

**DETERMINANTS OF EFFECTIVE IMPLEMENTATION OF INSTITUTIONAL
STRATEGIC PLANNING IN PUBLIC SECONDARY SCHOOLS IN ELDORET
WEST SUB-COUNTY UASIN-GISHU COUNTY, KENYA**

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

This thesis is dedicated to my loving Brother Kevin Kamemba who has always been supporting me in guidance, encouragement and financial support. He is my mentor and my role model. It is also dedicated to my loving parents Hellen and Raphael Kamemba who have been there for me throughout this course.

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ABSTRACT

Despite the evident benefits of strategic planning, many schools in Kenya have come up with strategic plans as directed by the Ministry of Education. There are those who have successfully accomplished their set objective but some continue to struggle with various management challenges which affect the implementation of their strategic plans. The purpose of the study was to investigate determinants of effective implementation of institutional strategic planning in Eldoret West sub-county public secondary schools; Uasin Gishu county. The study was guided by the following objectives; to determine the extent to which leadership influence effective implementation of strategic planning in public secondary schools, to establish the extent to which financial resource allocation affects the implementation of strategic planning in public secondary schools and to determine the influence of policy framework on the effective implementation of institutional strategic planning. The theory that guided this study was derived from Henry Fayol's theory of principles of management. The current study adopted a descriptive survey design using mixed methodology. The study targeted 53 principals and 724 teachers. Krecjie and Morgan determination formula was used to obtain 276 teachers and 16 principals. The sampling procedures which were used in this research included, stratified, simple random sampling and purposive sampling techniques. Questionnaires were used to collect quantitative data from teachers while interviews were used to collect qualitative information from the principals. The validity of the research instruments was determined through expert judgment while reliability was obtained through piloting and use of Cronbach Alpha where a correlation coefficient of 0.79 was obtained on teachers' questionnaire. Quantitative data was analyzed through the use of frequencies and percentages and inferential statistics while qualitative data was thematically analyzed. The study found out a significant positive relationship between leadership $r = 0.559$) and implementation of strategic plans, a significant strong positive correlation ($r = .894$; $p = .000$) between financial resources and strategic plan implementation and a significant positive correlation ($r = .651$; $p = .000$) between policy framework and strategic plan implementation in secondary schools. The study recommended that there is need for secondary school leadership to have the competencies required for effective implementation of strategic plans. These competencies include idealized characteristics, inspirational motivation, intellectual stimulation and individualized consideration. In addition, the study further recommends that there is need for budgeting of available resources.

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LIST OF ABBREVIATIONS

AASA	American Association of School Administrators
B.O.M	Board of Management
CPS	Corporate Strategic Plan
EFA	Education for All
FSE	Free Secondary Education
IIEP	International Institute for Educational planning
KCSE	Kenya Certificate of Secondary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NACOSTI	National Commission for Science Technology and innovations
PESTEL	Politics, economics, Social, Legal and Technological Aspect
SWAP-	Sector Wide Approaches
SWOT	Strengths, Weaknesses, Opportunities and Threats.
T.Q.M-	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural organizations
US	United States
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives and research question that guided the study, significance of the study, theoretical as well as conceptual framework. It also has the definition of key terms and the summary of the chapter.

1.2 Background of the Study

The English Oxford dictionary defines strategic planning as identification of long-term or overall aims and interests and clearly outlines the means of achieving them. Strategic planning finds its roots in ancient Greece. According to Winter (2003) and Blackerby (1993), strategic planning originated from warfare. The word strategy originates from the Greek word *strategies* (a combination of *stratus*, army and *agō*, to lead or to conduct). The Greek term referred to the civil–military officials elected by the citizens of Athens to assume leadership during times of war. The *strategies* were expected to prepare and implement overall top-level plans in order to achieve the long-term goal of winning the war through battles, negotiation or any other means available, according to the changing situations. They were not directly in charge of daily short-term operations of managing troops to win specific battles, which was the responsibility of the lower ranking officers. This was (and still is) referred to as tactics, derived from the Greek word *tactica*, which means disposing and maneuvering forces in combat (from the verb *tassein* which means to arrange). From its military roots, strategic planning has at least two essential

characteristics: To think big, by taking into consideration all possible options and paying due attention to changing the environment; and to focus on a clear long-term goal to be achieved.

Strategic planning in the education sector emerged in the US as early as the late 1970's mainly at Institutional/ University and College level. In the mid 1980's an estimated 500 districts were prepared and widely disseminated with by professional organizations such as the American Association of School Administrators (AASA) (Lane, Bishop & Jones, 2005). Following evidence of benefits from these schools, the concept of Strategic planning was introduced in many other countries as part of the broader decentralization and school-based management reforms of the 1980`s.

Cummingham (2006) defines strategic planning as 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. To deliver the best results, strategic planning requires broad yet effective information gathering, development and exploration of strategic alternative, and an emphasis on future implications of present decisions. Moreover, Les bell (2002) strategic planning, in the form of school improvement planning has become the dominant approach to school management in English schools. This has evolved from earlier forms of strategic planning and has significant inherent weaknesses that undermine the extent to which school improvement planning can contribute to the effective management of schools.

According to Kaufman and Herman (1991), strategic planning emerged in public education as a management tool in the mid-1980s. The term appeared in educational publications for the first time around 1984, and by 1987 an estimated five hundred school districts around United States of America were using some type of strategic planning (Conley, 1992). Kaufman and Herman (1991) present a clear picture of the process of strategic planning from start to finish. This process includes selecting desired results, identifying a mission, assessing needs in order to formulate new purposes, developing and implementing action plans, and evaluating the success of the strategic plan. Kaufman and Herman (1991) support this and suggest similar practical guidelines, concrete techniques and pragmatic advice geared explicitly to educational practitioners. According to Conway, Mackey & York (1994) the education reform act 1988 brought about a number of radical changes in the structure, and funding of UK higher education institutions as a result, they now operate within a much greater competitive context.

In South Africa following President's Zuma's emphasis on implementation and performance monitoring of the entire basic education system through measurable targets, their Ministry for Basic Education set up a 3-year strategic plan (2010-2013). The plan set out what was to help realize the goals of the basic education sector as a whole. The first key strategic objective was to streamline the curriculum: amending parts of the existing curriculum in order to remove certain administrative burdens and make it easier for teachers to teach. The second objective was to develop a detailed and integrated strategy on the assessment of learners in grades R to 9. The third objective was to recognize the key role teachers play in curriculum delivery and the achievement of quality learning and teaching. Fourthly, in order to achieve quality learning and teaching,

workbooks were to be distributed to all grades R to 9 learners in all public school in order to facilitate the implementation of the curriculum and in particular exercise in the year. The fifth objective recognizes the key role that principals play in the functionality of schools in order to create the conditions through which quality learning and teaching can take place. Schools were to co-ordinate and guide all interventions in Basic Education System in order to turn the system around. The plan was to establish key outcomes and performance deliverables for the entire education system, including the national and provincial departments. The plan was to commit provinces and provincial education departments to clear agreed- to – outcomes and to ensure that all in the system are accountable for attaining these outcomes. This Strategic plan underscores the importance and direction strategic plans can give an institution (Ministry of Basic Education, 2010).

Leithwood &, Jantzi (2006) observes that strategic planning positively affects institutions' performance, or more specifically, the amount of strategic planning an institution conducts positively affects its general performance. An effective strategic plan implementation process involves devising of a well-crafted mission and objectives statement, environmental scanning, strategy formulation, strategy implementation and strategy evaluation and control (Ralph, 2008). The principal as a chief executive plays a critical role in this engagement. The principal is required to come up with plan strategies which are geared towards incorporating all stakeholders in the school.

A number of studies have identified strategic planning as a tool to guide schools' improvement initiatives in the future (Fullan 2004; Steyn & Wolhuter 2010; Quong &

Walker 2010). For example, Steyn & Wolhuter state that strategic planning helps in a school's self-study and evaluation, whereby areas of strengths and future challenges are identified and planned for. Eacott (2011), on the other hand, affirms that strategic planning can improve school community relationships, since it is a useful tool for communication across traditional boundaries in the school. In a nutshell, strategic planning sets the courses and directions for all development and growth within the school. This is because a strategic plan is the schools' avowal to the community of its goals, values and intents for achievements in the next five to ten years.

In East Africa, Republic of Tanzania through Tanzania Education Strategy for Improving the Quality of Education 2009-2013 (with the support of USAID) continues to build capacities of professionals by strengthening professional development and resource support for schools. This strategic plan has laid down a clear implementation plan that ensures Tanzanian schools have resources for instruction in reading, mathematics, and science, and strengthened policies, information, and management related to reading mathematics, and science instruction.

A key component of any strategic plan is taking recommendations from diverse fields and tying them together into a clear implementation plan on how to achieve overall long-term goals. This quality is clearly demonstrated by the Tanzania Institute of Education Cooperate Strategic plan (CPS). The overall objective of the corporate strategic plan (CPS) is to set a long-term plan that will guide the Institute during the five-year period (2011- 2016). The plan takes into consideration the major recommendations of

MOEST'S Medium term strategic plan (2010/2011- 2012/ 2013), National Development Vision 2025, National Strategy for Growth and Reduction of Poverty (NSGRP), ESDP and its plans (PDP II and SEDP II), relevant cross cutting programs, the Election Manifesto (2010-2015) as well as views of TIE'S varied stakeholders.

TIE which is mandated to facilitate provision of quality education through production of quality curricula in pre- primary, primary, secondary and teacher education is expected to become the centre of excellence in design, development and implementation of curricula following the Cooperate Strategic Plan (USAID, 2009). In Kenya, the government introduced strategic planning in the education sectors for purposes of standards and uniformity across all schools. Previously Schools boards of management and the Principals solely came up with objectives of the school which left a few leadership gaps in-charge of resource allocation and implementation of policies. This methodology resulted in integrity and accountability issues. Despite the government move to introduce strategic plans across the Kenyan schools, implementation continues to be a major challenge. A point in case is Kisumu Day high school in Kisumu County. The school developed a strategic plan as a means of intervention to improve the overall academic standards of the institution. From a humble beginning in 1961, the school has seen tremendous increase in student and staff population. The population growth has strained on the existing infrastructure. The payment of school fees has also been a challenge. As a result, the school's initial goals of scoring an average grade of B in K.C.S.E, improving the financial resource base, renovation and expansion of the schools' infrastructure have not been achieved because the school did not implement the strategic plan. On the

Contrary Kitale School in Trans-Nzoia County has implemented its strategic plan whose focus is championing aspects of learning environment, leadership, human resources management, financial management, infrastructure and identity. The strategic plan is cognizant of the fact that to achieve overall goal, the implementation must touch across the three tiers of the school (nursery, primary and secondary). As a result, the school continues to perform well academically in the region. Kisumu Day school and Kitale School provide two different cases of schools that both have strategic plans but may or may not have implemented the strategic plans. It is important to note that these two cases may apply in any school across Kenya.

1.3 Statement of the Problem

Kenya has a mandate of ensuring that the sustainable development Goals and Vision 2030 are achieved. This calls for the education sector to lay down targeted strategies. In a move to meet these demands, the government has tasked schools across the country to come up with appropriate targeted strategic plans. In theory, any school that formulates and implements a strategic plan derives a bundle of benefits such as: a base upon which progress can be measured, strong functional teams in managements with new ideas, which can steer the school to greater height of excellence and lastly consistency in financial kettles for development. These outcomes have been shown by Alde Hayyat et al (2011), Giles (1995), Ngware et al (2006) among other authors.

Despite the evident benefits of Strategic planning availability and subsequent implementation, Ngware (2006) demonstrates that most schools fail to achieve their goals

and objectives, and this reflects through academic performance and stalled school projects. Schools in Kenya continue to struggle with indiscipline cases, riots, strikes evidenced in recent burning of schools and funding challenges to implement their strategic plans. The funding challenge is major given the Kenya government recent policy on Free Secondary School Education. A background check in Uasin Gishu County showed that there is a gap in implementation of strategic plans in Eldoret West Sub County Public secondary schools. Many researchers have focused on factors hindering effective strategic planning. Therefore, this study focused on the determinants that help some schools come up with effective strategic plans.

It is very unclear about the state of Strategic plan implementation in secondary public schools in Eldoret West; Uasin Gishu County following their performance over years in national school exams, increased cases of indiscipline and stalled or poorly done projects. It is against this background that this study investigated the determinants of effective strategic planning in public secondary schools in Eldoret West Sub County, Kenya.

1.4 Purpose of the Study

The purpose of the study was to establish the determinants of effective strategic planning in public secondary schools in Eldoret West Sub County, Uasin Gishu County, Kenya.

1.5 Objectives of the Study

The study was guided by the following specific objectives;

- i. To determine the extent to which leadership influence effective implementation of institutional strategic planning in public secondary schools.

- ii. To assess the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools.
- iii. To determine the influence of policy framework in effective implementation of institutional strategic planning in public secondary schools.

1.6 Hypotheses of the Study

The following null hypotheses were formulated and tested in this study;

H0₁: There is no statistically significant relationship between leadership and implementation of institutional strategic planning in public secondary schools.

