key informant interview guide by all the respondents were accurate; that school structure, leadership, resource allocation, and stakeholders' participation in school development plans affect the strategic plan implementation in Machakos County and the sampled respondents were representative of the entire population.

1.9 Organization of the Study

The research study comprises the six chapters. Chapter one comprises background to the study, statement of the problem, the general objective of the study, the specific objectives of the study, research hypothesis, significance of the study, limitation of the study, delimitations of the study, assumptions of the study, and organization of the study. Chapter two presents the literature review based on sub-themes derived from study objectives which include; school structure, leadership, resource allocation and stakeholders' participation in school development plans, a summary of the literature review, theoretical framework and conceptual framework. Chapter three comprises of the research methodology used in the study which involves the research design, target population, sampling techniques and sample size, research instruments, the validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical consideration. Chapter four consists of research findings and interpretations. Chapter five consists of the summary of the study findings and discussions based on the study objectives. Chapter six comprises conclusion, suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The literature review covers an insight of the study variables that is school structure, leadership, resource allocation, and stakeholders' participation in school development plans. The chapter also present empirical and theoretical discussions of literature, summary of literature review, theoretical framework and conceptual framework.

2.2 School Structure and Implementation of Strategic Plan

Tasks in an organization are distributed into various departments in an organization. The organizational shape is associated with the departmental structure (Morden, 2016). The structure of different organizations differ from each other through the components of the firms and how they relate with each other. The organizational chart makes the different in many organizations. During configuration, it is vital to appreciate the elements of different organizations.

Albers et al., (2016) did a study to investigate School Structure in Secondary Schools in America. The school heads of institutions, deputy heads of institutions and the class teachers contributed study population. However, the study did not address how duties and responsibilities are shared in an organization and it missed to address the vertical coordination of the strategic implementation in public learning creating a gap filled by this study. The reviewed study targeted a small 38 schools with a population of 326 respondents creating a gap filled by the current study by targeting 351 public secondary schools. The study used stratified sampling technique while the current study used purposive sampling for principals and deputy principals and stratified sampling for the HoDs and class teachers.

In Nigeria, Okwukweke (2015) did research to examine the problems of implementation of strategic plans in public secondary schools in Anambra State, Nigeria. The study targeted a small population of only 217 principals leaving a knowledge gap in terms of data collected. The current study used a target population of 351 principals, 1,755 academic

HoDs and 1,404 class teachers for more information hence filling in the knowledge gap. The researcher used only the questionnaires for data collection. This study filled the knowledge gap by using key informant interview guide in the field to gather more information. The researcher investigated problems of implementation of a strategic plan and did not address the institutional structure as a determinant influencing the implementation of the strategic plan leaving a gap addressed by this study in Machakos County.

In Nigeria, Adetayo (2020) carried out a study evaluating school structure on the strategic plan implementation in public secondary schools. The study targeted all the 34 principals, 50 HoDs and 58 class teachers. Purposive technique was employed to determine a sample of 11 principals, 25 HoDs and 33 class teachers. However, the reviewed study did not factor in how schools are structured in the form of departments and their roles in the strategic implementation a knowledge gap filled by the current study. The reviewed study by Adetayo (2020) was done in Nigeria creating a knowledge gap in Kenya a gap filled by the current study by investigating the institutional determinants of strategic plan implementation in Machakos County Kenya. The study targeted a smaller population a gap which was addressed by the current study by targeting a larger population of 351 public secondary schools in Machakos County, Kenya.

A study done by Nyandeje (2014) in Homa Bay County investigated the determinants of strategic plan implementation in public secondary schools. The study targeted a population of eight public secondary schools. From the outcomes of the research, it was asserted that 70% of institutions do not hold meetings to review the school structures in place. Asserted that 30 per cent of institutions hold departmental meetings to review the school structure in place to ensure sufficient implementation of the strategic plan. In addition, it was discovered that only the same 30 per cent of the school department work together towards achieving the set goals and objectives in the strategic plan. The research asserted that many schools that participated in the study do not have unity among the existing departments and do not work as a team towards strategic plan implementation practices. The researcher found that the school departments do not hold meetings regularly to review and discuss

details about school structure in relation to strategic plan implementation. The researcher recommended that the school management should involve all the stakeholders on board to participate in meetings and restructure the school to fit the implementation of the strategic plan. The Board of Management should time to time restructure their school structure especially the departments to achieve their set goals and objectives. However, the reviewed study did not address how the Ministry of Education should come up with policies guiding the formulation of strategic plans with clearly defined structures geared towards the attainment of the school-set goals and objectives. From the findings of the reviewed study, there is a gap in knowledge in the fact that it evaluated the stock which is a different context from public secondary schools. The current research addressed the knowledge gap through carrying out research in Machakos County in public secondary schools.

Nyangemi (2017) researched to examine organizational determinants affecting the implementation of strategic plans in private learning institutions in Nairobi County, Kenya. The researcher targeted 119 members of staff from various private schools in Nairobi County. The research findings showed a strong correlation between organizational structure and strategic plan implementation in private institutions. The researcher focused on the particular determinants that make the implementation of a strategic plan difficult. Nyangemi (2017) laid much emphasis on the private learning institutions in Nairobi County. The current study emphasized on the institutional determinants of strategic plan implementation in public secondary schools in Machakos County. The reviewed study by Nyangemi (2017) used only the stratified sampling technique while the current study used both stratified and purposive techniques for sampling. The reviewed study sampled 50 schools whereas the current study sampled 105 public secondary schools. Inferential, explanatory factor analysis and descriptive statistics designs were employed to analyze data in the reviewed study while the current study used regression model for hypothesis testing.

2.3 Leaders Communication Strategies and Implementation of Strategic Plan

Leadership nature can influence the strategic plan implementation in schools as revealed in research by Mariani et al. (2018) on the influence of school strategic plan

implementation and its relationship with secondary school academic achievement in Selangor, Malaysia. 377 teachers were randomly sampled from the 37 schools in Selangor, Malaysia. The study discovered that there is a weakness of leadership affecting negatively the strategic plan implementation. The research results showed that strategic plan implementation is mostly influenced by poor leadership. The study did not address how leadership determines the strategic plan implementation in public secondary schools in Machakos County, Kenya. The reviewed study was conducted in Malaysia leaving a gap in Machakos County, Kenya. The reviewed study targeted 39 schools while the current study targeted a population of 351 public secondary schools to fill the gap on the institutional determinants of strategic plan implementation.

Zvavahera (2013) did research examining the impact of strategic plan implementation at the University of Namibia. The researcher targeted 16,000 students and 1300 academic and administration staff in 2012. Twenty academic staff, seven administration staff, and 50 students were involved in the study. The researcher further states that the discontent of workers resulted from poor leadership translating to poor strategic plan implementation and poor performance. For an organization to realize efficient implementation of the strategic plan, there is a need for good coordination of activities and programs. The school leadership is therefore urged to rise to these challenges hence the need for this study in Machakos County. The reviewed study targeted university students while the current study targeted staff who seemed more knowledgeable on institutional determinants of strategic plan implementation. The reviewed study was conducted way back 2013 leaving knowledge gap to be addressed by the current study since changes have occurred in the way strategic plans are implemented.

In Zimbabwe, Mapetere, et al. (2012) conducted a study to explore the link between active leadership involvement and successful implementation strategy in State Owned Enterprises. The researchers did the study between July and October 2010 with 188 respondents randomly selected from four State Owned Enterprises. Leadership has been failing to role model the ideal behaviour for successful strategy implementation. The study also concluded that organizational leaders should come up with strategic programmes and

install efficient strategies of communication. The researchers concluded that leaders should act as role models for behaviour changes consistent with new strategies. The reviewed study was done in Zimbabwe whereas the current study was done in Machakos County. The reviewed study sampled small population a gap which was addressed by the current study by sampling a 421 respondents who gave more information on implementation of strategic plan. The reviewed study used random sampling technique to sample the respondents while the current study used stratified sampling method to group respondents with similar characteristics.

A Kenyan study conducted by Anyieni and Areri (2016) determined factors affecting the strategic plan implementation. The researcher administered questionnaires to the selected population which included managers such as teachers, principals and deputy principals in the schools to collect data. The reviewed study paid much attention to strategic plan communication but it did not address leadership involving all the stakeholders and the leadership style creating a knowledge gap necessitating for the current study. The reviewed study used Pearson product moment of correlation of coefficient while the current study employed a descriptive survey. The reviewed study did not target the HoDs rather it focused the attention on the heads of institutions, deputy heads of institutions and teachers. The class teachers and HoDs were targeted in the current study since they can give reliable information on the determinants of strategic plan implementation. The current study sampled 105 public secondary schools to collect more data. The current study was done in Machakos County, Kenya where no other study has ever been carried out examining the institutional factors of implementation of strategic plans in public secondary schools.

Mureithi (2019) conducted research seeking to investigate organizational determinants affecting implementation of strategic plan implementation in Universities in the Mount Kenya region, Kenya. The reviewed study targeted eight universities in the Mount Kenya Region. The target population included 295 Heads of Departments in these universities. The researcher used the questionnaires to collect data from the sampled heads of departments. The reviewed study discovered that the leadership in an organization should communicate the strategic plan objectives and goals to the relevant stakeholders for

effective strategic plan implementation in learning institutions. However, the reviewed study used only one research instrument while the current study used various research instruments to collect more informed data to fill the knowledge gap. The reviewed study was done in Mount Kenya Region leaving a gap to be filled at Machakos County. The target population in the reviewed study was universities while the current study used public secondary schools in Machakos County, Kenya.

2.4 Resource Allocation and Implementation of Strategic Plan

In strategic plan implementation, time, material, human and financial resources are vital (Pearce & Robinson, 2009). Siambi (2021) did a study in Juddah, Saudi Arabia to evaluate the implementation of strategic plan in universities. The study targeted university administrators, Deans and departmental chairpersons to get information from them on strategic plan implementation. The study used document analysis and semi-structured interviews for data gathering. The researcher used a case study and interviews as qualitative data collection methods. The reviewed study only addressed the obstacles to successful strategic plan implementation. However, the reviewed study did not address the allocation of resources that influence the strategic plan implementation and the current study intended to fill this knowledge gap in public secondary schools in Machakos County. The reviewed research was done in a university in India whereas the current study was done in public secondary schools in Machakos County, Kenya.

A study in South Africa by Mango (2014) studied the effects of resource allocation as a determinant of strategic plan implementation in public secondary institutions. The researcher targeted all the public secondary schools in Mpumalanga province in South Africa. The researcher used structured questionnaires for data collection. The research outcomes showed a positive and statistically significant relationship between resource allocation and strategic plan implementation. The reviewed study revealed that sufficient strategic plan implementation is connected with resource allocation. Resource allocation was found to have a positive impact on strategic plan implementation in public secondary institutions in South Africa. The researcher suggested that the government ought to allocate more resources to public secondary institutions to effectively and successfully implement

the strategic plan. The reviewed researcher targeted a small population whereas the gap was filled by the current study by targeting a larger population to get more information. The reviewed study used only questionnaires as the research tools whereas the current study used questionnaires and key informant interview guide in gathering the data from different respondents who were targeted in the study.

In the study from Tanzania, Mariam (2015) to investigate the influence of resource allocation on strategic plan implementation in public secondary schools in Dodoma region. The researcher targeted a population of two schools. Target population comprised of two principals, two HoDs two members of the management board, 12 teachers. The researcher conducted a census study. All the respondents in the target population were samples. The researcher used descriptive survey design. The researcher used questionnaires and focus discussion for data collection. The researcher discovered that there was a positive and significant correlation between strategic plan implementation and resources allocation in public secondary school. The reviewed study was done in Tanzania whereas the current study was done in Machakos County. The reviewed study targeted a small population while the current study used a larger population of 351 public secondary schools in Machakos County. The reviewed study targeted only the principals and HoDs and class teachers leaving a gap which was addressed by the current study through combining the HoDs and class teachers since all are teachers only that HoDs have extra responsibilities. The reviewed study used questionnaires and focus discussion for data collection creating a gap which was addressed by the current study by using questionnaires, interview guide and document analysis to gather more information. The reviewed study was done in the year 2015 creating a gap which was addressed by the current study since implementation of strategic plans have advanced since then.

Nyadeje (2014) did research investigating the influence of the implementation of strategic plans in public secondary schools in Homabay County, Kenya. The descriptive survey technique was used by the researcher to analyze data. The researcher targeted a population of 219 public secondary schools. The researcher used a random sampling technique to sample 14 public secondary schools where 14 principals and 28 HoDs were sampled. The

researcher found there is a relationship between strategic plan implementation and resource availability. The current study filled the knowledge gap by targeting public secondary schools in Machakos County since the research study was conducted in public secondary schools in Homabay County. The reviewed study was conducted in 2014 and therefore the current study filled the knowledge gap since so many changes have taken place in the strategic plan for implementation in public secondary schools. The reviewed study targeted a small population a gap filled by the current study which targeted 351 public secondary schools in Machakos County to gather more information. The sample size of the reviewed study was small compared to the current study which sampled 421 respondents to gather more information. The reviewed research used only one tool namely questionnaire for data collection a gap filled by the current study which also used a key informant interview guide.

