

**AN ASSESSMENT OF THE INFLUENCE OF STAKEHOLDERS IN
IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY
SCHOOLS IN MACHAKOS SUBCOUNTY**

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DECLARATION

I declare that this research project is my original work and has not been presented for a degree or any other academic award in any institution of learning.

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DEDICATION

I dedicate this project to my Dear Family

ACKNOWLEDGEMENT

To God be the glory and honor, for His mercies and divine provisions during my entire period of study.

My gratitude goes to all my lecturers and all my friends and colleagues, who have been encouraging, inspiring, and challenging me. Special appreciation goes to the following: To my supervisors Dr. Weru and Ms Kalii, thank you very much for your guidance, patience, time and concern in guiding me and shaping my Project to its present state.

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LIST OF ABBREVIATIONS

BOM	:	Board of Management
DEMA	:	Decentralized Education Management Activity
GoK	:	Government of Kenya
KEMI	:	Kenya Education Management Institute
KESSP	:	Kenya education sector support programme
MOE	:	Ministry of Education
PTA	:	Parents Teachers Association
TSC	:	Teachers Service Commission

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ABSTRACT

The study focused on assessment of the influence of school stakeholders in implementation of public schools strategic plans' in Machakos Sub County as the main objective and parent influence, government influence, board of management influence and teachers influence as the Independent variables. The Descriptive design was used in the research design. The target population of the study consisted of was all 62 public secondary schools registered in Machakos Sub County by 2014. Simple stratified sampling technique was used. The sample comprised of 19 schools which were stratified according to categories of national, Extra County, county and sub county schools. The main research instrument used in the study was questionnaires comprising of structured questions to collect qualitative and quantitative primary data developed in accordance with the research objectives and questions. Data capturing was done using SPSS software. Descriptive statistics were computed for presenting the data. The inferential statistics was used to come up with the forecasting models and validation of the same models. The study found out that through parents influence; School fees defaulter's affects implementation of the school strategic plan and Parents level of education influences implementation of the strategic plan. The study revealed that through government influence; government policies have positively influenced implementation of the school strategic plan and to a moderate extent; the Government trains principals on strategic plan formulation. Respondents further indicated that in Board of management influence; Board of management is actively involved in planning the school strategic plan, there is adequate gender representation among the Board members and the age of the Board of management members influences the implementation of the school strategic plan. Teacher influence indicated that teachers influence the implementation of the school strategic plan through active involvement in extra curricula activities of the school, the parents are provided with a forum for educational discussions with teachers, creation of an active guidance and counseling department, involvement in the discipline of the students, giving Teachers opportunities to develop in their career and frequent discussion of discipline of the students with parents and finally in terms of moderating effect of resources on the relationship; the respondents were of the view that resources actually moderates the relationship between school stakeholders and implementation of public schools strategic plans' in Machakos Sub County. More specific; Availability of School finances have influenced the implementation of strategic plan, Enrolment trends in the school have forced schools to change the school budget thus affecting implementation of the strategic plan and some projected sources of funds have influenced changes in the strategic plan. The study also found out that independent variables significantly influences dependent variable ($r^2= 0.722$). At the same time by introducing the moderating variable the explanatory power improved significantly.

CHAPTER ONE

INTRODUCTION

This chapter covers the background of the study, statement of the problem, objectives of the study, research questions, significance and the scope of the study. Limitations, delimitations and assumptions of the study were also looked at towards the end of this chapter

1.1 Background of the Study

It is a ministerial requirement that public organizations including educational institutions develop strategic plans as a means of enhancing results based management and efficiency in their operations. The plans provide direction in regard to resource targeting and program implementation (Ministry Of Education Strategic Plan, 2006–2011). The history of school strategic plans in Kenya dates back in 1974 when the Government of Kenya (GoK) set up the National Committee on Educational objectives and policies under the chairmanship of Mr. P.J. Gachachi to evaluate and define a new set of educational goals for the second decade of independence and formulate specific programme of action for achieving those goals. The findings of the committee were that during the colonial times and in early years of independence, education had been highly centralized as the colonial government controlled education. It was also found out that in those days, school systems were small and management was relatively easy. The school management was left almost entirely in the hands of missionaries who provided teachers, finances, spiritual and moral guidance. The local community was involved in the provision of labour for building educational facilities.

Although strategic planning is important, what is more important is how it is implemented in an organization. Many organizations keep on redefining their mission and vision statement, organize seminars and involve consultants to formulate strategies (Kamau, 2008). According to Yabs (2010), Strategic thinking and decision making are the essence of strategic management and should be directed towards three fundamental things:-First, determining strategic direction and long –term performance of the firm. Secondly, providing a set of managerial decisions and finally guiding the priority use of resources and internal managerial decisions. Formal strategic planning practices call for

the analysis of the key strategic factors, identifying the major strategic issues and generation of alternative strategy.

Provision of quality education is one of the government objectives in Kenya. Recent introduction of strategic planning in public secondary schools in Kenya has brought changes in school management. According to Decentralized Education Management Activity (DEMA), adoption of strategic planning in secondary schools would decentralize school management for improved performance. The decentralization requires involvement of all the key stake holders in developing and implementing the strategic plans.

Strategic planning process involves formulation of vision and mission statement, performance of situational analysis and finally strategy formulation and choice (Pearce and Robinson, 2008). Strategic decisions determine the organizational relations to its external environment, encompass the entire organization, depend on input from all of the functional areas in the organization and have a direct influence on the administrative and operational activities and are vitally important to the long term health of an organization (Shirley, 1982).

1.1.2 Strategic planning in Public Secondary Schools in Kenya

Strategic planning practices in Kenyan secondary schools were introduced by Kenya education sector support programme (KESSP) between 2006 and 2011. This was a five year program of the government of Kenya's Ministry of Education (MOE) formed to improve the provision of education in Kenya as governance of education devolves to the county level under the new constitution. The Decentralized Education Management Activity provided technical support to Kenya education sector support programme to strengthen the capacities of education personnel, particularly at the district and school levels, for efficient delivery of education services.

The Decentralized Education Management Activity has been working nationwide, targeting education officers at provincial and district levels, secondary school educational board of education members, secondary school heads, Board of Management (BOM) and school management committees, ministry of education headquarters staff, and Kenya Education Management Institute (KEMI) staff. Decentralized Education Management Activity supports secondary schools in implementing the Ministry of Education national strategic plan and the Kenya education sector support programme. This has been done by promoting decentralization in education through support to secondary schools to prepare district strategic plans and secondary school strategic plans. It also assists in capacity building through training educators in strategic planning and performance-based management, empowering schools to collect, analyze and use data for improved decision making, planning and management. It also coordinates with the Kenya Education Management Institute in strategic planning to improve capacity building, monitoring and coordination.

According to Decentralized Education Management Activity report of 2011, education managers in all districts and 4000 schools across the country had acquired capacity to plan strategically and base management of education on performance and results. A total of 4,522 education stakeholders including teachers, principals and deputy principals, Board of management members, and Parents Teachers Association members had received training in strategic planning and performance based management by 2011.

School strategic planning and implementation is the key to success of a school with regard to achievement of its mission, goals and objectives. Recent studies carried out in various areas in Kenya have shown that large percentage of the secondary schools in Kenya has developed strategic plans. According to (Muriuki, 2010), in his study on strategic planning practices in Nairobi, many schools in Kenya were practicing strategic planning. However, unless the strategic plans are effectively implemented they can not cause any impact on the performance of the school. Recent studies by Kitonga (2012) in Webuye constituency in Bugoma County indicated that secondary school strategic plans have not been effectively implemented due to multiple of challenges. The main

challenges identified were shortage of funds, government education policies, poor staffing and teacher motivation. These challenges emanate from the failure of the stake holders to play their role effectively in strategy implementation.

The challenges in implementation of the strategic plans can only be addressed if each stakeholder plays his or her role effectively during implementation process. The main stake holders considered in this study are the parents, school managers and the government. The parents bring learners into the school and partially finance their cost of learning and school developmental projects. The government plays so many roles in school such as formulating education policies, financing education and employing teachers. The school managers plan, allocate and control school resources.

1.2 Statement of the Problem

Many governments have made it mandatory for schools to formulate strategic plans in line with the national strategic plan, for example; in Australia, the government has gone a step ahead and made a guideline of what schools should include in their strategic plan (State of Victoria, 2010) and the United Kingdom government passed the 1988 Education Reform Act which gave the responsibility of planning to schools (Giles, 1995).

Bell (2002) records that in 1989, the UK government put emphasis on the staff to develop their own priorities and come up with strategies to achieve them. Later the strategic plans were used by the government as focal points for national inspection framework. This means that the teachers were required to show their achievements during routine inspections using parameters they had set in the strategic plans. Bell (2002) reports that currently UK government has come up with a system of deriving targets for schools from the national targets set for different categories of schools.

Here in Kenya, Public universities and Colleges have started to get serious about strategic planning because they recognize the challenges they face today and also because they are now required by the government to carry out strategic planning (GOK, 2006). Kenyan

public universities and colleges that are essentially traditional in orientation must find new ways of dealing with the issues facing them including increasing competition from private universities and colleges (Lewa, Mutuku and Mutuku, 2009). It is therefore imperative that Strategic planning is one of the major steps the universities can take to address the challenges they face in enhancing the quality of their programmes in provision of Higher Education.