H0₂: There is no statistically significant relationship between financial resources and implementation of institutional strategic planning in secondary schools.

H0₃: There is no statistically significant relationship between policy framework and effective implementation of institutional strategic planning in public secondary schools

1.7 Significance of the Study

The study findings will provide a good start for planning purposes. Stakeholders will have a basis on what to base their implementation plans on and have a range of options on where to benchmark for learning purposes. The Ministry of Education officials and schools' administrators will have a clear picture on the situation at hand as far as strategic plan implementation is concerned.

The study findings and recommendations are useful to secondary school principals and scholars in the area of strategic planning and educational administration and management and hence fill the gap that exist in knowledge on competencies required for strategic plan

implementation in schools. The study further gives an insight to education policy makers on appropriate strategies required that can be put in place to effectively implement strategic plans.

1.8 Scope of the Study

The study was carried out in Eldoret West Sub County targeting public Secondary Schools in Uasin Gishu County, Kenya. The main focus of the study was the determinants of effective strategic planning in public secondary schools where the main determinants investigated included leadership, financial resources, policy framework and strategies for effective implementation of strategic plans. The study targeted 53 principals and 724 teachers. The sampling procedures which were used in this research included, stratified, simple random sampling and purposive sampling techniques. Questionnaires were used to collect quantitative data from teachers while interviews were used to collect qualitative information from the principals. The study was carried out between May and July 2017 when schools were on session.

1.9 Justification of the Study

Despite the evident benefits of strategic planning, many schools in Kenya have come up with strategic plans as directed by the Ministry of Education. There are those who have successfully accomplished their set objective but some continue to struggle with various management challenges which affect the implementation of their strategic plans. However, research is the only sure way of getting true knowledge of information which practices can be informed. It is therefore important that a study of this nature be undertaken so as to shed light to education stakeholders on the recommendations and that

was need for a study to be conducted to establish the determinants of effective implementation of institutional strategic plans in public secondary schools.

1.10 Limitations of the Study

The researcher acknowledges the time allotted in data collection was a challenge but enlisted the help of trained research assistants who were drawn from a pool of teachers in the neighboring Wareng Sub-county. In efforts to identify financial impact on implementation process, quantifying monies for the processes in different schools was a slight challenge. However, the researcher enlisted the services of a financial assistant in order to come up with standard measuring base. The study was conducted in Eldoret West Sub county and may therefore not be adequately used to make generalization to other regions of the whole country. Probability methods of sampling was used to obtain the sample size for the study. The questionnaires and interviews may not give accurate data and therefore cannot be relied on as facts. These shortcomings were overwhelmed by using triangulation during data collection and analysis process.

1.11 Assumptions of the Study

The researcher made the assumption that all secondary schools in the study area have information on the need for strategic plans and that school principals and stakeholders are well informed on this. Moreover, it was assumed that there are other factors affecting strategic plan implementation in secondary schools in the study area.

1.12. Theoretical Framework

This study was grounded by the theory of principles of management by Henry Fayol (1841-192) which includes planning amongst what he said were the prime principles of

management: Planning, Organizing commands, Co-ordination and Control. He described planning as; examining the future, deciding what needs to be done and developing a plan of action. In this study, Henry Fayol's Theory of principles of Management are determinants of institutional strategic planning in public secondary schools. These Strategic plans are route maps to get us from where we are at now to where we want to get to at some defined point or points in the future. The study focused on factors such as management behavior, educational policies, and resource allocation. In order to achieve these strategic plans, the principles as institution managers should uphold the principles by Henry Fayol. These principles include; Division of Work, Authority, Discipline, Unity of Command, Unity of Direction, Subordination of Individual Interests to the General Interest, Remuneration, Centralization, Scalar Chain, Order, Equity, Stability of Tenure of Personnel, initiative and Esprit de Corp.

It is expected that schools that have a supportive leadership and adequate finances, have good strategic plans, and are able to fulfill their objectives. As compared to those that lack support from the administration and do not have adequate financial allocation. Involving the staff and students in strategic planning motivates them to work towards achieving the set objectives. Recognizing changes in the education sector such as the policies introduced including the sustainable Development Goals (SDGs), Education For all and Free Day Secondary Education (FDSE) polices help to strategize well. The strategies put in place will be in line with the polices that are currently in place.

1.13 Conceptual Framework

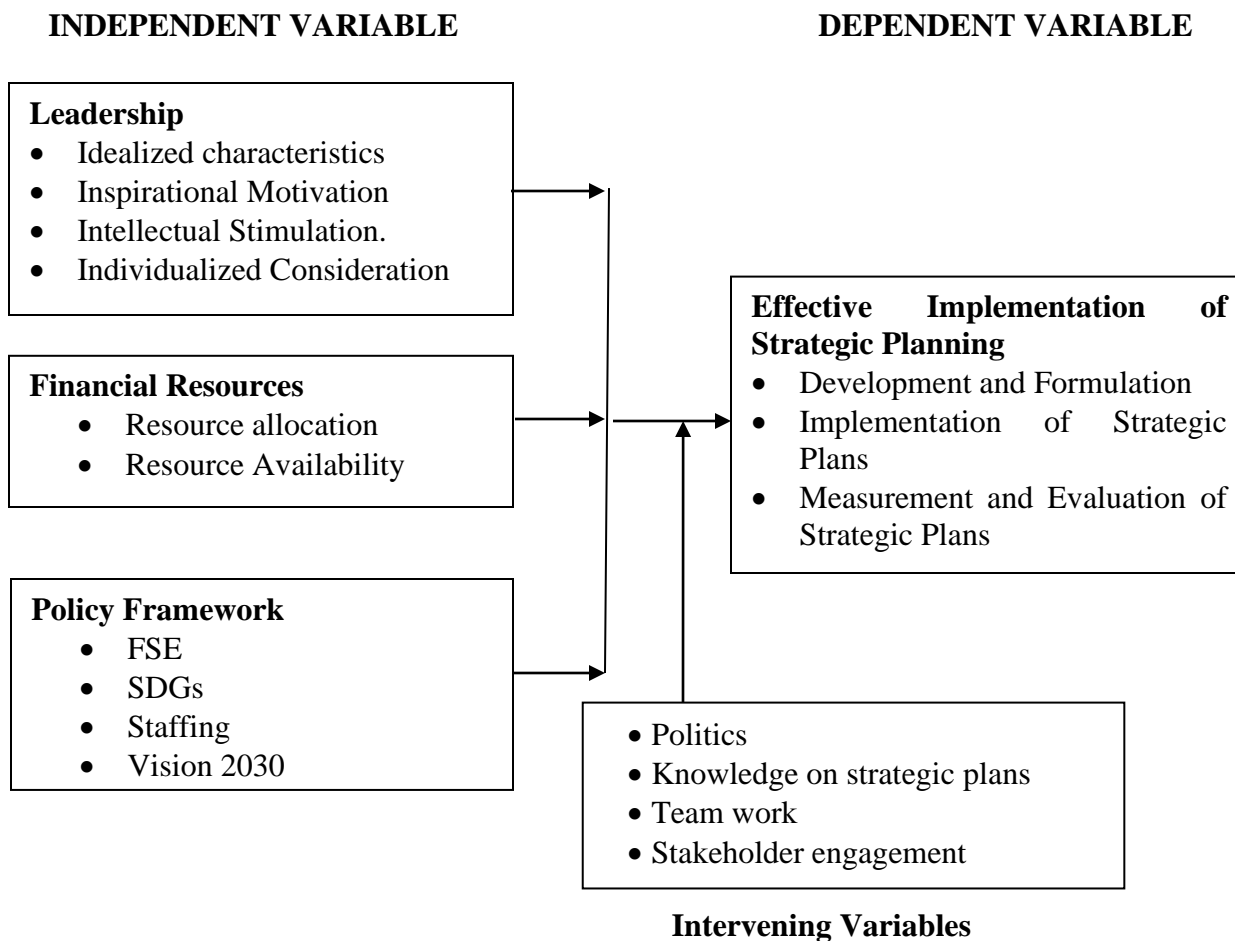


Figure 1.1 Conceptual Framework on Determinants of effective strategic planning

Source: Researcher, 2013

Figure 1.1 shows that leadership, financial resources policy framework and strategies put in place (independent variables) influences the effective implementation of strategic planning in secondary schools (Dependent variables). The framework recognizes the effect of intervening variables on strategic plan implementation. These variables include politics and stakeholder support. These variables were controlled in this study through validity check and triangulation on the research instruments.

1.14 Operational Definition of Terms

Financial factors: Variables of effective strategic planning related to financial factors

Implementation of Strategic Plans: Refers to the whole process of formulating and developing strategy, implementation, measurement and evaluation of strategic plans.

Leadership factors: All conditions that have a bearing on effective strategic planning originating from leadership

Policy framework: policy related variables affecting strategic planning

Strategic plan: Strategic planning in an organization is a process of defining its strategy or direction and making decision on allocating its resources to pursue this strategy).

Strategic Planning: Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what a school is, what it does, and why it does it, with a focus on the future.

1.15 Chapter Summary

This chapter has presented the background of the study, statement of the problem, purpose of the study which included the objectives that guided the study, limitations of the study, assumptions, theoretical as well as conceptual framework and the operational definition of key terms. The next chapter has the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature reviewed on the determinants of effective implementation of institutional strategic planning in secondary schools. The chapter opens with the concept of strategic planning, leadership in schools, the influence of leadership on institutional strategic planning, influence of financial resources on effective implementation of institutional strategic planning, the role of policy framework in effective implementation of institutional strategic planning and the summary of the reviewed literature including the research gaps.

2.2 Concept of Strategic Planning

A strategic plan is a set of processes undertaken in order to develop a range of strategies that will contribute to achieving the organizational direction (Tapinos et al., 2005). Strategic planning refers to the process of setting guidelines and formulating strategies that control the activities being undertaken to achieve an organization's set goals and objectives using available resources (Efendioglo & Karabulut, 2010). Planning is a process of identifying a purpose and then deciding upon the approaches, techniques, methods, procedures, time horizons, resources and all that must be done to accomplish a purpose. The central role of planning is the projection of targets looking and thinking forward in time. Plans contain practical guidelines, precise goals and targets and a timetable for attainment. Targets can be articulated without ambiguity and measurements of attainment against them set out.

According to Katsioloudes (2002), strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach. 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. Strategic planning helps determine the direction and scope of an organization over the long term, matching its resources to its changing environment and, in particular, its market, customer and client as to meet stakeholder's expectations (Dulo, 2013).

Additionally, strategic plans provide a framework for coordination and control of organization's activities, decision-making throughout the company and forces the setting of objectives, which provides a basis for measuring performance (Arasa & K'Obonyo, 2012). Strategic planning is an important performance driver in all work settings and enhances economic performance and organizational innovation (Song, 2011). For an organization to realize its vision it must have reliable strategies that provide the direction to be followed. The primary goal of strategic planning is to guide a firm in setting out its strategic intent and priorities and focus itself towards realizing the same (Kotler & Keller, 2007). Additionally, strategic planning helps organizations to anticipate future challenges and opportunities (Volberda, 2010).

As noted by Mazzarol et al (2009), the key aspects of strategic planning include the formulation of a mission statement, establishing the objectives, crafting and implementing the strategies, and monitoring and controlling the progress in strategy

implementation. The key aspects of strategic planning include the long-term view of an organization, defining the line of business and ensuring a strategic 'fit' or 'balance' between the business and its environment. Strategic planning helps determine the direction and scope of an organisation over the long term, matching its resources to its changing environment and, in particular, its markets, customers and clients, so as to meet stakeholder expectations.

Strategic plans by many organizations have attracted growing concerns due to environmental pursuit of organizational growth and survival in the long run. A strategic plan is a set of process undertaken in order to develop a range of strategies that will constitute to achieving the organizational direction (Tapinos et al 2005). At the international workshop on prospect for educational planning organized by UNESCO'S International Institute for Educational Planning (IIEP) on the occasion of its 25th anniversary in 1958, the disappointment with traditional planning methods was much discussed (Caillods, 1989 as cited in Nkulu, 2012). But the need to adopt a more strategic education planning approach was only marginally touched upon. The practice of preparing strategic education sector plans was adopted several years later and was at least in developing countries intimately linked to the gradual introduction of Sector Wide Approaches (SWAP) in development cooperation from the mid-1990`s onward.

SWAP aims at a more equal partnership between donors and recipient countries. It is based on the awareness that donor assistance can only be effective if it directly supports the implementation of a clear national sector policy and strategy which are formulated

and owned by the recipient country (Aosa, 2011). Hence the interest of ministries of education in recipient countries to prepare national strategic sector plans as a privileged device to arrive at a better harmonized and more effective educational development in cooperation with various development partners. By endorsing the Paris Declaration on Aid Effectiveness in 2005, aid recipient countries committed themselves to exercise leadership in preparing and implementing national development strategies and to translate these national development strategies into results – oriented plans and programs (Kathama, 2012).