A study in Embu County of Kenya by Njeru (2013) aimed at studying the effects of institutional resource availability on strategic plan implementation in public secondary institutions in Embu North District. The researcher targeted 24 heads of the institutions, 24 chairmen of the Board of Management, and 24 PA chairpersons in all the public institutions in Embu North District, Embu County. The researcher discovered that the availability of resources facilitated the formulation and implementation of the strategic plan. The reviewed research was done in a sub-county generating a small amount of information a gap filled by the current study by targeting Machakos County which gave more information about the influence of the strategic plan implementation. The reviewed research used the Spearman's rank of correlation coefficient in data analysis while the current study filled the gap by using multiple regression analysis and descriptive survey design hence making the study relevant. The reviewed study targeted the principals, chairpersons of the Board of Management and PA chairpersons creating knowledge gap which was filled by the current study by targeting HoDs and class teachers who can give more information on strategic plan implementation since they are key participants in the implementation of strategic plans in Machakos County.

2.5 Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

Stakeholders' participation in school development plans can affect the strategic plan implementation in schools. Dess et al. (2012) defined stakeholders as people or a team of individuals who are directly or indirectly affected by the organizational projects, like the people with an interest in the project and can influence the end results positively or negatively. For an organization to achieve successful strategic planning it must involve the top management and the people at the bottom (stakeholders) who are influenced by the strategic plan.

Cabardo (2016) did a study to evaluate stakeholders' level of participation in the school-initiated activities and strategic plan implementation of management of schools in selected primary schools in the division of Davao Del Sur in the Philippines. Descriptive survey design was used by the researcher for data analysis. A researcher-restructured questionnaire was answered by the 13 school heads, 56 teachers, and 50 stakeholders who formed part as respondents of this study. The data were statistically analyzed using mean, analysis of variance (F test), t-test for independent sample, Pearson r and t-test for the significance of r as statistical tools. In terms of the level of participation of the school stakeholders to the different school initiated activities, a moderate descriptive rating was found. The study found that the stakeholders' participation in strategic plan implementation was below standards. It also discovered that the strategic plan implementation was significantly affected by the stakeholders' participation. The reviewed study targeted primary schools in the Philippines whereas the current research used public secondary institutions in Machakos County to fill the existing knowledge gap. The reviewed study also used questionnaires while the current study used both questionnaires and key informant interview guide for data collection which gives respondents adequate time to fill. The reviewed study used a small sample size a gap filled by current study by targeting a greater sample size of 421 respondents. The target population of the reviewed study was small creating a gap which was addressed by targeting a larger population to gather more information on strategic plan implementation in public secondary schools in Machakos County. The reviewed study used mean, analysis of variance (F test), t-test for independent

sample, Pearson r and t-test creating a gap which was addressed by using multiple regression analysis.

In their article Falqueto et al., (2020) conducted a study to investigate the influence of stakeholder participation in institutions of higher learning in Brazil. Specifically, in-depth semi-structured interviews were conducted with 4 officials and 20 graduate students. The study discovered that the institutions involved both internal and external stakeholders in the strategic plan implementation. The research study showed that stakeholders' participation influenced the implementation of the strategic plan in the institution of higher education. The study revealed that the university management must broaden their thinking more strategically in line with the institution's objectives. The study also discovered that the university management should involve the stakeholders at the initial stage of formulation of the strategic plan. The reviewed study was conducted in Brazil whereas the current study was conducted in Machakos County; In addition the reviewed study was done in universities whereas the current study was done in public secondary schools. The reviewed study targeted only 20 graduate students and 4 officials creating a gap which was addressed by the current study by targeting a larger population to gather more information. The reviewed study used only interviews leaving knowledge gap which was addressed by current study by gathering more information using questionnaires and document analysis.

Moeng and Van (2016) conducted research investigating the determinants affecting the strategic plan implementation in public primary schools of North West Province, South Africa. The study targeted two primary schools two principals and 27 teachers. The researchers used the census to sample the two principals and simple random sampling to sample 8 teachers. In the strategic plan implementation should involve stakeholders like teachers and parents. The study discovered that there are no meetings to discuss the phase of the strategic plan implementation in schools. The researcher did not address the right stakeholders' required skills and competencies needed in the strategic plan implementation phase. The study's target population was small a gap filled by the current study which targeted 6,347 staff. The reviewed study was conducted in South Africa whereas the current study was conducted in Machakos County, Kenya which gave different knowledge on

strategic plan implementation. The reviewed study was done way back in 2016 and the current study filled the gap in terms of new knowledge since changes have taken place over the years in the way the strategic plan is implemented in schools. The reviewed study was done in primary schools leaving a gap in secondary schools which was filled by the current study.

In Tanzania, Nyanda (2023) did a study to examine the influence of stakeholders' participation on strategic plan implementation in public secondary institutions in public secondary schools in the Arusha Region. The study employed convergent research design under mixed research approach. The target population involved 163 public secondary schools, 978 student leaders, 4694 teachers, 163 heads of schools, seven DCSQAOs, and seven DSEOs. The research revealed a positive and significant relationship between the stakeholders' participation and strategic plan implementation. The study discovered that some of the school principals prepared the strategic plan without involving the other stakeholders. The research also revealed that some school stakeholders including teachers and students are not even aware of the school's strategic plan. The study discovered that the strategic plan is moderately implemented in public secondary schools. The researcher recommended school principals to always include the stakeholders and all levels of the strategic plan that is formed and at the implementation stages. The principals should involve the stakeholders in the strategic plan to make them own it and hence make it easy to implement. The reviewed study did not discuss the levels of stakeholders' involvement. However, the current study analyzed the levels at which the stakeholders are involved. The reviewed study targeted small population of 163 public secondary schools a knowledge gap which was filled by the current study which targeted a 351 public secondary schools in Machakos County. The reviewed study did not address the effects of absence or presence of the stakeholders a gap which was addressed by the current study.

A Kenyan study by Kithuka (2016) investigated the influence of stakeholders in the implementation of strategic plan implementation in public institutions strategic plans in the Machakos Sub-County. The research was by these four objectives; The First objective was to examine the influence of parents on the strategic plan implementation in public

secondary institutions in Machakos Sub-County. The second objective was to investigate government influence on strategic plan implementation in public secondary schools in Machakos Sub-County. The third objective of the study was to evaluate the influence of the Board of Management on the strategic plan implementation in public secondary schools in Machakos Sub-County. The study's fourth objective was to investigate teachers' effects on the strategic plan implementation in public secondary institutions in Machakos Sub-County. The researcher targeted all 62 public secondary institutions of Machakos Sub-County. The sample comprised of 19 schools which were stratified according to categories of national, Extra County, county and sub county schools. The study discovered that parents influence the strategic plan implementation through the payment of school fees. The researcher revealed that the management board impacts the strategic plan implementation in public secondary institutions. The study found that the Board of Management is well represented in terms of gender and this makes it effective in the strategic plan implementation. The research outcomes revealed that teachers are included during strategic plan implementation through participation in extracurricular activities in the schools. The study discovered that resources moderate the correlation between the strategic plan implementation and the stakeholders in public secondary institutions in Machakos Sub-County. The availability of school funds influences the strategic plan implementation. The reviewed study did not address the stakeholders involved in the formulation of the strategic plan and the implementation phase. This knowledge gap was addressed by the current study by highlighting the stakeholders involved in the strategic plan formulation and implementation. The reviewed study targeted 62 public secondary schools a gap that was filled by the current study by targeting 351 public secondary schools in Machakos County.

In the Kimilili Sub-County, Nakhumicha (2014) conducted a study to investigate stakeholders' involvement in the implementation of the strategic plan in public secondary institutions. The researcher employed a descriptive survey design while undertaking the study. The target population for the study was 274 respondents. The sample size was 159 respondents proportionately sampled. The researcher visited all the sampled respondents and administered the research tools for data collection. The research findings showed that

stakeholders like heads of the learning institutions teachers, parents and learners were actively involved in the implementation of the strategic plan making it successful. The reviewed study did not address the other possible determinants of the institutional strategic plan implementation hence making the current study relevant to fill in the gap. The reviewed research was done at Kimilili Sub-County leaving a gap in Machakos County filled by the current study. The reviewed study did not give an insight into how stakeholders are involved in strategic plan formulation and implementation. The reviewed study used questionnaires only a gap addressed by the current study by using the questionnaires, and key informant interview guide for data collection. The study targeted a small population of 274 respondents a gap addressed by the current study by targeting larger population of 3510 respondents to gather more information on strategic plan implementation in public secondary schools in Machakos County.

2.6 Summary of Literature Review

The first determinant of strategic plan implementation discussed under the literature review was the school structure. All school have the same structure. Albers et al., (2016) found that most schools with effective structures that involves lines of both authority and accountability as well as what kind of behaviour is considered acceptable within the organization have enhanced strategic plan implementation in public secondary schools as compared to those without. This follows Nyangemi (2017) who said there exists a firm correlation between the school structure and the strategic plan implementation in private schools. Reviewed literature on leadership and Strategic Plan Implementation as the second determinant of strategic plan implementation indicates that the most obstacle affecting strategic plan implementation is poor leadership (Mariani et al. (2018)). This follows Zvavahera (2013) who said that poor performance and poor strategic plan implementation are attributed to poor leadership which results from the discontent of workers. This concurs with Anyieni and Areri (2016) who found that a substantial impact of management leadership style on these strategies' implementation.

Literature review on strategic plan implementation and resource allocation as the third determinant of strategic plan implementation indicate that poor strategic leadership, poor

attitude towards the strategic plan and lack of enough allocation of resources and absence of employees' participation were major drawbacks to successful strategic plan implementation (Siambi 2021). Poor strategy understanding by the workforce and poor communication of strategic plan are the major challenges facing the strategic plan implementation (Fourie, 2009). This follows Nyadeje (2014) who said there is a strong registered relationship between implementation of strategic plan and resource allocation. In the determination of the whole effective strategic plan implementation process will be, resource allocation was a vital aspect. This, therefore, recommends for all firms balance their resource allocation and budget for more financial resources for the departments in charge of strategic plan within an organization. Reviewed literature on stakeholders' participation in school development plans and strategic plan implementation as the fourth determinant of the strategic plan implementation shows that where a strategy is to be implemented stakeholders participation are a vital team in a school organization (Cabardo 2016). This is inconsistent with Moeng and Van (2016) who found that lack of proper leadership not aligned to strategy affects the implementation of strategic plan. It should involve other stakeholders, particularly teachers, students and to some extent parents, in strategic plan implementation. Reviewed literature on the four independent variable which includes: school organizational structure, internal leadership, resource allocation and stakeholders' participation has identified a research gap in the institutional determinants of strategic plan implementation in public secondary schools in Machakos County and this justified the need for the research to fill knowledge gap.

2.7 Theoretical Framework

This section presents a theory that the study was anchored on and that underpins strategic implementation thinking. The study was guided by Dynamic Capabilities Theory. Dynamic capabilities theory describes an organization's ability to build, reconfigure organizational structure and integrate, leadership, resource allocation and stakeholders' participation in school development plans competencies to tackle the challenges associated with the dynamic environment. Dynamic capabilities are basically the outcome of experience and learning within the institutions. Competent strategic plan implementation teams in schools can make prudent and judgmental leadership decisions favorable to school growth. The

Theory of Dynamic Capabilities was postulated by Teece et al., (1997). In line with Teece (1997), dynamic means the capacity to renew competencies to attain set goals within the changing organizational surrounding calling upon innovation to endure the timing of changing technology speed and speculating the expected completion. Dynamic capabilities stress internal and external organizational skills needed for a fluctuating business environment (Teece, 1997). Dynamic capacity can be explained as the ability to attain new types of competitive advantage. Dynamic means renovation competencies to attain a corresponding transforming firms' environment. Defining innovation such as the time to enter the market is the main characteristic of dynamic capacity. Due to technological dynamics at a high rate, proper timing is vital. Organizations' way of doing things is facing swift changes in technology and therefore for them to sustain the competitive environment change is inevitable.

