

**DETERMINANTS OF STRATEGIC PLAN IMPLEMENTATION IN PUBLIC  
SECONDARY SCHOOLS IN KATULANI SUB-COUNTY,  
KITUI COUNTY**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Business Administration (Strategic Management)  
of South Eastern Kenya University**

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## DECLARATION

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

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## **DEDICATION**

I dedicate this work to my husband Charles Mulandi and children Carol, Naomi, Linnet, Caleb and Abbriana for the constant support they gave me and the sacrifice they made for me throughout the period of study.

## **ACKNOWLEDGEMENT**

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## ABBREVIATIONS AND ACRONYMS

<b>ANOVA</b>	:	Analysis of Variance
<b>BOM</b>	:	Board of Management
<b>CBE</b>	:	Curriculum Based Establishment
<b>CDE</b>	:	County Director of Education
<b>CV</b>	:	Coefficient of Variance
<b>DOPU</b>	:	Drop Off and Pick-up
<b>EFA</b>	:	Education For All
<b>FDSE</b>	:	Free Day Secondary Education
<b>GEP</b>	:	Global Education Policy
<b>HOD</b>	:	Head of Department
<b>KCSE</b>	:	Kenya Certificate of Secondary Education
<b>KESI</b>	:	Kenya Education Staff Institute
<b>MOE</b>	:	Ministry of Education
<b>MOH</b>	:	Ministry of Health
<b>MBA</b>	:	Master of Business Administration
<b>NEMIS</b>	:	National Education Management Information System
<b>NGO'S</b>	:	Non-Government Organizations
<b>NRC'S</b>	:	National Research Councils
<b>PA</b>	:	Parents Association
<b>RA</b>	:	Resource Allocation
<b>SPSS</b>	:	Statistical Packages and Social Sciences
<b>SPI</b>	:	Strategic Plan Implementation
<b>SSP</b>	:	School Strategic Plans
<b>UNESCO</b>	:	United Nations Educational Scientific and Cultural Organization

## **OPERATIONAL DEFINITION OF SIGNIFICANT TERMS**

<b>Resource Allocation:</b>	This is the process of assigning and managing assets in a manner that supportan organization strategic goals (Richard, 2014).
<b>Government involvement:</b>	This refers to the roles of the state in the institution in terms of funding, staffing, policies and curriculum formulation, to support strategic plan implementation.(Kilonzi, 2014).
<b>Motivation of employees:</b>	This is the level of energy, commitment, Persistence and creativity that institutions staff bring to their job. Higher employee motivation leads to better engagement and high productivity. (Ng'ang'a, 2013)
<b>Communication:</b>	The act of giving, receiving and sharing information and every communication involves at least one sender for it to be effective (Mumo,2014).
<b>Strategic Plan implementation:</b>	This is an interactive process of implementing strategies, policies, programs and action plans that allows an institution to utilize its resources to take advantage of opportunities in the competitive environment (Harrington,2006).

## **ABSTRACT**

School strategic planning is key to success of a school with regard to achievement of its mission, vision, goals and objectives. Good strategic plans have been written but very little has been achieved in terms of implementation. This study sought to find outdeterminants of implementation of strategic plans in public secondary schools in Katulani sub-county, Kitui County. The focus was on resource allocation, government involvement, communication and motivation of employees in relation to implementation of strategic plans in public secondary schools in Katulani sub-county. The study was guided by four objectives based on the said determinants. This study was also guided by four theories which include; resource based theory, stakeholders' theory, hierarchy of needs theory and contingency theory. The study employed descriptive survey design to investigate the determinants that influence implementation of strategic plans. The research involved 105 respondents. Data was collected through questionnaires. The pilot test was carried out to establish reliability and validity of the questionnaire. The data collected was analyzed using qualitative and quantitative techniques with the help of Statistical Packages for Social Sciences (SPSS 16.0 version). The data was presented by use of percentages, bar graphs, pie charts and frequency distribution tables. Qualitative data was analyzed through content analysis and in the course of the research, ethical consideration was observed. The findings of the study indicated that resource allocation, government involvement, communication and motivation of employees among other factors play a very important role in the implementation of strategic plans in public secondary schools in Katulani sub-county. It was therefore concluded that more efforts are required to improve on resource allocation, government involvement, communication and motivation of employees in relation to implementation of strategic plans in public secondary schools in Katulani sub-county. The study recommended the assessment of influence of parental involvement and local political leaders on strategic plan implementation in public secondary schools in Kitui County. Areas for further research include assessing the impact of strategic planning in public secondary schools in Kitui County in terms of performance at the Kenya Certificate of Secondary Education.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

The study focused on examining the strategic plan implementation in public secondary schools in Katulani Sub-county in Kitui County. This chapter presents the background of the study of strategic plan implementation from global, regional and local perspective and information about public secondary schools in Kenya. The chapter further discusses the statement of problem, the research objectives, research hypothesis, significance of the study, scope of the study and limitation of the study.

#### **1.1 Background of the Study**

Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it (Armstrong, 2006). Anyangi (2013) defines strategic planning as a process that is designed to move an educational organization through the steps of understanding changes in the external environment, assessing the internal strengths and weaknesses of the organization, developing a vision of the desired future for the organization and in some ways to achieve the mission, developing specific plans to get the organization from where it is to where it wants to be, implementing these plans and monitoring that implementation so that necessary changes or modifications can be made.

To deliver the best results, strategic planning requires BOM's to use effective information gathering, development, and exploration of strategic alternative, and put emphasis on future implementation of present decisions. The foregoing authors (Bryson 2011 & Romney 1996) consent that strategic planning involves a process of charting the way of the future in consideration of the present and the means to get to the desired future.

##### **1.1.1 Global Perspective of Strategic Plan Implementation in schools**

Strategic management analyses the major initiatives taken by an organization's top management on behalf of owners involving resources and performance in external environment. It entails specifying the organization mission, vision and objectives as well as developing policies and plans which are aligned to achieve these objectives. Among the

many early contributors, the most influential were Alfred Chandler, Philip Selenicil, and Igor Ansoff. Strategic management of change was seen primarily as a matter for the military. Global Education strategy aligns with global education policy (GEP) and frameworks including Sustainable Development Goals and the inter- Agency Network for Education in Emergencies. At the same time the strategy articulates how the Education core competency will contribute to NRCs Global strategy 2018-2020.

In England and Wales, the Great Education ACT of 1994 brought the idea of education partnership. The Tailor committee of 1997 on governance according to Daries (2002) made wide ranging recommendations on school governance in England and Wales. It made radical proposals in the structure, of the governing bodies. Parents and teachers had a right to enjoy representation of the school governing bodies. In South Africa a strategy has been developed by the executive committee of St. Benedict's Catholic School to provide a disciplined approach to the management and development over the five years' period stretching from 2013 to 2017. Today the schools operate as a Catholic school for boys of all Faiths and are owned by St. Benedict's trust and are administered by a Board of governors. The school has developed a strategic plan which has strategic imperatives to be achieved within the period between 2013 to 2017 and this includes education for citizenship, capacity enhancement, transformation and diversity in various Nations and regions in the world including Spain, Vineland and certain provinces of Canada. In Muslim countries such as Pakistan, religious and denomination influences control the school administration and planning, (Alghamdi, 2015).

### **1.1.2. Strategic Plan Implementation in Public Secondary Schools**

Strategic planning provides significantly better performance than unplanned opportunistic adaptive approach (Bartmann, 2010). It provides an integrative framework for other forms of planning. The planners have to match the activities of the organization to its environment and also the organization's resource capabilities. Strategic planning has been used in schools in developed countries leading to school improvement in academic performance. Implementation is the systematic-wide action taken by Institutional members aimed at accomplishing formulated strategies. Implementation is important to institutional



performance because strategies do not add value unless properly implemented (Raps, 2005). In the United States, Romney (1996) analyzed implementation studies conducted on strategic plan implementation process. Among those studies, most variables are related to the strategic plan implementation process. They include consensus building, information flow, group cohesiveness, control system and risk taking. The strategic planning process involves more than just planning. Effective strategic plans are also concerned about implementation. Unfortunately, that is the point at which many plans are doomed to fail. By considering both strategic planning and strategic plan implementation throughout the planning process, businesses, can increase the odds that their plans will achieve intended results (Forbes, 2009). Bartmann (2010), says implementation first is the assignment of responsibility to individuals who will be held accountable to meet the objectives of the plan through the implementation of the identified strategies and tactics. It is important that individuals know that they will be held accountable, that they have a clear understanding of what will be expected of them and that they have the tools and resources they will need to achieve success.

Adanusa (2015), recommended the need for strategic planning to create the framework for determining the direction that addresses the triggering challenges of schools. This enables the management to consider critical issues and focus efforts on what would make the organization successful. Butcher (2007) added that, African Education lags behind. Natural and human made disasters and complicity have applied extreme pressure on education systems, many of which were built on weak physical and institutional basis. He further explains that many African countries have been victims of austere structural adjustment programs which have led to cuts in education expenditure. This situation has given rise to the need for educational institutions to develop strategic plans to allocate scarce resources effectively and achieve quality education.

The school strategic plan attempts to promote school development in the following ways: by assessing the current state of the school strategic plan and providing information about it; by increasing the overall rate of development; by carrying out special types of programs designed to break bottlenecks in the planning process. Collins and Nicols (2007) looks at

the school strategic planning and notes that, the worst thing was spending all the time to develop the strategic plan and then ignoring it or finding it unworkable. Lawrence (2001) adds that very few countries have committed themselves to the discipline necessary for implementing and integrating school development programs. It is in the view of these findings that the researcher endeavors to investigate the determinants of strategic plans implementation in public secondary schools in Katulani sub-county, Kitui County.

According to the School Management Guide (1999), strategic planning involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans. In order to justify their existence, schools need to develop strategies that embrace changes by anticipating challenges sufficiently in advance and by Planning timely response, increasing speed of implementation, being flexible and respond on time to surprises which could not be anticipated in advance. Schools guided by the national goals of education must set up specific objectives designed at helping every individual student achieve varied aspirations and hence develop society.