The government being concerned with provision of quality education has made strategic planning important to all public secondary schools in Kenya. Kenya government has made it compulsory for government agencies and ministries to make periodic strategic plans (2006). Strategic planning setting out decision and action that result in the formation or implementation of actions designed to achieve organized objectives (Kitonga, 2013). Strategies can be formulated in three levels, that is corporate, business and functional level. At corporate level strategies are formulated by the top-level management or the board of directors (Taps, 2010). At business level strategies are formulated by middle level managers for example; Human resource manager, marketing manager, production manager among others. (Taps 2010). Strategy formulation at functional level is done by first line managers or supervisors (Salabu 2007).

In schools which are at corporate level long term decision and strategies are made by the board of management in consultation with the school principal. Head of departments

make decisions, offer leadership and play a key role in formulation of strategic plans in their departments. Parents and teachers being key stakeholders present their interest through the Parent Teachers Association. They are also critical in its implementation. Before strategy formulation, the management must analyze the environment using tools such as SWOT analysis, PESTEL analysis is porter five force (Alde Hayyat, Al Khattab & Anchor 2011).

A school that formulates and implements a strategic plan derives benefits such as negotiation and agreed clear goals and objectives, communication of the set goals to various stake holders, providing a base upon which progress can be measured, building strong functional teams in managements with new ideas, which can steer the school to greater heights of excellence and lastly commits the funds to a well-organized coherent development agent. (Hayyat et al., 2011; Ngware et al., 2006). Kenya is one of the countries which is a signatory to the achievement of Sustainable Development Goals (SDGs) (Snyolo, 2007). The achievements of these goals, depends on how education programs are planned and implemented. This calls for a preparation of a national education strategic plan upon which schools should base their strategic plans. According to Bell (2002), in 1989 the UK government put emphasis on the staff to develop their own priorities and come up with strategies to achieve them. Later the strategic plans were used by the government as local points for national inspections framework. Teachers were required to show their achievements during routine inspection by using parameters they had set in the strategic plans.

The rationale of the Republic of Kenya, Ministry of Education Strategic Plan 2006-2010 states:” it is a statutory requirement that public organization, including government ministries develop strategic plan as a means of enhancing result-based management and efficiency in their operations.” According to Education News (*May 27-June 1, 2011*), the Ministry of education has embarked on a program to retain head teachers to ensure proper management of school resources. The program is geared towards assisting school heads and education officers to develop and implement strategic plans. This was after evaluation of school strategic plans previously presented by institutions to the ministry. The current study therefore investigated the determinants of effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub-county, Kenya.

2.3 Effect of School Leadership on Implementation of Strategic Plans

Leadership is seen as a dynamic-energetic process which consists of an interconnected and interdependent set of roles to energize a group toward the realization of goals. Leadership role pertains to the observable way of performing leadership. According to Graetz (2010) and Mattis (2011), one of the roles of leadership involves providing strategic direction. Leadership and specifically strategic leadership has been identified as one of the key drivers of effective strategy implementation. Thompson, Strickland and Gamble (2013) are emphatic that the leadership’s role is all important because its agenda for action and conclusion about how hard or fast to push for change are decisive in shaping the character of the implementation and moving the process along. In the words of Chapman (2012), leadership is the common thread which runs through the entire

process of translating strategy into results and is the key to engaging the hearts and minds of people.

According to Pearce and Robinson (2014), strategic leadership is about coping with change; and more changes always demands more leadership. Hitt, Ireland and Hoskisson (2014) define strategic leadership as the leader's ability to anticipate, envision, and maintain flexibility to empower others to create strategic change as necessary; it involves managing through others. Capon (2008) defines strategic leadership as the ability to influence a group towards the achievement of goals. He further states that good leadership has strategic vision and is persuasive at implementing strategy to achieve tangible results. Lynch (2011) is of the view that strategic leadership typically involves communicating with and listening to those inside the organization with the aim of spreading knowledge, creating and innovating new areas and solutions to problems. It is the process of allocating resources to support the chosen strategies.

The strategic leadership process includes the various management activities that are necessary to put strategy in motion, institutes strategic controls that monitor progress, and ultimately achieve organizational goals (Barnat, 2014). Thompson, Strickland and Gamble (2013) emphasizes that there can be no doubt that effective organizational leadership and the consistency of a strong organizational culture are two central ingredients in enabling successful execution of a firm's strategies and objectives. Weak leadership can wreck the soundest strategy; forceful execution of even a poor plan can often bring victory.

According to Richard, (2010) the primary key to successful strategy execution is leadership. Yang, 2008 referred the highest management team in an organization as senior leader who included the organizations presidents, stakeholders, executive and senior level managers. The board is one of the key subjects in implementation of strategies as per Schmidt and Braurer (2006) findings. In addition, Davies & Davies (2010) pointed out that the participation and the intervention among the highest level of management in an organization, promotes greater commitment levels in implementation of a firm's vision and strategies which intern promotes success in the implementation of a firms selected strategy. While Smith and Kofron (1996) believed that senior management played a major role not only in the formulation but in the implementation of the strategy.

At corporate level strategies are formulated by the top-level management or the board of directors (Yabs, 2010). At business level strategies are formulated by middle level managers for example; human resource manager, marketing manager, production manager among others (Yabs, 2010). Strategy formulation at functional level is done by first line managers or supervisors (Sababu, 2007). In a school situation, at corporate level the long-term decisions and strategies are made by the Board of Governors in consultation with the school Principal. Heads of departments make decisions on business level strategies, offer leadership and play a key role in formulation of strategic plans in their institutions. Parents and teachers being key stakeholders present their interests through the Parents Teachers Association. In addition, they are very critical in strategic implementation. (Aldehayyat, Al Khattab & Anchor, 2011). The implementation of strategies may not be successful, if the lower level managers and the non-management employees are not adequately informed on issues concerning the implementation of

strategies, moreover, where the information passes through several management levels in an organization may lead to lack of consensus concerning the information hence creation of a barrier that hinders the success of implementing a strategy (Noble 1999)

Literature on strategic planning in schools gives different perspectives on its success. Research points out that running a school is challenging, stressful, difficult and time-consuming (Leithwood & Jantzi 2005; Levine 2005). It appears that most of the school leader's time is spent responding to government requirements and less on educational leadership (Onguko et al. 2008). This often limits the principals' capacity to design strategies for school improvement (ibid). However, with the current competitive and demanding educational climate, principals cannot neglect to pay attention to accountability requirements of parents and the government. Most governments, the Kenyan included, have therefore established policies that require schools to undertake thoughtful, comprehensive strategic planning aimed at setting key strategies for sustainable improvement and determination of resource priorities (UNESCO 2010). Nevertheless, strategic planning goes beyond a school simply demonstrating that it complies by developing a strategic plan. It should be a declaration of a school's dedication to ongoing improvement.

On the whole, strategic planning in schools still poses a challenge and therefore a leader's role in creating a strategic mindset and culture in the school is critical to its success (Davies, 2005). Jaspardo (2006) argues that school principals are best placed to shape the conditions of the schools that are necessary for successful engagement in strategic

planning because of their leadership position. Principals have the task of developing shared goals, establishing collaborative work structures and climate, and developing procedures for monitoring results (ibid). Certainly, what principals should do specifically to manage strategic planning processes and the change that comes with them at the school level is a complex affair for which they often have little preparation (Fullan, 2007).

Heide, Gronhaug and Johannessen (2002) observed that there existed various communication related challenges. The communication related issues could have been brought about by structure of the organization which in turn leads to the creation of a barrier to the implementation of the strategic activities which had been planned. Rapart, Velliguette and Garreston (2002) observed that shared communication and understanding among human resources is an important aspect in strategy implementation process. Forman (2005) observed that arrangements between the implementation of strategies and communication functions of corporations were observable in that the firm were undergoing visible and very important strategic changes. Davies (2004) pointed out that strategic leaders are concerned with not just managing the now but setting up a framework of where the organization needs to be in the future, setting a direction for the organization.

Davis and Allison (2003) argue that, because of increasing external demands and uncertainty of events, school leadership has to be future oriented and strategically driven. They identified three characteristics of a future of the school community which is committed; an ability to scan the environment for future trends and directions and to

adapt or work with them to help develop the school 's internal purpose; and the capacity to manage the change process. Jones (2012) highlights leadership as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in people and empower them to implement the vision.

Davies (2006) asserts that the actual strategic planning phase is technical and demands training in skills and know-how to successfully carry out the process. Certainly, education authorities need to play a key role in building the capacity of school leaders to effectively implement reforms they desire. In essence, these reforms, though usually well-intended, are poorly implemented, resulting in more chaos in schools (Xaba, 2006). Eacott (2011) takes a swipe at the retrospective approach to building leadership capacity, pointing out that it is only in the field of education that practice precedes theory. Instead, he advocates country-wide capacity-building for all those involved in the process before any initiative is rolled out to schools. In agreement, Jaspardo (2006) asserts that since strategic planning requires involvement of all stakeholders, building capacity at district and school levels is imperative for the success of these processes. Unfortunately, the sporadic and inconsistent training support provided in Kenya seems to have been ineffective. The approach used resonates with what Xaba (2006) describes as a 'cascading model' that was employed in implementing strategic planning in schools in South Africa.

Omboi (2011) carried out an analysis of the factors influencing the implementation of strategic plans in selected schools in Meru South District, Kenya and focused on managerial behaviour, institutional policies, resources allocation, reward and incentive influence on implementation of strategic plans. The study findings pointed out that the strategic thinking of the school managers and the extrinsic motivation of the teachers contributed largely to the extent to which the strategies were implemented. Most of the strategic plans are kept in the office only to be made available to external school inspectors (Omboi, 2011).

According to Steven (2008) schools are being encouraged to develop 3 or 5 years strategic plan to define intended strategic course of actions. Shivach (2007) points out that secondary school head teachers are charged with the responsibility of managing schools on day to day basis and their work to ensure that educational aims are achieved. They occupy a positive leadership as they lead their team of teachers, students, non-teaching staff and parents towards achievement of educational goals. The head teacher is entrusted with both management and leadership roles. To build sustainable school community the secondary school teachers cannot be managers without being good leaders or being good teachers without being good managers, (Jocabus, 2005).

According to Keough & Shahanan (2008), the leader is the vision bearer who conceptualises, visualises and formulates strategy for the school. Davies & Davies (2010) further contend that the school leadership should reflect and develop mental images of where the school aspires to go. However, Codrington (2004) suggests that the knowledge

and confidence of school leaders to lead and implement strategic planning processes is limited. As a result, principals face challenges in passing on what they have learned in seminars to staff to aid in strategically planning for the school (ibid). The current study investigated the effect of which school leadership on effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub-County, Uasin-Gishu county, Kenya.

2.4 Effect of Financial Resources on Implementation of Strategic Plans

Strategic planning typically includes identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks. In order to effectively undertake these, the basic competencies include decision making; selecting the best course of action, planning basics (establishing goals and how they were reached), problem solving (analyzing alternatives and selecting a course of action) (Carter, 2010). Republic of Kenya (2006) noted that with lack of adequate resources in Kenyan schools, deliberate efforts were obligatory to carry out carefully considered strategies to acquire the resources while emphasis was put on the resources that contribute to academic improvement in schools at a time.

According to Allis, (2004), financial resources are crucial institutional resources since no institution can thrive without adequate financial resources. It is therefore imperative for institutions, firms, organizations and business entities to consider financial management so as to enhance their performance and more so mitigate exposure to financial risks.

According to Fung (2015) the rationale for financial management is raising funds for both short-term and long-term use and enhancing proper utilization of the funds.

The finances for learning institutions are used for daily operations and activities of concerned institutions. In the case of secondary schools, the principals and administrators are charged with the responsibility of planning the school budget in order to achieve the objectives of the school and more so effective financial administration (Sharma, 2011). A lot of countries have therefore devolved the administration of financial inputs to schools in a bid to enhance their administrative efficacies. This was eminent in a study carried out in France (Crouch & Winker, 2008). Nevertheless, despite the essence placed on financial resources in bringing about the much-needed change and delivery of services, it is noted sometimes the resource is misused and misappropriated by school board of management (Rosen & Gayer, 2010).

According to Osiri F, (2012) Schools receive revenue from many resources including Free Secondary Education. It is essential that public funds be directed effectively and used for the purpose for which they are intended. However, there have been a number of cases mainly reported through the local print and electronic media of mismanagement and misappropriation of finances in public secondary schools. This is evident in exaggerated travelling allowances, unauthorized purchases or personal gains, Board of Management visiting schools frequently and gives allowances, exaggerated prices of repairs, contracts awarded to an interested party, give exaggerated prices of school items

especially for stationeries and boarding, and exaggerated expenditure on co- curricular activities.

Ganley (2010) states that resources make organizations to run, and allocating these resources to an organization should be done carefully. Allocating these resources can be tough, but an organization can acquire the resources they need appropriately through careful practice. Some examples of organizational resources are technology, people, and finances. All of these organizational resources are crucial to the success and growth of an institution. Murithi (2009) argues that resources are needed for the successful implementation of strategic plan and strategies. It is very difficult to implement a strategy when resources are not available. Resources will include the human resources, training, remuneration, finances etc. Resources have to be available for strategy implementation. In the studies, 'why do public sector organizations fail in implementing of strategic plans in Pakistan', resources limitations comprising of budget, technology, tools and Human Resource (HR) inadequacy were the biggest impediments to strategic plan implementation (Kazmi et al, 2008).