Recent introduction of strategic plans in the schools requires participation of each of the stakeholder in the implementation process. Challenges identified by Kitonga (2012) in implementation of the school strategic plans are shortage of funds, shortage of teaching staff, government education policies and school fees defaulters. These challenges can be addressed if each stakeholder played his/ her role effectively.

Mutua (2013) carried out a study on the extent to which strategic planning is practiced in secondary schools in Machakos district. Findings of the research revealed that more than half of the schools lacked strategic plans. Where there were strategic plans, some had not been officially launched. Vision formulation was predominantly a preserve of the administrators and teachers with minimum use of consultants. Teachers and the ministry of education were considered the most influential in setting of objectives. The respondents identified teamwork among teachers and adequate resources as their major strengths with low entry behavior being cited as the major weakness. Despite there being strategic plans in secondary schools, there seems to be minimal improvement in most schools in Machakos Sub County. It is against this background that this study seeks to find out the role of school stakeholders in implementation of schools' strategic plans in Machakos Sub County.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to assess the influence of school stakeholders in implementation of public schools strategic plans' in Machakos Sub County

.1.3.2 Specific objectives

The specific objectives of the study were:

- i. To assess the influence of parents in implementation of the strategic plans in public Secondary schools in Machakos Sub County.
- ii. To ascertain the influence of the government in implementation of the strategic plans in public secondary schools in Machakos Sub County.
- iii. To assess the influence of the school management in implementation of the strategic plans in public secondary schools in Machakos Sub County.
- iv. To ascertain the influence of the teacher in implementation of the strategic plans in public secondary schools in Machakos Sub County.
- v. To assess the moderating effect of resources on the influence of stakeholders in implementation of the strategic plans in public Secondary schools in Machakos Sub County.

1.4 Research Questions

- i. To what extent do parents influence the implementation of strategic plans in public secondary schools in Machakos Sub County?
- ii. To what extent does the government influence the implementation of the strategic plans in public secondary schools in Machakos Sub County?
- iii. What is the influence of the school management in the implementation of strategic plans in public secondary schools in Machakos Sub County?
- iv. To what extent does the teacher influence the implementation of the strategic plans in public secondary schools in Machakos Sub County?
- v. What is the moderating effect of resources on the influence of stakeholders in implementation of the strategic plans in public Secondary schools in Machakos Sub County?

1.5 Significance of the study

The findings of the study would be useful to the Ministry of Education through Kenya Education Management Institute to develop courses aimed at addressing the problems that would inhibit effective school strategic plan implementation.

The study would also be useful to schools as it would unveil the influence of the parents, government, the school managers and teachers in implementation of the strategic plans. This would help to address the challenges affecting the implementation of the strategic plans.

The findings would also be of significance to schools assessors in determining and focusing on the role of each stakeholder in implementation of the strategic plan. As such, the study would add to the knowledge and understanding of the subject of strategic planning and implementation in secondary schools management.

Researchers and academicians would also benefit from the findings of the research as this would add to the knowledge and understanding of the subject of strategic planning and implementation in secondary schools management.

1.6 The Scope of the study

The study was carried out in Machakos Sub County in Kenya; it targeted all the public secondary schools which had documented strategic plans by December, 2014, as such the study was based on existing data. The study covered 62 public secondary schools for a period of five years from 2010 to 2014. The data of schools were obtained from the Machakos county education office. The targeted participants were the school principals and teachers. The research concentrated on the influence of the parents, the government the school management, the teachers and the moderating effect of resources in implementation of the strategic plans.

1.7 Limitations of the Study

This study was limited in that the study area was large and involved intensive travelling. The research was also conducted in one Sub County and not all the stakeholders were studied.

Another limitation of the study was that, the study used questionnaire which allow great latitude to the respondents and more appropriate for large diverse populations like in this study. However the tool had an inherent weakness on ability to verify authenticity of the responses which would be easy with an interview guide.

1.8 Delimitations of the Study

In order to overcome the limitations, the researcher allocated enough time and financial resources to the study. The public secondary schools all over the sub county have similar stakeholders and generalizations were made based on the stakeholders studied and suggestions were given for further study on the role of the other stakeholders.

However, for this study Cronbach's Alpha was used to test response reliability and whose level of 0.95 was found satisfactory.

1.9 Assumptions of the study

The researcher assumed that the respondents would be a representative of the whole population. It was also assumed that the respondents were honest and gave all the required information.

1.10 Working definitions of terms

Stakeholder: Stakeholder typically refers to anyone who is interested in the welfare and success of a school and its students. In this study the term will be used to refer to parents, government, school managers and teachers in a public secondary school (Mutua, 2013).

Parent: According to Centers for Disease Control and prevention (CDC'S) website 2012, a parent is an adult primary caregiver(s) of a child's basic needs. For the purpose of this study a parent is anybody who takes care and provides school fees for a learner.

Teacher: A teacher is professionally trained person who provides education for students (Mutua, 2013)

School management: The Kenyan Education Act, 1998, defines a school management as any person or body of persons responsible for the management of a school and include school board. In this study the researcher will use management to mean, the school Board of Management.

Strategic Plan: A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise (Olsen, 2012). For the purpose of this study, a school strategic plan is a document outlining what the school intends to achieve and how to achieve it in a specified time span not less than three years.

Strategic Planning: Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, and ensure that employees and other stakeholders are working toward common goals (Olsen, 2012). In this study strategic planning is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them.

Strategy implementation: Strategic implementation put simply is the process that puts plans and strategies into action to reach goals (Olsen2012). For this research it is a process that turns strategies and plans into actions in order to accomplish strategic objectives and goals.

Resources: Includes such facilities as school buildings, school grounds and equipment needed in instruction and making learning environment comfortable. They also include human and finance. Resources in themselves confer no value to organizations (Olsen, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter comprised of comprehensive literature review drawn from theories backing the study and past studies related to roles of parents, government and school managers in implementation of strategic plans in public secondary schools. The literature review is divided mainly into two parts namely, theoretical review, and empirical review on the role of the parents, the government and the managers in public secondary schools in Kenya and finally the conceptual frame work.

2.2.0 Theoretical Review

A theoretical review entails how one theorizes or makes logical sense of the relationships among the several factors that have been identified as important to the problem of the research.

2.2.1 Stakeholder Theory

One of the strategic management theory closely related to this study is Stakeholder theory. This is a theory of organizational management and business ethics that addresses morals and values in managing an organization. It was originally detailed by Edward Freeman in the book *Strategic Management: A Stakeholder Approach*, and identifies and models the groups which are stakeholders of a corporation and both describe and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the "Principle of Who or What Really Counts."

In the traditional view of the firm, the shareholder view, the shareholders or stockholders are the owners of the company, and the firm has a binding fiducially duty to put their needs first, to increase value for them. However, stakeholder theory argues that there are other parties involved, including governmental bodies, political groups, trade association, trade unions, communities, financiers, suppliers, employees, and customers. Sometimes even competitors are counted as stakeholders - their status being derived from their

capacity to affect the firm and its other morally legitimate stakeholders. The nature of what is a stakeholder is highly contested (Miles, 2012), with hundreds of definitions existing in the academic literature (Miles, 2011).

The stakeholder view of strategy is an instrumental theory of the corporation, integrating both the resource-based view as well as the market-based view, and adding a socio-political level. This view of the firm is used to define the specific stakeholders of a corporation. (Miles, 2011) as well as examined the conditions under which these parties should be treated as stakeholders. Resource-based view describes the crucial importance of resources generally and of competencies specifically for organizational survival, growth, and overall effectiveness (Barney (1991). The resource-based view is arguably the dominant approach to strategy research explicitly for the private sector and implicitly for the public sector (Barney 2001).

The key insights of the resource-based view are that “scarce, valuable, and imperfectly limitable resources are the only factors capable of creating sustained performance differences among competing firms, and that these resources should figure prominently in strategy making” (Miles, 2011). In this study, implementation of school strategic plans requires both tangible and intangible resources. These resources are mainly financial, human resources and skills. The resources are mainly provided by school stakeholders. The school with adequate resources is capable of implementing its strategic plan effectively.

2.2.2 Resource Dependence Theory

The resource dependence theory (Pfeffer & Salancik, 1978) can be used to explain the relative importance of primary stakeholder groups to an organization. In this theory an organization is conceptualized as being dependent on resources in its environment for its survival. The extent to which an organization is dependent upon external organizations and stakeholders depends on the importance of a particular resource to the organization, the degree to which those who control the resource have monopoly over the resource, and the discretion they have over its allocation (Frooman, 1999; Mitchell et al., 1997; Pfeffer

& Salancik, 1978). Because of resource dependencies, managers do not have unbridled strategic choice, as Andrews (1971) and Child (1972) originally proposed, but must make strategic choices within constraints (Hrebiniak & Joyce, 1985; Pfeffer & Salancik, 1978). These strategic choices are aimed, at least in part, at managing external dependencies both to guarantee the survival of the organization and to secure, if possible, more independence and freedom from external constraints (Pfeffer, 1992).