The strengths of this theory include: The interaction of dynamic capabilities, innovation and strategy making is the main basis upon which a certain type of business can be carried out successfully in the competitive business environment. There is a study made by Lidiya et al. (2014) in which they assured the connection between dynamic capability and innovation capability and the study showed also the ways they can be connected. Dynamic Capabilities (DC) theory seems as an alternative approach to getting a resolution to some weaknesses related to Resource Based View theory (Galvin, Rice & Liao, 2014). For firms to adapt to the ever changing environments by integrating and reconfiguring and building their resource and capabilities portfolio, the Dynamic Capabilities Theory is necessary for those firms. (Teece, Pisano & Shuen, 1997). The Dynamic theory has faced intense criticisms against it which include the term and challenges of determining the advantages of the outcomes of the theory (Zahra, Sapienza & Davidson, 2006) it has faced criticism because it is difficult in understanding DCs and the lack of clear methods of measuring these capabilities and how they impact the performance of organizations (Zott, 2003). The repetitive nature of this theory has also posed a criticism of the theory (Zollo & Winter, 2002) and ineffective availing a complete answer regarding DCs and their operation (Schreyögg & Kliesch-Eberl, 2007). Lack of clarity about what constitutes the core concepts has faced DC theory as a critic (Ambrosini & Bowman, 2009). With the in-depth

discussion of this theory, (Ambrosini & Bowman, 2009) researchers need to collectively join their efforts to explain the concept of this theory and connect how it links with the empirical practices in an organization (Wang & Ahmed, 2007). Besides the weaknesses associated with this theory, in its application, every school ought to involve dynamic and professional stakeholders who will guide the school toward better strategic plan implementation. The principal and teachers should be professional and dynamic team players who will be in a position to spearhead the school to better heights of strategic plan implementation excellence in that school. This theory informs the study that for effective strategic plan implementation to take place, all the variables must be aligned with the dynamism.

2.8 Conceptual Framework

Figure 2.1 is a framework indicating the correlation between the independent variables and the dependent variable in the study.

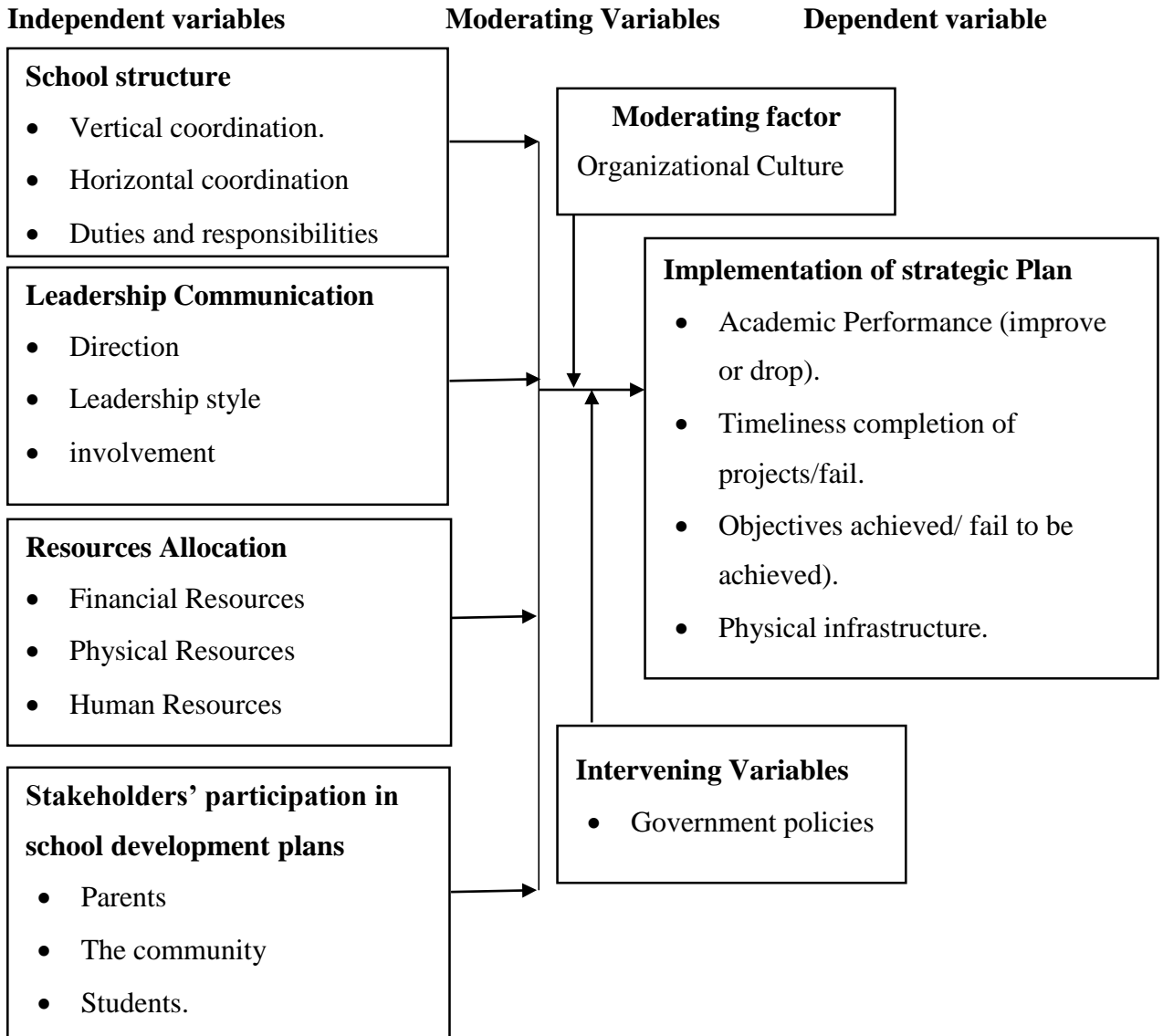


Figure 2.1: Conceptual Framework

Figure 2.1 illustrates the correlation between the dependent and the independent variables. The illustrations show the school structure, leadership, resource allocation and stakeholders' participation in school development plans as the independent variables and strategic plan implementation as the dependent variable in the study. The dependent

variable is expected to be influenced by the independent variables by indicating how their relations and how the independent variables influence the school managers in the strategic plan implementation. The dependent variable is influenced by the dependent variable positively or negatively. The study also anticipated that the intervening variables which include the government policy which impact the implementation of strategic plan in public secondary schools. This was not investigated in the study. The organizational culture formed the moderating factor of the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology used in the study. The methodology structure covers: the target population, research design, sampling procedure and sample size, research instruments, the validity of research instruments, reliability of research instruments, data collection procedure, data analysis and ethical consideration.

3.2 Research Design

Descriptive survey research design was used in this study to evaluate the data collected (Mugenda & Mugenda, 2003). The research used a descriptive survey design which includes data collection to test hypotheses or questions about the current status of the subject in the study. In the current study, the researcher was interested in gathering information on institutional determinants of strategic plan implementation in public secondary schools in Machakos County, therefore descriptive research design was the most suitable because it is a method for gathering persons' behaviour, habits, attitudes and opinion on a specific matter (Orodho, 2009) and in this study the strategic plan implementation. In the survey, the researcher collected data from a specific percentage of the target population by administering questionnaires as well as the use of key informant interview guide. Inferential data analysis was done using multiple linear regression.

3.3 Target Population

Babbie (2015) defined a target population as total sum of items of study that researcher intends to factor in the study objectives. Machakos County has a population of 351 public secondary schools; two national schools, 13 Extra County schools, 27 County schools and 309 Sub-County schools. The current study targeted 3,861 respondents from all the 351 public secondary schools in Machakos County. Thus, 351 School principals, and 3159 class teachers and academic HoDs comprised the target population. Principals, and academic HoDs and class teachers were targeted because they are involved during the development, adoption and implementation stage of the school strategic plan.

3.4 Sampling Procedure and Sample Size

Sampling procedure is a technique or process of choosing a sub-group from a population to participate in the study (Ogula, 2005). A sample size is a small proportion of a population selected for observation and analysis (Best and Kahn, 2000). Mugenda and Mugenda (2009) avers that a good sample represents the whole population and it should range between 10% - 30% of the total population. If the target population is less than 10,000, a sample size between 10 and 30% is suitable to represent the entire target population (Mugenda and Mugenda, 2013) and hence 10% for HoDs and class teachers and 30% for principals is adequate for analysis. The researcher sampled 30% of the 351 target public secondary schools to obtain a sample of 105 public secondary schools from Machakos County and 30% of the target population to sample 105 principals. The researcher sampled 10% of the targeted HoDs and class teachers to get 316 Heads of Departments and class teachers. The Principals, and the HoDs and class teachers were sampled using stratified proportionate sampling technique then simple random method to get the sample size. The schools in Machakos County were grouped into eight zones (strata) using the stratified sampling technique. These zones of Machakos County included; Masinga, Yatta, Kangundo, Kathiani, Mavoko, Machakos Town, Mwala and Matungulu. 30% of the principals were sampled. 10% of the sampled schools' Heads of Departments and class teachers were selected and randomly shared among the sampled zones. This is according to Gay et al., (2009) formula who argued that in the sampling process, 20-30% of the target population is appropriate for a small population and 10% is to be applied for a large population where the small population is anything below 500 persons. The academic HoDs were involved in this study because they get information from the heads of the institution to communicate downward to the members of their departments and in return academic implementation activities. Class teachers were involved in this study because they implement the policies in the strategic plan at the class level.

Table 3.1: Sample Frame

Zones		Target population	
		Principals	Class teachers and HoDs
No. of schools			
Masinga	35	35	315
Yatta	39	39	351
Kangundo	66	66	594
Kathiani	37	37	333
Mavoko	35	35	315
Machakos	58	58	522
Mwala	44	44	396
Matungulu	37	37	333
Total	351	351	3159

From Table 3.1, all principals from each zone were targeted. From each school, five academic HoDs that is Science, Mathematics, Humanities, Languages and Technical and Arts were targeted. From each school four class teachers were targeted.

According to Albright et al., (2011) sampling randomly from a population avoids biases. Random sampling determined the generalization in the research findings and allowed the study to use probability to make inferences about unknown population parameters. It also represented the whole population of the study. If sampling were random, there would be no basis for using probability to make such inferences. Stratified samples was therefore typically chosen because they provided more accurate estimates of population parameters for a sampling cost. If it was not be for the sampling, then the study would prove to be costly in terms of finances and time factors.

3.4.1 Sample Size

Table 3.2: Sample Size

Sample size			
Zones	No. of schools	Principals (30%)	HoDs and Class teachers (10%)
Masinga	35	11	32
Yatta	39	12	36
Kangundo	66	19	59
Kathiani	37	11	34
Mavoko	35	11	31
Machakos	58	17	52
Mwala	44	13	39
Matungulu	37	11	33
Total	351	105	316

Source: County Director of Education Machakos County (2021)

From Table 3.2, the researcher sampled 30% of all the targeted principals and 10% of the targeted HoDs and class teachers from each zone to arrive at 105 principals, 316 academic HoDs and class teachers. All the respondents had to have at least five working experience. The researcher liaised with the principals to identify the teachers with five years working experience before administering the questionnaires.

3.5 Research Instruments

Research instruments are tools used to collect data by a researcher (Arikunto, 2009). In this study two research instruments namely questionnaires and key informant interview guide were used. The questionnaires give room for gathering data from a large number of sampled respondents in a short time and ensure anonymity and minimize interviewer bias (Orodho 2009). The questionnaires are cheaper to use and very convenient since they allow the researcher to collect significant data from many respondents (Orodho, 2013). Questionnaires attempt to elicit more in-depth responses and are usually designed to discover what has changed because of the program, what the mentees have learned, and what they are doing differently and objective questions are used to gain detailed insights

from respondents about a survey research topic respectively was utilize in gathering data from the sampled population.

The questionnaire comprises; Section A to collect information on bio-data of the respondents and Section B gathered data on organizational structures. Section C collected information on organizational leadership communication strategy. Section D collected data on resource allocation and Section E collected information on stakeholders' participation in school development plans and strategic plan implementation. The questionnaires are both considered suitable for gathering organizational information from principals, HoDs and Teachers for they could read on their own, interpret and fill them. The researcher did self-administration of questionnaires to the principals and HoDs and class teachers and gathered them after two weeks considering the respondents who needed extra time in light of their bustling timetable. The researcher further used key informant interview guide for the principals to gather more data. Orodho, (2016) defines key informant interview guide as the conversation that aims at gathering descriptions of the respondent bearing in mind the meaningful interpretation of the described phenomena. Researcher used this technique to press for complete, clear answers.

3.5.1 Validity of Research Instruments

Orodho (2005) explained validity as the degree in which the research tools can measure what the study is expected to measure in terms of the study variables. To establish the items in the questionnaire individually and compare contents, content validity was used to ensure that coverage of all objectives was done. Content validity plays an important task in assessing whether the research tools measure the expected outcome of the research objectives Gall et al., (2012) discovered that instrument content validity is enhanced with the help of consulting with experts to obtain their judgment. The study was therefore guided by the allocated supervisors to evaluate whether the tools are valid. The researcher did a pilot study using 10 percent of the sampled schools. Those schools which participated in the pilot study were excluded from the main study. The respondents who participated in the pilot were 35 principals and 108 academic HoDs and class teachers. The pilot

respondents were selected randomly from the sampled population in Machakos County. The research tools were found to be valid for data collection.