For successful strategy implementation, the management needs to marshal resources behind the process of strategy execution. Too little resources will slow the process while too much funding will waste organizational resources and reduce the financial performance. Capital allocation therefore must be well distributed and thought of to promote strategy implementation. Financial resources can be a constraint on implementation of strategic plans. Management often finds it necessary to prioritize its

strategies to make a judgment about which ones are most critical to implement given the finite or even scarce financial resources available (Sum & Chorlian, 2013). Schmidt (2013) asserts that an organization's budget should reinforce its strategic plan. In times of declining resources, it is even more critical that budget development and strategic planning be tightly connected to ensure funding shortfalls do not hinder implementation of strategy.

Similarly, Peter (2013), in a study on Human Resource factors affecting implementation of strategies in corporations revealed that over half of the corporations studied experienced challenges frequently, for instance, the employees involved had insufficient capabilities to perform their jobs, lower-level employees were inadequate, departmental managers provided inadequate training, leadership and direction. Peng and Littlejohn (2001) referred quality to skills, attitudes, capabilities, experiences and other characteristics of the people required by a specific task or position. The economic Commission for Africa (2003) noted that public service ethics are the traditional values of the public service, which emphasized equity, Integrity, moral conduct, and political neutrality. Therefore, public service delivery will be enhanced through organization culture that strengthens employee involvement, rewards teamwork, recognizes individual effort and incorporates the needs of clients and users.

Moreover, Ndemba (2014) noted that Head teachers faced budgetary challenges in financial management in public secondary school. The major forms of challenges include over spending and under- spending , entry into books of accounts, doubling of roles, low

salaries of bursars and accounts desks, incompetent bursars/ accounts clerks and store keepers , teachers failure to handover accounting supportive documents, delay in disbursement of Free Secondary Education funds, school fees defaulting, unauthorized levies, inadequate knowledge by the head teachers, incompetent procurement committee, inadequate auditing knowledge by the head teacher irregular auditing of schools by district auditors, inability to prepare books of accounts up to final accounts. These challenges could have a negative effect on strategic plan implementation in secondary schools. In addition, The Kenya Education Management Institute fails to adequately and effectively train head teachers in financial management as strategic management requires this. These challenges hinder implementation of strategic plans as it is impossible to achieve the objectives set. Resources in schools for example classes, libraries, books, reference materials and are inadequate in that funds are lacking or meager.

Most schools also have stalled projects for example buying bus. This is due to mismanagement of funds, embezzlement of funds or lack of knowledge on budgeting. The head teacher is in charge of school funds and implementation of strategic plans, therefore when these plans fail the blame goes back to school heads. Delay of Free Secondary Education funds has been frequent that it is unpredictable when funds are to be expected, this messes up newly appointed principals. The study sought to establish the importance of resource allocation in implementation of strategic plans in public secondary schools.

2.5 Effect of Policy Framework on Implementation of Strategic Plans

According to Weihrich and Koontz, (1993) a policy is a statement or understanding that guides a manager's thinking in decision. Policy defines area within which a decision is made and ensures that the decision will be consistent with and contribute to an objective.

The Ministry of Education through the Directorate of Quality Assurance and Standards developed through extensive consultation with various stakeholders facilitated by the Kenya National Commissions for UNESCO two sets of guidelines aimed at ensuring the provision of quality and relevant education (Economic Survey, 2003).

The broad objective is to give every Kenyan the right to quality education and training no matter his/her socio-economic status (MOEST, 2006) Quality education and training attribute significantly to economic growth and expansion of employment. The Economic Recovery Strategy (ERS) therefore, provides the rationale for major reforms in current education system in order to enable all Kenyans to have access to quality lifelong education and training.

To achieve the National educational goals, MOEST has two complementary quality assurance and quality development strategies the strategy is Quality Assurance. This is achieved through assessment of institutions and reporting on these assessments and to the MOEST. It is also achieved through assessing the curriculum through valid and reliable National Examination whose results are used as indicators of quality of education in the country (MOEST 2005). Access to basic education lies at the heart of development. Tremendous growth has occurred in access to secondary education since FSE was

introduced. EFA policy has also contributed to the increased enrollment of learners to secondary schools. This increased enrollment has led to worsening of student – teacher ratio and the ratio of resources including classrooms to students. The normal ratio is one teacher to forty students but this is not the case in some schools. Due to increased enrollment the ratio is one teacher to over sixty students (Moses, 2007).

Despite the importance of a good strategic plans and the effort put by the Kenyan government on policies and guidelines on strategic planning in public secondary schools, very few schools have adopted it (Achoka, 2007). Strategy is in a state of crisis and as hit on hard times. Mainly because executive do not have knowledge in strategic planning and organization make assumptions that when executive are employed, they are strategizes (Martin, 2012).

A school that formulates and implements strategic plans derives benefits such as, having negotiated and agreed clear goals and objective ,communication of the set goals to various stake holders ,providing a base upon which progress can be re measured ,building strong and functional teams in management staff who have clear vision on how the school management with new ideas which can stir the school to greater heights of excellence and lastly leads the school forward to a well-organized and coherent development agenda (Alde Hyyat et al., 2011; Ngware et al., 2006).

Edmund Rice Justice and Peace Group (2010) Corporal punishment was banned in Kenyan schools in 2001. Despite this, the practice continues to be widespread. Many

teachers, parents and caregivers remain unconvinced of the value of alternative methods of disciplining children and the legal system appears unwilling to deal with any teacher who violates the rights of children in this matter. For these reasons the elimination of corporal punishment from school is a difficult task. There are other suggestions of dealing with errant students which include counseling, explaining consequences of behavior to children, rewarding good behavior, promoting a wider debate about the issue, using case studies to demonstrate the negative effect of practices such as caning, and encouraging teachers to share their best practice in regard to student discipline.

Good discipline is fundamental to the achievement of government priorities for the public-school system. In line with this, schools must have a school discipline policy which is developed in consultation with community members. The policy must contain four components. These are; The discipline code or school rules, Strategies and practices to promote positive student behavior, including specific strategies to maintain a climate of respect, Strategies and practices to recognize and reinforce student achievement and Strategies and practices to manage inappropriate student behavior.

Consistent with Education Act (1990) and Departmental policy, schools may develop additional components for their school discipline policy to meet local needs. Indiscipline cases are on the rise, with learners burning dormitories, engaging in illicit sexual behaviours in and out of school, engaging in alcohol and substance abuse. Many girls are also reported to have dropped out of school due to unwanted pregnancies. High rate of indiscipline in schools hinders strategic planning. Removal of corporal punishment has

led to high rate of indiscipline case. Teachers have failed to take up other means of discipline other than corporal punishment. They are reluctant to change and thus continue to cane learners and use methods that inflict pain and shame on the learners. This is against the policy on discipline. Thus, this high rate of indiscipline cases hampers strategic planning. This study investigated the role of policy framework in effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub-County, Uasin-Gishu County, Kenya.

2.6 Indicators for effective Implementation of Strategic plans

According to Hambrick and Cannella (2014), the main steps in implementing a strategy involve: developing an organization having potential of carrying out strategy successfully, disbursement of abundant resources to strategy-essential activities, creating strategy-encouraging policies, employing best policies and programs for constant improvement, linking reward structure to accomplishment of results, and making use of strategic leadership. Graetz (2010) notes that excellently formulated strategies will fail if they are not properly implemented. Also, it is essential to note that strategy implementation is not possible unless there is stability between strategy and each organizational dimension such as organizational leadership, organizational culture, organizational structure, reward structure, and resource-allocation process (Hambrick & Cannella, 2014).

Hubbard et al. (2012) found that high performance organizations - in terms of strategy implementation - maintain an externally focused posture in understanding their changing

needs and happenings in the environment. Studies by Senge, (2012), Collins (2011), Wang and Ahmed, (2007) Eisenhardt and Sull, (2011) have shown evidence of a positive relationship between a firm's external focus and strategy implementation, and new processes success. To do so, these organizations have to develop a means to continuously monitor changes in their external environments and making sense therein of prospective change-patterns (Hubbard et al., 2012). To implement strategies successfully for performance, NGOs will likely need a means to generate foresights about changing external opportunities, effectively prioritize the opportunities, and decide when to pull out of warning ones (Fowler, 2012). The current study investigated the determinants of effective strategic plan implementation in public secondary schools in Eldoret West Sub-County.

2.7 Summary of Literature Review

According to Hambrick and Cannella (2014), the main steps in implementing a strategy involve: developing an organization having potential of carrying out strategy successfully, disbursement of abundant resources to strategy-essential activities, creating strategy-encouraging policies, employing best policies and programs for constant improvement, linking reward structure to accomplishment of results, and making use of strategic leadership. However, Graetz (2010) notes that excellently formulated strategies will fail if they are not properly implemented. Despite the importance of a good strategic plans and the effort put by the Kenyan government on policies and guidelines on strategic planning in public secondary schools, very few schools have adopted it (Achoka, 2007). Moreover, despite the evident benefits of Strategic planning availability and subsequent

implementation, Ngware (2006) demonstrates that most schools fail to achieve their goals and objectives, and this reflects through academic performance and stalled school projects. The current study therefore investigated the determinants of effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub-County Uasin-Gishu County, Kenya

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A brief description of the methodology to be used in this research is given in this chapter. It describes the study area, research design, target population, sample size and sampling techniques, data collection procedures, validity and reliability of research instruments, data analysis as well as ethical consideration.

3.2 Research Design

Research design according to Creswell (2009) is a plan and the procedure for research that extent the decisions from broad expectations to detailed approaches of data collection and analysis. The current study adopted a descriptive survey design. In addition, Kombo and Tromp (2009) points out that a descriptive survey design enables the investigator to describe the state of activities as they are and report the findings accordingly. According to Kothari (2009), such design is efficient strategy of collecting descriptive data concerning the characteristics of populations to justify current conditions and practices. Moreover, descriptive surveys allow rapid collection of data from a large sample within the shortest time possible by use of questionnaires, interview schedules and document analysis. In addition, the study adopted convergent mixed methods using pragmatist paradigm for it was considered to be useful in helping researcher meet the criteria for estimating the goodness of their answers in a better way as compared to those of single strategy designs (Tashakkori & Teddlie, 2003). Mixed method research is a strategy to inquiry that combines both qualitative and quantitative forms of data collection and analysis. It involves the integration of theoretical assumptions, the use of both

quantitative and qualitative approaches and the mixing of both approaches in a study. It is thus more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches (Creswell, 2009).

According to McMillan and Schumacher (2006) the development and use of mixed method research designs have increased, because it is useful in determining what the existing situation is in terms of a particular research question through non-experimental quantitative studies, while on a deeper level determining why such situations exists. Indeed, mixed methods provide the opportunity for presenting a greater diversity of divergent views. Quantitative research has typically been directed at theory verification, while qualitative research has typically been concerned with theory generation. While the correlation is historically valid, it is by no means perfect, and there is no necessary connection between purpose and approach. That is quantitative research can be used for theory generation (as well as verification), and qualitative research can be used for theory verification (as well as generation). Here it is the degree of alignment towards any of the two paradigms that really matters (Erzberger & Prein, 1997).

In this study, questionnaires and interviews were used making this study a mixed methods research design. The questionnaires provided the quantitative aspects while interview schedule gave the qualitative data. As a methodology, it involved philosophical assumptions that guided the direction of the collection, analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a

method, it focused on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provided a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007). In addition, this research design was considered appropriate since both types of data was collected in one visit to the field and that both types of data have equal value for understanding the research problem.

3.3 Study Area

The study was conducted in Eldoret West sub-county in Uasin Gishu County in Kenya. Eldoret West sub-county has many secondary schools of which 53 are public secondary schools. The researcher picked Eldoret West because of the diversity in which it presents in the education sector. Among the many secondary schools in the region, a good proportion is public schools.

3.4 Target Population

Population denotes the entire group of subjects including the entire number of environments which are considered to be of concern to the investigator (Oso & Onen 2008). Further, Target population can be defined as the part of the population a researcher is interested in researching (Given, 2008). Babie and Halley (2007) define target population as the entire aggregation of respondents that meet the designated set of criteria within a study. There are 53 public secondary schools in the sub-county therefore the study targeted 53 principals and 724 teachers. The principals and the teachers were

targeted due to the fact that they are involved in the process of strategic plan implementation in secondary schools and therefore clearly understand the process.

3.5 Sample Size and Sampling Procedures

Maree (2007) defines sampling as the procedure adopted so as to choose part of the study population. This implies the selection by the researcher, of participants for a particular study he/she deems in the best position to provide the relevant information needed for such a study. This section provides the sampling process adopted for this study.