An organization could manage these external dependencies by adapting to its environment, by altering constraints through interlocking directorships and joint ventures, or by changing the legality of its environment through the use of political action (Pfeffer & Salancik, 1978). Hypotheses derived from resource dependence theory have been supported in studies of social service agencies (Aldrich, 1976), university administrative structure (Tolbert, 1985), and organizational failure (Sheppard, 1995). In a dominant stream of research, scholars have investigated the relationship between board size (number of directors) and financial performance. According to resource dependence theory, larger boards are likely to be more effective than smaller boards at forming external links to secure critical resources (Goodstein, Gautam, Boeker, 1994; Pfeffer & Salancik, 1978: 172). Although in a preponderance of studies evidence in support of resource dependence theory has been reported (e.g. Pfeffer, 1972, 1973), Yermack (1996) found that board smallness is associated with higher market evaluations as well as higher returns on assets and returns on sales. One of the basic tenets of resource dependence theory is that organizations will be concerned with, pay more attention to, and deal with sources of critical resources to ensure continued survival.

In summary, resource dependence theory indicates that "organizations must attend to the demands of those in its environment that provide resources necessary and important for its continued survival. The organizations will (and should) respond more to the demands of those organizations or groups in the environment that control critical resources" (Pfeffer, 1982). Extending this theory to stakeholders seems to suggest that organizations will pay more attention to and be more concerned with issues of stakeholder groups who

control resources critical to the survival of an organization (Agle, Mitchell, & Sonnenfeld, 1999; Kreiner & Bhambris, 1991).

This dependence of firms on stakeholders for resources translates into power for the stakeholder group(s) involved (Mitchell et al., 1997) and gives those stakeholders leverage over firms (Frooman, 1999). Power is often a function of the organization's dependence on the stakeholder. Generally, the more dependent the organization is, the more powerful the stakeholder (Frooman, 1999). In public secondary schools in Kenya, resources are mainly provided by mainly parents and government. This means that these stakeholders have power to control most of the activities of the schools including implementation of the strategic plans.

2.3 Stakeholders management strategies

A stakeholder in an organization is any group or individual who can affect or is affected by the achievement of the organization's objectives (Freeman, 1984). Although debate continues over whether to broaden or narrow the definition (see Mitchell et al., 1997), most researchers have used a variation of Freeman's definition of a stakeholder (e.g., Clarkson, (1995). According to Clarkson (1995), Primary stakeholder groups typically are comprised of shareholders and investors, employees, customers, and suppliers, together with what is defined as the public stakeholder group: the government and communities that provide infrastructures and markets, whose laws and regulations must be obeyed, and to whom taxes and other obligations may be due.

Cohen (1995) and Donaldson and Preston (1995) have added both trade associations and environmental groups to Clarkson's (1995) list of primary stakeholders. Several researchers have highlighted the high level of interdependence between the corporation and its primary stakeholder groups. For instance, Clarkson (1995) noted that without the continuing participation of primary stakeholders, an organization cannot survive as a going concern.

Several scholars have suggested that an organization could adopt different approaches to deal with each primary stakeholder group, including pro action, accommodation, defense, and reaction (Clarkson 1995). For instance, Carroll (1979) proposed that organizations could use the aforementioned approaches to address their economic, legal, ethical, and discretionary responsibilities. According to these scholars (e.g., Carroll, 1979; Clarkson, 1991), pro action involves doing a great deal to address a stakeholder's issues, including anticipating and actively addressing specific concerns or leading an industry effort to do so. Relative to pro action, the strategy of accommodation is a less active approach of dealing with a stakeholder's issues.

The defense strategy involves doing only the minimum legally required to address a stakeholder's issues. And the strategy of reaction involves either fighting against addressing a stakeholder's issues or completely withdrawing and ignoring the stakeholder. Clarkson (1995) adds a posture or strategy element to this framework in order to aid in defining the level of responsibility accepted for managing stakeholder issues. The responsibility posture or strategy for pro action is to anticipate responsibility, for accommodation to accept responsibility, for defense to admit responsibility but fight it, and for reaction to deny responsibility. Accommodation involves accepting responsibility but, at the same time, bargaining to obtain concessions. The defense strategy involves defending against demands to do more than the minimum legally required.

2.4 Empirical Review

Various previous studies done have revealed parents, school managers and the government are crucial public school stakeholders. This is due to kind of roles they play in school as outlined below.

2.4.1. The Influence of parents in implementation of strategic plans in Public schools

Parental role in schools all through has been widely acknowledged in both developing and developed countries (Brain and Reid, 2003 & Kamba, 2010a). The parental

involvement is associated with school effectiveness and children performance in general. This view is also held by Clase (2007) .Parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. Commenting in favor of parental involvement in schools, Massey (1993) views that; “It is a mistake to underestimate the willingness and capacity of many parents to work with the school, and an even bigger mistake to cling to old ways which although cozy and comfortable do not meet present or future needs”.

According to Allemano (2003) the notion of parental involvement is active support from key stakeholders, and is critical to sustained educational quality. James (2010a) observed that school governors comprise the school governance networks. Lin (2010a) reported that parental support is a critical factor in the success of the school and that cooperation between teachers and parents enhances the pupils’ performance. Kamba (2010b) also observed that involving stakeholders in governance and management of schools improves the quality of education system. Parental involvement in schools takes different kinds and forms or aspects. However, this study focuses on the influence of parents in implementation of strategic plans in the school. Parents in Kenyan secondary schools play a role of financing boarding requirements of the school and other developmental projects. Parents are also involved in school financial management through PTA committee. According to Azeem (2010) school governance generally becomes weak due to poor parental involvement in school financial management and key decision making areas.

The Scottish Parents Teachers Council offers the following definition of Parents Teachers Association which is very fitting in the parental involvement discourse (Edwards and Redfern, 1988a): “A local people who recognize that the education of a child is a process of partnership between parents and teachers and who wish to take joint action to improve the quality of that partnership”. Parents Teachers Association contributes to educational development in various ways and because of their nature and status, they are meant to perform different but complementary roles in the school. James (2010b) argued that school governors give an enormous amount to the education system in England, yet their

contribution is largely hidden from public view. However, in a number of cases evidence suggests that their roles occasionally overlap resulting in tensions and conflicts (World Bank, 2008a).

The historical development of Parents Teachers Association in both the developed and developing countries is partly linked to school board of governors' failures and partly due to the need for extra financial support from the local community for school development (Hurt, 1985). It is assumed that it was set up to raise extra funds for school development, however, later on there seems to be a growing feeling that Board of management is politically elected and therefore are not the right forum to address the interest and needs of parents and the community in general (World Bank, 2008). Therefore Parents Teachers Associations are seen as a better option. Macbeth (1990) has identified six purposes of a parental association but warns that they may conflict in their roles like supporting teachers; representing parent's interest; providing a forum for educational discussion and a means of communication; fostering educational partnership between home and school for the benefit of children; assisting members who have difficulties; and advancing an ideology (e.g. religious, educational etc).

In the UK the current breed of Parents Teachers Associations is strongly associated with the Plowden report, which recognized it as an important means by which parents could be involved in the life of the school (Edwards and Redfern, 1988b). In the USA, Lin (2010b) reported a number of roles performed by Parents Teachers Associations, they include, involving parents in classroom decision, promoting communications, social events and fundraising and, lobbying the state and national legislatures on behalf of the students. The Parents Teachers Associations forum therefore affords parents and teachers an opportunity to socialize and raise funds (Yahie, 2000).

In Kenya, Parent Teachers Association is responsible for the management and provision of learning and teaching materials. Besides undertaking management roles, they also play a significant role in monitoring funds. Their aim is to enhance participation of parents in the leadership and management of public educational affairs.

2.4.2. The influence of the Government in implementation of strategic plans in public secondary schools

Strategic planning practices in Kenyan secondary schools were introduced by Kenya Education Sector Support Programme between 2006 and 2011. This was a five year program of the government of Kenya's Ministry of Education formed to improve the provision of education in Kenya as governance of education devolves to the county level under the new constitution. The Decentralized Education Management Activity provided technical support to Kenya Education Sector Support Programme to strengthen the capacities of education personnel, particularly at the district and school levels, for efficient delivery of education services.

Kenya Education Sector Support Programme has been working nationwide, targeting education officers at provincial and district levels, secondary school educational board of education members, secondary school heads, Board of Management and school management committees, Ministry of Education headquarters staff, and Kenya Education management institute staff. Decentralized Education Management Activity supports secondary schools in implementing the Ministry of Education's national strategic plan and the Kenya Education Sector Support Programme. This has been done by promoting decentralization in education through support to secondary schools to prepare district strategic plans and secondary school strategic plans. It also assists in capacity building through training educators in strategic planning and performance-based management, empowering schools to collect, analyze and use data for improved decision making, planning and management. It also coordinates with the Kenya Education Management Institute in strategic planning to improve capacity building, monitoring and coordination.