3.5.2 Reliability of Research Instruments

Reliability can be defined as how a research tool for data collecting can offer outcomes consistent after conducting a test-retest (Mugenda and Mugenda, 2003). The score being measured to test for reliability of research instrument is assumed to be the same after a period of time interval using test-retest technique. To be specific, the relative position of an individual's score in the distribution of the population should be the same over this brief period (Revelle and Condon, 2017). Mugenda and Mugenda (2003) asserted that a tenth of the sampled population with homogenous features is suitable for the pilot study. The selection procedure was based on convenience but with great care to make sure that the selected respondents represented various characteristics important for the study in terms of professional experience, qualifications, gender and geographical location.

Mugenda and Mugenda (2003) observed that a pilot study with a sample of a tenth or 10% of the total sample having homogenous characteristics is appropriate for the pilot study. A pilot study was conducted involving ten public secondary schools that are boys' school and a girls' schools which did not participate in the real research in Machakos County. Pilot study involved 10 principals, and 32 HoDs and class teachers selected to avoid respondent contamination. The outcome of the pilot helped the researcher in ensuring that the research tools do not have errors as well as giving room for the adjustment of the contents that are unnecessary. Reid's (2006) stated that the determination of the research tools reliability should be done for the purpose to estimate each statement on the degree to which there is a variation of outcomes because of random error. The researcher used Cronbach's coefficient alpha considered appropriate because it determines the reliability of instruments using a single administration. From the pilot study, an overall Cronbach alpha of 0.769 was realized for the different sections and since the Cronbach's coefficient alpha exceeds 0.7 it implies that the research instruments are reliable and the researcher can collect data. The reliability test for both the independent and dependent variables based on Cronbach's Alpha were computed. Table 3.3 gives Cronbach's Alpha reliability test and the

Cronbach's Alpha reliability test for implementation of the strategic plan was 0.771, Cronbach's Alpha reliability test for school structure was 0.758, Cronbach's Alpha reliability test for leadership communication strategies was 0.772, Cronbach's Alpha reliability test for resource allocation was 0.752, and Cronbach's Alpha reliability test for stakeholders' participation in school development plans was 0.753. Hence all the sections had an alpha whose values exceeded the recommended 0.7 level according to George and Mallery (2003) indicating a good internal consistency among the items of each dimension thus all the constructs were included in the final analysis.

Table 3.3: Cronbach's Alpha Reliability Test

Items	Alpha
<i>Implementation of the strategic plan</i>	0.771
The strategic plan is being actualized	0.772
Strategic plan is timely	0.773
Pervious strategic plan was implemented fully	0.769
<i>School structure</i>	0.758
There is a clear institutional structure in your school.	0.748
There is interdepartmental teamwork in effort towards realization of the strategic plan objectives.	0.766
Regularly, fora are organized reviewing set objectives.	0.752
The major achievement in the institutional plan is organizational structure.	0.765
<i>Leadership communication strategies</i>	0.772
The institutional educational goals are achieved under my leadership.	0.773
Teaching and learning is as per school's educational goals.	0.768
Clear pathway guides duties of games activities.	0.774
<i>Resource allocation</i>	0.752
Government give schools enough money and timely.	0.757
Fees is paid timely to support strategic plan.	0.744
Institution has adequate physical resources.	0.767
There is adequate resources in terms of human.	0.750
The learning resources are enough in the institution.	0.737
School funds are sufficient for strategic plan.	0.755
<i>Stakeholders' participation in school development plans</i>	0.753
Formulation of strategic plan include the parents.	0.767
Formulation of strategic plan allows teachers to participate.	0.732
Implementation of strategic plan involves parents by payment of school fees in time.	0.773
There other participants with duty to support strategic plan like CDF.	0.740
Test scale	0.769

3.6 Data Collection Procedures

The researcher was cleared by the university by seeking permission from the Director of the Board of Graduate Studies (BGS) of South Eastern Kenya University. The researcher also sought research permit from National Commission for Science, Technology and Innovation (NACOSTI). Finally, further permission was sought from County Director of Education at Machakos County and the County Commissioner respectively. Finally, permission was sought from the principals for self-administration of the questionnaires and key informant interview guide to the respondents.

3.7 Data Analysis Techniques

The analysis of data is the way of attaching meaning, structure and bringing order to the collected data (Mugenda and Mugenda, 2003). After collecting data from the field, the questionnaires checked, sorted and cleaned. The data collected using questionnaires was coded and amended in areas where need was necessary. This process checked for the accuracy and consistency of the data collected. The researcher used descriptive statistics to analyze data that was quantitative in nature. The data from different questionnaires was merged after collection and was post coded and tallied for similar responses. Tallying of similar responses was determined. The quantitative data obtained from the field was analyzed with the help of (SPSS) version 27. Data was analyzed and presented using frequency distribution tables and pie charts.. A multiple regression model formed inferential statistics and was used to establish the institutional determinants in public secondary schools affecting the strategic plan implementation in Machakos County at a 0.05 level of significance.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where,

Y: the dependent variable (Strategic Planning) expressed as a linear combination of independent variables X1, X2, X3 and X4

β_0 : The regression constant i.e. $Y = \beta_0$ when $X_1, X_2, X_3, \dots, X_k = 0$

β_1 : Coefficient of school structure (independent variable X1)

β_2 : Coefficient of leadership communication strategies (independent variable X2)

β_3 : Coefficient of resource allocation (independent variable X3)

β_3 : Coefficient of stakeholders' participation in school development plans (independent variable X4)

e: Error term. The researcher computed the p-value and made inferences. The significant level, which is the risk the researcher will accept will be vital in testing the hypothesis at 5% (0.05) level denoted by letter α (alpha) (Kothari & Garg, 2014). The (alpha) was compared with p-value to help in ascertaining if the alternative hypothesis is to be accepted. This was based on the Pearson Chi-square test and the regression model.

3.8 Ethical Consideration

Ethical considerations are guidelines supposed to guide the researcher in the research study (Mugenda, and Mugenda, 2003). The study followed professional guidelines that is researcher-respondent relationship. Relevant authorities were engaged to get permission to carry out the research. The researcher made it clear to the respondents nobody will force them to give information but their participation in the study was free. The researcher also assured the respondents substantial privacy and confidentiality regarding the data obtained. The researcher assured the respondents that the information will be utilized only purely and solely for academics.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

The chapter provides an analysis, presentation, and interpretation of the findings of the study based on the study objectives. The study was guided by first objective where the researcher aimed at establishing the effect of institutional structure on implementing the strategic plan in public secondary schools in Machakos County; in the case of second objective the researcher aimed at determining the impact of leaders communication strategies on implementing the strategic plan in public secondary schools in Machakos County; while the third objective examined the influence of resources allocation on implementing the strategic plan in public secondary institution in Machakos County; and the fourth objective sought to determine the influence of the stakeholders' participation in school development plans on implementing a strategic plan in public secondary schools in Machakos County.

4.2 Questionnaire Return Rate

The Table 4.1 presents the sampled respondents questionnaire return rate. Questionnaire return rate according to Mugenda and Mugenda (2003) a 50% response rate is adequate, and a response rate greater than 70% is very good. Hence the response rate in this study was adequate. The questionnaires were administered on 316 class teachers and head of departments, and 105 principals out of which 294 class teachers and head of departments and 105 principals' questionnaires were returned. This represented a 93.04 percent return rate for the class teachers and head of departments, and 100 percent for principals. The findings on questionnaire return rate are as indicated in Table 4.1.

Table 4.1: Questionnaire Return Rate of the Respondents

Category	Targeted sample	Response rate
Class teachers and Head of Departments (HoDs)	316	294 (93.04%)
Principals	105	105 (100%)
Total	421	399 (94.77%)

4.3 Demographic Characteristics of the Respondents

This study sought to determine the demographic characteristics of the respondent which included gender, age, education-level attained and experience of the respondents. The findings are as indicated in figure 4.1 and figure 4.2.

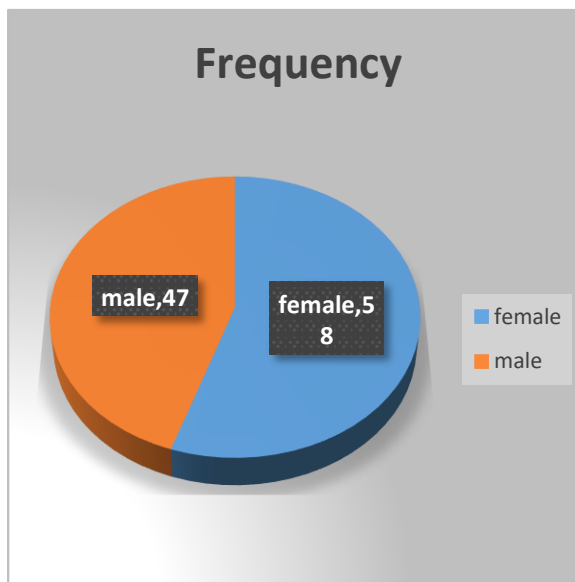


Figure 4.1: Gender of the Principals

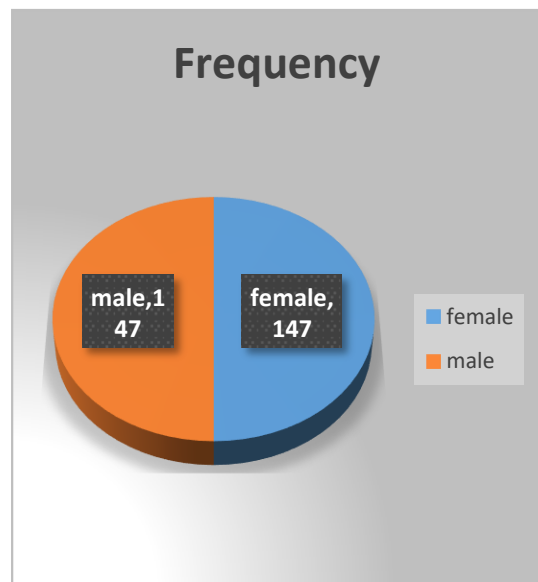


Figure 4.2 : Gender of the Class Teachers and HoDs

Figure 4.1 illustrates the gender distribution of the school heads of the instructions. The figure indicates that 45 percent of the heads of the institutions were male while majority of the principals 55 percent were female. Above average is over 50 percent, below average is less than 50 percent. One may use majority to infer more than 50 percent. For the current study majority refers to more than 50 percent. This indicated that the female principals

exceeded the male principals. Figure 4.2 displays the gender distribution of the class teachers and HoDs, which shows that the male class teachers and HoDs were 50 percent and the female class teachers and HoDs were 50 percent. This indicates that the gender representation in the leadership position was almost at par.

Table 4.2: Age of the Respondents

Class Teachers and HoDs Age	Frequency	Percent	Principals Age	Frequency	Percent
21-30 years	64	21.77	30-40 years	2	1.9
31-40 years	100	34.01	41-50 years	45	42.86
41-50 years	64	21.77	50 years and above	58	55.24
51-60 years	66	22.45			

Table 4.2 presents the age of the respondents. The results in Table 4.2 indicate 1.9 percent of the heads of institutions were aged between 30-40 years, 42.86 percent were aged between 41-50 years, 55.24 percent were aged 50 years and above of age. However, the class teachers and HoDs were well distributed across all the four age bracket categories. The results in Table 4.2 further shows that 21.77 percent of the class teachers and HoDs were in the age bracket between 21-30 years, 34.01 percent of the class teachers and HoDs were aged between 31-40 years, 21.77 percent of the class teachers and HoDs were aged between 41-50, with 22.45 percent of the class teachers and HoDs being 51-60 years.

Table 4.3: Responses on Education Level of the Respondents

Class Teachers and HoDs Education Level	Frequency	Percent	Principals Education Level	Frequency	Percent
Diploma	88	29.93	Diploma	1	0.95
Degree	131	44.56	Degree	36	34.29
Masters	61	20.75	Masters	26	24.76
Doctorate	14	4.76	Others	42	40

Table 4.3 presents the responses on education level of the respondents. The results in Table 4.3 revealed that only 0.95 percent of the school principals had attained diploma, 34.29 percent had achieved bachelor's degree, 24.76 percent had attained master's degree and 40.00 percent had other qualifications. In addition, class teachers and HoDs by education level, 29.93 percent had attained diploma, 44.56 percent had attained bachelor's degree, 20.75 percent had attained master's degree and 4.76 percent had doctorate degree. This shows that most respondents had attained bachelor's degree and above.

Table 4.4 presents the responses on administrative experience of the respondents. This was meant to ascertain the working experience in years of the administrators as the study targeted respondents with five years working experience. The findings are as presented in table 4.4

Table 4.4: Responses on Administrative Experience of the Respondents

Class Teachers and HoDs Experience	Frequency	Percent	Principals Experience	Frequency	Percent
less than a year	5	1.7	10-20 years	3	2.86
1-5	67	22.79	21 years and above	102	97.14
6-10	127	43.2			
More than 10	95	32.31			

The results in Table 4.4 shows that only 2.86 percent of the school principals had an experience of 10-20 years while majority had an administrative working period of more than 21 years. The Table further shows that only 1.7 percent of the class teachers and HoDs had an administrative experience of less than one year, 22.79 percent had an administrative experience of 1-5 years, 43.2 percent had an administrative experience of 6-10 years, while 32.31 percent of the class teachers and HoDs had an experience of above 10 years. Hence majority of the class teachers and HoDs had an administrative experience of more than 5 years while many of the school heads had an administrative experience of more than 20 years. Hence, based on the administrative experience, the data provided by the respondents

was deemed credible.