3.5.1 Sample Size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Singh, 2008). The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Noy, 2008). This research was based on a sample size determination formula advanced by Krejcie and Morgan (1970) as cited by Kasomo (2001). The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where:

n= Sample size

χ^2 = Chi-square for the specified confidence level at 1 degree of freedom

N= population size

P = population proportion

ME = Desired Margin of Error (expressed as a proportion)

In this case, the sample size for teachers was;

$$= 3.841 \times 724 \times 0.5(1-0.5) / 0.05 \times 0.05(724-1) + 3.841 \times 0.5(1-0.5)$$

$$= 695.221 / 2.51775$$

$$= 276$$

However, 30% of the secondary school principals was selected to participate in the study.

The choice of 30% was based on Mugenda and Mugenda (2003) Recommendations. The sample size for this study is presented in Table 3.1.

Table 3.1: Sample Size

Population	Target Population	Sample size
Principals	53	16
Teachers	724	276
Total	777	292

3.5.2 Sampling Procedures

Sampling is the procedure adopted in the selection of a number of individuals as stated in the sample size in such a way that the individuals chosen for the study are considered to be a representative of the large collection where they were chosen. Selected entities from the sample and the large group from which they were selected from is the population, (Oso & Onen, 2008).

This study employed various sampling procedures which ensured a representative population and would allow for the generalization of the study findings to a larger

population since it is not likely to seek the opinions and views of everyone in a population for generalization of the study findings. The sampling procedures which were used in this research included, stratified, simple random sampling and purposive sampling techniques.

In selecting secondary schools which were included in this research, stratification was used to place schools in their quotas; Extra-County (2 schools), County (6 schools) and Sub-County schools (45 schools) totaling to 53 secondary schools. Stratification guaranteed that each individual stratum was assigned the proportionate number of secondary schools as in the population. Vogt, Gardner and Haeffele (2012) state that stratified sampling is used when the researcher wants to highlight specific subgroups within the population and this was appropriate for the study. In addition, simple random sampling technique was used to select teachers who participated in the study while purposive sampling was used to select Principals from each of the selected secondary schools. The sample size for schools is presented in Table 3.2.

Table 3.2: Sample size in Relation to Each Quota

School Category	Principals		Teachers	
	Target Population	Sample Size	Target Population	Sample Size
Extra-County	4	2	98	53
County	9	2	229	87
Sub-County	40	12	357	136
Total	53	16	724	276

3.6 Research Instruments

Researchers like Kombo and Tromp (2006) posit that in social science, interviews questionnaires, observation checklists and standardized evaluations are commonly used as research tools. This research adopted both quantitative and qualitative data collection procedures. The following strategies were therefore employed during data collection phase:

3.6.1 Questionnaires

Questionnaire was the main tool used to gather research information from the secondary school teachers. According to Kothari (2008), questionnaires are normally free from the interview predisposition as the answers from the respondents are in their own words. In addition, research participants also have sufficient time to give well thought out answers. It is also believed that questionnaires save time and data can be gathered from a large population within the shortest time possible. The choice of the questionnaire was therefore grounded on the circumstance that they are usually considered to be free from bias of the interviewer and participants have sufficient time to give well thought out answers. In addition, the questionnaire is deemed appropriate for educated, literate and co-operative respondents where in this study all participants were deemed to meet these requirements.

The questionnaires were developed on the basis of the research objectives and variables as used in the literature reviewed. The questionnaire contained four sections with section one having the background information of the respondents, section two had items on the extent to which leadership, influence effective implementation of institutional strategic

planning in public secondary schools and section three had information on the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools while the last section had items on the role of policy framework in effective implementation of institutional strategic planning in public secondary schools.

3.6.2 Interview Schedule

Orodho (2009), postulate that many individuals are enthusiastic to communicate verbally than in writing and they would give data more eagerly and fully than when a questionnaire is used. An investigator is able to encourage subjects and probe them deeply into a problem. In this case, structured interview was administered to the secondary school principals in the study area. This enabled the researcher to seek clarification on pertinent issues from study and particularly from qualitative data collection. The interview schedule was used to obtain data from the principals. The qualitative data was deemed helpful in complementing the quantitative data collected thus making the study a mixed methodology.

3.7 Piloting

Piloting is significant in establishing both the reliability and content legitimacy of the research instrument and to enhance formats, questions and scales (Ross, 2005). A pilot study was carried out in a neighbouring Eldoret East Sub-County. The Sub-county was chosen because it shares similar characteristics as the study area. The researcher selected a total of 30 teachers from the Sub-County for the purposes of piloting. The results from

the piloting were included in the final instruments' amendments and improve its content validity as well as questions, format and scales reliability (Ross, 2005).

3.8 Validity and Reliability of the Research Instruments

This section presents the validity and reliability of the research instruments.

3.8.1 Validity of the Research Instruments

Validity according to Kothari (2008) is the correctness, accuracy, meaningfulness of implications and dependability of outcomes of conclusion, which are based on the research findings. The researcher sought expert views on both content and constructs validity of the research instruments. Comments sought from them were used to enhance the study's instrument before beginning on data collection procedures. Furthermore, the instruments were also piloted to a certain sample of teachers and headteachers in the nearby Sub-County which share the same characteristics Eldoret West Sub-County. Piloting is considered significant in establishing the content validity of the instrument and in improving formats, questions and scales. Content validity encompasses the methodical scrutiny of the test content with an aim of establishing whether it covers a characteristic sample of behaviour aspect being investigated (Anastasi & Urbina, 1997).

In addition, content validity evidence incorporates the degree to which the content of the test ties a content domain which is related with the construct. A test is considered to have adequate content validity when careful selection of items included in the study is done (Anastasi & Urbina 1997). Items are selected in such a way that they are in compliance with the test description drawn up using a detailed scrutiny of subject contents. As noted by Foxcroft et al (2004), the use of a panel of research scholars to review the test

specifications and the selection of items enhances the content validity of a research instrument. The research scholars were able to evaluate the items and comment on whether the items covered a representative sample of the behaviour specifications. To test the validity of the research instruments used in the study, the questionnaire and interview schedule was availed to thesis supervisors together with a panel of experienced scholars of Moi University to review the instruments. The outcomes obtained from piloting together with the comments from the supervisors were integrated in the final instrument revisions to enhance its validity.

3.8.2 Reliability of the Research Instruments

Reliability is the constituency that a research tool shows when used frequently under the same circumstances (Orodho, 2009). Reliability is therefore, the level of dependability which shows that an instrument can be trusted to give the similar results when used in two or more attempts to quantify the theoretical ideas. To determine reliability of research instruments, the researcher administered and re-administered the same test two weeks after the first administration in a pilot study that was conducted with 30 teachers from the neighbouring Eldoret East Sub-County. Cronbach Alpha Coefficient was used to test on the reliability of the research instruments. Cronbach Alpha normally used as a degree of internal consistency.

Cronbach's α is defined as

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

Where K is the quantity of components (K-items or testlets), σ_X^2 the variance of the experiential total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the present sample of respondents.

Hypothetically, alpha fluctuates between 0 and 1, since it is the proportion of two means. Experimentally, though, alpha can be assigned any numeral which is always not more than 1. However, higher values of alpha are considered to be more desirable. Some scholars as a rule of thumb need a reliability coefficient of 0.70 or higher before they can adopt a research tool (Nunnally, 1978). Cortina, (1993) opines that Cronbach alpha generally rise as the intercorrelation among test matters rises, and is thus known as an internal consistency approximation of reliability of test scores. Since intercorrelations between test matters are exploited when all items measure a similar construct, Cronbach alpha is considered to indirectly show the level to which a set of items measures a single undimensional hidden construct.

A frequently acknowledged decree of thumb for unfolding internal consistency using Cronbach alpha is as shown in the Table 3.3.

Table 3.3: Cronbach's Alpha Decision Rule

Cronbach's alpha	Internal consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

A correlation coefficient of equal or more than 0.70 was considered adequate to allow the researcher proceed with the study as per the recommendations of Creswell (2009). In this study, a correlation coefficient of 0.79 was obtained on teachers' questionnaire. This implies that the teachers' questionnaires had acceptable Cronbach alpha coefficient as per Table 3.3.

3.9 Data Collection Procedures

Data was collected in from January to April 2017. The first phase involved reconnaissance visit to the study area to familiarize with the research area and obtain relevant data for refining the research thesis. The second phase was to identify the participants and administer 276 questionnaires to teachers when schools were on session. Before the administration of questionnaires, the researcher sought for permission to conduct the study from the school management. Thereafter, teachers in the sampled schools were identified and requested to participate in the study. They were issued with one questionnaire each and were requested not to write their names on the questionnaire. They were further instructed to answer all the questions by ticking only one choice in each question. Once the questionnaires were fully filled, they were collected immediately for analysis. In the third phase, the researcher administered a 30-minute interview schedule to principals of the sampled schools. The researcher made notes on the themes that were emerging from the interviews.

3.10 Data Presentation and Analysis

Data analysis is the systematic organization and synthesis of the research data and the testing of research hypotheses, using those data (Creswell and Plano, 2010). Data analysis also entails categorizing, ordering, manipulating and summarizing the data and describing them in meaningful terms (Pearson, 2010; Babie & Halley, 2007). The quantitative data from the questionnaire was first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the Statistical Package for Social Science (SPSS) computer package. Frequencies, percentages, means and Standard deviation was used to analyze quantitative data. Data analysed was presented by use of tables and figures. Pearson Correlation Analysis and regression was employed to determine relationship that exists between the independent and dependent variables. Qualitative data from interview schedules was thematically classified and arranged before they were reported in narrations and quotations as per the research objectives.

Regression analysis was employed to test the relationships in the study.

The regression equation was given as;

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

y= Dependent variable

α = regression constant,

$\beta_1 - \beta_3$ = Regression coefficients (change in y for every unit change in X)

X_1 = Leadership

X_2 = Financial resources

X_3 = Policy framework

e = Error term

The regression coefficient ' α ' is the Y intercept: while β_1 , β_2 , and β_3 are the net change in y for each change of either of the variables (factors), x_1 , x_2 , and x_3 .

3.11 Ethical Considerations

Hesse-Biber & Leavey, (2007) notes that participants in research are required to versed with ethical requirements in order to safeguard information obtained from their respondents. Research involves the collection of information from individuals and about individuals (Punch, 2005). Investigators are therefore required to guarantee research participants on issues of privacy and confidentiality, development of mutual trust, enhancement of truthfulness in research, protection from misbehavior including indecency which might be replicated as well as cope with emerging challenges associated with research (Israel, Mark & Iain 2006). The research adhered to the following ethical issues:

Before commencing on collecting data, the investigator obtained a research permit from the National Commission for Science, Technology and Innovations (NACOSTI). In addition, permission was sought from County Director of Education and Principals of the selected secondary schools before conducting the study. The respondents' involvement in the study was voluntary and free. There was no promise of benefits for involvement in the study and the respondents were asked to sign the informed consent form. The participants were further guaranteed that information given would be treated private and

confidential as it was meant for this study only. In addition, the participants were also informed that they were free to withdraw from the study at any time they deemed fit.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section provides the results of analyzed data. The research investigated the determinants of effective strategic planning in public secondary schools in Eldoret West sub county, Uasin Gishu County, Kenya. The chapter is divided into four sections with section one covering the demographic information of the respondents involved in the study, section two covers the extent to which leadership influences effective implementation of institutional strategic planning and section three deals with the extent to which financial resources affect the effective implementation of institutional strategic planning while the section four covers the role of policy framework in effective implementation of institutional strategic planning in public secondary schools. The chapter therefore discusses the findings under the following research objectives;

- i. To determine the extent to which leadership influence effective implementation of institutional strategic planning in public secondary schools.
- ii. To assess the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools.
- iii. To determine the influence of policy framework in effective implementation of institutional strategic planning in public secondary schools.

4.2 Response Rate

A total of 237 out of 276 teachers fully filled and returned the research questionnaires. In addition, 12 out of 16 principals of the sampled schools were interviewed. The return rate for questionnaires used for data analysis in this study was 85.9% while that of interviews was 75.0% and this was therefore considered sufficient to provide adequate and reliable information on determinants of effective strategic planning in public secondary schools. It has been argued that potential bias could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate was associated with high reliability in information gathered. Further Pike, (2007) noted that survey investigators have for a long time presumed that the best method to obtain impartial estimations is to attain a high response proportion. However, most researchers have begun to query the extensively-held supposition that low response levels may give biased outcomes (Groves, 2006; Peytchev, 2013; Massey & Tourangeau, 2013). In this study, a high response rate of 85.9% for questionnaires and 75.0% for interviews was associated with high reliability in information provided.

4.3 Demographic Information

Among background information obtained from the participants was gender, age, designation, highest level of education and experience in service.

4.3.1 Gender of the Respondents

Teachers were asked to designate their gender in the research questionnaire that was provided. The outcomes of the analyzed information are shown in Figure 4.1.