The Education master plan for education and training (1997 -2010) observes that, an education plan should contain all important information about the school. This information includes the school aims which should be related to the national goals, school mission statement, description of school and community it serves, school priorities, action plan for the next 3-5 years, and any other information about the school. Government of Kenya (1998) and Saitoti (2003) outlined the major determinants of quality education as curriculum content, relevant instructional materials and equipment, physical facilities, conducive learning environment, the quality of teaching force and assessment and monitoring of learning achievement. The Kenya ministry of Education (MOE) is responsible for providing an appropriate regulatory framework, developing policies and guidelines, providing educational support services, mobilizing resources for education sector inputs and co-coordinating human capital development through education and training (Republic of Kenya, 2005). The Kenya Education sector has since the year 2003 embarked on plans to institute reforms at all levels. The MOE circular MOE/PLAN POLICY/NO. 12/04/2003, instructed all secondary schools to develop strategic plans and

submit copies to the permanent secretary. In view of that, the Kenya's MOE demanded that adequate and deliberate planning should be made to ensure continuous and phased improvement and provision of all resources that contribute to effective and efficient performance and development.

Although emphasis has been clearly placed on the need for strategic plans in developed countries, little emphasis has been placed on strategic plan implementation in developing countries including Kenyan Educational institutions. Hence, there was need to carry out a study on the determinants of strategic plan implementation in public secondary schools and make appropriate recommendations on the future use of these important management tools whereby Kenya had come up with measures that would help in ensuring SSP's are implemented, Kilonzi (2014).

### **1.1.3 Public Secondary Schools in Kitui County**

In the Ministry of Education, secondary schools in Kenya fall into two categories; Public schools and private schools. Public schools are divided into National, extra county, county and sub –county levels. Private schools do not receive funding from the government and they are run by private organizations or individuals. Public secondary schools select students based on their performance in the primary leaving exams known as KCPE. Students with the highest scores gain admission into National schools while those with average scores are selected into Extra County, county and sub county schools.

Under the current system, students attend secondary school for four years before sitting for the school leaving examination at the end of the fourth year. The first class of secondary school is known as Form I and the final class is Form 4. At the end of fourth year, students sit for the Kenya certificate of secondary Education examination (K.C.S.E). The students who excel in the K.C.S.E are admitted to the public Universities and colleges (Eshiwani, 1993). Secondary schools have many stakeholders who must be involved in the strategic planning process. These stakeholders include administrators, Board of Management (BOM), Parents Association (PA), Teachers, support staff and students. 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, (Anyieni, 2015).

Azeem (2010), school governance generally becomes weak due to poor parental involvement in school financial management and key decision making areas. Raps (2009) 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, 2008). The Institutions also needed to account for the interests of students, parents, government a genuine benefactors Alumni, the community and accredited agencies. (Kilonzi 2014).

## **1.2 Statement of the Problem**

Secondary schools in Kenya are charged with provision of education to its citizens. The Kenya Education sector has since the year 2003 embarked on plans to institute strategic reforms at all levels which are fundamental tools in a performance based management to achieve desired education and academic goals. Strategic plans guide institutions in their development. In 2003, MOE made it compulsory for public schools to develop their domesticated strategic plans which would enable them to attain projections in performance and success.

In Katulani sub-county, there are schools which are yet to successfully implement the strategic planning idea. However, many of the schools in Katulani sub-county have unique challenges such as environmental hardships which affect strategic plans implementation. This is alarming since failure to adopt strategic plans leads to low performance of the schools and inability of the schools to meet their objectives. Effective implementation of strategic plan is expected to improve KCSE performance and increase enrollment in the public secondary schools in this sub-county. According to Ndegwa (2014), strategic plans in secondary schools should be seen as a way of enhancing results based on management and efficiency in their operation.

The MOE in an effort to ensure quality output in education made it compulsory for all public secondary schools to prepare five-year strategic plans and was optional to private schools. A survey by Ngware *et.al* (2016) showed that over 60% of schools in the country do not have strategic plans. In the year 2006-2007 the MOE organized workshops for BOM Chairperson, PA Chairpersons, Principals, Education officials and secretaries of various religious organizations to sensitize them on strategic plans, whereby most of the schools rolled out their first strategic plans in the year 2008 for the period between 2009 – 2012 (MOE, 2013).

Most public schools fail to achieve their goals and objectives, and this is reflected through poor academic performance attributed to challenges hindering implementation of strategic plan. (Anyieni, 2015). Various studies have been done on the challenges facing organizations in implementing strategic plans. Heracleous, (2016) noted that strategic planning deal largely with the processes involved in arriving at the strategic plan. Limited attention has been given to actions taken to implement plans, favoring instead the processes involved in developing thorough strategic plan. It was based on this background that motivated the study on the determinants of strategic plans implementation which include resource allocation, government involvement, communication among stakeholders and motivation of employees in public secondary schools in Katulani sub-county, Kitui County which have not been studied. This study has provided research answers.

### **1.3 Objectives of the Study**

This study has general and four specific objectives as outlined below.

#### **1.3.1 General Objective**

The general objective of the study was to investigate the determinants of strategic plan implementation in public secondary schools in Katulani sub-county, Kitui County.

### **1.3.2 Specific Objectives of the Study**

The specific objectives of the study were:

- i. To assess the effect of resource allocation on strategic plan implementation in public secondary schools in Katulani sub-county, Kitui county
- ii. To determine the influence of government involvement on implementation of strategic plans in public secondary schools in Katulani sub-county.
- iii. To assess the effects of communication on strategic plan implementation in public secondary schools in Katulani sub-county.
- iv. To determine the effect of motivation of employees on strategic plan implementation in public secondary schools in Katulani sub-county, in Kitui County.

### **1.4 Research Questions**

- i. Does resource allocation influence strategic plan implementation in public secondary schools in Katulani sub-county, Kitui County?
- ii. What is the effect of government involvement on implementation of strategic plans in public secondary schools in Katulani sub-county?
- iii. What are the effects of effective communication on strategic plan implementation in public secondary schools in Katulani Sub-county?
- iv. Does motivation of employees influence strategic plan implementation in public secondary schools in Katulani sub-county, in Kitui County?

### **1.5 Significance of the Study**

The findings of this study will be important first to all teachers because it exposes the causes of failure in strategic plan implementation in public secondary schools which has remained a mystery to many. Teachers therefore will have the audacity to demand as well as to work towards correcting the mistakes which might have caused such failures. Secondly, school principals will have information on the reason as to why many strategic plans although they are appealing, have remained in the shelves as documents which cannot be actualized. As a result, it may become easier for them to initiate the accomplishment and implementation of such strategic plans. By so doing many public secondary school

may sail high in national examinations' performance which in turn impacts national development positively through sustained high literacy levels.

The government through the Ministry of Education (MOE) may also find the study quite useful because it may assist them to know the extra mile; they need to travel beyond ensuring each public school has a strategic plan because a strategic plan that is not implemented is worth nothing in terms of value addition. As the policy making organ in education matters it will be necessary for the ministry to know the impediments that lead to incomplete strategic plan implementation thus bring about corrective measures to cure the problem. This is in line with Millennium Development Goals and Vision 2030 in which the government targets increased literacy levels in both urban and rural settlements.

The findings of this study may be helpful to owners of private schools who may want to borrow a leaf from public schools because some of the phenomena may be equally applicable in private schools within the County. Other researchers who wish to gather more information on strategic management especially in public education institutions will find this study very useful.

### **1.7 Scope of the Study**

The scope refers to the geographical area covered by the study and the period within which the study was carried out. The study focused on resource allocation, government involvement, communication and motivation of employees in public secondary school in Katulani sub-county, Kitui County. The study covered 21 public secondary schools in Katulani sub-county, Kitui County with a population of 252 respondents who included 21 BOM chairpersons, 21 Principals and 210 H.O.Ds. The study undertook on issues within the scope addressed by research objectives.

### **1.8 Limitations of the Study**

The study faced some limitations such as respondents with holding crucial information and this was overcome by the researcher assuring the respondent of confidentiality and assuring them that the information will be used for academic purpose only.

As for the busy schedule of respondents, the researcher used a friendly approach when requesting them to spare their time to respond to the questionnaire. The questionnaires were also given out and left for an agreed period of time before picking them after which the respondents delayed. Distance between the 21 schools was an issue. To overcome this limitation, a research assistant helped in dropping the questionnaires and the research was done before the rains so as to make travelling easier.

### **1.9 Assumptions of the Study**

According to resource based theory, strategic resources provide a foundation to develop firm capabilities that lead to superior performance overtime. Therefore, the study assumed that government involvement influences strategic plan implementation through direct funding and resource allocation influences strategic plan implementation in public secondary schools and position them for long-term success. In accordance to the stakeholder's theory, constant and positive engagement between an institution and its stakeholders leads to improved performance. Thus, the study assumed that effective communication between stakeholders and motivation of employees influences strategic plan implementation in public secondary schools.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises of comprehensive literature review drawn from theories backing the study and past studies related to resource allocation, government involvement, communication and motivation of employees in relation to strategic plan implementation in public secondary schools in Kenya. This chapter is divided mainly into theoretical review and empirical review on the determinants of implementation of strategic plans in public secondary schools in Kenya and finally the conceptual framework.

#### **2.2 Theoretical Framework**

The study was based on competing theories which had been proposed to try and understand strategic plan implementation in public secondary schools in terms of multiple theoretical perspectives. Theoretical foundation of the study included Resource Based Theory, Stakeholders Theory, Hierarchy of Needs Theory and Contingency Theory. Mugenda and Mugenda (2003) defined theory as a set of concepts or constructs and the interrelations that are assumed to exist among those concepts.

##### **2.2.1 Resource Based Theory**

This theory was formulated by Barney (1995). According to Barney, resources include any specific physical assets a firm owns as well as the knowledge held by its employees. Barney uses the strategic factor market, a conceptual tool, to illustrate that firm name gives different options and different values for investments rather than simply evaluation environment opportunities and threats in conducting business (Barney, 1995).

While this prediction is intuitively true, researchers will never be able to separate luck from managerial skills in a large-scale empirical study, even if it is possible to evaluate resource-based theory, research must begin to specify when certain kinds of resource will be valuable and when resources will provide competitive advantage. The theory relates to this study in that resource allocation may influence strategic plan implementation by giving a school competitive advantage over another school that lack adequate resources

allocation for the implantation process.