Kenyan government also plays a very crucial role in financing of public secondary education especially through Free Secondary Education. In 2007, the Government formed a taskforce (The Taskforce on affordable Secondary Education) to look into ways and means of reducing the cost of Secondary Education on Households. (MOE, 2008) The taskforce led by renowned Educationist Dr. Eddah Gachukia recommended among others a Government subsidiary of KES 10,265/= per child to meet the cost of instructional

material and other support services. This was to be given to every child in a public secondary school.

The programme was launched by His Excellency the President of Kenya in 2008 at Jamhuri High School Nairobi and it has been implemented since then. All students in public secondary schools in Kenya are partially financed by the government through Free Secondary Education. The government has also been financing the school through Constituency development fund and bursaries. Kenyan government also recruits and employs teachers in public secondary schools and provides policies to govern management of the schools. These roles have impact on implementation of the school strategic plans.

2.4.3 The Influence of school managers in implementation of strategic plans in public secondary schools

School managers consist of the Board of Management. The Board of management have a legal mandate in both developed and developing countries and especially within the last thirty years there has been a growing move through legislation to involve parents in the education of their children through school governing bodies. The move resulted in the transfer of powers and responsibilities from local authorities to individual schools. Therefore, through legislative reforms, school governors received a legal backing. Decision making was devolved to school governing bodies (Field, 1993). Through legislative reforms the governors received statutory responsibilities (Wilson, 2001) and became part of the schools' leadership (Earley, 2003). The Secondary schools in Kenya are governed by Board of Management. The composition and responsibilities were enacted in the Education Act of 1968. The Act gave Board of management the power to carry out management activities in all public secondary schools in line with legal framework provided in the Act.

2.4.4 The Influence of Teachers in implementation of Strategic Plans in Public Secondary Schools

A teacher (also called a school teacher) is professionally trained person who provides education for students. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In other occasions, teachers may have responsibility for student discipline and counseling.

2.4.5 The moderating effect of Resource availability in implementation of Strategic Plans in Public Secondary Schools

According to Bagudo (2000) education uses a combination of human and nonhuman resources of many different kinds. The human resources which a modern educational system requires include not only teachers with various skills and knowledge, but also administrative and auxiliary staff and supporting personnel. The non-human resources which it requires include physical plant (grounds and buildings), utilization (water and electricity supply), in many cases, food and catering and medical supplies.

According to Ibukun (2010) resources such as men (teachers, policy makers, nonteaching staff); money (cash, cheque and notes); materials (raw materials, teaching and research materials, teaching aids and other equipment); management (policies, plans, programmes, time table); time and information are limited in supply and serve as input into the educational system. One noticeable characteristics of resources in education is that they are not always enough, knowing well that the education industry is a centre for production of educated manpower, who are invariably injected into the economy of different nations. Resources which constitute supplies in education are determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government (Agabi, 2010). These include professionally trained teachers in all subject areas, government approved curriculum, teaching aids, school buildings and furniture and the right caliber of administrators to ensure effective school management.

2.5 An overview of strategic planning and implementation

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people (Bryson, 1995). The strength of the entire process of strategic planning is tested by the efficacy of the strategy finally forged by the firm. The ultimate question is whether the strategy ironed out is the appropriate one whether it would take the firm to its objectives.

Various business analysis techniques can be used in strategic planning, including SWOT analysis (strengths, Weaknesses, Opportunities, and Threats), PEST analysis (political, Economic, Social and Technological), STEER analysis (socio-cultural, Technological, Economic, Ecological, and Regulatory factors), and Environment, Strategic planning is the formal consideration of an organization's future course (Porter, 2004).

The successes of modern organizations require the objective perspective of the leaders as well as maintaining focus on strategy of the organizations (Bolman et al., 1991). Strategic planning is increasingly considered a process by which the organizations' management determines what it intends to be in future and how it will get there. This process leads to the development of a vision for the organization that is a statement of the hope, aspirations and wishes of the organization. The organization's future is determined and necessary priorities; procedures and operations to achieve that vision are established. Long-range planning examines the gaps between what an institutions is and what it wishes to become and, without further study, makes adjustments accordingly, program planning which serves as a way to bring an idea into existence, project planning which is the identification of a task and the enumeration of the steps needed to accomplish it. Strategic planning is the way in which an organization continually responds to change by re-inventing itself to accommodate change (cook, 1995).

Schools strategic planning is one of the factors that stand out as a key determinant of school success. Strategic planning has been used in schools in developed countries leading to school improvement. Bryson (1995) points out that a school strategic plan is a

document developed to give a school focus and direction as it prepares for the future by continuously adjusting its academic direction in response to a changing academic landscape.

Ngware et al., (2006) affirm that school strategic plan is a deliberate attempt to organize and control school services and activities over a specific period of time. The principals and the Board of management chairmen should ensure that the schools have a strategic plan which should be reviewed periodically with the involvement of teachers, parents. Principals and Board of management chairmen must ensure that strategic plans are prepared and implemented. School strategic plan can help an institution to chart its future direction, to establish priorities, to diversify its products or services, and to deal effectively with rapidly changing circumstances (Schraeder, 2002). In the Kenya Education Master plan for Education Training 1997- 2010 it is argued that quality is not mere passing of examinations or certification, but the development of independent, analytical, creative potential of the individual, including critical imagination, spiritual and ethical values. This implies standard agreed criteria for assessment (Republic of Kenya, 1998).

Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. Implementing your strategic plan is as important, or even more important, than your strategy. This requires allocation of resources necessary for achievement of the objectives. Saitoti (2003) argued that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, good learning environment, the quality of teaching force and assessment and monitoring of learning achievements. All these require adequate resources. Saitoti (2003) concurs with the Master plan's view that quality education should shift from merely passing examination to encompass the discovery of talents, development of analytical, cognitive and creative potential (Munyiri, 2008). This is enhanced by efficient and effective management and prudent utilization of resources, which can only be realized through development and implementation of strategic plans.

2.6 The need for strategic planning and implementation in public secondary schools

Provision of quality education is one of the government objectives in Kenya. According to DEMA (2010) adoption of strategic planning in secondary schools would decentralize school management for improved performance. The decentralization required involvement of all the key stake holders in developing and implementing the strategic plans. This was made to ensure that each school analyze its environment and set realistic goals for effective implementation and improved performance. One of the most challenging aspects of strategic planning is implementing the plan and getting what's on paper to come to life and achieving the goals and strategies included in the plan. Work for successful implementation of plan needs to begin when work on the plan begins, and continue through the implementation.

2.7. Conceptual framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields enquiring how to structure a subsequent presentation. The figure below shows how parents, government, school managers and teachers influence the implementation of the strategic plans in public secondary schools. Successful implementation of the strategic plans requires that each of them influences positively the strategic plans.

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The conceptual framework guiding the study is as shown below