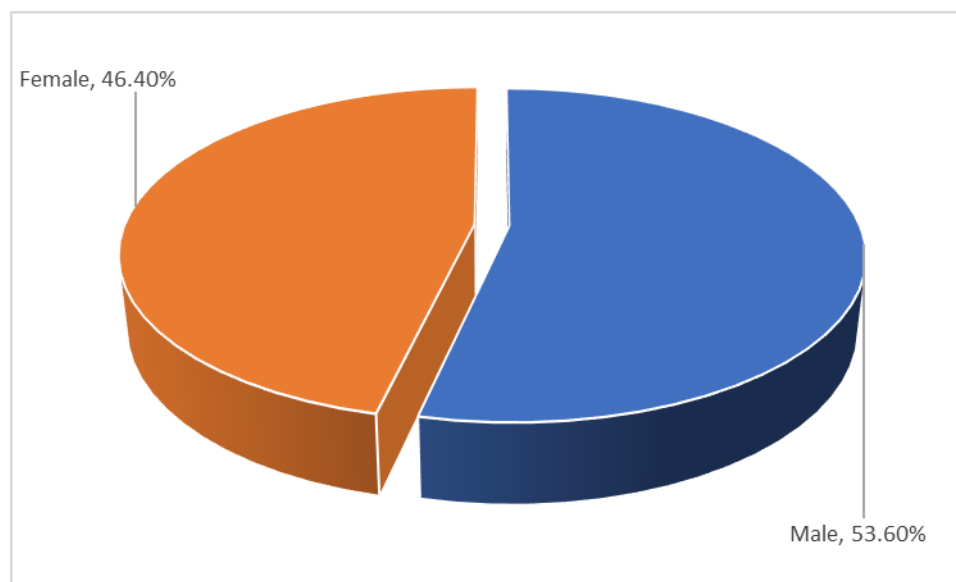


Figure 4.1: Gender of Respondents

Figure 4.1 shows that 127(53.6%) teachers were male while 110(46.4%) teachers were female. From the responses, it emerged that majority (53.6%) of the teachers in public secondary schools in Eldoret West Sub-County were male as compared to their female counterparts. This shows that secondary school teaching profession is somehow dominated by male teachers thus having some gender inequality. This is in cognizant with Sayılan (2012) who noted that gender disparity starting from early childhood education progresses in all phases and at all stages of education in the Turkish education program. Likewise, Unhalter (2005) further noted that gender inequality is deeply rooted in the customs, decision-making procedures, unwritten cultures, power embodiment manners and resource sharing of organizations.

4.3.2 Age of the Respondents

In addition, teachers were asked to indicate their age bracket. Their responses were tabulated and the results are presented in Figure 4.2.

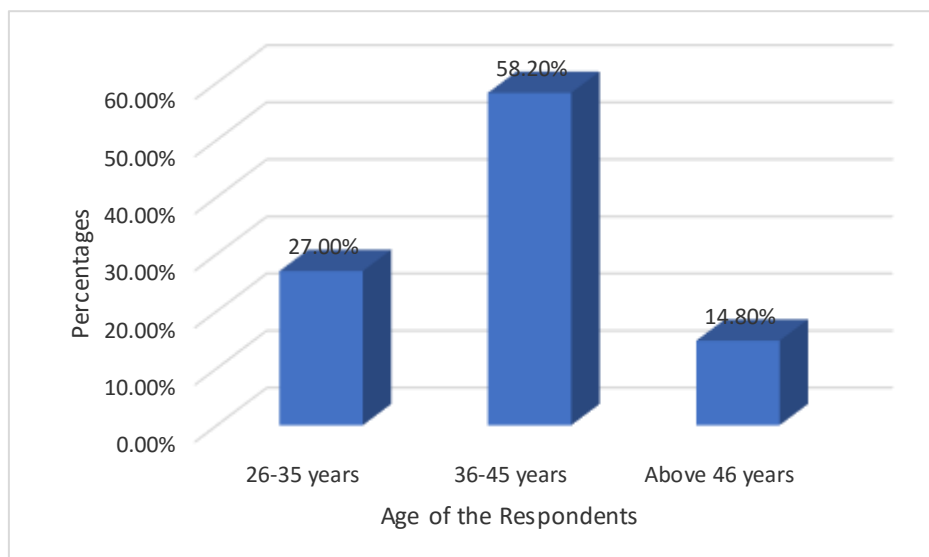


Figure 4.2: Age of the Respondents

Figure 4.2 shows that 138(58.2%) of the secondary school teachers were aged 36-45 years and 64(27.0%) teachers were aged 26-35 years while 35(14.8%) teachers were aged above 46 years. From the responses, it can be shown that majority (58.2%) of the secondary school teachers in the study area were aged 36-45 years. This implies that majority of the secondary school teachers were within their productive age in teaching thus were in a position to understand the process of strategic plan implementation.

4.3.3 Education Level of the Respondents

In addition, the respondents were asked to indicate their highest level of education. The results are presented in Figure 4.3.

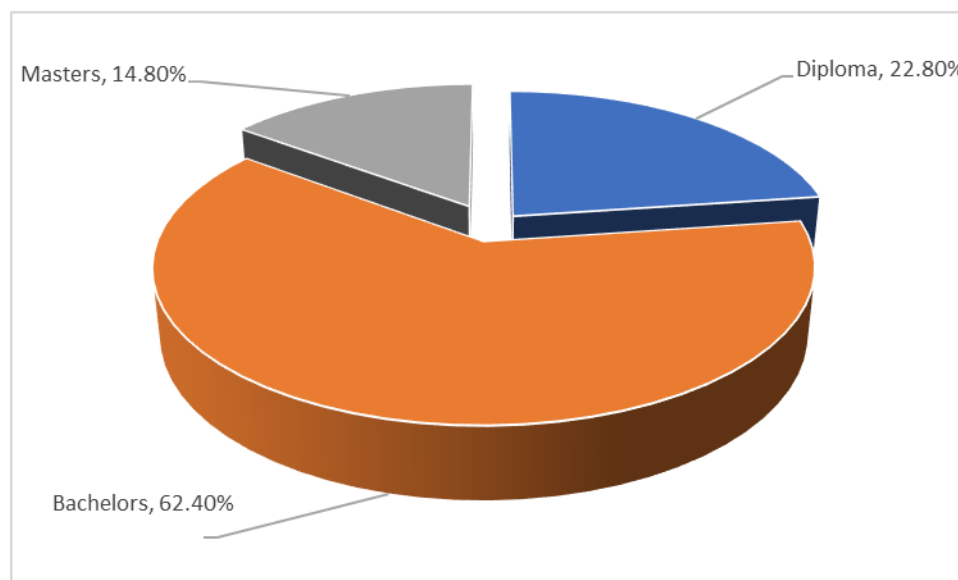


Figure 4.3: Education Level of the Respondents

Figure 4.3 shows that 148(62.4%) teachers were degree holders, 54(22.8%) teachers were diploma holders while 35(14.8%) teachers had masters' level of education. As pointed by the responses, it can be shown that majority (62.4%) of the teachers in public secondary schools in the study area had first degrees. Bachelors' degree is always considered as a requirement in Kenya for one to qualify to teach in secondary schools. Education level determines the quality of teachers in a school which in turn has an effect on students' achievement. Adeogun (2001) noted that the value of any education system worldwide is dependent on the quality of the teaching staff. This is further supported by other researchers such as Rivkin et al., (2005), Harris & Sass, (2008) Adeyemi, (2014) and Aaronson et al., (2007), who reported that school-based predictors of learners' achievement was the quality of teachers. Furthermore, Boyd, et al., (2008) and Unanma et al., (2013) indicated that a qualified teacher needs to be in possession of a teaching credential or is licensed by the government and possesses at least a bachelor's degree

from a recognized university and has high qualifications in specific areas of subject specialization. Therefore, in the current study, teachers were deemed to have the competencies necessary for strategic plan implementation in secondary schools.

4.3.4 Teaching Experience

Teachers were additionally asked to specify their teaching experience in the questionnaire that was provided. The outcomes of the analyzed information is shown in Figure 4.4.

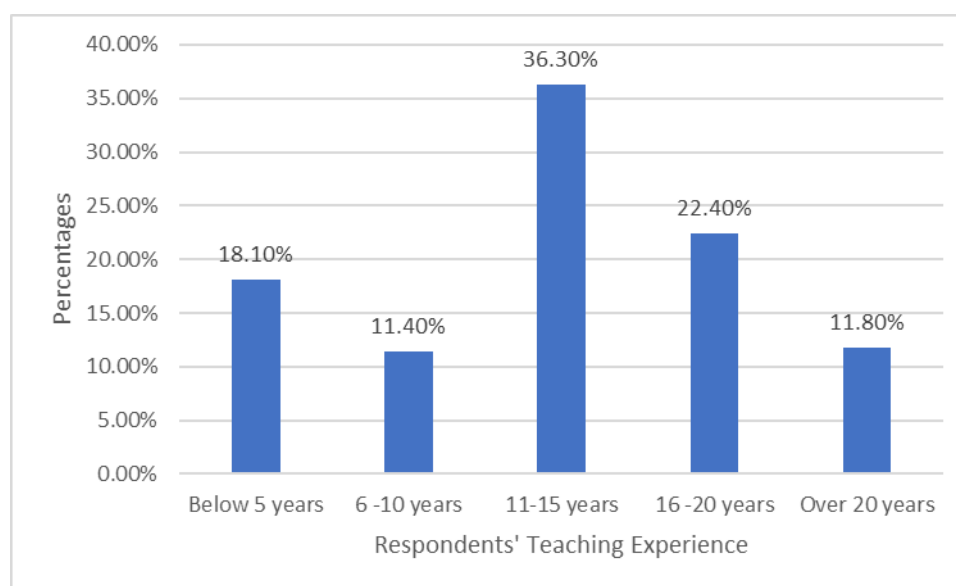


Figure 4.4: Respondents' Teaching Experience

Figure 4.4 shows that 86(36.3%) respondents had a teaching experience of 10-15 years, 53(22.4%) respondents had a teaching experience of 15-20 years, 43(18.1%) respondents had an experience of below 5 years and 28(11.8%) respondents had taught for over 20 years while 27(11.4%) respondents had taught for 6-10 years. From the responses, it emerged that most (36.3%) of the respondents had a teaching experience of over 10 years showing that they were had mastered the process of strategic plan implementation. Clotfelter, Ladd & Vigdor (2016) pointed out that teacher experience is consistently

associated with achievement where in this study experience is associated with effective strategic plan implementation.

4.4 Extent to Which Leadership, Influence Effective Implementation of Institutional Strategic Planning

The first objective of this study was to determine the extent to which leadership, influence effective implementation of institutional strategic planning in public secondary schools. To realize this objective, the participants were requested to rank their degree of agreement on a five-point Likert scale items. The outcomes of information analyzed are shown in Table 4.1.

Table 4.1: Teachers' Responses on the Extent to Which Leadership, Influence Effective Implementation of Institutional Strategic Planning

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Leadership qualities affect implementation of institutional strategic plan	26	11.0	17	7.2	20	8.4	123	51.9	51	21.5
Style of leadership affects implementation of strategic plan	21	8.9	35	14.8	38	16.0	52	21.9	91	38.4
The B.O.M is qualified and experienced in academic matters	19	8.0	47	19.8	18	7.6	89	37.6	64	27.0
Money accrued to the school is properly discussed in B.O.M meetings	13	5.5	2	.8	20	8.4	111	46.8	91	38.4
Projects are properly planned for during B.O.M meetings as per the needs	3	1.3	35	14.8	13	5.5	78	32.9	108	45.6
The Secretary of the B.O.M makes detailed reports during meetings	28	11.8	26	11.0	21	8.9	78	32.9	84	35.4
The B.O.M have put in place mechanisms of project implementation	25	10.5	65	27.4	21	8.9	74	31.2	52	21.9
Division of labour is clearly indicated during project implementation	0	0.0	37	15.6	10	4.2	65	27.4	125	52.7

Table 4.1 shows that 123(51.9%) respondents agreed with the statement that leadership qualities affect implementation of institutional strategic plans, 51(21.5%) teachers strongly agreed with the statement, 26(11.0%) teachers strongly disagreed with the statement and 20(8.4%) teachers were undecided while 17(7.2%) teachers disagreed with the statement. The study findings showed that majority (73.4%) of the teachers in secondary schools in Eldoret West Sub-County believed that leadership qualities affected the implementation of strategic plans. This implies that leaders with competencies such as Idealized characteristics, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration have the ability to influence positively the implementation of strategic plans in their schools. Further Hall, Johnson, Wysocki & Kepner (2002); Lussier & Achua (2004); Stone, Russell & Patterson (2003) amongst other researchers enumerates that among the competencies of required by leaders for effective strategic plan implementation are clear sense of purpose, value driven, strong role model, high expectations, persistent, self-knowing, perpetual desire for learning, love work and life-long learners. This therefore shows that there are certain qualities required by secondary school principals which enhance efficiency in strategic plan implementation.