### **2.2.2 Stakeholders Theory**

This theory was formulated by Edward Freeman (1984). It is a theory of organizational management and business ethics that addresses moral and value in managing an organization. It was originally detailed by Edward Freeman in the book *Strategic Management*. The stakeholder theory argues that there are other parties involved; including government bodies, political groups, trade associations, trade unions, local communities, financial institutions, suppliers, employees, and customers. Sometimes even competitors are counted as stakeholders.

This theory informs this study in that the government of Kenya is the main stakeholder in the Public schools. It does more than half of the total contribution in terms of financial support through Free Day Secondary Education Fund, Human resource in terms of employment of teachers and in curriculum development and implementation, just to mention some of its roles in public secondary schools. As a stakeholder the government has great influence in the way public schools are run and in the implementation of each school's strategic plan. It controls use of resources through schools' auditors and gives term dates which must be adhered to and therefore government involvement may determine SPI which this study confirms.

### **2.2.3 Hierarchy of Needs Theory**

One of the most widely accepted theories of human motivation is Abraham Maslow's (1954) hierarchy of Needs Theory which classifies needs according to a pyramidal hierarchy, consisting of five levels; physiological, safety, social, self-esteem and self-actualization. In essence, Maslow's hierarchy of needs theory indicates that there is some relation between motivation and need satisfaction. A need that has been satisfied is no longer a motivator. A need that has not been satisfied motivates but even then, the need must be an immediate and pressing one.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs

higher level of needs exist. These include needs for understanding, aesthetical appreciation and purely spiritual needs, (Mumo 2010). In the levels of the five basic needs the person does not feel the second need until the demands of the first have been satisfied and neither the third until the second has been satisfied and so on. This hierarchy of needs theory is applicable in this study. It will help school managements know how to motivate their employees to enhance performance in the schools. The study assumes that motivation of employees enhances implementation of strategic plans in schools. This has been determined to be the case in Katulani sub-county, Kitui County.

#### **2.2.4 Contingency Theory**

Fiedler (1964) proposed the Contingency Theory of Leadership. This theory emphasizes on the idea that there is no one or single best way or approach to manage organizations. Organizations should then develop management strategy based on the situation and condition they are experiencing. The most profitable firm's environment according to Lester and Parnel (2007) maintains that the leader must adjust his/her style of leadership according to the capabilities of the employee. Luthians (1973) suggested contingency theory could be the unifying management theory. A contingent leader effectively applies their wrong style of leadership to the right situation.

This theory is applicable to this study in that administrators should consider adjusting accordingly when curriculum and government policies change. This is because the government of Kenya has a critical role to play in strategy formulation and implementation. It is the government that formulates the school curriculum and the broader education policy, therefore the Board of Management and the teachers must learn to cope with the government policies such as delocalization policy, ban on extra levies and 100% transition among others.

#### **2.3 Empirical Literature Review**

Empirical literature review is about previous studies that relate to this study in terms of variables or hypothesis. In the United States, Romney (2015) analyzed studies conducted on strategic plan implementation process and most variables were related. They included

consensus building, information flow, group cohesiveness, control system and risk undertaking where effective strategic plans were also concerned about implication. By considering both strategic planning and strategic plan implementation throughout the planning process, businesses, can increase the odds that their plans would achieve intended results (Forbes, 2009). Bartmann (2010), says implementation first is the assignment of responsibility to individuals who will be held accountable to meet the objectives of the plan through the implementation of the identified strategies and tactics. It is important that individuals know that they will be held accountable, that they have a clear understanding of what will be expected of them and that they have the tools and resources they will need to achieve success.

Strategy implementation is an interactive process of implementing strategies, policies, programs, and action plans that allow a firm to utilize its resources to take advantage of opportunities in the competitive environment (Harrington, 2006). Kaplan and Norton (2005) have stated, 95 percent of the staff neither are aware of the organization strategies nor do understand them. They also believed that 66 percent of the organization strategies are not executed at all.

In many cases this is not because of poor strategy and the idea behind them. Many valuable strategies are faced with problems and failure in the implementation stage. Basically, the main challenges in the strategic management lie in the implementation of the strategies rather than in development stage. Although there are many books and studies regarding the strategic management process most of them have focused on the strategy development aspect while the implementation of strategy has been less considered (Rahimnia, 2009).

In addition, among the elements of individual obstacles, people and employees' inadequate understanding of the business strategies has the most roles in preventing the proper implementation of business strategic plan. The study would discuss the effect of resource allocation, government involvement, communication and motivation of employees on strategic plan implementation in public schools in Kenya more specifically in Katulani Sub-County Kitui County.

### **2.3.1 Resource Allocation and Implementation of Strategic Plan in Public Secondary Schools**

Resource allocation in this case refers to time set for strategic plan implementation, finances allocated, physical facilities and human resources available and their qualifications so as to implement strategic plan. Mumo (2014) argues that allocating resources to particular departments does not mean that strategies would be successfully implemented.

Abdulrahman and Bamiduro (2008) researched on allocation of financial resources and performance of colleges in Nigeria. The study targeted 12 colleges whereby descriptive survey was employed. Performance in the colleges was found to be influenced by resources allocation in the colleges. Effectiveness of Nigerian colleges relies on the allocation of financial resources by the top management. They concluded that financial resources influence implementation of strategic plan in the organization. Mumo (2014) in his study on factors that influence strategic plan implementation (SPI) in Machakos division in Machakos County, stated that resource allocation significantly influences strategic plan implementation in public secondary schools. He concluded that availability of resources influences the implementation of strategic plan positively and lack of resources has negative effect.

Ng'ang'a (2013), in her study on factors influencing implementation of strategic plans in public secondary schools in Lari District in Kiambu County had an objective to determine the effect of resource allocation on implementation of strategic plans in public secondary schools in Lari district in Kiambu county. The study concluded that resources which include time, human capital, budgetary allocation adversely affect implementation of strategic plans in public secondary schools in Kenya.

Caroline (2014), carried out a study on determinants of strategic plan implementation in energy sector. A case study of Geothermal development company. The study concluded that adequate resources in form of both financial and non-financial terms are essential for effective strategic plan implementation in any organization.

### **2.3.2 Government Involvement on Implementation of Strategic Plan in Public Secondary Schools**

Kilonzi, (2014) in his study on determinants of implementation of strategic plans in public secondary schools in Mwingi West sub-county, Kitui County found out that there was influence of government involvement on implementation of strategic plans in public secondary schools in Mwingi West sub-county.

According to Daries (2002), the Taylor committee of 1997 on governance made wide ranging recommendations on school governance in England and Wales. It made radical proposals in the structure, of the governing bodies. Parents and teachers had a right to enjoy representation of the school governing bodies. In South Africa a strategy has been developed by the executive committee of St. Benedict's to provide a disciplined approach to the management and development of St. Benedict's over the five-year period stretching from 2013 to 2017.

Anyangi (2013), did a study on the leading factors hindering strategic plan implementation in public secondary schools in Bungoma County and found out the extent to which government involvement affected SPI in public secondary schools in Bungoma County. The study concluded that government influenced SPI because new policies are issued often and have to be implemented by all schools irrespective of what is in their strategic plans. Hence government involvement affects SPI in public secondary schools in Bungoma County.

Kitonga (2012), studied factors affecting implementation of strategic plans in public secondary schools where one of the objectives was to identify the challenges affecting SPI in schools. He concluded that school strategic plan implementation is faced with challenges of shortage of teaching staff, inadequate funds and government education policies which keep on changing. Kagumu (2018), a study on determinants of SPI by County Governments in Kenya identified involvement of stakeholders as one of the main determinants of SPI in County Governments. He concluded that National Government involvement in the management of County Governments is key for the implementation of strategic plans in

the 47 County Governments in terms of funding and coordination of National matters that concern the citizens.

### **2.3.3 Effects of Communication on Strategic Plan Implementation in Public Secondary Schools**

Raps (2005) pointed out that excellent communication and transparency between involved parties as well as clearly defined performance factors play a vital role in creating trust in the implementation of strategic plans.

Owino (2015), did a study on factors that affect strategic plans implementation in public secondary schools in Uriri District, Migori County. The objective of the study was to find out to what extent effective communication affects SPI in public secondary schools. The study findings established that effective communication demonstrates that the organization does what it says and that individual rewards are predicted on their actions. Ng'ang'a (2013), in his research on factors influencing implementation of strategic planning in public secondary schools in Lari District, Kiambu County, sought to establish the influence of communication on implementation of strategic plans in public secondary schools in Lari District. The study found that effective communication contributes substantially to the implementation of strategic plans.

Richard (2014), studied the factors affecting implementation of strategic plans in public secondary schools in Kitui Central District in Kitui County where one of his objectives was to determine the effect of communication on implementation of strategic plans in public schools. The study concluded that effective communication was important in strategic plan implementation. Mutave (2014), study on determinants of successful strategic plan implementation, lessons from the church commissioners for Kenya. The study argued that successful implementation of strategic plan requires leaders to involve as many people in the organization as possible in building and adopting the strategic plan hence effective communication between the leadership and all the church stakeholders is necessary.

#### **2.3.4 Effects of Motivation of Employees on Strategic Plan Implementation in Public Secondary Schools**

Mumo (2014), studied the factors that influence strategic plan implementation in public secondary schools in Machakos Central Division, Machakos County. One of the objectives of this study was to find out how motivation of employees affects strategic plan implementation in public secondary schools in Machakos Central Division, Machakos County. The study concluded that increased employee motivation led to effective strategic plan implementation and the opposite is true.

Anyieni (2015), studied the determinants of successful implementation of strategic plan in secondary schools in Kisii County, Kenya. One of the objectives of this study was to assess the influence of organizational structure on the implementation of strategic plan in public secondary schools in Kisii County. The researcher discovered that shaping a culture in which employees can feel involved enhances strategic plan implementation in public secondary schools in Kisii County.

Mulu (2012) studied the role of staff safety and security in achieving organizational performance in Kitui District Hospital where one of the objectives was to introduce planning for staff safety. The study concluded that safety of staff is necessary and management should train staff on safety measures as well as provide clothing for protection. This motivates the staff thus increases their performance index.