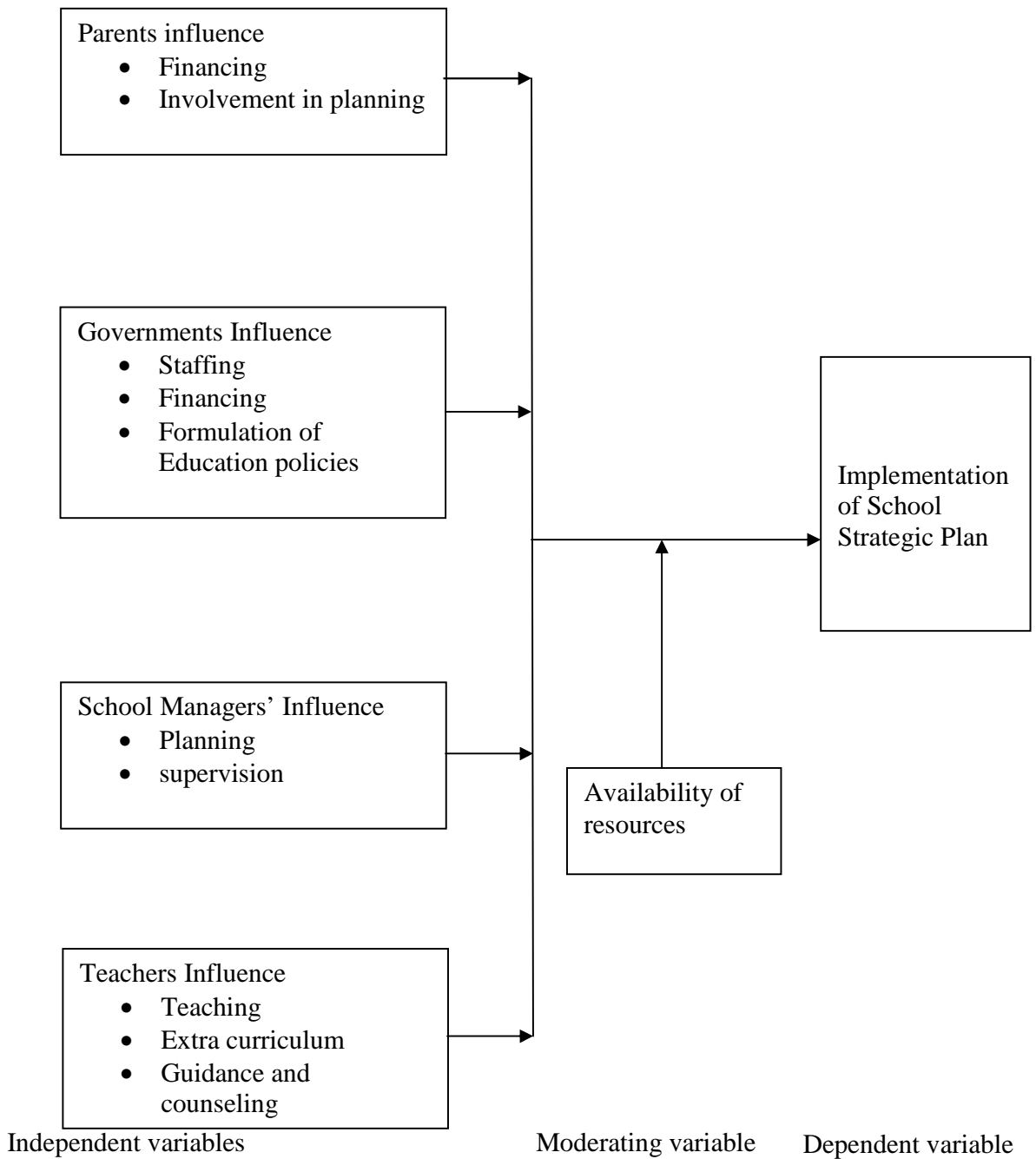


Figure 2.1 Conceptual framework

Source Author (2015)

Influence of parents

Parental influence in schools is a critical factor in the success of the school and that cooperation between teachers and parents enhances the students' performance. Parents finance the education of their sons and daughters and this places them in a central position of implementing the strategic plans of schools to ensure the students' performance is achieved. Parents also get involved in planning the activities to be undertaken in schools.

Influence of Government

The government influences implementation of strategic plans by financing of public secondary education especially through Free Secondary Education. This way the cost of Secondary Education on Households is reduced. The government also staffs government schools through the Teachers Service Commission and formulates the education policies through the ministry of education.

Influence of School managers

School managers are also referred to as the Board of Management (BOM). Essentially the board of Management is obliged to plan all the activities to be undertaken in the schools both short term and long term. Additionally they are also supposed to supervise these activities to ensure the set objectives are achieved within the budget set.

Influence of the teacher

A teacher (also called a school teacher) is professionally trained person who provides education for students. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In other occasions, teachers may have responsibility for student discipline and counseling.

Moderating effect of resources

Resources Includes such facilities as school buildings, school grounds and equipment needed in instruction and making learning environment comfortable. They also include human and finance. Resources in themselves confer no value to organizations. It is only when they are put to some productive use that value follows. Resource variation in strategic planning and implementation in public secondary schools in Kenya affects strategic plans implementation

2.8. Research Gap

Strategy implementation has been the subject of increased study and search for solution; especially since the process from strategy formulation to implementation is not efficient and is inadequate (Karami, 2007). In his study David (2001) noted that without understanding and commitment, strategy implementation efforts face major problems. Managers are prone to overlook implementation realities. Past local studies (Obare, 2006), Koske (2003), Lumiti (2007). Ateng, (2007) concurred that good strategies have been written but very little has been achieved in their implementation. However, these studies do not explain the role of stakeholders in strategy implementation.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlined the methods that were used to carry out the study on the role of stakeholders in the implementation of schools strategic plans. The chapter thus; outlines the research design, location of the study, target population, sample design, data collection instruments, reliability and validity of the instruments, procedure and data analysis technique.

3.2 Research design

The study adopted a descriptive design. According to Gay (1992) the descriptive method of research is a process of collecting data in order to answer questions concerning the current status of the subject in the study. Such method of study determines and reports the way things are. Lawson (1971) also says that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing. Therefore, for this study the research design was a descriptive survey design. Mugenda and Mugenda (1999) notes that descriptive research design is probably the best method available to researchers who are interested in collecting original data for the purpose of describing a population.

3.3 Scope of the study

The study was carried out in Machakos Sub County and the sample was drawn from all public secondary schools in the sub county. The study covered a period of five years from 2010 to 2014. This period was chosen because many schools had their strategic plans covering a similar period.

3.4 Target population

The target population of the study was all 62 public secondary schools registered in Machakos Sub County by 2014.

3.5 Sampling Technique

The study used simple stratified sampling. This was because the respondents in the study were heterogeneous. According to Mugenda and Mugenda (2009), in stratified sampling the subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. The study sampled 30% of the total population. This amounted to 19 schools which were stratified according to categories of national, Extra County, county and sub county schools. This research design enabled the study to get the information required to answer the study objectives. Secondly, this research design allowed the study to select the stakeholders randomly without bias.

3.6 Data Collection instruments

The researcher used a questionnaire as the data collection instrument for the principals and teachers. Both primary and secondary data were collected. The principals answered research questions regarding the influence of the school management, the influence of the government and the effect of resources on strategic plan implementation. Teachers responded to research questions regarding the influence of parents and teachers. Secondary data were obtained from the reports in Machakos County Education office and individual schools.

3.7 Reliability and Validity of the instruments

Borg and Gall (1989) define reliability of a research instrument as its level of internal consistency or stability over time. A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. In order to ensure validity and reliability, the questionnaires will be carefully constructed to avoid ambiguity. The questionnaires were pre-tested in a pilot study in which a sample of two school principals and two teachers in two schools in Machakos Sub County which have documented strategic plan was taken.

3.8 Data analysis procedures

Qualitative analysis of data was done in order to answer the four research questions of the study. Data collected was sorted, classified and coded then tabulated for ease of analysis. The data was summarized and categorized according to common themes. Data collected was analyzed using both descriptive and inferential statistical analysis. Quantitative data was analyzed using descriptive statistic such as frequencies, mean, and standard deviation. The SPSS version 21 computer software was used in the analysis. The results of the survey were then presented using frequency distribution tables, charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents results of the analysis of the data collected from the respondents of public secondary schools registered in Machakos Sub County by 2014. The chapter is divided into five sections. The instrument return rate, reliability and validity test are presented in Section 4.2. Section 4.3 gives a summary of the respondents' findings on general information. Section 4.4 presents findings on implementation of strategic plan. In Section 4.5 information on inferential statistics were presented.

4.2 Preliminary Results

This section covers the preliminary results of the study. The result includes response rate, reliability test and validity test.

4.2.1 Response Rate

The expected numbers of respondents were 38. As shown in Table 4.1, 32 respondents participated in the study representing 84.2% response rate which was considered very good for analysis.

Table 4.1: Response Rate

Response	Frequency	Percentage
Returned questionnaires	32	84.2
Non Returned Questionnaire	6	15.8
Total	38	100

4.2.2 Reliability Test

A co-efficient of 0.70 or more implies that there is a high reliability of data (Saunders, Lewis & Thornhill, 2009) therefore the study accepted values more than 0.70 to be reliable. As shown in Table 4.2, 28 items in the instrument in overall resulted in $\alpha = 0.950$ hence the questionnaire was very reliable.

Table 4.2: Reliability Statistics

	Cronbach's Alpha	No of items
Overall	0.95	38

4.3 Demographic Information

This section covers the response obtained from the respondents in terms of the demographic information. Specifically the findings refer to the respondents rating on category of school, years of service as principle, enrolment level in school, and length served as a teacher.

4.3.1. Distribution by category of school

This study sought to find out how the respondents were distributed on category of school basis. This was thought to be an important indicator towards the diversity of the respondents. The findings were as shown in table 4.3.

Table 4.3 Category of School Distribution

Category	Frequency	Valid Percent
National school	1	6.3
Extra county	2	12.5
County	4	25.0
Sub County	9	56.3
Total	16	100.0

As indicated in Table 4.3, the respondents 56.3% of the respondents (principals) were from sub county schools, followed by 25% from county schools, 12.5% from extra county schools and only 6.3% from national schools. This shows that all the categories in the study were presented.

4.3.2 Length of service as a principal in Machakos Sub County

The respondents were asked to indicate the number of years they had served as a principal in Machakos Sub County. The results are as shown in Table 4.4.