4.4 School Structure and Implementation of Strategic Plan

The current research sought to establish the influence of school structure on implementing strategic plan where Table 4.5 and Table 4.6 presents the responses of principals and class teachers and HoDs on the indicators of school structure in public secondary schools in Machakos County. School structure was measured using four indicators for the class teachers and HoDs and four indicators were used for the school principals. Mean and standard deviation (SD) statistics for each questionnaire items were tabulated. Each scale was rated on five likert scale between one denoting “strongly disagree” to five denoting “strongly agree”. Specifically a mean rating of 0 to 1.4 denotes strongly disagree, 1.5 to 2.4 denotes disagreed, 2.5 to 3.4 denotes neutral, 3.5 to 4.4 denotes agreed, while 4.5 to 5 denotes strongly agreed. The outcome are as indicated in Table 4.5 and Table 4.6 respectively.

Table 4.5: Responses of Principals on School Structure and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision
The school has a well-designed organizational structure	3.524	0.962	Agree
Departments working together to obtain their strategic objectives	3.905	0.528	Agree
Regular review forums are organized to evaluate the implementation of objectives	2.362	1.501	Disagree
The organizational structure is major to the achievement of strategic plans	3.657	1.208	Agree

The study results in Table 4.5 have indicated that the rating for the school Principals on average ranged from 2.362 to 3.905 indicating that the school Principals agreed regarding school structure in public secondary schools in Machakos County. A mean rating 3.905 for the statement “Departments work together to obtain their strategic objectives” (SD=0.528),

a mean rating of 3.657 for the statement “school structure is a major factor for achievement of strategic plans” (SD=1.208) and a mean rating of 3.524 for the statement “The school has a well-designed organizational structure” (SD=0.962). These indicates that the school Principals agreed that the departments work together to obtain their strategic objectives, the school organizational structure is key to the attainment of strategic plans, and school has a well-designed organizational structure in public secondary schools in Machakos County. However, a mean rating 2.362 for the statement “meetings among the stakeholders hold meeting to evaluate the implementation of objectives” (SD=1.501), indicates that the school Principals disagreed that several forums are organized to evaluate and check the implementation of strategic plan objectives.

This study sought to establish from class teachers and HoDs the impact of institution structure on implementing strategic plan and the outcomes are in Table 4.6.

Table 4.6: Responses of Class Teachers and HoDs on School Structure and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision	Pearson Chi-Square Test
There is a well-designed school structure.	2.646	1.647	Neutral	Chi ² (16)=21.66 P=0.155
To achieve the set objectives, departments work together.	2.697	1.402	Neutral	Chi ² (16) =15.96 P = 0.456
Regularly, forums are organized to examine implementation of objectives.	3.034	1.419	Neutral	Chi ² (16) = 15.61 P= 0.481
The major achievement of the strategic plan is organizational structure.	3.241	1.656	Neutral	Chi ² (16) =23.53 P= 0.100

The average scale rating for the class teachers and HoDs as shown in Table 4.6 ranged from 2.646 to 3.241 indicating that class teachers and HoDs were neutral regarding the statement that school structure and implementation of strategic plan in public secondary schools in Machakos County. The highest mean rating 3.241 was for the statement “The key achievement of the strategic plan is organizational structure” (SD=1.656). The statement with the lowest mean rating of 2.646 was “There is a well-designed school structure” (SD=1.647). In addition, the results in Table 4.6 from the Pearson Chi-square test produced statistics whose probability (P) exceeded the conventional five percent (0.05). This indicates that school structure was not associated with the implementation of strategic plan in public secondary schools in Machakos County. Hence, school structure did not influence the implementation of strategic plan in public secondary schools in Machakos County.

4.4.1 Hypothesis Testing for School Structure and Implementation of Strategic Plan

The researcher did hypothesis testing using a multiple regression model at the 5 percent level of significance as reported in Table 4.7. The results of hypothesis testing gave a positive coefficient of 0.0470 on school structure results with a p-value of 0.314 not statistically significant at the 0.05 level. Hence we fail to reject the null hypothesis that, school structure has no influence on strategic plan implementation. This indicates that, school structure does not have a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County.

Table 4.7: Multiple Regression Results

Source	SS	Df	MS			
Model	65.908	4	16.4770	Number of obs = 399		
				F(4, 394) = 43.32		
Residual	149.845	394	0.3803	Prob > F = 0.0000		
				R-squared = 0.3055		
Total	215.753	398	0.5421	Adj R-squared = 0.2984		
Strategic plan implementation	Coefficient	Std. err.	t	P>t	[95% conf. interval]	
School Structure	0.0470	0.0466	1.010	0.314	-0.0447	0.1387
School Leadership	0.4168*	0.0457	9.120	0.000	0.3269	0.5067
Resource Allocation	-0.0168	0.0457	-0.370	0.714	-0.1066	0.0731
Stakeholder participation	0.2519*	0.0460	5.470	0.000	0.1614	0.3424
Constant	0.8728*	0.2239	3.900	0.000	0.4326	1.3129

* denotes statistical significance at the 5 percent level

A positive coefficient of 0.8728 on the constant term was noted with a p-value of 0.000 statistically significant at the 0.05 level. This indicates that, besides school structure, leadership communication strategies, resource allocation and stakeholders' participation in school development plans, other factors had a significant influence on strategic plan implementation in public secondary schools in Machakos County. The R² values indicate that, 30.55% of the variations in strategic plan implementation are explained by the joint influence of school structure, leadership communication strategies, resource allocation and stakeholders' participation in school development plans.

Last, the study ascertained the joint influence of school structure, leadership communication strategies, resource allocation and stakeholders' participation in school development plans on implementation of the strategic plan. This produced a chi-square statistic of 43.32 with a p-value of 0.0000 which was statistically significant at the 0.05 level of significance. Thus we reject the null hypothesis, that the four independent variables do not have a joint influence on the dependent variable. This illustrates that school structure, leadership communication strategies, resource allocation and stakeholders' participation in school development plans has a statistically significant joint influence on implementation of the strategic plan in public secondary schools in Machakos County.

4.5 Leaders Communication Strategies and Implementation of the Strategic Plan

The study sought to ascertain the influence of leaders communication strategies on implementing strategic plan where Table 4.8 and Table 4.9 presents the responses of principals and class teachers and HoDs on the indicators of school leadership in public secondary schools in Machakos County. School leadership was measured using five indicators for the class teachers and HoDs but three indicators were used for the school principals. Mean and standard deviation (SD) statistics for each questionnaire items were tabulated. The findings of Table 4.8 and Table 4.9 are as indicated respectively

This study sought to establish from class teachers and HoDs the influence of school structure on implementing strategic plan, the outcomes are as indicated as per Table 4.8.

Table 4.8: Responses of Principals on School Leadership and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision
I ensure that the professional development to the school's educational goals	4.01	0.672	Agree
I ensure that teachers work according to the school's educational goals	4.076	0.583	Agree
I ensure there is clarity about the responsibility for co-coordinating the curriculum	4.19	0.666	Agree

From the findings in Table 4.8, the scale rating for the school Principals on average ranged from 4.010 to 4.190 indicating that the school Principals agreed regarding school leadership in public secondary schools in Machakos County. A mean rating of 4.190 for the statement "I ensure that there is clarity concerning the responsibility for co-coordinating the curriculum" (SD=0.666), a mean rating of 4.076 for the statement "I ensure that teachers work according to the school's educational goals" (SD=0.583) and a mean rating of 4.010 for the statement "I ensure that the professional development to the school's educational goals" (SD=0.672). These indicates that the school Principals agreed

with the statement they ensure there is clarity about the responsibility for co-coordinating the curriculum, they ensure that teachers work according to the school’s educational goals, and they ensure that the professional development to the school’s educational goals in public secondary schools in Machakos County.

This study sought to establish from class teachers and HoDs the influence of school leadership on implementing strategic plan, the findings are as stated in Table 4.9.

Table 4.9: Responses of Class Teachers and HoDs on School Leadership and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision	Pearson Chi-Square Test
The school leadership has put in place effective channels for communication in implementing of strategic plan.	2.517	1.618	Neutral	Chi ² (16) =33.16 P= 0.007
The leadership in your school encourages honest communication of the strategic plan implementation.	2.929	1.404	Neutral	Chi ² (16) =22.94 P= 0.115
The leadership of your school allows for consultation in the strategic plan implementation.	3.245	1.424	Neutral	Chi ² (16) =18.20 P= 0.313
The school leadership involves all the stakeholders in the implementation of the strategic plan.	3.320	1.623	Neutral	Chi ² (16)=21.82 P= 0.149
The leadership in the school reviews the strategic implementation process time to time.	3.466	1.586	Neutral	Chi ² (16) =22.42 P= 0.130

The findings in Table 4.9 showed that the average scale rating for the class teachers and HoDs ranged from 2.517 to 3.466 indicating that the class teachers and HoDs were neutral regarding school leadership and implementation of strategic plan in public secondary schools in Machakos County. The highest mean rating of 3.466 was for the statement “The

leadership in the school reviews the strategic implementation process time to time” (SD=1.586). The statement with the lowest mean rating of 2.517 was “The school leadership has put in place effective channels for communication in implementing of strategic plan” (SD=1.618). In addition, the results in Table 4.9 from the Pearson Chi-square test produced statistics whose probability (P) exceeded the conventional five percent (0.05) save for only one indicator “the school leadership has put in place effective channels for communication in implementing of strategic plan”. This indicates that based on the Pearson Chi-square results, the influence of school leadership on the implementation of strategic plan in public secondary schools in Machakos County was inconclusive.

4.5.1 Hypothesis Testing for Leaders Communication Strategies and Implementation of Strategic Plan

Hypothesis testing in this study was done using a multiple regression model at 5 percent level of significance in Table 4.7. The results of hypothesis testing gave a positive coefficient of 0.4168 on school leadership with a p-value of 0.000 statistically significant at the 0.05 level. Hence we reject the null hypothesis that, school leadership has no influence on strategic plan implementation. This indicates that, school leadership has a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County.

4.6 Resources Allocation and Implementation of Strategic Plan

This study sought to determine the influence of resource allocation on implementing strategic plan where Table 4.10 and Table 4.11 gives the responses of principals and class teachers and HoDs on the indicators of resource allocation in public secondary schools in Machakos County. Resource allocation was measured using five indicators for the class teachers and HoDs but six indicators were used for the school principals. Mean and standard deviation (SD) statistics for each questionnaire items were tabulated. The findings of Table 4.10 and Table 4.11 are as indicated respectively.

Table 4.10: Responses of Principals on Resource Allocation and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision
Funds provided by the Government are enough and come at the right time	1.39	1.061	Strongly disagree
Parents pay their fees on time to enable the implementation of programmes	3.057	1.562	Neutral
The school has enough physical resources	1.638	1.048	Disagree
The school has enough human resources	2	0.855	Disagree
The school has adequate learning resources	2.419	1.343	Disagree
There is enough finance to implement your strategic plan	1.419	0.988	Strongly disagree

The results in Table 4.10 have shown that the mean scale rating for the school Principals ranged from 1.390 to 3.057 indicating that the school Principals disagreed regarding resource allocation in public secondary schools in Machakos County. A mean rating of 1.390 for the statement “funds provided by the Government are enough and come at the right time” (SD=1.061), and a mean rating of 1.419 for the statement “there is enough finance to implement their strategic plan”. These indicates that the school Principals strongly disagreed with the statement that funds provided by the Government are enough and come at the right time, and that there is enough finance to implement their strategic plan in public secondary schools in Machakos County. In addition, a mean rating of 1.638 for the statement “the school has enough physical resources” (SD=1.048), a mean rating of 2.000 for the statement “the school has enough human resources” (SD=0.855) and a mean rating of 2.419 for the statement “the school has adequate learning resources” (SD=1.343). These indicates that the school Principals disagreed with the statement that the school has enough physical resources, enough human resources, adequate learning resources in public secondary schools in Machakos County.

This study sought to establish from the class teachers and HoDs, the influence of resource allocation on implementing strategic plan, the findings are as stated in Table 4.11.