#### **2.4 Research Gap**

The study came across very few studies on strategic plan implementations in Kenyan secondary schools. Ngware et al (2006), conducted a study on total quality management in secondary schools in Kenya, but strategic plan implementation has not been given attention, especially on these specific objectives resource allocation, government involvement, communication and motivation of employees specifically in public secondary schools in Katulani sub-county, Kitui county. There was a research gap related to the study to address these independent variables in relation to dependent variable in implementing strategic plans in public secondary schools.



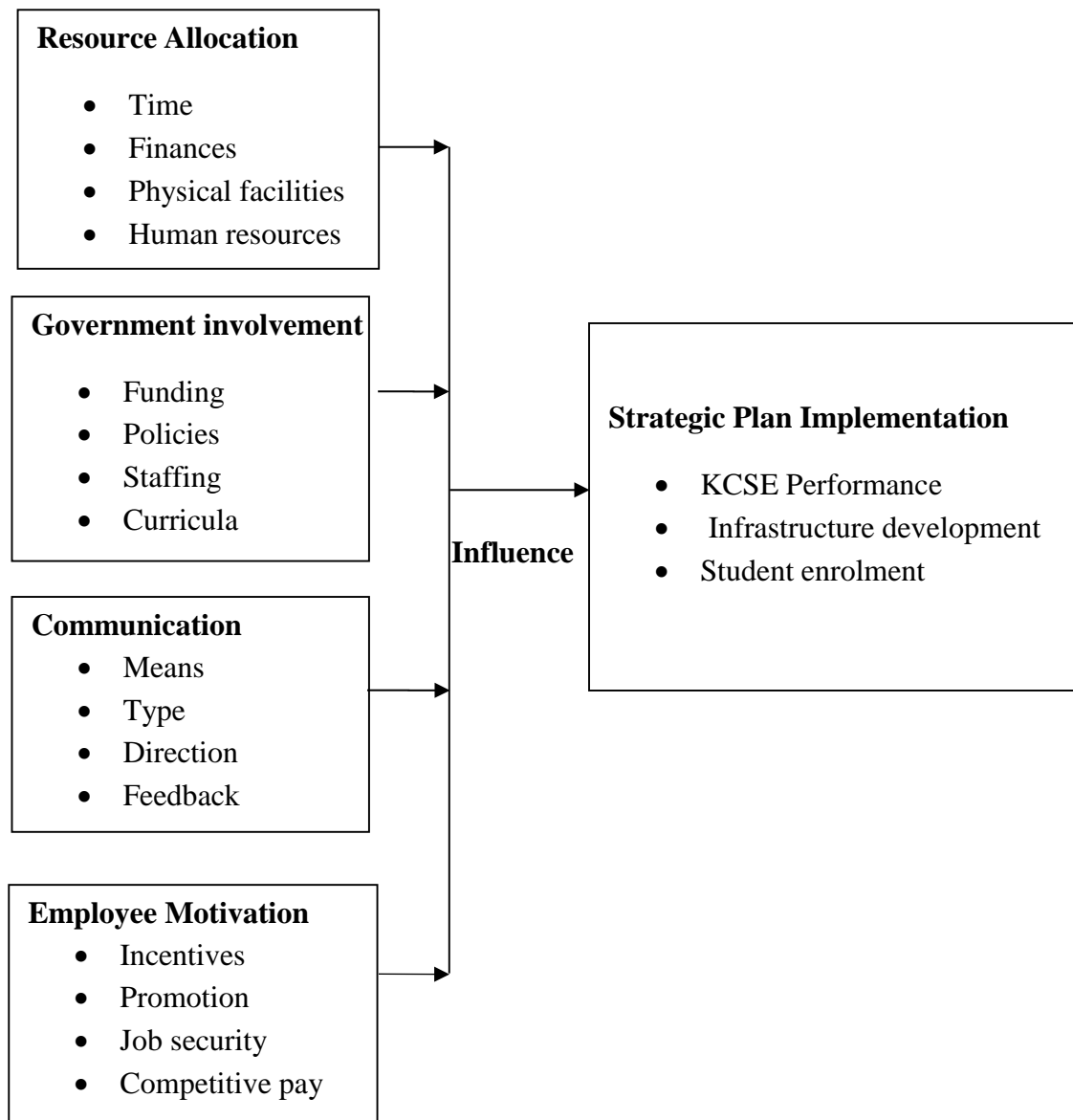
School strategic plans attempt to promote school development in the following ways: by assessing the current state of the school strategic plan and providing information about it; by increasing the overall rate of development and by carrying out special types of programs designed to break bottle necks in the planning process. Collins and Nicols (2007) looking at the school strategic planning said that, the worst thing was spending all the time to develop the strategic plan and then ignoring it or finding it unworkable. Lawrence (2001) adds that very few countries have committed themselves to the discipline necessary for implementing and integrating school development programs. It was in the view of these that the researcher endeavored to investigate the determinants of strategic plans implementation in public secondary schools in Katulani sub-county, Kitui County.

## 2.5 Conceptual Framework

The conceptual framework shows relationship between the dependent variable and independent variables. The independent variables researched on include; resource allocation, government involvement, communication and motivation of employees and the dependent variable is strategic plan implementation.

### Independent Variables

### Dependent Variable



**Figure 2: Conceptual Framework**Source: Researcher (2021)

### **2.5.1 Resource Allocation**

Resource allocation refers to time set for strategic plan implementation, finances allocated, physical facilities and human resources available and their qualifications so as to implement the strategic plan. Mumo (2014) argues that allocating resources to particular departments does not mean that strategies will be successfully implemented. This is because of some of the factors such as overprotection of staff, vague strategy targets, reluctant to take risks and lack of sufficient knowledge. Poor implementation of strategic plan is a result of inadequate human resource and financial insufficient resources. Physical facilities must be considered during formulation stage of the implementation process. For example, the 100% transition policy requires extra classrooms extra washrooms and extra boarding facilities in the case of boarding schools.

### **2.5.2 Government Involvement**

Government involvement in strategic plan implementation in this study is in terms of funding of schools, formulating education policies, staffing of schools and controlling the curricula. Public schools' management depends on the government in almost everything except meals for the students. Currently, there are various ways in which government is involved in the running of schools which are likely to influence the implementation of strategic plans in public secondary schools in Kenya. These include funding through free day secondary education, staffing and formulation of new education policies by both MOE and TSC.

### **2.5.3 Communication**

Communication is the life blood and the backbone of an organization. Every member of an organization must be in touch with any piece of information whether old or new. Luthans (2011) states that the most important problem experienced in strategy implementation in many cases is lack of sufficient communication. Mumo (2014) stated that effective communication leads to implementation of a strategic plan in the organization. Communication should be two ways so that it can provide information to improve understanding and responsibility. For strategy to be clearly understood by the staff it should be communicated to all those that will be involved in the implementation.

It is through communication that the staff will get to understand the content of the strategy and hence easy to implement.

#### **2.5.4 Motivation of Employees**

Employees are motivated through incentives, promotions from one job group to another, assurance of job security and an award of a competitive pay structure. The dependent variable which is strategic plan implementation is confirmed through improved KCSE performance, increased physical facilities through infrastructural development and increased student population.

Fiedler (1964), examined sources of workers' satisfaction and dissatisfaction. He cited achievement, responsibility, advancement and growth as job satisfier's factors that motivate workers. He also proposed that other aspects of the job environment called job maintenance factors, company policy, supervision, working conditions, interpersonal relations, salary and other benefits contribute to the desired level of workers satisfaction.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focused on research design, target population, sampling procedure and sample size, research instrument, validity and reliability of the research instruments, pilot study, data collection procedure, analysis and presentation. Kothari (2004), defined research methodology as something that people undertake in order to find out things in a systematic manner, thereby increasing their knowledge.

#### **3.2 Research Design**

The study adopted descriptive survey research design. This research design aimed at collecting information from respondents on their attitude and opinion in reaction to pertinent issues influencing implementation of strategic plans in their schools. This method has a clear advantage of being effective, simple, faster and relatively cheap. Mugenda and Mugenda (2003), pointed out that descriptive survey research design is probably the best method available to researchers who are interested in collecting original data for the purpose of describing population.

#### **3.3 Target Population**

The target population was 21 public secondary schools in Katulani sub-county, Kitui County which consisted of 21 BOM chairpersons, 21 principals, and 210 heads of departments, totaling to 252 respondents which formed the target population (MOE, 2019).

The target population is shown in Table 3.1

**Table 3.1: Target Population**

Type of Schools	Public Sec. Schools	BOM Chairpersons	Principals	HOD's	<b>Total</b>
Mixed day School	13	13	13	130	<b>169</b>
Mixed Day and Boarding	2	2	2	20	<b>26</b>
Boys Boarding	1	1	1	10	<b>13</b>
Girls Boarding	3	3	3	30	<b>39</b>
Girls Day	2	2	2	20	<b>26</b>
<b>Total</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>210</b>	<b>252</b>

**Source: Author (2021)**

### **3.4 Sampling Procedure and Sample Size**

According to Gay (2002), a researcher selects a sample due to various limitations that may not allow researching the whole population. He identifies random sampling as it allows all members of population to have equal and unbiased chance of appearing in the sample. In this study 100% included BOM chairpersons and principals for 21 public secondary schools while 30% represented heads of department.

This is because Heads of Departments are not directly managers but only receive instructions from principals and deputy principals concerning what has been decided by the Board of Management and so the researcher needed a representation other than 100% as is the case with other respondents. This means 3 heads of departments per school making a total of 63 Heads of departments. These led to 105 respondents taking part in the study, from the 21 schools in the sub-county.

**Table 3.2: Sample Population**

Type of Schools	Public Sec. School	BOM Chairpersons 100%	Principals 100%	HODs 30%	<b>Total</b>
Mixed Day School	13	13	13	39	<b>75</b>
Mixed Day and Boarding	2	2	2	6	<b>10</b>
Boys Boarding	1	1	1	3	<b>5</b>
Girls Boarding	3	3	3	9	<b>15</b>
Girls day	1	1	1	3	<b>5</b>
Girls day and boarding	1	1	1	3	<b>5</b>
<b>Total</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>63</b>	<b>105</b>

**Source: Author, (2021)**

### **3.5 Research instruments**

The study utilized a questionnaire to collect data. The questionnaire contained both structured and unstructured questions.