Further, 91(38.4%) teachers strongly agreed with the statement that style of leadership affects implementation of strategic plan, 52(21.9%) teachers agreed with the statement, 38(16.0%) teachers were undecided on the statement and 35(14.8%) teachers disagreed with the statement while 21(8.9%) teachers strongly disagreed with the statement. As shown by the responses, it emerged that majority (60.3%) of the secondary school teachers in the region were of the view that style of leadership affected the

implementation of strategic plans in secondary schools. Schools need transformational leaders who have the ability to enhance effective implementation of strategic plans. This is consistent with the works of Eshraghi, Harati, Ebrahimi & Nasiri (2011) found out a significant positive relationship between the transformational style of leadership and leadership outcomes. Moreover, the researchers observed a significant relationship between the indices of transformational leadership namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and the components of leadership outcomes namely extra effort, satisfaction, and effectiveness. This implies that efficiency in the implementation of strategic plans in public secondary schools is positively influenced by principals who are transformational in nature.

In addition, 89(37.6%) teachers agreed with the statement that their BOM was qualified and experienced in academic matters, 64(27.0%) teachers strongly agreed with the statement, 47(19.8%) teachers disagreed with the statement and 19(8.0%) teachers strongly disagreed with the statement while 18(7.6%) teachers were undecided on the statement. The responses showed that majority (64.6%) of the teachers in public secondary schools in Eldoret West Sub-County reported that their BOM were qualified and experienced in academic matters. This shows that the BOM as a senior management organ in schools can positively influence academic achievement in schools which is one of the missions of schools. This is consistent with the findings of Thompson, Strickland and Gamble (2005) who found in their study that senior management's beliefs, values and assumptions are important to the overall success of their envisaged agenda. The role

of leadership in management is largely determined by the culture of the school. This shows that school leadership is focused on senior management.

Similarly, 111(46.8%) teachers agreed with the statement that money accrued to the school is properly discussed in B.O.M meetings, 91(38.4%) teachers strongly agreed with the statement, 20(8.4%) teachers were undecided while 15(6.3%) teachers were in disagreement with the statement. From the responses, it emerged that majority (85.2%) of the respondents believed that the BOM properly discusses money accrued to their schools during the BOM meetings. This implies that the BOM are open in discussing issues affecting the schools particularly financial issues. This was found to support Horton *et al.*, (2005) who noted that openness is one of the leadership competencies required in the development and implementation of an effective succession planning strategy.

Moreover, 108(45.6%) teachers strongly agreed with the statement that projects in their schools are properly planned for during B.O.M meetings as per the needs, 78(32.9%) teachers agreed with the statement and 38(16.1%) teachers were in disagreement with the statement while 13(5.5%) teachers were undecided on the statement. As shown by the responses, it emerged that majority (78.5%) of the secondary school teachers were of the view that school projects were planned for by the School Board of management in accordance with the school needs. This shows that there was prioritization of certain projects by the BOM as per the needs of the students, teachers and the community. This is in line with the arguments of Gutsche (2009) who noted that a coherent overall plan that aligns with the organization goals and community needs will help the organization

provide successful programs and services. This study finding therefore shows that prioritization of projects will help in achievement of the overall goal of the school.

Similarly, 84(35.4%) teachers strongly agreed with the statement that the Secretary of the B.O.M makes detailed reports during meetings, 78(32.9%) teachers agreed with the statement, 28(11.85) teachers strongly disagreed with the statement and 26(11.05) teachers disagreed with the statement while 21(8.9%) teachers were undecided on the statement. The study findings suggested that majority (68.3%) of the secondary school teachers in the study area reported that their BOM secretaries made detailed reports during meetings. This shows that the BOM secretaries were able to present and communicate to other members on the needs of the schools. This is an indication that the principals had the requisite competencies that enables efficiency in planning and implementation. This supports the work of Thomson et al., (2005) who pointed out that it is important to effectively communicate the vision as the strategic soundness of the journey for which management has opted. This therefore shows that the principals need to communicate to the BOM the vision of the school and the strategies they have laid in the achievement of this vision.

Moreover, 74(31.2%) teachers agreed with the statement that the B.O.M have put in place mechanisms of project implementation, 65(27.4%) teachers disagreed with the statement, 52(21.9%) teachers strongly agreed with the statement and 25(10.5%) teachers strongly disagreed with the statement while 21(8.9%) teachers were undecided on the statement. The responses clearly points out that majority (53.1%) of the teachers in public

secondary schools in the study area noted that their BOM had put in place mechanisms for implementing school projects. This implies that there were strategies put in place to ensure completion of projects in schools. The central role of planning is the projection of targets looking and thinking forward in time (Efendioglo & Karabulut, 2010). Therefore, planning helps in completion of stalled projects in schools and starting of other new projects. This is the central role of the school management particularly the PTA and the BOM.

In addition, 125(52.7%) teachers strongly agreed with the statement that division of labour was clearly indicated during project implementation, 65(27.4%) teachers agreed with the statement and 37(15.6%) teachers were in disagreement with the statement while 10(4.2%) teachers were undecided on the statement. It seems therefore that majority (80.1%) of the teachers in public secondary schools in the study area believed that there was division of labour during project implementation in their schools. This implies that each team in schools are assigned various roles during project implementation so as to ensure their completion and achievement of set goals in infrastructure development.

Interviews with the principals pointed out that as school leaders and secretary to the BOM they had laid down achievement of various sectors in the school. They pointed out that as principals they have to be involved in setting up of academic goals, infrastructure development and recruitment of teachers and non-teaching staff in cases of inadequacies amongst other duties. This clearly points out that the principals need to have certain competencies in order to ensure that the set goals are achieved.

4.4.1 Relationship between Leadership and Implementation of Institutional Strategic Planning

The first hypothesis of this study stated that:

H0₁: There is no statistically significant relationship between leadership and implementation of institutional strategic planning in public secondary schools.

Pearson Correlation Coefficient (simply r) was used to establish the potential relationship between leadership and strategic plan implementation. Where when $r = (+) 1$, it indicates perfect positive correlation and when it is $(-) 1$, it indicates perfect negative correlation, meaning thereby that variations in independent variable (x) explain 100% of the variations in the dependent variable (y). This implies that for a unit change in independent variable (leadership) and there happens to be a constant change in the dependent variables (strategic plan implementation) in the same direction, then correlation is termed as perfect positive. But if such change occurs in opposite direction, the correlation is termed as perfect negative. The value of ' r ' nearer +1 or -1 indicates high degree of correlation between the two variables. The results of the analyzed information are presented in Table 4.2.

Table 4.2: The Correlation Coefficient between Leadership and Strategic Plan Implementation

Variables	Pearson Correlation Coefficient
Leadership	$r = 0.559^{**}$
Strategic Plan Implementation	

$P \leq 0.01$; $N = 237$

The results of Pearson Correlation Coefficient used for data analysis as shown in Table 4.2 suggested that there is a significant positive relationship between leadership and implementation of strategic plans in secondary schools at $p \leq 0.01$ significance level ($r = 0.559$). This is consistent with the results of Eshraghi, *et al.*, (2011), Bliss (2005) and Caruso *et al.*, (2002) who noted that change and transformation in leadership is highly recommended for bringing about changes in structure, culture, processes and other dimensions of schools. This implies that having transformational leaders in secondary schools including the principals, BOM members and PTA members could result in efficiency in achieving set goals impeded in the schools' strategic plans.

4.5 Effect of Financial Resources on Implementation of Institutional Strategic Plans

The second objective of this study was to assess the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools. To achieve, this aim, secondary school teachers were requested to rate their level of agreement on a five-point Likert scale items in the questionnaire. Their responses were tabulated and the results are presented in Table 4.3.

Table 4.3: Teachers' Responses on Effect of Financial Resources on Implementation of Institutional Strategic Plans

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Financial resources are allocated to the projects effectively thus enhancing strategic plan implementation in our school	27	11.4	44	18.6	10	4.2	20	8.4	136	57.4
The government has allocated funds for projects in our school	31	13.1	30	12.7	11	4.6	101	42.6	64	27.0
School receives money from other sources apart from school fees and government allocations	20	8.4	38	16.0	3	1.3	115	48.5	61	25.7
Financial resources received from stakeholders is properly planned for	22	9.3	39	16.5	6	2.5	109	46.0	61	25.7
Projects in the school are implemented according to priority	4	1.7	69	29.1	30	12.7	83	35.0	51	21.5
Projects in school are correctly accounted for	7	3.0	37	15.6	29	12.2	62	26.2	102	43.0
Co curricula activities in the school are well budgeted for	42	17.7	27	11.4	13	5.5	66	27.8	89	37.6

Table 4.3 shows that 136(57.4%) teachers strongly agreed with the statement that financial resources are allocated to the projects effectively thus enhancing strategic plan implementation in their schools, 44(18.6%) teachers disagreed with the statement, 27(11.4%) teachers strongly disagreed with the statement and 20(8.4%) teachers agreed with the statement while 10(4.2%) teachers were undecided on the statement. The study findings showed that majority (65.8%) of the teachers in public secondary schools in Eldoret West Sub-County believed that financial resources were allocated to the projects effectively thus enhancing strategic plan implementation in their schools. This shows that there is adequate budgeting in schools before allocation of finances to projects. This will ensure that the allocated funds are used effectively in achieving the set goals. This is consistent to the findings of Robinson and Last (2009), who noted that budgeting was a tool used to ensure the resources are not wasted and the organization is able to achieve set goals.

Similarly, 101(42.6%) respondents agreed with the statement that the government had allocated funds for projects in their schools, 64(27.0%) teachers strongly agreed with the statement, 61(25.8%) teachers were in disagreement with the statement while 11(4.6%) teachers were undecided on the statement. As shown by the responses, majority (69.6%) of the teachers reported that the government had allocated funds for projects their schools. This shows that the government as a stakeholder in education in Kenya works with the school management in realizing the set goals of education in Kenya. This is in line with the Sang's (2013) findings which noted that the government of Kenya had devoted a great deal of resources with respect to development of the Ministry of Education strategic plan, financing of schools and entailing schools to develop

domesticated plans as part of the efforts of embracing performance-based management in schools.

Further, 115(48.5%) teachers agreed with the statement that their schools receives money from other sources apart from school fees and government allocations, 61(25.7%) teachers strongly agreed with the statement and 58(24.4%) teachers were in disagreement while 3(1.3%) teachers were undecided on the statement. The study findings suggested that majority (74.2%) of the secondary school teachers in Eldoret West Sub-County reported that their schools received financial resources from other sources apart from the government allocation and fees. This shows that secondary schools in the study area engaged other stakeholders in achieving set goals. This is in agreement with Ralph, (2008) findings who pointed out that the principal as a chief executive plays a critical role in this engagement since he/she is required to come up with plan strategies which are geared towards incorporating all stakeholders in the schools. This shows that schools can reach out to other stakeholders in pursuit of achieving set goals. This can be done through setting up fund raisers, donations from corporates and other non-governmental organizations.

Moreover, 109(46.0%) teachers agreed with the statement that financial resources received from stakeholders is properly planned for, 61(25.7%) teachers strongly agreed with the statement, 39(16.5%) teachers disagreed with the statement and 22(9.3%) teachers strongly disagreed with the statement while 6(2.5%) respondents were undecided on the statement. From the responses, it emerged that majority (71.7%) that

majority of the teachers in secondary schools in Eldoret West Sub-County believed that financial resources received from stakeholders by their schools were properly planned for. Planning of school finances implies that there is an efficient budgeting which should be guided by the school's vision for the future and a realistic assessment of the risks as pointed out by Clarke (2007). Planning leads to budgeting which is a statement usually expressed in financial terms of the desired performance of an organization (in this case a school) in the pursuit of its objectives over a specified period (Cole & Kelly, 2011). This shows that presence of strategic plans in schools leads to effective budgeting thus efficiency in financial resource use.

In addition, 102(43.0%) teachers strongly agreed with the statement that projects in their schools were correctly accounted for, 62(26.2%) teachers agreed with the statement and 44(18.6%) teachers were in disagreement with the statement while 29(12.2%) teachers were undecided. From the responses, it seems that majority (69.2%) of the secondary school teachers in Eldoret West Sub-County noted that projects in their schools were correctly accounted for by the school administration. This points out that projects which are being undertaken by various secondary schools are budgeted for and have been factored for in the strategic plan. This points out that allocation of resources for infrastructure in the study area is in line with the vision of the schools. This is in support of Epstein & McFarlan (2011) who noted that schools can use budgetary control in forecasting techniques in order to make plan and budget for the future. Therefore, secondary schools need to budget for their infrastructure to avoid stalling of projects.

Further, 89(37.6%) teachers strongly agreed with the statement that Co-curricular activities in their schools were well budgeted for, 66(27.8%) teachers agreed with the statement, 42(17.7%) teachers strongly disagreed with the statement and 13(5.5%) teachers were neutral. The study findings suggested that majority (65.4%) of the secondary school teachers acknowledged that co-curricular activities were well budgeted for in the schools. This is an indication that spending on all the co-curricular activities in the school were within the financial position of the school.

Interviews with the principals pointed out that availability and resource allocation influenced greatly the implementation of strategic plans. One of the principals noted that:

Our school had to source for funds from parents for completion of the new dormitories in the school due to large number of students.