Table 4.11: Responses of Class Teachers and HoDs on Resource Allocation and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision	Pearson Chi-Square Test
The strategic plan provides guidelines for the school budget.	2.333	1.688	Disagree	Chi ² (16)=52.34 P= 0.000
The school strategic plan implementation is always budgeted for.	3.071	1.319	Neutral	Chi ² (16) = 25.34 P= 0.064
The school sources adequate funds for the strategic plan implementation.	3.235	1.391	Neutral	Chi ² (16) = 12.42 P= 0.714
There is adequate physical facilities needed for strategic plan implementation.	3.119	1.542	Neutral	Chi ² (16) = 24.28 P = 0.084
The school strives to recruit suitable staff for strategic plan implementation.	3.245	1.602	Neutral	Chi ² (16) = 34.34 P = 0.005

The results in Table 4.11 have indicated that the average scale rating for the class teachers and HoDs ranged from 2.333 to 3.245 indicating that the class teachers and HoDs were neutral regarding resource allocation in public secondary schools in Machakos County. The highest mean rating of 3.245 was for the statement “The school strives to recruit suitable staff for strategic plan implementation” (SD=1.602). The statement with the lowest mean rating of 2.333 was “The strategic plan provides guidelines for the school budget” (SD=1.688) in which the class teachers and HoDs disagreed that the strategic plan provides guidelines for the school budget. In addition, the results in Table 4.11 from the Pearson Chi-square test produced statistics whose probability (P) were less than the conventional

five percent (0.05) and 10 percent (0.10) levels, save for only one indicator whose P value exceeded the conventional critical values. This indicates that based on the Pearson Chi-square results, the influence of resource allocation on the implementation of strategic plan in public secondary schools in Machakos County was inconclusive.

Based on the key informant interview guide the average size of school land in acres was 4.78; the average transport in terms of bus and van was 0.71; the mean number of classes were 13.08, laboratories were 1.93, dormitories/hostels were 4.76, and staff houses were 8.91. Furthermore from the key informant interview guide the average number of teaching staff and non-teaching staff were 32.18 and 13.97 respectively. The key informant interview guide also revealed that during the last five years the school has undertaken development projects namely on average 3.79 class rooms, 1.08 laboratories, and 1.39 dormitories. The average approximate costs was KShs 5,707,536 class cost, KShs 5,303,867 laboratory cost, and KShs 4,700,787 dormitory cost.

4.6.1 Hypothesis Testing for Resource Allocation and Implementation of Strategic Plan

The researcher did Hypothesis testing using a multiple regression model at the 5 percent level of significance as shown in Table 4.7. The results of hypothesis testing gave a negative coefficient of -0.0168 on resource allocation with a p-value of 0.714 not statistically significant at the 0.05 level. Hence we fail to reject the null hypothesis that, resource allocation has no influence on strategic plan implementation. This indicates that, resource allocation does not have a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County.

4.7 Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

The researcher aimed at determining the influence of stakeholder participation in school development plans on implementing strategic plan where Table 4.12 and Table 4.13 gives the responses of principals and class teachers and HoDs on the indicators of stakeholder participation in school development plans in public secondary schools in Machakos

County. Stakeholder participation in school development plans was measured using three indicators for the class teachers and HoDs but four indicators were used for the school principals. Mean and standard deviation (SD) statistics for each questionnaire items were tabulated. The findings of Table 4.12 and Table 4.13 are as indicated respectively.

Table 4.12: Responses of Principals on Stakeholder Participation in School Development Plans and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision
Parents are actively involved in formulating the school strategic plan	3.962	0.865	Agree
Teachers are actively involved in the strategic plan	2.971	1.297	Neutral
Parents influence plan implementation by paying school fees in time	1.99	0.86	Disagree
Other stakeholders like CDF do their role in supporting the Plan	2.276	1.334	Disagree

The research results in Table 4.12 indicated that on average the rating for the school Principals ranged from 1.990 to 3.962. A mean rating of 3.962 for the statement “parents are participate seriously in making the institutional strategic plan” (SD=0.865). This indicates that the school Principals agreed with the statement that parents are included in the process of making institutional strategic plan in public secondary schools in Machakos County. However, a mean rating of 1.990 for the statement “parents influence plan implementation by paying school fees in time” (SD=1.048), a mean rating of 2.276 for the statement “other stakeholders like CDF do their role in supporting the Plan” (SD=1.334). These indicates that the school Principals disagreed with the statement that parents impact plan implementation through payment of school fees in time, and stakeholders who involves CDF amongst other institutional stakeholders participate actively in the strategic Plan implementation in public secondary schools in Machakos County.

This research sought to establish from class teachers and HoDs the influence of stakeholder

participation in school development plans on implementing strategic plan, the outcomes are shown in the Table 4.13.

Table 4.13: Responses of Class Teachers and HoDs on Stakeholder Participation in School Development Plans and Implementation of Strategic Plan

Variable	Mean	Std. dev.	Decision	Pearson Chi-Square Test
The stakeholders are invited to participate in the school development plans in the strategic plan	2.265	1.573	Disagree	Chi ² (16) =74.44 P= 0.000
The teachers make decisions and strategic plan development	3.15	1.326	Neutral	Chi ² (16) =41.72 P = 0.000
Whenever things seem to go wrong we ask positive questions	3.241	1.557	Neutral	Chi ² (16) =42.52 P = 0.000

The findings in Table 4.13 have shown that the average scale rating for the class teachers and HoDs ranged from 2.265 to 3.241. Specifically, a mean rating of 2.265 indicates that the class teachers and HoDs disagreed with the statement that “the stakeholders are invited to participate in the school development plans in the strategic plan” (SD=1.573). However a mean rating of 3.150 for the statement “The teachers are involved in making decisions and strategic plan development” (SD=1.326) and a mean rating of 3.241 for the statement “whenever things seem to go wrong they ask positive questions” (SD=1.557) indicates that the class teachers and HoDs were neutral regarding statements for stakeholders participation save for the stakeholders invitation to participate in the school development plans in the strategic plan in public secondary schools in Machakos County. In addition, the results in Table 4.13 from the Pearson Chi-square test produced statistics whose probability (P) were less than the conventional one percent (0.01). This indicates that stakeholder participation in school development plans was significantly associated with the implementation of strategic plan in public secondary schools in Machakos County. Hence, stakeholder participation in school development plans influenced the implementation of

strategic plan in public secondary schools in Machakos County.

Further deductions from the key informant interview guide revealed that all the respondents agreed that the Board of Management, the staff, the parents and the students were involved in development of strategic plan. In addition the key informant interview guide revealed that the average percentage of total fees collection per annum was 87.79 and on average the schools received KShs 1,606,818 from the government for development.

4.7.1 Hypothesis Testing for Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

The researcher conducted hypothesis testing using a multiple regression model at the 5 percent level of significance as provided in Table 4.7. The results of hypothesis testing gave a positive coefficient of 0.2519 on stakeholder participation in school development plans with a p-value of 0.000 indicating a statistically significant at the 0.05 level. Hence we reject the null hypothesis that, stakeholder participation in school development plans has no influence on strategic plan implementation. This indicates that, stakeholder participation in school development plans has a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County.

4.8 Responses of Principals, Class Teachers and HoDs on Strategic Plan Implementation

This study sought to determine the influence of four determinants on implementing strategic plan where Table 4.14 and Table 4.15 gives the responses of principals and class teachers and HoDs on the indicators of strategic plan implementation in public secondary schools in Machakos County. Strategic plan implementation was measured using five indicators for the class teachers and HoDs but three indicators were used for the school principals. Mean and standard deviation (SD) statistics for each questionnaire items were tabulated. The findings of Table 4.14 and Table 4.15 are as indicated respectively

Table 4.14: Responses of Principals on Strategic Plan Implementation

Variable	Mean	Std. dev.	Decision
The school has a functioning strategic plan	4.705	0.796	Strongly agree
Implementing the strategic plan is within schedule	3.524	1.048	Agree
Implementing previous plans has been implemented as planned 100%	2.629	1.332	Neutral

The outcomes showed in Table 4.14 have asserted that the average scale rating for the school Principals ranged from 2.629 to 4.705 indicating that the school Principals agreed with the statements regarding to strategic plan implementation in public secondary schools in Machakos County. A mean rating of 4.705 for the statement “The school has a functioning strategic plan” (SD=0.796) and a mean rating of 3.524 for the statement “The implementation of the strategic plan is within schedule” (SD=1.048). These indicates that the school Principals strongly agreed with the statement that the school has a functioning strategic plan and they agreed with the statement that implementing the strategic plan is within schedule in public secondary schools in Machakos County.

This study sought to establish from the class teachers and HoDs the indicators of implementing strategic plan, the findings are as stated in Table 4.15.

Table 4.15: Responses of Class Teachers and HoDs on Strategic Plan Implementation

Variable	Mean	Std. dev.	Decision
The school has been in a position to implement projects timely through strategic plan implementation	2.15	1.589	Disagree
The school has built and complete more buildings in the last five years through the implementation of the strategic plan	3.051	1.402	Neutral
Using a strategic plan has enabled your school to be competitive compared to other secondary schools in the area	3	1.499	Neutral
The school has been in a position to allocate adequate teaching time for effective teaching and learning through the adoption of the strategic plan	3.354	1.463	Neutral
There has been a great improvement in the management approach in the last five years due to the strategic implementation in your school	2.949	1.607	Neutral

The study results in Table 4.15 have showed that the average scale rating for the class teachers and HoDs ranged from 2.150 to 3.354 indicating that the class teachers and HoDs were neutral regarding strategic plan implementation in public secondary schools in Machakos County. However, a mean rating of 2.150 for the statement “The school has been in a position to implement projects timely through strategic plan implementation” (SD=1.589), indicates that the class teachers and HoDs disagreed with the statement that the school has been in a position to implement projects timely through strategic plan implementation in public secondary schools in Machakos County.

Additional analysis of key informant interview guide revealed that every school had formulated a strategic plan and the schools have been operating with and implemented a strategic plan for the last 19 years on average even though on average the schools have been in operation for 30 years. The strategic plan covers mostly (99.76 percent) five years

period and the schools' strategic plan is reviewed mostly 2-5 years (61.39 percent). For the most recent strategic plan, 69.78 percent of the schools had accomplished 80 percent of their objectives and goals in the last five years; 12.47 percent of the schools had accomplished 100 percent and 17.51 percent of the schools had accomplished 50 percent of their objectives and goals in the last five years. Based on the key informant interview guide the KCSE mean scores for the schools were 4.69 in 2018, 4.70 in 2019, 4.73 in 2020, 4.80 in 2021, and 4.95 in 2022 indicating that schools mean performance has been improving over the last five years. The proportion of the students who scored C+ and above were 39.79 in 2018, 40.61 in 2019, 41.57 in 2020, 42.22 in 2021, and 43.61 in 2022 again showing that the proportion of students who attained the university entry requirement has been increasing over the period 2018 to 2022.

CHAPTER FIVE

5.0 SUMMARY OF THE STUDY FINDINGS AND DISCUSSIONS

5.1 Introduction

The chapter presents discussion of research outcomes and their interpretation as per research objectives. Section 5.2 gives the discussion of school structure and implementation of strategic plan; section 5.3 discusses leader's communication strategies and implementation of strategic plan; section 5.4 presents a discussion of resources allocation and implementation of strategic plan; and finally, section 5.5 looks at stakeholders' participation in school development plans and implementation of strategic plan.

5.2 School Structure and Implementation of Strategic Plan

The study was guided by the first objective which aimed examining influence of school structure on implementing the strategic plan in public secondary schools in Machakos County. Findings from the first objective are stated in Table 4.6, Table 4.7 and Table 4.8 indicated that based on the results from the multiple regression a positive coefficient of 0.0470 on school structure was identified with a p-value of 0.314 not statistically significant at the 0.05 level. This finding concurs with those by Nyangemi (2017) in Nairobi County, Kenya which showed a strong correlation between organizational structure and strategic plan implementation in private schools. However, the current research findings differs with those by Albers et al., (2016) in America, which discovered that the school structure impacts how a school implements its strategic plan. Hence we fail to reject the null hypothesis, that school structure has no influence on strategic plan implementation. That indicates that, school structure does not have a statistically significant influence on strategic plan implementation in public secondary schools within Machakos County.

Lack of statistically significant effect of school structure on strategic plan implementation was attributed by institutional heads who disagreed with the statement that "several meeting are organized to evaluate the implementation of objectives". Even though on

average the school Principals agreed with the statement that the departments work together to obtain their strategic objectives, the school structure is major factor for the achievement of strategic plans, and the school has a well-designed organizational structure in public secondary schools in Machakos County. The same was an outcome of the class teachers and HoDs neutral with regard to school structure parameters such as “The key achievement of the strategic plan is organizational structure” and “There is a well-designed school structure” in which they were undecided.

5.3 Leaders Communication Strategies and Implementation of Strategic Plan

The second objective of the research study aimed determining the influence of leader’s communication strategies on implementing the strategic plan in public secondary schools in Machakos County. The findings of second objective was stated in Table 4.9, Table 4.10 and Table 4.8 which indicated that based results from the multiple regression produced a positive coefficient of 0.4168 on school leadership with a p-value of 0.000 and is statistically significant at the 0.05 level. Hence we reject the null hypothesis that, school leadership has no influence on strategic plan implementation. This indicates that, school leadership has a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. The research outcomes were inline with the findings established by Anyieni and Areri (2016) in Kenya, who found that for management to be influential, participation by the staff was critical to implementing strategic plans and hence leading to a substantial impact on management leadership style on these strategies implementation.