### **3.6 Pilot Study**

Before the actual data was collected, the researcher conducted a pilot study in two schools at Yatta Sub County in Machakos County. The piloting program aimed at determining the validity and reliability of the research instrument. Kombo and Tromp(2006), validity is concerned with the ability of an instrument to test or measure what is untended to measure. The researcher gave out 12 questionnaires to be filled by respondents and then the results were used to do necessary alterations on the questions.

The reason behind pre-testing was to assess the clarity of the questionnaires items so that those items found to be irrelevant or inadequate are discarded or modified to improve the quality of research instruments. The respondents of the pilot study were not to be used in the actual study to avoid predicted responses.

#### **3.6.1 Validity of the Research Instruments**

Validity is the degree to which the research instruments will appropriately and accurately

measure what they are supposed to measure (Orodho (2005). Validity of research instruments assesses the extent to which the instrument measure what it is designed to measure Obiga (2014). There are numerous stratified tests and measuresto assess the validity of quantitative instruments which generally involves pilot testing(Richard, 2014). To ensure validity of instruments in this study, pilot study was conducted at Yatta sub county in Machakos county.

### **3.6.2 Reliability of the Research Instruments**

Reliability refers to the consistency of a measure and is one of the important characteristics of any test, Gay (1994). The questionnaire's reliability is statistically measured by measuring the internal consistency using Cronbach's Alpha. Kothari (2004) suggests that a Cronbach Alpha value over 0.7 qualifies an instrument as reliable and consistent for data collection.

### **3.7 Data collection Procedure**

The study utilized a questionnaire to collect data. The study done by Richard (2014), a questionnaire is a number of questions printed or typed in a definite order on a form or a set of forms. According to Mugenda and Mugenda (2003), questionnaires are commonly used to obtain information about a population with each item in the questionnaire being developed to address a specified objective, research question or hypothesis of the study.

The researcher informed 105 respondents from 21 public secondary schools at Katulani sub-county in advance before the questionnaires were distributed to them. The questionnaires were administered through drop-off and pick up later method (DOPU), This technique was an effective means to reduce potential no-response bias through increased response rate.

### **3.8 Data Analysis and Presentation**

The data collected was coded and entered into a spread sheet and was analyzed using quantitative techniques so as to gather as much information as possible regarding strategic plan implementation. The data was then presented using tables and charts. Descriptive



statistics specifically measure of central tendency (percentage and frequencies) was analyzed using the aid of Statistical Package for Social Science (SPSS 16.0 version). This offers extensive data handling capabilities and numerous statistical analysis routines that can analyse small and large amount of data statistics (Owino, 2015).

In statistics linear regressions is a linear approach to modeling the relationship between a scalar response and one or more explanatory variables. The case of one explanatory variable is called simple linear regressions while more than two the process is called multiple linear regression. The study applied single linear regression presented as;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E, \text{ where:}$$

Y = Dependent variable (strategic plan implementation)

X<sub>1</sub> = resource allocation

X<sub>2</sub> = Government involvement

X<sub>3</sub> = Communication

X<sub>4</sub> = Motivation

E = Error

### **3.9 Ethical Considerations**

Ethical considerations in research are critical and can be specified as one of the most important part of research. The Oxford English dictionary, Ethics can be defined as norms or standards for conduct that distinguish between right and wrong. This helps to determine the difference between acceptable and unacceptable behaviors among researchers. Ethical standards prevent against the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. (Ng'ang'a, 2013).

Ethical behavior is also critical for collaborative work because it encourages an environment of trust, accountability and mutual respect among researchers. This is important when considering issues such as data sharing, copyright guidelines and confidentiality. Some important ethical concerns that should be taken into account while carrying out a research are anonymity, confidentiality and informed consent. It is important to adhere to ethical norms in research. Ethical norms help to ensure that researchers can be held accountable to the public, (Kothari, 2004). In this study the

researcher followed all the ethical norms and standards of a research by getting permission from the Ministry of Education through the CDE to collect data in Kitui County then sought consent from the respondents. During data collection, correct data was used and total confidentiality was maintained throughout the research.

## CHAPTER FOUR

### 4.0 RESULTS

#### 4.1 Introduction

This chapter presents research findings and analysis of data obtained to investigate the determinants of strategic plan implementation in public secondary schools in KatulaniSub County, Kitui County. The collected data was analyzed using both descriptive and inferential statistics and presented in the form of tables and figures.

#### 4.2 Pilot Test Analysis

The pilot study was used to identify any instrument which did not work or problem which would be encountered and know how to resolve them. By conducting the pilot testing, the study was able to counter check the questionnaire to ensure that it was good and data could be acquired. The study was done by researcher so that any errors were corrected early enough before the main research was done.

The reliability of the study instruments for this study was tested using Cronbach Alpha value to determine the main variables in the study (resource allocation, government involvement, communication and motivation of employees). Kothari (2004) argued that a Cronbach Alpha value of over 0.7 qualifies an instrument as reliable and consistent in data collection. The overall Cronbach Alpha as shown in Table 4.1 is above 0.7 and therefore, the research questionnaire passed the reliability test.

**Table 4.1: Scale Reliability Coefficients**

Construct	Number of items	Cronbach's Alpha	Comment
Resources allocation	4	0.713	Reliable
Government involvement	4	0.748	Reliable
Communication	3	0.723	Reliable
Motivation of employees	4	0.801	Reliable
Overall		0.763	Reliable

**Source: Author (2021)**

### 4.3 Response rate

Questionnaire return rate represents the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The response rate for this study was 100 respondents which was 95.2 per cent of the sample size. This was sufficient for analysis since a response rate of 70 per cent is considered very good for analysis (Mugenda and Mugenda, 2003). The response rate is presented in Table 4.2.

**Table 4.2: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Response Rate</b>
Returned Questionnaires	100	95.2%
Unreturned Questionnaires	5	4.8%
<b>Total</b>	<b>105</b>	<b>100.00</b>

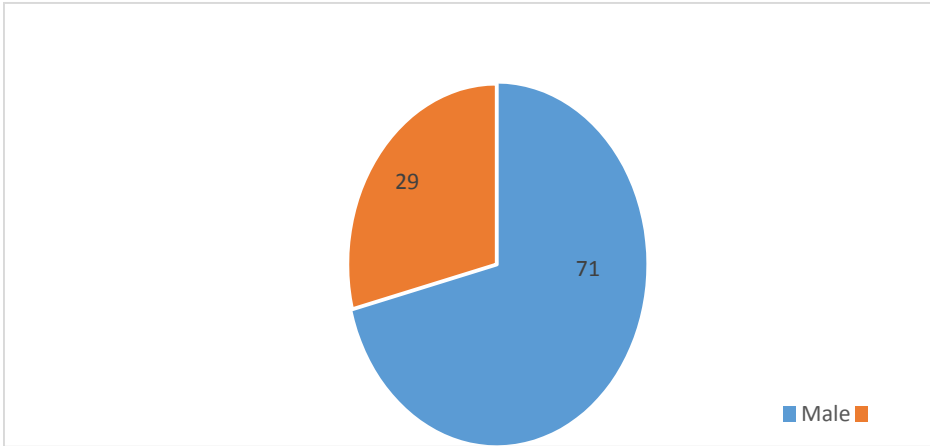
**Source: Author (2021)**

### 4.4 Demographic Characteristics

The respondents were requested in the questionnaires to indicate their demographic characteristics which included; gender, age, highest academic qualifications, current position and school type.

#### 4.4.1 Distribution of Respondents by Gender

The information on gender distribution helped the researcher to ascertain the real representation in the study in terms of the gender. The results on gender were shown in figure 4.1.

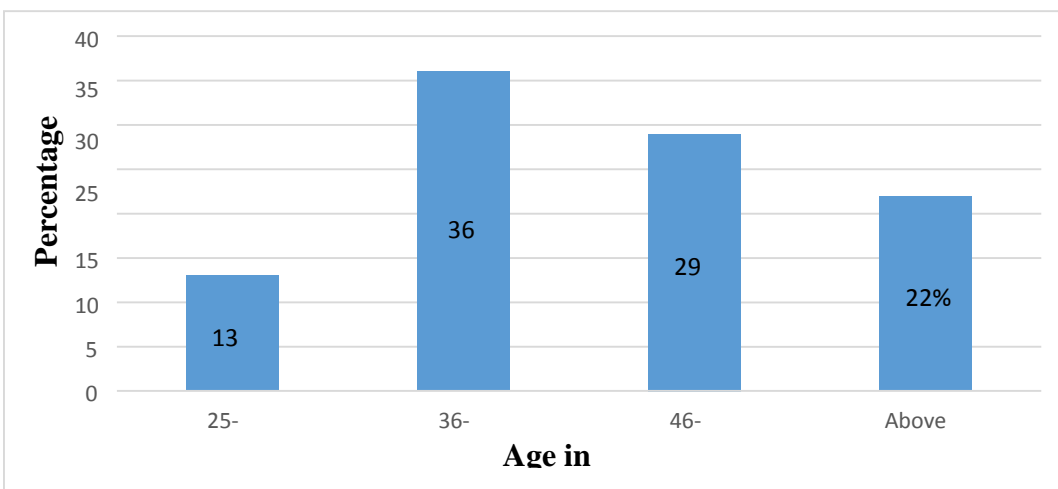


**Figure 4.2: Gender Distribution of Respondents**

From the results in figure 4.2, indicate that majority (71%) of the respondents were male while few (29%) were female. This is because most schools studied were mixed schools which are mostly headed by male principals. On the other hand, it was also noted that there were more male BOM chair persons than female chairpersons. Although most of the respondents were males the study was not gender based. Therefore, the study established that strategic plan implementation is not influenced by being male or female.

#### **4.4.2 Distribution of Respondents by Age**

The respondents were requested to indicate their age and respondents as shown in the figure 4.2.