Table 4.4 For how long have you served as a principal in Machakos Sub County

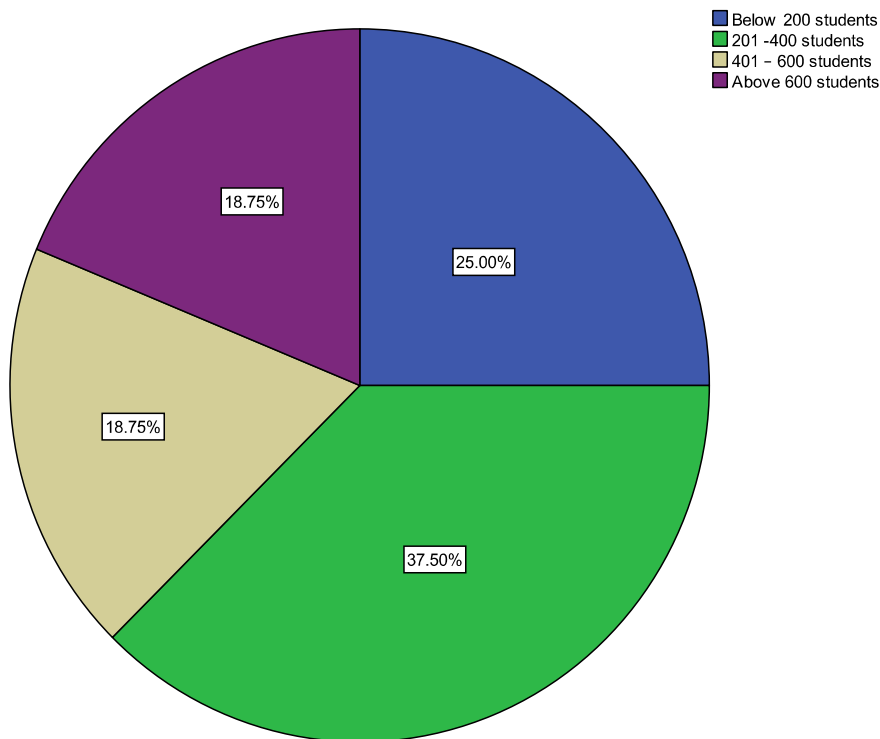
	Frequency	Valid Percent
Below 5 years	2	6.7
6-10years	8	53.3
11-15 years	6	40.0
Total	16	100.0

The finding in Table 4.4 shows that, majority (53.3%) of the principals had served for a period of 6-10 years, followed by 11.15 years at 40% and below 5 years at 6.7%. This shows that most of the principals were in the sub county when the strategic plans were being implemented hence they have enough knowledge on the same.

4.3.3 Enrollment level in schools

The respondents were asked to indicate the number of students enrolled in their schools. The results are shown in figure 4.1.

Figure 4.1 Enrollment level in schools



As indicated in figure 4.1 above most schools (37.5%) had students level of 201-400, followed by below 200 students at 25% and 401 to 600 and above at 18.75% respectively.

4.3.4 Distribution by teacher by length of service in the school

The respondents were asked to indicate the number of years they had served as teachers in Machakos Sub County. The results are shown in Table

Table 4.5 How long have you served as a teacher in the school

	Frequency	Valid Percent
Below 1 year	2	12.5
2-3years	5	31.3
4-5 years	3	18.8
Above 5 years	6	37.5
Total	16	100.0

As shown in Table 4.5, majority (37.5%) of the teachers had served for a period of above 5 years, followed by 31.3% for a period of 2-3 years, 18.8% for a period of 4-5 years and the remaining 12.5% had served in the sub county for a period below 1 year respectively.

4.3.5 Extent of Implementation Of Strategic Plan In Schools.

The respondents were asked to rate question regarding the extent of implementation of strategic plan in their schools.

Table 4.6 Extent of Implantation of Strategic Plan in Schools.

Statements	Mean	Std. Dev
The school has a functioning strategic plan	4.5625	.51235
The implementation of the strategic plan is within schedule	3.9375	.06262
The implementation of the strategic plan has led to improved overall performance of the school	3.7500	.18322

From the findings in table 4.6; to a great extent; The school has a functioning strategic plan (mean of 4.5625), The implementation of the strategic plan is within schedule (mean of 3.9375) and the implementation of the strategic plan has led to improved overall performance of the school (mean of 3.7500).

4.4 The Influence of School Stakeholders In Implementation of Public Schools Strategic Plans' in Machakos Sub County

This section covers questions posed to the respondent on the assessment of the influence of school stakeholders in implementation of public schools strategic plans' in Machakos Sub County. The study focused on the influence of parents, government, board of management and resources. Frequencies, percentages, mean and standard deviation were used for the analysis.

4.4.1 Influence Of Parents In Implementation of Strategic Plan In School

This section covered the questions posed on influence of parents in implementation of strategic plan in school.. Frequency, percentage, mean and standard deviation were used for the analysis. The findings are shown in table 4.7, table 4.8 and table 4.9.

Table 4.7 Influence of Parents

	Mean	Std. Dev
School fees defaulters affects implementation of the school strategic plan	4.6250	.50000
Parents level of education influences implementation of the strategic plan	4.5000	.51640
Parents are actively involved in formulating the school strategic plan.	3.6875	1.13835
Parents influence school's strategic plan implementation by paying school fees in time.	3.6250	1.02470

The respondents were asked to rate the influence of parents in implementation of strategic plan in the school. From the findings in table 4.7; to a great extent; School fees defaulters affects implementation of the school strategic plan (mean of 4.6250), Parents level of education influences implementation of the strategic plan (mean of 4.5000) and Parents are actively involved in formulating the school strategic plan (mean of 3.6875).

Table 4.8 What are the Reasons Why Parents Do Not Pay Fees On Time

Reasons	Frequency	Percent
Lack of formal employment	12	75.0
Lack of appreciation for education	3	18.8
Government policies	1	6.3
Total	16	100.0

The respondents were asked to rate the reasons why parents do not pay fees on time. The findings indicated that the main reason was Lack of formal employment (75%) and by Lack of appreciation for education at 18.8% rating.

Table 4.9 Level of Education for Parents

	Frequency	Percent
Primary level of education	9	56.3
Secondary level of education	7	43.8
Total	16	100.0

As shown in table 4.9 below most parents had attained primary level of education, 43.8% had attained secondary level of education. Hence majority of parents understand the benefits of education to their children.

4.4.2: Influence of the Government in Implementation of Strategic Plan

This section covered the questions posed on government influence in implementation of strategic plan in schools. Frequency, percentage, mean and standard deviation were used for the analysis. The findings are presented in table 4.10, table 4.11 and table 4.12.

Table 4.10: Extent to which Government Influences Implementation of Strategic Plan

Statements	Mean	Std. Dev
The Government policies have positively influenced implementation of the school strategic plan.	3.5625	1.03078
The Government trains principals on strategic plan formulation	3.1875	1.37689
The Government has posted enough teachers in the school	2.2500	1.29099

The ratings in table 4.10 to a great extent (agreed/strongly agreed) indicated that; The Government policies have positively influenced implementation of the school strategic plan (mean of 3.5625) and to a moderate extent; The Government trains principals on strategic plan formulation (mean of 3.1875). This shows that the government has a significant role in the implementation of strategic plan in schools. But to a less extent the government has posted enough teachers to the schools (mean of 2.2500).

Table 4.11 The funds Provided by the Government are enough to cover

	Frequency	Valid Percent
50% of the school's budget	3	20.0
Less than 50% of the school's budget	12	80.0
Total	15	100.0

When asked to rate funds provided by the government, 80% of the respondents were of the opinion that the funds were enough to cover less than 50% of the school budgets while only 20% felt that the funds by government could cover 50% of the school's budget. This shows that there is a significant deficit in school budgets after factoring in government

Table 4.12 When does the Government release funds meant for use in the term?

	Frequency	Valid Percent
During the term	13	81.3
After the term ends	3	18.8
Total	16	100.0

When asked to when the government do release the fund, 81.3% were of the opinion that the government releases the funds during the term while 18.7% indicated that government releases funds after the term ends. This disparity on the date of release of funds could negatively affect the implementation of strategic plans in schools.

4.4.3: Influence of the Board of Management in Implementation of Strategic Plan

This section covered the questions posed on board of management influence in implementation of strategic plan in schools. Mean and standard deviation were used for the analysis. The findings are presented in table 4.13.

Table 4.13: Extent to which Board of Management influences Implementation of Strategic Plan

Statements	Mean	Std. Dev
The Board of management is actively involved in planning the school strategic plan.	4.3750	.80623
There is adequate gender representation among the Board members	4.1875	.75000
The age of the Board of management members influences the implementation of the school strategic plan	4.0625	.68007
The Board of management members are qualified enough to influence the implementation of the strategic plan	3.6250	.02470
The Board of management members actively participate in the supervision of the school projects	3.6000	.96609
The Board of management members actively interacts with other school stakeholder in the implementation of the school's strategic plan.	3.5750	.08781

The respondents rated all statements on the board of management influence in implementation of strategic plan in schools to be of greater extent, that is, The Board of management is actively involved in planning the school strategic plan (mean of 4.3750), There is adequate gender representation among the Board members (mean of 4.1875), and The age of the Board of management members influences the implementation of the school strategic plan (mean of 4.0625).