The statistically significant influence of school leadership on strategic plan implementation resulted from school Principals who agreed with the statement that under their leadership there is a clear pathway and guide as fur as the duties for organizing for co-coordinating the curriculum is concerned, they make sure that teachers teach in line with the educational goals, and they make sure that the professional development to the school’s educational goals in public secondary schools in Machakos County. Even though class teachers and HoDs were neutral regarding school leadership in public secondary schools in Machakos County and specifically they were undecided with the statement that “the leadership in the

school reviews the strategic implementation process time to time”, and “the school leadership has put in place effective channels for communication in implementing of strategic plan”.

5.4 Resources Allocation and Implementation of Strategic Plan

The study was also guided by the third research objective which examined the influence of resources allocation on implementing the strategic plan in public secondary schools in Machakos County. Findings from third objective are stated in Table 4.11, Table 4.12 and Table 4.8 indicated that based results from the multiple regression produced a negative coefficient of -0.0168 on resource allocation with a p-value of 0.714 and was not statistically significant at 0.05 level. Hence we fail to reject the null hypothesis that, resource allocation has no influence on strategic plan implementation. This indicates that, resource allocation did not have statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. The research outcomes negates those deduced by Nyadeje (2014) in Homabay County, Kenya that there is a correlation between strategic plan implementation and resources availability. Additionally, the study negates findings by Adoniyi (2014) in Nigeria which showed that resource allocation in the implementation of strategic plan is significantly related to effective administration for principals in secondary schools.

The negative sign and lack of statistical significance is attributed to the fact that the school Principals on average disagreed regarding resource allocation in public secondary schools in Machakos County. Principals strongly disagreed with the statement that finances availed by Government are adequate are deposited in the schools accounts in time, and that there is enough finance to implement their strategic plan in public secondary schools in Machakos County. School Principals disagreed with the statement that institutions have adequate physical resources, sufficient human resources, and enough teaching resources in public secondary schools in Machakos County. Similarly, lack of statistically significant influence of school structure on strategic plan implementation was because of the class teachers and HoDs neutral with regard to resource allocation parameters such as “the school strives to recruit suitable staff for strategic plan implementation” in public

secondary schools in Machakos County. The negative sign is attributed to the class teachers and HoDs score in they disagreed with the statement that the strategic plan provides guidelines for the school budget. The current research findings agrees with the findings of Nyadeje (2014) in Homabay County, Kenya that many schools have no sufficient funds for strategic plan implementation and that most schools rely on government capitation to implement their strategic plans. Similarly, Adoniyi (2014) in Nigeria, asserted that for successful implementation of strategic plans the government should slot money to public secondary schools.

5.5 Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

Fourth objective determined influence of stakeholders' participation in school development plans on implementing a strategic plan in public secondary schools in Machakos County. The outcomes of the fourth objective are stated in Table 4.13, Table 4.14 and Table 4.8 which indicated that based on results from the multiple regression a positive coefficient of 0.2519 on stakeholder participation in school development plans with a p-value of 0.000 was produced and was statistically significant at the 0.05 level. Hence we reject the null hypothesis that, stakeholders' participation in school development plans has no influence on strategic plan implementation. This indicates that, stakeholders' participation in school development plans has a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. This shows that an improvement in stakeholders' participation in school development plans results to the advanced strategic plan implementation. This study findings agrees with those by Cabardo (2016) in Philippines who discovered that implementing the strategic plan was significantly affected by stakeholders' participation. It is also in line with Moeng and Van (2016) study in South Africa which found that stakeholders' participation key in strategic plan implementation.

The school Principals disagreed with the statement that parent's impact strategic plan implementation through the payment of institutional dues within the required time, and many participants for example CDF perform required duties to facilitate the strategic plan

implementation in public secondary schools in Machakos County. However, the institution heads were in complement that parents participate tirelessly in making school strategic plan in Machakos County. In addition, class teachers and HoDs were neutral regarding resource allocation save for disagreeing that the stakeholders invitation to participate in the school development plans in the strategic plan Machakos County. They were undecided as to whether “The teachers are involved in making decisions and strategic plan development” and “whenever things seem to go wrong they ask positive questions”.

Pertaining to strategic plan implementation, the class teachers and HoDs disagreed with the statement that the school has been in a position to implement projects timely through strategic plan implementation in public secondary schools in Machakos County. However, school heads were in complement that the institution has an active strategic plan and the school Principals agreed with the statement that implementing the strategic plan is within schedule in public secondary schools in Machakos County. Further analysis of key informant interview guide revealed all the respondents agreed with the statement that “institution has been operating with a strategic plan which is being implemented successfully and the implementation of the strategic plan is on schedule with most projects in the strategic plan being on schedule”. From the key informant interview guide 90 percent of the respondents agreed there is an existing strategic plan committee; 92 percent of principals were for the strategic plan committee comprises of representatives of BOM, 93 percent of targeted population were for strategic plan committee comprises of representatives of parents while 95 percent of the targeted population were for the statement that strategic plan committee comprises of representatives of teachers.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The chapter six summarizes, makes conclusions based on the research outcomes in relation to study objectives. It also discusses the recommendations for further research as well as recommendations for policy and practice.

6.2 Summary of the Study

This research was guided by the following four objectives namely:

- i. To establish the influence of school structure on implementing the strategic plan in public secondary schools in Machakos County.
- ii. To determine the influence of leadership communication strategies on implementing the strategic plan in public secondary schools in Machakos County.
- iii. To ascertain the influence of resource allocation on implementing the strategic plan in public secondary schools in Machakos County.
- iv. To determine the influence of the stakeholders' participation in school development plans on implementing a strategic plan in public secondary schools in Machakos County.

In this study the following hypothesis were tested:

- i. **Ho1:** There is no statistically significant influence of school structure on implementation of strategic plans in public secondary schools in Machakos County.
- ii. **Ho2:** There is no statistically significant influence of leadership communication strategies on implementation of strategic plans in public secondary schools in Machakos County.
- iii. **Ho3:** There is no statistically significant influence of resource allocation on implementation of strategic plans in public secondary schools in Machakos County.
- iv. **Ho4:** There is no statistically significant influence of stakeholders' participation in school development plans on implementation of strategic plans in public secondary schools in Machakos County.

6.2.1 School Structure and Implementation of Strategic Plan

Results from the multiple regression produced a positive coefficient of 0.0470 on school structure with a p-value of 0.314 and was not statistically significant at 0.05 level. Hence we fail to reject the null hypothesis that, school structure had no influence on strategic plan implementation.

6.2.2 Leaders Communication Strategies and Implementation of Strategic Plan

The findings determined from multiple regression produced a positive coefficient of 0.4168 on school leadership with a p-value of 0.000 which was statistically significant at the 0.05 level. Hence we reject the null hypothesis that, school leadership has no influence on strategic plan implementation.

6.2.3 Resource Allocation and Implementation of Strategic Plan

Results from multiple regression produced a negative coefficient of -0.0168 on resource allocation with a p-value of 0.714 which was not statistically significant at the 0.05 level. Hence we fail to reject the null hypothesis that, resource allocation has no influence on strategic plan implementation.

6.2.4 Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

The findings resulting from multiple regression produced a positive coefficient of 0.2519 on stakeholder participation in school development plans with a p-value of 0.000 which was statistically significant at 0.05 level. Hence we reject the null hypothesis that, stakeholder participation in school development plans has no influence on strategic plan implementation.

6.3 Conclusion

Because of the study outcomes, the following conclusion were drawn:

6.3.1 School Structure and Implementation of Strategic Plan

Institutional structure does not have a statistically significant influence on strategic plan implementation even though school structure is positively and significantly related to

strategic plan implementation in public secondary schools in Machakos County. There are no meetings organized to bring stakeholders on board to audit the implementation strategic plan objectives.

6.3.2 Leaders Communication Strategies and Implementation of Strategic Plan

Institutional leadership have a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. School Principals make sure there is clear pathway in duties organizing the curriculum, ensure that teachers teach in line with institution's educational goals, and ensure that professional development to the school's educational goals in public secondary schools in Machakos County.

6.3.3 Resource Allocation and Implementation of Strategic Plan

Institutional allocation of resources has no statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. Strategic plan does not provide guidelines for the school budget; the finances given from the Government is not adequate and it is not deposited into schools' account in time; the finance to implement the schools' strategic plan is not enough and schools do not have enough physical resources, enough human resources, and learning resources are inadequate in public secondary schools in Machakos County.

6.3.4 Stakeholders' Participation in School Development Plans and Implementation of Strategic Plan

Stakeholders' participation in institution development plans have a statistically significant influence on strategic plan implementation in public secondary schools in Machakos County. Thus an improvement of stakeholder participation in school development plans results to advanced strategic plan implementation. Parents are included in the participation of making and implementation of the school strategic plan, in addition, stakeholders' do not participate to invitation in the school development plans in the strategic plan; parents don't impact plan implementation though the payment of institution levies as expected of them, and participants for example CDF do not perform their duty in encouraging the strategic plan implementation in public secondary schools in Machakos County. Hence,

schools do not stand a better chance to implement projects timely through strategic plan implementation; even though the schools have an active plans with set objectives and goals in public secondary schools in Machakos County.

6.4 Recommendations

Emanating in line with study results and the conclusions thereof, this research made the following recommends that:

- i. There is need for the schools to have forums to evaluate achievement of the goals and objectives in strategic plan.
- ii. The school principals ought to make sure that there is clear information about duties and organization of curriculum implementation, teachers to teach in line with goals of education and professional development to the school's educational goals in public secondary schools.
- iii. The Government need to provide enough funds at the right time to finance the implementation of the schools' strategic plan which provide guidelines for the school budget and to ensure schools have enough physical resources, enough human resources, and adequate learning resources are in public secondary schools in Machakos County.
- iv. Stakeholders' need to honor invitation to participate in school development plans in strategic plan and parents ought to be part of formulating the school strategic plan, and impact positively strategic plan implementation through the payment of school dues without delaying, and likewise other school participants for example CDF need to perform their obligation in encouraging the strategic plan in public secondary schools in Machakos County.

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APPENDICES

Appendix i: Letter of Introduction

Jeremiah Mulinge Kawinzi,

Department of Educational Administration and Planning, South Eastern Kenya University (SEKU).

P.O Box 170-90200.

KITUI, Kenya

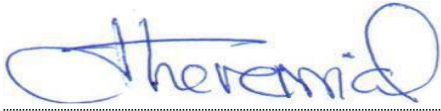
Dear Sir /Madam,

RE: PERMISSION TO COLLECT DATA

I'm a Ph.D. candidate of South Eastern Kenya University (SEKU). My study is '**Institutional Determinants of Strategic Plan Implementation in Public Secondary Schools in Machakos County, Kenya**'. I write requesting to conduct data collection in your institution. I will administer questionnaires to principal, HoDs and class teachers. Be assured that the data collected is for the academic study.

Thanks in advance.

Yours affectionately,



Jeremiah Mulinge Kawinzi. (Ph.D. student.)

Appendix ii: Questionnaires for Class Teachers and HoDs

Questionnaires shall establish institutional determinants of strategic plan implementation in public secondary schools in Machakos County, Kenya. Please fill in the questionnaires faithfully. Please tick (✓) in the boxes provided or put down answer in the spaces provided. Please don't write your name.

SECTION A

Tick where appropriate:

1. Which position do you hold in the school;

HoD () class teacher ()

2. Status of your school one Day () Boarding () mixed school ()

3. Your sex Male () Female ()

4. Indicate the range of your Age

21-30 () 31-40() 41-50 () 50-60()

5. Please tick your level of education below.

Doctorate () Bachelors () Masters () Diploma ()

6. Please indicate the length of your stay in that station.

Less than a year () 1-5() 6-10() above 10 years ()

7. Is there strategic plan in your institution? YES() NO ()

If your answer is YES how long does it cover?

Short-term () Medium () Long term ()

State how often do you review your school strategic plan.

Every Month () After three months () Every year ()

SECTION B: The Extent Schools Structure Affect the Strategic Plan Implementation

Use Table below indicating the extent to which schools structure affect the strategic plan implementation. Please tick appropriately in the columns provided.

5. Strongly disagree (SD), 4. Disagree (D), 3. Undecided (N), 2. Agree (A), 1. Strongly Agree (SA)

Organizational structure	1	2	3	4	5
There is a well-designed school structure.					
To achieve the set objectives departments work together.					
Regularly, forums are organized reviewing set objectives.					
The major achievement in the institutional plan is organizational structure.					