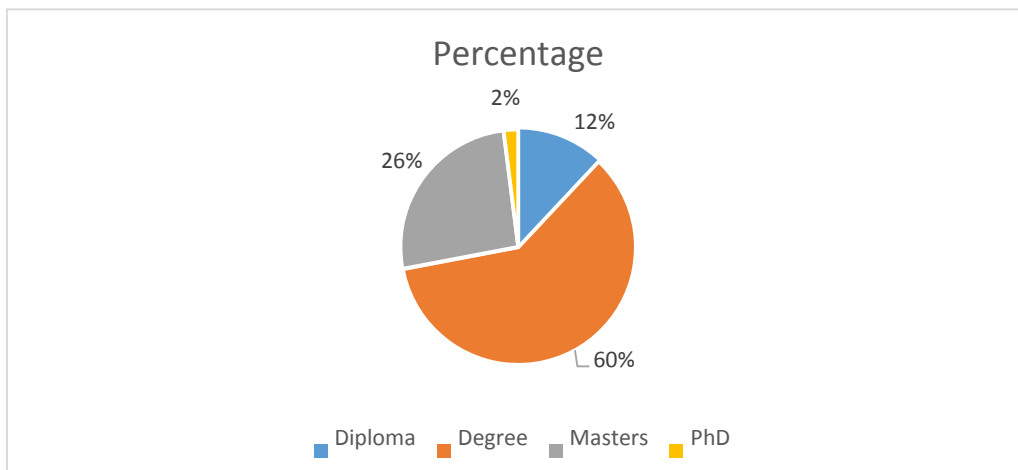


**Figure 4.3 Distribution of Respondents Age**

From figure 4.3, majority of respondents were aged between 36-45 years old who accounted for 36% of the respondents. About 29% were of age between 46-55 years and 22% above 55 years of the respondents. Only 13% were age between 25-35 years. The respondents were above 25 years with majority of them being between 35 and 55 years hence all could communicate effectively and give the right feedback, because they were all experienced and understood the importance of research work.

#### 4.4.3 Distribution of Respondents by Academic Qualification

Academic qualification determines the professional development of a person. In Kenya Principals are not just handpicked to head secondary schools, but there is more emphasis on the professional qualification of teachers in such appointments to a reasonable level. The respondents were required to indicate their highest academic qualification as shown in figure 4.3



**Figure 4.3 Academic qualification of respondents**

From the figure 4.3, the study findings indicated a majority (60%) of the respondents had degree level of education, 26% of the respondents had masters, 12% of the respondents had diploma and only 2% had PhD level of education. The level of education of the respondents enabled them to clearly understand the research questions and give informed feedback.

#### 4.4.4 Distribution of Schools by Type

The researcher sought to determine the type of schools covered by the study. This refers to whether the school was boys boarding, girls boarding, mixed boarding and mixed day. Since the research covered the same schools, the responses were the same so only data for the principals was reported as shown in table 4.3.

**Table 4.3: School Type**

Frequency	Frequency	Percentage(%)
Boys Boarding	1	5.0
Girls Boarding	3	14.0
Mixed Day and Boarding	4	19.0
Mixed Day	13	61.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source: Author (2021)**

From table 4.3, the study findings showed that the mixed day and boarding schools were slightly more (45%) than the other schools. This was followed by mixed day schools with 35%, girls boarding had 15% and only 5% was for boys boarding schools.

#### 4.5 Descriptive Statistics

Means and standard deviation were used to describe features of the sample and its measures. The mean was used as a measure of central tendency while standard deviation was used as a measure of dispersion to inform how responses were dispersed from mean.

##### 4.5.1 Resources Allocation and Strategic Plan Implementation in Public Secondary Schools

The first objective for this study was to determine the influence of resources allocation on strategic plan implementation in public secondary schools in Katulani Sub County, Kitui County. To achieve this objective, respondents were first required to indicate how much of the resources are allocated in terms of time, finances, physical facilities and human resource.

From the findings, the respondents specified that better strategic plan implementation is achieved by adequate allocation of resources such as the time, finances, physical facilities and human resources as indicated in Tables 4.4, 4.5 and 4.6 respectively.

Table 4.4 was used to answer the question on how often do stakeholders meet to deliberate on resources allocation in public secondary schools to enhance strategic plan implementation process. From table 4.4 above, the findings indicated that majority of the respondents (50%) were meeting twice per year to discuss strategic plan implementation in public secondary schools. This was followed by those who were meeting once per year (45%) and only 5% of the respondents meet more than twice.

**Table 4.4 Frequency of meetings**

<b>Frequency</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Once per year	45	45.0
Twice per year	50	50.0
More than twice per year	5	5.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

Table 4.5 was used to establish the school's main source of funding (finances) for implementation of strategic plans. From table 4.5 indicated that public secondary schools obtain their resources from government allocation in terms of finances. It was established that majority (85%) of the schools strategic plans were funded by the Government with no school funded by well-wishers and NGOs. The other 15% were funded by the parents.

The school main source of funding is the Government through FDSE whose capitation is Shs. 22,244 per student per year. This is only allocated to students in public schools who must be registered in the NEMIS.



**Table 4.5 Source of funding**

<b>Source</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Parents	15	15.0
Government	85	85.0
NGOs	0	0.0
Well wishers	0	0.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

From table 4.6 indicated that public secondary schools sought to establish the physical facilities as part of resources allocation in order to implement strategic plan. The findings shown in table 4.6 established that most, (82%) of the schools had enough classrooms. This was followed by 12% each had one school bus, 6% had equipped computer lab and none had equipped library.

**Table 4.6 Physical Facilities**

<b>Facilities</b>	<b>Frequency</b>	<b>Percentage (%)</b>
School bus	12	12.0
Equipped library	0	0.0
Enough classrooms	82	82.0
Equipped computer lab	6	6.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

#### **4.5.2 Effect of Government Involvement on Implementation of Strategic Plans in Public Secondary**

The second objective of the study was to investigate the effect of government involvement in terms of funding, policies, staffing and curricula on implementation of strategic plans in public secondary schools in Katulani Sub County. To achieve this objective, the respondents were first required to indicate their level of agreement with the statements

presented in Table 4.7. Using the following key; Strongly Agree (SA)=5, Agree (A) =4, Undecided (U) =3, Disagree (D =2), and Strongly Disagree (SD=1).

From table 4.7, the findings indicated that majority of the respondents felt that their school was not adequately staffed with qualified teachers, as shown by mean of 4.92, compared to the other attributes. The respondents also felt that the current governmentfunding has not been enough for implementation of the school strategic plan with a mean of 4.23 and other mean of 4.12 and 3.22 were presenting curricula and policies. The findings also reveal a low coefficient of variance (CV) which implies less variation in the data set.

**Table 4.7 Government Involvement**

S/Nos	Statement	N	Minimum	Maximum	Mean	SD	CV
1.	The current governmentfunding is enough for implementation of the school strategic plan	100	1	5	4.23	.3310	.046
2.	This school is adequately staffed with qualified teachers	100	1	5	4.92	.2730	.057
3.	Government policies are likely to interfere with3 strategic plan implementation in schools	100	1	5	3.22	.2630	.070
4.	Change of curriculum can affect strategic plan implementation positively	100	15	4.12	.255	0.062	

**Source: Author (2021)**

#### **4.5.3 Effects of Communication on Strategic Plan Implementation**

The third objective for this study was to investigate the effects of communication on strategic plan implementation in public secondary schools in Katulani Sub County. To

achieve this objective, respondents were requested to indicate the mechanism mostly used to communicate the strategic plan. From table 4.8, the findings established that majority (55%) of the respondents indicated that, they mostly used meetings to communicate the strategic plan. This was followed by 25% who use mobile phones and 20% who used newsletters. The respondents were further requested to indicate their level of agreement with the statement that, after every year of strategic plan implementation all stakeholders get feedback concerning achievements, challenges and way forward. It was established that majority (68%) of the respondents agreed, 25% disagreed while 7% were neutral.

**Table 4.8 Communication Media Often Used**

<b>Communication media</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Meetings	55	55.0
Newsletter	20	20.0
Mobile phones	25	25.0
Mass media	0	0.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

#### **4.5.4 Influence of Motivation of Employees on Strategic Plan Implementation**

The last objective for this study was to find out the influence of motivation of employees on strategic plan implementation in public secondary schools in Katulani Sub County, in Kitui County. To achieve this objective, the respondents were first required to indicate their level of agreement with the statements presented in Table 4.9 using the following key; Strongly Agree (SA) =5, Agree (A) =4, Undecided (U)=3, Disagree (D =2), and Strongly Disagree (SD =1).

From table 4.9, the study findings indicated that majority of the respondents felt that giving support staff and teachers incentives to motivate them when they perform well had highest influence on the strategic plan implementation, as shown by mean of 4.56, compared to the other attributes which were studied. The respondents also felt that the fact that B.O.M workers are assured of their job security has the lowest influence on the

strategic plan implementation with a mean of 2.11. The findings also reveal a low coefficient of variance (CV) which implies less variation in the data set.

**Table 4.9 Motivation of employees**

S/No	Statement	N	Minimum	Maximum	Mean	SD	CV
1	Support staff and teachers in this school are given incentives to motivate them when they perform well	100	1	5	4.56	.251	0.066
2	Support staff members are promoted on merit	100	1	5	4.10	.287	0.032
3	B.O.M workers are assured of their job security	100	1	5	2.11	.222	0.063
4	The school has competitive pay structure for B.O.M employees	100	1	5	4.44	.214	0.056

**Source: Author (2021)**

#### **4.5.5 Implementation of Strategic Plan**

The study sought to establish the sets of five-year strategic plan documents in the schools. It was established that majority (85%) of the schools had only one set as shown in table 4.10.

**Table 4.10 Sets of Strategic Plan Documents**

<b>Communication Media</b>	<b>Frequency</b>	<b>Percentage (%)</b>
One	85	85.0
Two	12	12.0
More than two	3	3.0
None	0	0.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

Further the researcher sought to establish the level of agreement with the statement that, the strategic plan has made a difference in KCSE performance. The findings are shown in table 4.11.

**Table 4.11 Influence of Strategic Plan on KCSE**

<b>Level of agreement</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	20	20.0
Agree	65	65.0
Strongly disagree	15	15.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author (2021)**

The study sought to establish the influence of strategic plan implementation on KCSE. 65% of the respondents agreed that strategic plans influence KCSE while 20% strongly agreed.

#### **4.6 Correlation analysis**

Correlation analysis was done by use of Pearson correlation coefficient as shown in Table 4.12. The Pearson correlation, which ranges from negative one to positive one inclusive ( $-1 \leq r \leq +1$ ) was used. Using the correlation, -1 means there is perfect negative correlation implying that as one variable increases the other perfectly decreases and +1 shows perfect positive correlation meaning that as one variable increases the other perfectly increases.