4.4.4: Influence of the moderating effect of resources in Implementation of Strategic Plan

This section covered the questions posed on moderating effect of resources in implementation of strategic plan in schools. Mean and standard deviation were used for the analysis. The findings are presented in table 4.14

Table 4.14: Extent to which resources moderates the influences Implementation of Strategic Plan

	Mean	Std. Dev
Availability of School finances have influenced the implementation of strategic plan	4.4375	.51235
Enrolment trends in the school have forced us to change the school budget thus affecting implementation of the strategic plan.	4.0625	.92871
Some projected sources of funds have influenced changes in the strategic plan	3.6875	.94648
We do have adequate human capacity to implement our strategic plan	2.6875	.40089
We have adequate resources to facilitate effective implementation of the strategic plan	2.0000	.96609

The respondents were asked to rate the moderating influence of resources in the implementation of strategic plan in their schools. As shown in Table 4.14; to a great extent, the respondents were of the opinion that; Availability of School finances have influenced the implementation of strategic plan (mean of 4.4375), Enrolment trends in the school have forced us to change the school budget thus affecting implementation of the strategic plan (mean of 4.0625) and some projected sources of funds have influenced changes in the strategic plan (mean of 3.6875). On the other hand the respondents unanimously agreed that to the least extent they have adequate resources to facilitate effective implementation of the strategic plan (mean of 2.000).

4.4.5: Influence of the Teachers on the Implementation of Strategic Plans

This section covered the questions posed on influence of teachers on implementation of strategic plan in schools. Mean and standard deviation were used for the analysis. The findings are presented in table 4.15

Table 4.15: Extent of teachers Influences on Implementation of Strategic Plan

	Mean	Std. Dev
Teachers are actively involved in extra curricula activities of the school	3.8667	1.06010
The parents are provided with a forum for educational discussions with teachers	3.8125	.98107
The school has an active guidance and counseling department	3.8125	.98107
The teachers are highly involved in the discipline of the students	3.8125	.75000
The implementation of the strategic plan has led to improved overall performance of the school	3.5625	1.20934
The Teachers are given opportunities to develop in their career	3.5625	1.20934
The teachers often discuss the discipline of the students with parents	3.5333	.99043
The strategic plan is well communicated to the teachers	3.5000	1.31656
The school has enough tuition resources	2.8750	1.36015

Teachers mainly influence the implementation of strategic plans in schools through; active involvement in extra curricula activities of the school (mean of 3.8667), the parents are provided with a forum for educational discussions with teachers (mean of 3.8125), creation of an active guidance and counseling department (mean of 3.8125), involvement in the discipline of the students (mean of 3.8125), giving Teachers opportunities to develop in their career (mean of 3.8125) and frequent discussion of discipline of the students with parents (mean of 3.5333).

Table 4.16: Teachers are actively involved in the Formulation of Strategic Plan

	Frequency	Percent
At school level	12	75.0
At departmental level	4	25.0
Total	16	100.0

When asked to state their level of involvement in the formulation of school strategic plan, 75% of teacher were of the opinion that they were involved at school level while only 25% indicated that their involvement were at departmental level. This confirmed that all teachers were involved in involved in the formulation of school strategic plan.

Table 4.17 Did the School participate in any Extra Curricula Competition ?

	Frequency	Percent
Yes	14	100.0
Total	14	100.0

As indicated in table 4.17 above the respondents unanimously agreed that schools participate in any extra curricula competition

Table 4.18 Did the School participate in any Extra Curricula Competition ? If Yes, to what level did the School manage to compete? Cross tabulation

		If yes, to what level did the school manage to compete					
		Sub					
		County	County	Metropolitan	National	Total	
Did the school participate in any extra curricula competition	Yes	Count	1	3	6	4	14
		%	7.1%	21.4%	42.9%	28.6%	100.0%
Total		Count	1	3	6	4	14
		%	7.1%	21.4%	42.9%	28.6%	100.0%

The findings further shows that majority of schools participated in extra curricula competition at metropolitan level followed by 28.6% participation at national level, 21.4% participation at county level and only 7.1% participation at sub county level. This confirms the significance influence of teachers in extra curriculum activities.

4.5 Inferential Statistics

The study proposed that there exist a relationship between school stakeholders (parents, government, teachers and board of management) and implementation of public schools strategic plans' in Machakos Sub County. This relationship was further proposed to be moderated by resources. Correlation analysis was used to establish the strength of the

relationship while regression analysis was used to come up with the model for forecasting purposes. Further t-test was done to check on the statistical significance of the model parameters. The results are as shown in table 4.19 and table 4.20 below.

Table 4.19 Model Summary

Model	R	Adjusted R Square		Std. Error of the Estimate	Change Statistics			Sig. F Change	
		R Square	R Square		Change	F	df1		df2
1	.850 ^a	.722	.717	1.262	.722	4.157	3	28	.006
2	.854 ^b	.730	.723	1.258	.708	4.520	1	30	.034

Hierarchical regression model on the moderating effect of resources on the relationship between school stakeholders (parents, government, teachers and board of management) and implementation of public schools strategic plans' in Machakos Sub County. Model one shows that 72.2% of the variation in implementation of public schools strategic plans' in schools could be explained by the changes in parents, government, teachers and board of management influences leaving only 27.8% unexplained. This is greater than 70% hence the model is good/fit for forecasting. Further by introducing the moderating variable (resources) the explanatory power improved, that is coefficient of determination become 73%, it therefore means that the moderating variable has a significant role on the relationship between school stakeholders (parents, government, teachers and board of management) and implementation of public schools strategic plans' in Machakos Sub County.

Table 4.20 Coefficients

Predictor Variables	Implementation of public schools strategic plans' in schools				
	B	SE	β	T	P
Parents influence	.08	.09	.05	2.927	.003*
Government influence	.21	.09	.13	2.427	.016*
Board of management influence	.25	.09	.15	2.783	.006*
Teachers influence	.17	.08	.11	2.312	.004*
Model 1	$R^2 = .722$ $\Delta R^2 = .717^*$ F Change = 4.157 p = .006				
MODERATORS	B	SE	β	T	P
Resources	.20	.06	.15	3.502	.001*
Model 2	$R^2 = .730$ $\Delta R^2 = .723^*$ F Change = 4.520 p = .034				

Table 4.20 above shows that the predictor variable was statistically significant in the model since individual p-values < 0.05.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents answers to research questions, summary and conclusions of the study. It also presents the proposed future studies that would widen the knowledge base of relationship between school stakeholders (parents, government, teachers and board of management) and implementation of public schools strategic plans' in Machakos Sub County.

5.2 Summary

The main objective of the study was to assess the influence of school stakeholders in implementation of public schools strategic plans' in Machakos Sub County. The study was guided by five specific objectives which were to; assess the influence of parents in implementation of the strategic plans in public Secondary schools in Machakos Sub County, ascertain the influence of the government in implementation of the strategic plans in public secondary schools in Machakos Sub County, assess the influence of the school management in implementation of the strategic plans in public secondary schools in Machakos Sub County, ascertain the influence of the teacher in implementation of the strategic plans in public secondary schools in Machakos Sub County and assess the moderating effect of resources on the influence of stakeholders in implementation of the strategic plans in public Secondary schools in Machakos Sub County.

5.2.1 Parents Influence

The study revealed that parents influence on strategic plan implementation were both positive and negative. Specifically; School fees defaulter's affects implementation of the school strategic plan and Parents level of education influences implementation of the strategic plan

5.2.2 Government Influence

The study found out that to a greater extent government policies have positively influenced implementation of the school strategic plan and to a moderate extent; The Government trains principals on strategic plan formulation.

5.2.3 Board of Management Influence

The study found out that the Board of management is actively involved in planning the school strategic plan, there is adequate gender representation among the Board members and the age of the Board of management members influences the implementation of the school strategic plan

5.2.4 Teachers Influence

The study found that teachers influence the implementation of the school strategic plan through active involvement in extra curricula activities of the school, the parents are provided with a forum for educational discussions with teachers, creation of an active guidance and counseling department, involvement in the discipline of the students, giving Teachers opportunities to develop in their career and frequent discussion of discipline of the students with parents

5.2.5 Moderating Influence of Resources

It was noted that majority of the respondents were of the view that resources actually moderates the relationship between school stakeholders and implementation of public schools strategic plans' in Machakos Sub County. More specific; Availability of School finances have influenced the implementation of strategic plan, Enrolment trends in the school have forced schools to change the school budget thus affecting implementation of the strategic plan and some projected sources of funds have influenced changes in the strategic plan.

5.2.6 Forecasting Model

Regression and correlation analysis indicated that parents influence, government influence, teachers influence and board of management influence were strongly related to implementation of public schools strategic plans' in Machakos Sub County, that is, 72.2% of the variation in implementation of public schools strategic plans' in Machakos Sub County could be explained by the changes in parents influence, government influence, teachers influence and board of management influence. The results of the moderating variable on the relationship also indicated a significance improvement in the previous model. It was also found that parents influence, government influence, teachers influence and board of management influence were individually linearly related with implementation of public schools strategic plans' in Machakos Sub County (P-value<0.05). Board of management influence had the most significant influence on implementation of public schools strategic plans' in Machakos Sub County followed by government influence and parents influence respectively.

5.3 Conclusion

The general objective of the study was to assess the influence of school stakeholders in implementation of public schools strategic plans' in Machakos Sub County. The study findings revealed that board of management influence had the highest influence. The study further concluded that the establish regression models were very good for foresting and could be used for in forecasting the influence of stakeholders on the implementation of public schools strategic plans' in Machakos Sub County.

The study makes an important contribution in implementation of public schools strategic plans' in Machakos Sub County. It further brings out the factors that influence the relationship between school stakeholders (parents, government, teachers and board of management) and implementation of public schools strategic plans' in Machakos Sub County.