SECTION C: Extent of School Leadership communication strategy on School Strategic Plan Implementation

Please tick appropriately the level of your agreement with the state below on school leadership and school strategic plan implementation. 5-Strongly Agree, 4- Agree, 3- Neutral, 2-Disagree, 1- Strongly Disagree

Statement	1	2	3	4	5
Institutional leadership put in place effective channels for communication in implementing of strategic plan.					
The leadership in your school encourages honest communication of the strategic plan implementation.					
The leadership of your school allows for consultation in the strategic plan implementation.					
Institutional leadership include stakeholders to implement strategic plan.					
Leadership in school reviews the strategic implementation process time to time.					

SECTION D: Extent of Resources Allocation on Strategic Plan Implementation

Please tick appropriately to the spaces below on your agreement level with the statements on resource allocation as a determinant of strategic plan implementation in your school.

5-Strongly Agree (SA), 4- Agree (A), 3-Neutral (N), 2-Disagree (D), 1- Strongly Disagree (SD)

Statements	1	2	3	4	5
Institutional plan provides guidelines for the school budget.					
The school strategic plan implementation is always budgeted for.					
The school sources adequate funds for the strategic plan implementation.					
There is adequate physical facilities needed for strategic plan implementation.					
The school strives to recruit suitable staff for strategic plan implementation.					

SECTION E Extent of Stakeholders’ Participation on Implementation of a Strategic Plan.

Please respond to the statements below by ticking appropriately using the likert scale below (5-Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Statements	1	2	3	4	5
Stakeholders are invited to participate during school formulation of school plans.					
Teachers make decisions and strategic plan development.					
Whenever things seem to go wrong we ask positive questions.					

SECTION F Measures of Strategic Plan Implementation

Please indicate extent of your agreement level with the statements below as per as strategic plan implementation is concerned (5-Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree)

Statements	1	2	3	4	5
An institution is in a position of implementing projects timely through strategic plan implementation.					
Your institution built other buildings in five year strategic plan.					
Use of a strategic plan has enabled your school compete with surrounding locality.					
Your institution has been in a position to allocate adequate teaching time for effective teaching and learning helped by strategic plan.					
Management has advanced due to the strategic implementation in your school in last five years' time.					

Appendix iii: Questionnaire for Principals

I please request you to provide me with the information required in my academic research in Machakos County. The information given will be handled with as much confidence as it may deserve. Please give the actual information much. Thanks in advance.

Section A: Background Information

Please indicate by ticking appropriately. Please take note your name is unnecessary nor name of your institution.

- 1) Please tick your sex? Male () Female ().
- 2) Please tick the range of your age. [] 31 – 40 years [] 41 – 50 years [] 50 years or more.
- 3) Kindly tick the range of the period you have been teaching. () 1- 10 years () 10- 20 years () 21 years or more.
- 4) Please indicate as guided () Diploma () Masters () Degree () or any other.

Please use the likert scale below to respond appropriately using the statement presented below. Kindly tick. This scale will guide you, SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3,(Disagree)-2, SD-(Strongly Disagree)-1

Statement	1	2	3	4	5
The strategic plan is being actualized					
Strategic plan is timely					
Pervious strategic plan was implemented fully					

2. Influence of School Structure Allocation on Implementation of a Strategic Plan

Likert scale below illustrate statements pertaining the effects of school structure on implementation of the strategic plan. Kindly tick appropriately indicating your opinion in the spaces provided in the columns. These scales will guide you.

SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Statement	1	2	3	4	5
There is a clear institutional structure in your school.					
There is interdepartmental teamwork in effort towards realization of the strategic plan objectives.					
The institutions normally convenes forums to evaluate the extent of strategic plan implementation.					
The school strategic plan is greatly affected by institutional structure.					

3. Influence of school leaders on Implementation of Strategic Plan

The likert scale below presents the relationship between institutional leadership and strategic plan implementation. Please tick appropriately indicating your opinion. The statements will guide you as you respond to the statements as follows

SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1.

Statement	SA	A	U	D	SD
The institutional educational goals are achieved under my leadership.					
Teaching and learning is as per school’s educational goals.					
Clear pathway guides duties of games activities.					

4. Influence of Resources Allocation on Implementation of Strategic Plan

Likert scale below will guide you in responding to the statements that follow. Please tick appropriate indicating your opinion in resources allocation on strategic plan. Please be guided by the scale below.

SA (Strongly Agree)-5, A-(Agree)-4, U-(Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Statement	1	2	3	4	5
Government give schools enough money and timely.					
Fees is paid timely to support strategic plan.					
Institution has adequate physical resources.					
There is adequate resources in terms of human.					
The learning resources are enough in the institution.					
School funds are sufficient for strategic plan.					

5. Influence of Stakeholders' Participation on Implementation of a Strategic Plan

The likert scale shows the statements relating to stakeholders' participation referring to your strategic plan implementation in your institution. Please respond by ticking appropriately. The following scale will guide you.

SA (Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Statement	1	2	3	4	5
Formulation of strategic plan include the parents.					
Formulation of strategic plan allows teachers to participate.					
Implementation of strategic plan involves parents by payment of school fees in time.					
There other participants with duty to support strategic plan like CDF.					

Appendix iv: Key Informant Interview Guide for the Principals

Institutional Determinants of Strategic plan implementation in Public Secondary Schools in Machakos County, Kenya.

What is your position in the school?

Principal () HoD () Teacher ()

a) SCHOOL PROFILE

1. Indicate the status of institution.
 - a) National institution
 - b) Extra County school
 - c) County school
 - d) Sub-county school
2. Indicate the gender of the students
 - a) Boys only
 - b) Girls only
 - c) Mixed school (boys and girls)
3. Indicate the nature of your school
 - a) Boarding school
 - b) Day school
 - c) Day and boarding school
4. Indicate the number of years your school has been in operation.....
5. What is the population of the school on average
6. How many principals has your school had in the last ten years?
7. Indicate the highest academic qualification of the current principal
 - a) Diploma () b) Bachelor's degree () c) Masters degree () d) PhD ()
8. How many years has the current principal served in the school.....
9. Indicate the gender of the principal a) male () b) female ()

10. Indicate the size and capacity of the following school resources

	Resources/facilities	Quantity/capacity
1	Size of school land in acres	
2	Transport – bus, van etc.	
3	Classes	
4	Labs	
5	Dormitories/hostels	
6	Staff houses	
7	Teaching staff	
8	Non-teaching staff	
9	Any other. Specify	

b) STRATEGIC PLAN

11. Does your institution has functional strategic plan? YES() NO()

12. For how long has the school been operating with a strategic plan.....

13. How long does your strategic plan cover.....

2 years () 5 years () 10 years ()

14. For how long has your strategic plan been implemented? ()

15. How often is your school strategic plan reviewed (what is your organizations planning cycle)

0-2 years () 2-5 () 5-10 ()

16. For the most recent strategic plan, what percentage of your objectives and goals have been accomplished in the last five years. Tick appropriately.

20% () 50% () 80% () 100% ()

17. Kindly tick as far as these statements are concerned. Please note the following likert scale below

(5-Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Statement	1	2	3	4	5
The school Board of Management participate during the formulation of the school strategic plan					
The management was involved in development of school plan					
School staff was included in development of school plan					
The parents were involved in development of strategic plan					
The students participated in the formation of the school plan					

18. Kindly indicate by ticking in the likert scale below. The scale will guide you.

(5-Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Statement	1	2	3	4	5
Your institution has been operating with a SP					
SP is being implemented successfully					
Implementing the SP is on schedule					
Most projects in the SP are on schedule					

19. Kindly tick appropriately as guided by the likert scale below regarding the statements

1. Strongly disagree (SD), 2. Disagree (D), 3. Neutral (N), 4. Agree (A), 5. Strongly Agree (SA)

Institutional Strategic Plan Structure	1	2	3	4	5
There is an existing SP Committee					
This SP committee comprises of representatives of BOM					
This SP committee comprises of representatives of parents					
This SP committee comprises of representatives of teachers					

20. Indicate the development projects the school has undertaken, their approximate costs and sources of revenue in the last five years

	Project	No of units/capacity	Approximate cost	Sources of revenue
1	Class rooms			
2	Labs			
3	Dormitory			
3	Transport –bus, van etc.			
4	Equipment. Specify			
5	Any other. Specify			

c) REVENUE GENERATION

21. Indicate how much per annum on average each student pays for the following

	Class/Form	One	Two	Three	Four
1	School fees				
2	Development fees				
3	Remedial charges				
4	Any other. Specify				

22. Indicate the average percentage of total fees collection per annum

23. How much money do you receive from the government for development.....

24. Indicate other sources of income besides school fees and government capitation

d) SCHOOL PERFORMANCE

25. Indicate the KCSE means scores and the proportion of the students who scored C+ and above in the last five years.

Year	KCSE Mean Score	C+ and Above
2018		
2019		
2020		
2021		
2022		

26. Indicate whether your school participates in the following sports at the levels indicated.

Sports	Participation in sub-county	Participation in the county	Participation in the region	Participation in the nation
Football				
Netball				
Volley ball				
Basket ball				
Hockey				
Rugby				
Athletics				
Swimming				
Any other. Specify				

27. Please tick your opinion appropriately in the likert scale below as guided

(5-Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

		1	2	3	4	5
1	Your institution participates in science congress					
2	The school participates in inter-school academic contests					
3	The school participates in inter-school drama festivals					
4	The school participates in inter-school club activities					

28. Indicate the completion rates in terms of the students who enrolled in form one and those who completed form four for the last five years

Year	Number enrolled in form 1	Number that completed in form four
2015 - 2018		
2016 - 2019		
2017 - 2020		
2018 - 2021		
2019 - 2022		

Appendix v: Permit from County Director of Education Research

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: **"SCHOOLING"** Machakos
Telephone: Machakos
Fax: Machakos
Email - cdemachakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EDUCATION
P. O. BOX 2666 - 90100
MACHAKOS


MKS/ED/CDE/R/4/VOL.4/311

Date: 13th June, 2022

Mr. Jeremiah Mulinge Kawinzi
South Eastern Kenya University

RE: RESEARCH AUTHORIZATION – JEREMIAH MULINGE KAWINZI

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/23/25832** dated **19th May, 2023**. You are hereby authorized to carry out your research on **"Institutional determinants on strategic plan implementation in public secondary schools"** in Machakos County Kenya *for a period ending 19th May, 2024.*



SIMON NJIRU
FOR: COUNTY DIRECTOR OF EDUCATION

FOR COUNTY DIRECTOR
OF EDUCATION - MACHAKOS
Date: 13.6.2022
MINISTRY OF EDUCATION
cdemachakos@yahoo.com



Appendix vi: Permit from County commissioner research



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL
ADMINISTRATION**

Telephone: 21009 and 21983 – 90100
Email Address: cc.machakos@interior.go.ke
Fax No. 044-21999
When replying please quote:

OFFICE OF THE COUNTY COMMISSIONER
P.O. Box 1 – 90100
MACHAKOS

REF: CC/ST/ ADM 5/9 VOL. IV /182

13th June, 2023

All Deputy County Commissioners
MACHAKOS COUNTY

RE: RESEARCH AUTHORIZATION – JEREMIAH MULINGE KAWINZI






The National Commission for Science, Technology and Innovation has authorized the above mentioned student of South Eastern Kenya University to carry out a research on ***“Institutional Determinant on Strategic Plan Implementation in Public secondary Schools in Machakos County ”*** - Kenya, for the period ending **19th May 2024**.

Please be notified and accord him the necessary assistance.



VINCENT RESON
For: **COUNTY COMMISSIONER
MACHAKOS COUNTY**

Appendix vii: Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 947020	Date of Issue: 19/May/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. JEREMIAH MULINGE KAWINZI of South Eastern Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: Institutional Determinants on Strategic Plan Implementation in Public Secondary Schools in Machakos County, Kenya. for the period ending : 19/May/2024.</p>	
License No: NACOSTI/P/23/25832	
947020 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>	
See overleaf for conditions	

Appendix viii: Permit from Board of Post Graduate Studies Research



**SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES**

P.O. BOX 170-90200
KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI) KITUI,
Email: directorbps@seku.ac.ke

Our Ref: E504/WTE/30007/2020

DATE: 27th April, 2023

Kawinzi Jeremiah Mulinge
PhD in Educational Administration and Planning
C/O Dean, School of Education

Dear Mulinge

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Doctor of Philosophy in Educational Administration and Planning, proposal document entitled-: "*Institutional Determinants on Strategic Plan Implementation in Public Secondary Schools in Machakos County, Kenya*".

Following a successful presentation of your PhD. Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) has recommended that you proceed on and carry out research data collection in accordance with your approved proposal.

During the research exercise, you will be supervised by Dr. Redempta Kiilu and Dr. Janet Mulwa. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (SEKU/ARSA/BPS/F-02) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your PhD in Educational Administration and Planning.

Prof. Elliud Muli
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Academic, Research & Innovation (Note on File)
Dean, School of Education
Chairman, Department of Educational Administration and Planning
Dr. Redempta Kiilu
Dr. Janet Mulwa
BPS Office - To file