**Table 4.12 Correlation analysis**

Strategic Plan Implementation	Resource allocation	Government involvement	Communication	Motivation
Resource Allocation				
Pearson Correlation	1			
Sig. (2-tailed)				
N	100			
Government Involvement				
Pearson Correlation	.851(**)	1		
Sig. (2-tailed)	.000			
N	100	100		
Communication				
Pearson Correlation	.431(**)	.792(**)	1	
Sig. (2-tailed)	.000	.000		
N	100	100	100	
Motivation				
Pearson Correlation	.751(**)	.662(**)	.7441(**)	1
Sig. (2-tailed)	.000	.000	.000	
N	100	100	100	100
Strategic plan Implementation				
Pearson Correlation	.851(**)	.784(**)	.812(**)	.822(**)
Sig. (2-tailed)	.000	.000	.000	.000
N	100	100	100	100

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

Using Pearson correlation coefficient (r) and p-value analysis, a correlation is considered significant when the probability value is below 0.05 ( $p\text{-value} \leq 0.05$ ). From Table 4.12, the correlation coefficient for resource allocation, Government involvement, communication and motivation are 0.851, 0.784, 0.812 and 0.822 respectively. This shows that there is a positive relationship between the independent variables (resource allocation, Government involvement, communication and motivation) and dependent variable (implementation of strategic plan).

#### **4.7 Multiple Regression Analysis**

Regression is a statistical method used to determine the strength and character relationship between independent variables and dependent variable. For the case of this study regression analysis was conducted to establish the statistical significance and relationship between independent variables (resources allocation, government involvement, communication and motivation of employees) and strategic plan implementation in public secondary schools in Katulani sub-county, Kitui County. This means that there are other factors that influence strategic plan implementation which have not been covered in this study. This could be particularly important issue near the top of a hierarchy, as pointed out by Bunis and Stalker (1961).

The researcher further sought to establish the contribution of each of the independent variables; (resource allocation, Government involvement, communication and motivation) to the dependent variable (implementation of strategic plan). The model summary shows that the adjusted R squared was 0.626 which implies that 62.6% of the variations in the implementation of strategic plan are explained by the independent variables (resource allocation, Government involvement, communication and motivation). The remaining variations are caused by other factors not related to the study.

#### **Table 4.13 Model Summary**

Predictors: (Constant), (resource allocation, Government involvement, communication and motivation).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 <sup>a</sup>	.642	.626	.15066

The model coefficients were presented in Table 4.14.

**Table 4.14 Coefficients**

Model	Unstandardized	Standardized	t	Sig.
	Coefficients B	Coefficients Std. Error		
(Constant)	.774	.022	23.150	.000
Resource allocation (X <sub>1</sub> )	.312	.039	-.663	.002
Government involvement (X <sub>2</sub> )	.285	.063	.449	.001
Communication(X <sub>3</sub> )	.201	.050	.938	.000
Motivation (X <sub>4</sub> )	.514	.044	.874	.000

Dependent Variable: Implementation of strategic plan  
The Regression model was obtained as;

$$Y = 0.774 + 0.312X_1 + 0.285X_2 + 0.201 X_3 + 0.501X_4, \text{ where:}$$

Y = Dependent variable (strategic plan implementation)

X<sub>1</sub> = resource allocation

X<sub>2</sub> = Government involvement X<sub>3</sub> = Communication

X<sub>4</sub> = Motivation

It can be noted that all the independent variables were significant. The variable with the greatest influence on the implementation of strategic plan was motivation of employees (B=0.514). This means that a unit positive change in motivation of employees would cause a change in implementation of strategic plan by a factor of 0.514 at 5% significant level. This was followed by resource allocation with a factor of 0.312 implying a unit positive change in resource allocation would cause a positive change in



implementation of strategic plan by a factor of 0.312 at 5% significant level. The factor with the least variation was communication with a factor of 0.201 at 5% significant level. This means that a unit positive change in communication will cause a positive change in implementation of strategic plan by a factor of 0.201.

#### 4.8 Analysis of Variance (ANOVA)

In trying to test the significance of the model, the study used ANOVA. The ANOVA test was done in order to investigate whether the variation in the independent variables explain the observed variance in the outcome.

**Table 4.15 Analysis of Variance (ANOVA)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.21	2	.25	20.08	.000 <sup>b</sup>
	Residual	1.54	98	.0411		
	Total	4.75	100			

a. Dependent Variable: Implementation of strategic plan

Predictors: (Constant), resource allocation, Government involvement, communication and Motivation

From Table 4.15, the F-value for regression is 20.08 which is significant at p value 0.000. The regression model is therefore significant at 95% confidence level and is useful in predicting the relationship between the independent variables and dependent variable.

## **CHAPTER FIVE**

### **5.0 DISCUSSION**

#### **5.1 Introduction**

In this chapter we compare the findings of this study with the findings obtained by other researchers in the literature review.

#### **5.2 Resource allocation and implementation of strategic plan**

The study established that the correlation coefficient for resource allocation and implementation of strategic plan was high. This implies that there was a significant relationship between resource allocation and implementation of strategic plan. The findings also revealed that the resource allocation highly influenced implementation of strategic plan. The results agreed with Abdulrahman and Bamiduro (2008) who researched on allocation of financial resources and performance of colleges in Nigeria. The study targeted 12 colleges whereby descriptive survey was employed. Performance in the colleges was found to be influenced by resources allocation in the colleges. Effectiveness of Nigerian colleges relies on the allocation of financial resources by the top management. They concluded that financial resources influence implementation of strategic plans in the organization. Mumo (2014) on his study in Machakos Central Sub-County, Machakos County stated that adequate resources should be allocated to the public secondary schools for effective implementation of strategic plans. Richard (2014) carried out a study on factors affecting implementation of strategic plans in public secondary schools in Kitui Central Sub-County, Kitui County where he found out that resources allocation was one of the factors that influenced strategic plan implementation in the said sub-county.

#### **5.3 Government Involvement and Implementation of Strategic Plan**

The study established that, the correlation coefficient for government involvement and

implementation of strategic plan was high. This implies that, there was a significant relationship between government involvement and implementation of strategic plan.

These results agree with The Taylor committee of 1997 on governance which made radical proposals in the structure, of the governing bodies. Davies (2002) made wide ranging recommendations on school governance in England and Wales. Edward (1984) argued that the government has great influence in the way public schools are run and in the implementation of each schools' strategic plan. Kilonzi (2014) stated that the government involvement is very key in the funding through free secondary education fund and control of use of resources through schools' auditors. The government also gives term dates and formulates the curriculum which must be adhered to, therefore government involvement determines SPI as confirmed by this study.

#### **5.4 Communication and Implementation of Strategic Plan**

The study established that, the correlation coefficient for communication and implementation of strategic plan was high. This implies that, there was a significant relationship between communication and implementation of strategic plans. The findings also revealed that communication influenced implementation of strategic plan. The results obtained in this study agree with the findings of a study done by Kumar, *et al*, (2006) which pointed out that excellent communication and transparency between involved parties as well as clearly defined performance factors play a vital role in creating trust in the strategic plan implementation.

The most profitable firm's environment according to Lester and Parnel (2007) maintain that the leader must adjust his/her style of leadership according to the capabilities of the employee. This will improve performance of the employees. Alali (2015) confirmed that effective communication enhances strategic plan implementation in an organization. This was done in his study on factors affecting strategic plan implementation at St. Monica hospital in Kisumu, Kenya.

#### **5.5 Motivation and implementation of strategic plan**

The study established that, the correlation coefficient for motivation and implementation of strategic plan was high. This implies that, there is a significant relationship between motivation and implementation of strategic plan. The findings also revealed that motivation of employees positively influenced implementation of strategic plan in an institution. These results agree with Mumo (2014) who argued that increased employee motivation leads to effective strategic plan implementation and the opposite is true. Ng'ang'a (2013) in her study on factors influencing implementation of strategic plans in public secondary schools in Lari District, Kiambu County pointed out that motivation of employees influences implementation of strategic plans in public secondary schools.

The results also agree with Anyieni (2015), who argued that communicating with employees can make them feel involved in the process and this enhances strategic plan implementation in public secondary schools in Kisii County.

## **CHAPTER SIX**

### **6.0 CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents the conclusions, recommendations and suggestions for further research of this study.

#### **6.2 Conclusion**

Based on the findings of this study, the researcher concluded that there was a significant relationship between the independent variables and the dependent variable in Katulani Sub -County, Kitui County.

##### **6.2.1 Resource Allocation and Strategic Plan Implementation**

The study established that resource allocation in terms of time, finances, physical facilities and human resources greatly influence Strategic Plan Implementation in public schools. Most of schools in the study have not implemented their strategic plans effectively due to lack of resources especially financial and human resources.

Therefore, the study recommended that the government should increase the capitation in all public secondary schools in Katulani sub-county, Kitui County because there was positive relationship between resources allocation and strategic plan implementation.

##### **6.2.2 Government Involvement and Strategic Plan Implementation**

The study indicated that government involvement influences Strategic Plan Implementation. Just like all other public schools in Kenya, the government was found to be fully involved in the running of the schools in Katulani Sub County, Kitui County. The involvement has been in funding, staffing, curriculum establishment and policies formulation and implementation.

The study revealed that, the correlation coefficient for government involvement and strategic plan implementation was;  $r=0.784$  hence there was a significant relationship between government involvement and Strategic Plan Implementation.

### **6.2.3 Communication and Strategic Plan Implementation**

The study established that effective communication is important for Strategic Plan Implementation. According to the study the correlation coefficient for communication and implementation of strategic plan was,  $r=0.812$  implying that there was significant relationship between communication and strategic plan implementation in public secondary schools, in Katulani Sub-county. Therefore, each school management should ensure that effective communication among all stakeholders is enhanced.

### **6.2.4 Motivation of Employees and Implementation of Strategic Plan**

The study established that there was a significant relationship between employees' motivation through incentives, promotions, job security and competitive pay structure. The school employees include support staff employed by BOM and teachers employed by the TSC and a few employed by the BOM. Therefore, effective strategic plan implementation would require motivated employees and this should be looked into by the BOM and the government, both of which are employers in the public secondary schools in Kenya. The correlation coefficient for employee motivation and strategic plan implementation was,  $r=0.822$ . This implies that there was a substantial relationship between motivation of employees and strategic plan implementation in public secondary schools. The schools where employees' motivation was ignored, KCSE performance was seen to be very low and where motivation has been embraced, the results were noted to have been improving progressively implying a positive relationship between staff motivation and academic performance.