5.4 Recommendations for further Study

Arising from this study, the researcher makes the following recommendations. The study recommends that public schools strategic plans' in Machakos Sub County should focus on training the school stakeholders on strategic planning (parents, teachers and board of management) in order to effectively implement the public schools strategic plans' in Machakos Sub County.

The study recommends that similar studies be undertaken in other organizations and other factors that influence the implementation of strategic plans in public secondary school be investigated. More research should also be carried out to investigate other factors and the influence of external environment on the implementation of strategic plans in public secondary schools and other organizations.

Finally, the use of other data collection methods such as interviews would help the researchers get responses that are relatively free from bias. This is because interviews afford the researcher the opportunity to allay fears, anxieties and concerns that the respondents may have. The researcher may also offer clarification when needed and help respondents to think through difficult issues.

5.4.1 Policy Recommendations

The government agencies charged with the management of public secondary schools should ensure that adequate resources are availed to the schools for the purposes of strategy implementation as this is an expensive exercise that must be deliberately budgeted for. The agency must also ensure a high level of sensitization among all school stakeholders and where possible organize for practical programs for capacity building to give skills and willingness to enable all stakeholders participate in the strategic management process

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APPENDIX 1

LETTER OF AUTHORITY TO COLLECT DATA



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

P.O. BOX 170-90200
KITUI, KENYA
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Our Ref: D61/MAC/20072/2011

Date: Thursday, January 07, 2016

Kithuka Judith Ngina
Reg. No D61/MAC/20072/2011
Master of Business Administration
C/O Dean, School of Business and Economics

Dear Kithuka,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Business Administration Proposal document entitled, *"An assessment of the influence of stakeholders in implementation of strategic plans in public secondary schools in Machakos Sub-County"*.

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

During your research work, you will be closely supervised by Dr. Jane Weru and Ms. Fides Kalii. 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 Master of Business administration.

Prof. Cornelius Wanjala
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Business and Economics
Chairman, Department of Business & Entrepreneurship
Dr. Jane Weru
Ms. Fides Kalii
Director, Machakos Campus
BPS Office- To file

CW/km

ARID TO GREEN



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TRANSFORMING LIVES

APPENDIX 2

PRINCIPALS' QUESTIONNAIRE

You are kindly requested to give information concerning implementation of school strategic plans in your school indicating the influence of school management, the influence of the government, the influence of the parents and the influence of resources by filling this questionnaire. Response to these questions will be treated strictly confidential and only used for the study.

SECTION A: BACKGROUND INFORMATION

Instructions

Put a tick in the statement which fit your situation and write briefly and clearly where necessary.

1. Category of your school

National school	[]
Extra county	[]
County	[]
Sub County	[]

2. For how long have you served as a principal in Machakos Sub County

Below 5 years	[]
6-10years	[]
11-15 years	[]
Over 15 years	[]

3. Indicate the enrolment of your school

Below 200 students	[]
201 -400 students	[]
401 – 600 students	[]
Above 600 students	[]

4. The table below present statements regarding the extent of implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

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

Statement	SA	A	U	D	SD
The school has a functioning strategic plan					
The implementation of the strategic plan is within schedule					
The implementation of the strategic plan has led to improved overall performance of the school					

SECTION B

The table below presents statements regarding the influence of parents in implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

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

	SA	A	U	D	SD
Parents are actively involved in formulating the school strategic plan.					
Parents influence school's strategic plan implementation by paying school fees in time.					
School fees defaulters affects implementation of the school strategic plan					
Parents level of education influences implementation of the strategic plan					

- a) What are the reasons why parents do not pay fees on time?
- | | |
|------------------------------------|-----|
| Lack of formal employment | [] |
| Lack of appreciation for education | [] |
| Government policies | [] |
- b) Most of the parents have attained
- | | |
|-------------------------------|-----|
| Primary level of education | [] |
| Secondary level of education | [] |
| University level of education | [] |

SECTION C

The table below presents statements regarding the influence of the government in implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below. SA-(Strongly Agree)-5 A-(Agree)-4, U(undecided)-3,D-(Disagree)-2, SD-(Strongly Disagree)-1

	SA	A	U	D	SD
The Government policies have positively influenced implementation of the school strategic plan.					
The Government has posted enough teachers in the school					
The Government trains principals on strategic plan formulation					

- a) The funds provided by the Government are enough to cover
- | | |
|--------------------------------------|-----|
| 100% of the school's budget | [] |
| 50% of the school's budget | [] |
| Less than 50% of the school's budget | [] |
- b) When does the government release funds meant for use in the term
- | | |
|----------------------------------|-----|
| Before the beginning of the term | [] |
| During the term | [] |
| After the term ends | [] |

SECTION D

The table below presents statements regarding the influence of the Board of management in implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

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

	SA	A	U	D	SD
The Board of management is actively involved in planning the school strategic plan.					
The Board of management members are qualified enough to influence the implementation of the strategic plan					
The Board of management members actively participate in the supervision of the school projects					
There is adequate gender representation among the Board members					
The Board of management members actively interact with other school stakeholder in the implementation of the school's strategic plan.					
The age of the Board of management members influences the implementation of the school strategic plan					

SECTION E

The table below presents statements regarding the moderating influence of resources in the implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

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

RESOURCES	SA	A	U	D	SD
Availability of School finances have influenced the implementation of strategic plan					
Enrolment trends in the school have forced us to change the school budget thus affecting implementation of the strategic plan.					
We have adequate resources to facilitate effective implementation of the strategic plan					
Some projected sources of funds have influenced changes in the strategic plan					
We do have adequate human capacity to implement our strategic plan					

APPENDIX 3

TEACHERS QUESTIONNAIRE

You are kindly requested to give information concerning implementation of school strategic plans in your school indicating the influence the teachers by filling this questionnaire. Response to these questions will be treated strictly confidential and only used for the study.

The influence of teachers in implementation of school strategic plan

How long have you served as a teacher in the school?

- Below 1 year
- 2-3years
- 4-5 years
- Above 5 years

The table below present statements regarding the influence of the teacher on the implementation of strategic plan in your school, Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below. SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Statement	SA	A	U	D	SD
The strategic plan is well communicated to the teachers					
The school has enough tuition resources					
The school has an active guidance and counseling department					
Teachers are actively involved in extra curricula activities of the school					
The Teachers are given opportunities to develop in their career					
The teachers are highly involved in the discipline of the students					
The teachers often discuss the discipline of the students with parents					
The parents are provided with a forum for educational discussions with teachers					
The implementation of the strategic plan has led to improved overall performance of the school					

a) The teachers are actively involved in the formulation of school strategic plan

At school level []

At departmental level []

b) The teachers cover current year syllabus by

End of second term []

End of third term []

Beginning the next year []

c) Did the school participate in any extra curricula competition

Yes [] No []

If yes, to level did the school manage to compete

Zonal []

Sub County []

County []

Metropolitan []

National []

Thank you for your Cooperation

APPENDIX 4

LIST OF PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB COUNTY

1. MACHAKOS SCHOOL
2. MACHAKOS GIRLS
3. MUMBUNI BOYS
4. MUA GIRLS
5. MUMBUNI GIRLS
6. KITONYINI SEC
7. MUINDI MBINGU
8. A.I.C NYAYO
9. NGELANI
10. KATELEMBO C.O.E
11. KATOLONI
12. MIKUINI
13. KWANTHANZE
14. MUVUTI
15. KYANGALA BOYS
16. MUUMANDU SEC
17. KYANDILI
18. KITULU DAY
19. MALILI GIRLS
20. KIKUMBO SEC
21. MBUANI
22. KYANGULI MEMORIAL
23. MBEMBANI SEC
24. KEAA SEC
25. KYANZASU
26. KYANGALA GIRLS
27. IYUNI SEC
28. KUSYOMUOMO
29. KATHEKA KAI
30. KISEVENI SEC
31. KATANGA SEC
32. MANG' AUNI SEC
33. KONZA SEC
34. MUA FARM SEC
35. KATUMANI SEC
36. KYENI BAPTIST SEC
37. MASAANI SEC
38. KIUU SEC
39. MACHAKOS BAPTIST
40. KAMWELENI
41. MUNGALA SEC
42. NGOMENI SEC
43. KITEINI SEC
44. MBUKUNI SEC
45. A.I.C KIIMA KIMWE
46. KWA-KAVOO
47. MIWANI SEC
48. KIMUTWA SEC

- | | |
|------------------------|----------------------|
| 49. KYANDA SEC | 53. KYAANI |
| 50. KALAMA SEC | 54. MACHAKOS SEC SFD |
| 51. BARAKA KAVYUNI SEC | 55. MULAANI |
| 52. MUTITUNI S.A. SEC | 56. A.B.C KANYONGO |
| 57. A.I.C KINOI | |
| 58. KYAMBUKO SEC | |
| 59. UPPER KITANGA SEC | |
| 60. KYASILA SEC | |
| 61. KITANGA SEC | |
| 62. KAMUTHANGA | |

Source: Machakos County Education Office (2015)