## **6.3 Recommendations**

The study findings indicated that strategic plan implementation in public secondary school in Katulani Sub County, Kitui County is low. This reflects the situation in the County level and the Country at large. There is need therefore to improve on strategic plan

implementation in public secondary schools. As a result, the following recommendations were given to remedy the situation based on the policy, practice and academia.

### **6.3.1 Policy Recommendations**

From the study findings, the Government of Kenya should use appropriate forums to advise and induct stakeholders in the management of secondary schools to support strategic plan implementation. The Government of Kenya should also review education policies, practices and procedures that hinder strategic plan implementation in public secondary schools such as delocalization of school managers before the implementation cycle is completed. The Government of Kenya should ensure that the policy that requires all schools to have strategic plans is implemented.

The government and the school managers should work together and ensure proper channels of communication, timely resource allocations and motivation of employees are put in place so as to enhance proper implementation of strategic plans in schools. This study therefore recommends that public schools in Katulani sub-county should adopt proper mechanism to ensure that the schools functions are backed with necessary policies to support implementation of strategic plans.

### **6.3.2 Practice Recommendations**

From the study findings, Teachers Service Commission should increase the number of teachers to all the schools in order to support the implementation process of strategic plans. The BOM should come up with ways of mobilizing resources for effective strategic plan implementation in public secondary schools. The school management should also come up with ways of motivating staff in the institutions to encourage them to support strategic plan implementation in their schools.

This study recommends that secondary schools should allocate more resources on the implementation of strategic plans for enhanced performance. The stakeholders should increase the frequency of meetings to review the strategic plan implementation process.

School managers should enhance communication channels among stakeholders.

#### **6.4 Suggestions for Further Research**

This study may serve as a basis for further studies in strategic plan implementation. Further studies can be done on the following; to assess the influence of parental involvement in terms of guidance and counseling, students discipline and resource mobilization towards strategic plan implementation in public secondary schools, to assess the impact of strategic planning in public secondary schools in Kitui County, interms of performance at the Kenya Certificate of Secondary Education. Further research can also be done by increasing the scope of the study.



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**APPENDICES**  
**APPENDIX I**  
**LETTER OF INTRODUCTION**

**Queen Wanzi Mulandi**  
**South Eastern Kenya University**  
**P O Box 170-90200**  
**KITUI**

**Dear Respondent,**

**RE: INTRODUCTION AND REQUEST TO PARTICIPATE IN THE STUDY**

My name is Queen Mulandi a Master student at South Eastern Kenya University, Kitui Campus. I am specializing in strategic management and I wish to conduct a research on *“Determinants of Implementation of Strategic Plans in Public Secondary Schools in Katulani Sub County, Kitui County.”* I am kindly requesting you to participate in this research by answering the questionnaire below. Your support and responding to this questionnaire will go a long way in making this study a success. All information given will be treated with confidentiality and will only be used for academic purposes. No names will be used without your consent.

**Thank you in advance.**

**Yours Sincerely**

.....

**QUEEN W. MULANDID61/KTI/20319/2013**

**APPENDIX II**  
**DATA COLLECTION LETTER**



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

P.O. BOX 170-90200  
KITUI, KENYA  
Email: [info@seku.ac.ke](mailto:info@seku.ac.ke)

TEL: 020-4213859 (KITUI)  
Email: [directorbps@seku.ac.ke](mailto:directorbps@seku.ac.ke)

Our Ref: D61/KIT/20319/2013

DATE: 21<sup>st</sup> June, 2019

Mulandi Queen Wanzi  
Re g. No. D61/KIT/20319/2013  
Masters of Business Administration  
C/O Director, Kitui Campus

Dear Mulandi

**RE: PERMISSION TO PROCEED FOR DATA COLLECTION**

This is to acknowledge receipt of your Master in Business Administration Proposal document entitled: *"Determinants of Strategic Plan Implementation in Public Secondary Schools in Katulani Sub-County, Kitui County"*.

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

During the research work, you will be closely supervised by Dr. Susan Wamitu. You should ensure that you liaise with the supervisor 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 exercise as a critical stage in your Master of Business Administration.

**Prof. Felix Ngunzo Kioli**  
**Director, Board of Postgraduate Studies**

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)  
Dean, School of Business and Economics  
Chairman, Dept. of Business and Entrepreneurship  
Director, Machakos Campus  
Dr. Susan Wamitu  
BPS Office - To file





**APPENDIX III**  
**QUESTIONNAIRE**

My name is Queen Wanzi Mulandi, a student in South Eastern Kenya University taking a degree in Master of Business Administration. I am carrying out a research study on determinants of implementation of strategic plans in public secondary school in Katulani Sub County. The findings of this study are intended to solve the problem of failure to implement strategic plans in Public Secondary Schools. I therefore request you to kindly spare a few minutes of your time to fill the questionnaire. Responses to the stated questions will be treated strictly confidential and only used for academic purposes.

**PART A: Background information Instructions: Please tick (✓) where appropriate**

1. Gender

Male

Female

2. Age brackets in years

25 – 35

36 – 45

46 – 55

56 and above

3. Current post held in the school

BOM chairperson

Principal

Head of department

4. Highest level of education

Diploma

Bachelors

Master's degree

Any other specify \_\_\_\_\_

5. Type of school

- Mixed day
- Boarding girls
- Boarding boys
- Any other type \_\_\_\_\_

**PART B: Resource allocation and strategic plan implementation**

6. How often do stakeholders meet to review the strategic plan implementation process?

- Once per year
- Twice per year
- More than twice per year
- No review

7. Choose the school main source of funding for implementation of the strategic plan

- Parents
- Government
- NGOs
- Well-wishers

8. Tick the physical facilities available in your school

- School bus
- Equipped library
- Enough classrooms
- Equipped computer lab

9. State the level of staffing in your school.

- Under staffed
- Adequately staffed
- Over staffed

**PART C: Government involvement and strategic plan implementation**

10. The following statements relate to ways government policies influence strategic plan implementation in schools. To what extent do you agree or disagree with the statements.

**Key; Strongly Agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D =2),and Strongly Disagree (SD =1).**

Please rate the options according to your opinion

Statement on government involvement	SD	D	U	A	SA
The current government funding is enough for implementation of the school strategic plan.					
This school is adequately staffed with TSC teachers					
Government policies are likely to interfere with strategic plan implementation in schools					
Change of curriculum can affect strategic plan implementation positively.					

**PARTD: Communication and strategic plan implementation**

11. Which medium of communication do you normally use to communicate the strategic plan?

- Meetings
- Newsletters
- Mobile phones
- Mass media

12. State how many times a year stakeholders get feedback concerning strategic plan implementation.(Tick appropriately)

- Once
- Twice
- More than twice
- Not at all

13. State the main direction of communication during strategic plan implementation in your school. (Tick appropriately)

- Downwards            ( )
- Upwards              ( )
- Horizontal            ( )
- Concentric            ( )

**PART E: Motivation of employees and strategic plan implementation**

14. The statements below relate to employee motivation and strategic plan implementation in public secondary schools. Supplied are five options corresponding to these statements with given rates ,

Key: strongly Agree (SA) =5 ,Agree (A) =4 undecided (U) =3,Disagree (D)=2,Strongly Disagree (SD)=1. Put a tick where applicable

Statement	Response				
	SD	D	U	A	SA
Support Staff and teachers in this school are given incentives to motivate them when they perform well.					
Support staff members are promoted on merit.					
B.O.M workers are assured of their job security.					
The school has competitive pay structure for B.O.M employees					

**SECTION F: Implementation of Strategic plan in public schools**

15. How many sets of five year strategic plan document does this school have?

- One set                            ( )
- Two sets                            ( )
- More than two sets            ( )
- None                                ( )

16.Strategic plan implementation has made a difference in this schools performance atthe K.C.S.E. To what extend do you support this statement?

Strongly Agree

Agree

Disagree

Strongly disagree

17.Tick the percentage of infrastructure development realized due to Implementation of strategic plan in this school.

0 – 25%

26 – 50%

51 –75%

76 - 100%

18. State how Implementation of strategic plan has affected the school enrolment.

Increased

Decreased

No change

**END**

**THANK YOU FOR YOUR TIME AND CO-OPERATION**

**APPENDIX IV**

**TIME SCHEDULE**

<b>Activity</b>	<b>Jan-May 2019</b>	<b>June-Dec 2019</b>	<b>Jan-Dec 2020</b>	<b>Jan-Dec 2021</b>	<b>Jan-June 2022</b>
Proposal writing/Presentation	■				
Data Collection		■			
Data Analysis			■		
Project Presentation				■	
Final Correction					■

**APPENDIX V**

**KATULANI SUB COUNTY PUBLIC SECONDARY SCHOOLS**

<b>S/NO</b>	<b>CODE</b>	<b>SCHOOL</b>
1	13353201	Mulango Girls High School
2	13353301	Maliku Girls Sec School
3	13353102	Itoleka Girls Sec School
4	13353202	Yumbisye Mixed Day School
5	13353302	Kavisuni Mixed Day/Boarding Sec School
6	13353107	KalukiNgilu Girls Sec School
7	13353306	Kyeni Girls Sec School
8	13353205	Kyangunga Mixed Day Sec School
9	13353304	Ikave Mixed Day School
10	13353101	Katulani Boys Sec School
11	13353203	Kyambiti Mixed Day Sec School
12	13353103	Malungu Mixed Day Sec School
13	13353303	Kathungi Mixed Day/Boarding Sec School
14	13353204	Kangalu Mixed Day Sec School
15	13353105	Yakalia Mixed Day Sec School
16	13353207	Kaumba Mixed Day Sec School
17	13353305	Mavindini Mixed Day Sec School
18	13353106	St.PatrickIthimani Mixed Day Sec School
19	13353104	Kavuta Mixed Day Sec School
20	13353108	Kwamukasa Mixed Secondary School
21	13353206	Wii Mixed Day /Boarding Sec School

**Source: S.C.D.E. Katulani Sub County**