The above points out that inadequacy in finances influence negatively the implementation of strategic plans in public secondary schools.

4.5.1 The Relationship between Financial Resources and Implementation of Institutional Strategic Plan

The second hypothesis of this study stated that:

H0₂: There is no statistically significant relationship between financial resources and implementation of institutional strategic planning in secondary schools.

This hypothesis was tested by use of Pearson Correlation coefficient. The results are presented in Table 4.4.

Table 4.4: Correlation Coefficient between Financial Resources and Strategic Plan Implementation

	Financial Resources (use and Availability)
Implementation of Strategic Plans	$r = .894^{**}$ $p = .000$ $n = 237$
$p \leq 0.01$	

Table 4.4 shows a significant strong positive correlation ($r = .894$; $p = .000$) between financial resources and strategic plan implementation in secondary schools. Comparing this value (.000) with alpha, in this case .01; since the "sig." level is less than alpha, the results are significant. Therefore, the hypothesis that “there is no statistically significant relationship between financial resources and implementation of institutional strategic planning in secondary schools” was rejected and the alternate accepted. For this reason, there exist a statistically significant relationship between financial resources and strategic plan implementation in secondary schools. Strategic plan implementation can only be achieved if there is adequate financial resources which are well managed by the school management (Jane, Rotich, & Kiprop, 2014).

4.5 The Role of Policy Framework in Effective Implementation of Institutional Strategic Plans

The third objective of this research was to determine the role of policy framework in effective implementation of institutional strategic planning in public secondary schools. To achieve this objective, teachers were asked to rate their level of agreement on a five-point Likert scale items in the questionnaire on the role of policy framework in effective

implementation of institutional strategic plans in public secondary schools. Their responses were tabulated and the results are presented in Table 4.5.

Table 4.5: Teachers' Responses on the Role of Policy Framework in Effective Implementation of Institutional Strategic Plan

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Education For All policy has affected enrollment	18	7.6	24	10.1	6	2.5	105	44.3	84	35.4
Free Secondary Education has affected enrollment.	18	7.6	26	11.0	39	16.5	65	27.4	89	37.6
Abolishment of corporal punishment has led poor academic performance	18	7.6	26	11.0	41	17.3	67	28.3	85	35.9
Procurement policy is strictly followed	38	16.0	129	54.4	5	2.1	38	16.0	27	11.4
Abolishment of student expulsion has led to rise in indiscipline cases	30	12.7	42	17.7	5	2.1	38	16.0	122	51.5
Repetition policy is strictly followed	13	5.5	129	54.4	8	3.4	62	26.2	25	10.5
Policy on teacher appraisal has led to improved academic performance	35	14.8	26	11.0	47	19.8	65	27.4	64	27.0

Table 4.5 points out that 105(44.5%) teachers agreed with the statement that Education For All policy had affected enrollment in secondary schools, 84(35.4%) teachers strongly agreed with the statement, 42(17.7%) teachers were in disagreement with the statement while 6(2.5%) teachers were undecided. The study showed that majority (79.7%) of the secondary school teachers in Eldoret West Sub-County believed that Education For All policy had affected enrollment in secondary schools. This was attributed to the fact that all school going learners are supposed to attend a school thus leading to over enrolment in secondary schools. This in turn strains the available resources including infrastructure. In this case, principals will tend to use the available resources without adhering to the strategic plans.

Similarly, 89(37.6%) teachers strongly agreed with the statement that Free Secondary Education had affected enrollment, 65(27.4%) teachers agreed with the statement, 39(16.5%) teachers were undecided on the statement and 26(11.0%) teachers disagreed with the statement while 18(7.6%) teachers strongly disagreed with the statement. From the responses, it emerged that majority (65.0%) of the secondary school teachers in the study area believed that free secondary education had affected enrolment in their schools. FDSE has enabled students from marginalized communities and from poor socio-economic background to access education therefore increasing enrolment in secondary schools. An increase in enrolment implies that there is a larger population of students against limited infrastructure in schools. Among the aims of Free Day secondary education Policy as per GOK, (2008) was to enhance access, retention, quality and

relevance secondary level. Therefore increase in enrolment puts pressure on the existing facilities thus affecting the planning of school infrastructural development activities.

Further, 85(35.9%) teachers strongly agreed with the statement that abolishment of corporal punishment had led poor academic performance, 67(28.3%) teachers agreed with the statement, 41(17.3%) teachers were undecided on the statement and 26(11.0%) teachers disagreed with the statement while 18(7.6%) teachers strongly disagreed with the statement. As shown by the teachers, responses, majority (64.2%) of the teachers believed that abolishment of corporal punishment had led poor academic performance. This shows that due to abolishment of corporal punishment, schools are not in a position to achieve their targets as per the strategic plans which according to Katsioloudes (2002), provides significantly better performance than unplanned, opportunistic adaptive approach.

Moreover, 129(54.4%) teachers disagreed with the statement that Procurement policy was strictly followed while procuring entities in their schools, 38(16.0%) teachers strongly disagreed with the statement and 65(27.4%) teachers were in agreement with the statement while 5(2.1%) teachers were undecided on the statement. It therefore emerged from the responses that majority (70.4%) of the teachers acknowledged that procurement policies were not strictly adhered to during the procurement of entities in their schools. This implies that schools flouted the procurement policies making it hard to effectively implement strategic plans.

Similarly, 122(51.5%) teachers strongly agreed with the statement that abolishment of student expulsion has led to rise in indiscipline cases, 42(17.7%) teachers disagreed with the statement, 38(16.0%) teachers agreed with the statement and 30(12.7%) teachers strongly disagreed with the statement while 5(2.1%) teachers were undecided on the statement. From the responses, it emerged that majority (67.5%) of the secondary school teachers in Eldoret West sub-county believed the non-expulsion of students policy had affected negatively students' discipline. This was attributed to the fact that indiscipline students are not expelled from school.

Furthermore, 129(54.4%) teachers disagreed with the statement that repetition policy was strictly followed in their schools, 25(10.5%) teachers agreed with the statement, 25(10.5%) teachers strongly agreed with the statement and 13(5.5%) teachers strongly disagreed with the statement while 8(3.4%) teachers were undecided on the statement. As shown by the responses, it emerged that majority (59.9%) of the secondary school teachers believed that non-repetition policy was not strictly adhered to in their schools. This was attributed to the fact that students who did not perform well academically in some schools were not allowed to proceed to the next class. This is against government policy on non-repetition.

Similarly, 65(27.4%) students agreed with the statement that Policy on teacher appraisal had led to improved academic performance, 64(27.0%) teachers strongly agreed with the statement, 47(19.8%) teachers were undecided on the statement and 35(14.8%) teachers strongly disagreed with the statement while 26(11.0%) teachers disagreed with the

statement. The responses suggested that a majority (54.4%) of the teachers acknowledged that Policy on teacher appraisal had led to improved academic performance.

4.5.1 The Relationship between Policy Framework and Implementation of Institutional Strategic Plan

The third hypothesis of this study stated that:

H0₃: There is no statistically significant relationship between policy framework and effective implementation of institutional strategic planning in public secondary schools

This hypothesis was tested by use of Pearson Correlation Analysis. The results are presented in Table 4.6.

Table 4.6: Correlation Coefficient between Policy Framework and Implementation of strategic plans

	Policy Framework
Implementation of Strategic Plans	$r = .651$
	$p = .000$
	$n = 237$

Table 4.6 shows a significant positive correlation ($r = .651$; $p = .000$) between policy framework and strategic plan implementation in secondary schools. Therefore the hypothesis that “there is no statistically significant relationship between policy framework and effective implementation of institutional strategic planning in public

secondary schools” was rejected and the alternate accepted. This therefore shows that there is statistically significant relationship between policy framework and effective implementation of institutional strategic planning in public secondary schools. This implies that adherence to policy guidelines by school management leads to effective implementation of strategic plans.

4.6 Indicators of Effective Implementation of Strategic Plans in Public Secondary schools

The aim of this study was to establish the determinants of effective strategic planning in public secondary schools in Eldoret West sub county, Uasin Gishu County, Kenya. In order to understand the indicators of effective implementation of strategic plans, the study participants were requested to rank their degree of disagreement or agreement on a three- likert scale questions on indicators of effective implementation of strategic plans. Their replies were tabulated and the outcomes are presented in Table 4.7.

Table 4.7: Teachers' Responses on Indicators of Effective Implementation of Strategic Plans in Public Secondary schools

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Our school leadership has been effective in ensuring goal congruency amongst employees and organizational processes	17	7.2	31	13.1	29	12.2	69	29.1	91	38.4
Our school leaders have been effective in communicating the set goals to gain employee commitment	23	9.7	22	9.3	18	7.6	90	38.0	84	35.4
Our school has a budgeted for implementation of the schools' strategic plan	21	8.9	40	16.9	6	2.5	34	14.3	136	57.4
Supervision, monitoring and control have been put in place to enhance strategic plan implementation in our school	30	12.7	28	11.8	10	4.2	104	43.9	65	27.4
The school has developed detailed action plans for successful implementation of strategic plan	17	7.2	31	13.1	6	2.5	122	51.5	61	25.7
The school has realigned its organizational structure to make it appropriate to the intended strategy	5	2.1	29	12.2	24	10.1	78	32.9	101	42.6
Our school has identified the appropriate human resource stakeholders on successful implementation of strategies	16	6.8	22	9.3	31	13.1	72	30.4	96	40.5

Table 4.6 shows that 91(38.4%) teachers strongly agreed with the statement that their school leadership had been effective in ensuring goal congruency amongst employees and organizational processes, 69(29.1%) teachers agreed with the statement, 31(13.1%) teachers disagreed with the statement and 29(12.2%) teachers were undecided on the statement while 17(7.2%) teachers strongly disagreed with the statement. The study findings suggested that majority (67.5%) teachers believed that their school leadership had been effective in ensuring goal congruency amongst employees and school organizational processes. This is in line with the findings of Nag, Hambrick and Chen (2014) who pointed out that during strategy implementation leadership needs to ensure goal congruency amongst individual, process and school goals. This process of ensuring congruency involves linking organizational goals with team and individual goals and performance; communicating the set goals to gain employee commitment; and ensuring the attainment of individual, team and organizational goals.

In addition, 90(38.0%) teachers agreed with the statement that their school leaders have been effective in communicating the set goals to gain stakeholder commitment, 84(35.4%) teachers strongly agreed with the statement, 23(9.7%) teachers strongly disagreed with the statement and 22(9.3%) teachers disagreed with the statement while 18(7.6%) teachers were undecided on the statement. From the responses, it emerged that majority (73.8%) teachers acknowledged that their school leaders had been effective in communicating the set goals to gain employee commitment. This shows that there are effective communication channels in public secondary schools ensuring effective strategic plan implementation. This supports the findings of Argyris (2007) who noted

that, systems thinking also require purposeful communication capable of conveying circular relationships and exposing the interdependency of individual units that facilitate strategy implementation.

Further, 136(57.4%) teachers strongly agreed with the statement that their schools had budget for implementation of the schools' strategic plan, 40(16.9%) teachers disagreed with the statement, 34(14.3%) teachers agreed with the statement and 21(8.9%) teachers strongly disagreed with the statement while 6(2.5%) teachers were undecided on the statement. It seems therefore that majority (71.7%) of the secondary school teachers in Eldoret West sub-County were of the view that their schools had budget for implementation of the schools' strategic plan. This shows that for effective strategic plan implementation budgeting of items must be done as per the available financial resources. This is similar to the findings of Wheelen and Hunger, (2012) who noted that strategy implementation is a process by which strategies and policies are put into action through development of programs, budgets, and procedures.

Similarly, 104(43.9%) teachers agreed with the statement that supervision, monitoring and control have been put in place to enhance strategic plan implementation in our school, 65(27.4%) teachers strongly agreed with the statement, 58(24.5%) teachers were in disagreement with the statement while 10(4.2%) teachers were undecided on the statement. From the responses, it emerged that majority (71.3%) of the secondary school teachers in the study area reported that their schools had put in place supervision, monitoring and control measures so as to enhance the implementation of the schools'

strategic plans. Supervision is part of management activities that are necessary to put strategy in motion, institute strategic controls that monitor progress and ultimately achieve organizational goals (Barnat, 2014).

Similarly, 122(51.5%) teachers agreed with the statement that their schools had developed detailed action plans for successful implementation of strategic plan, 61(25.7%) teachers strongly agreed with the statement, 31(13.1%) teachers disagreed with the statement and 17(7.2%) teachers strongly disagreed with the statement while 6(2.5%) teachers were undecided on the statement. This therefore shows that majority (77.2%) of the teachers acknowledged that their schools had developed detailed action plans for successful implementation of strategic plans. Action plans are daily activities that are necessary for a certain goal to be achieved as indicated by Wheelen and Hunger, (2012) who pointed out that strategy implementation involves putting strategies and policies into action through development of programs, budgets, and procedures.

In addition, 101(42.6%) teachers strongly agreed with the statement that their schools had realigned their organizational structures to make them appropriate to the intended strategies, 78(32.9%) teachers agreed with the statement and 34(14.3%) teachers were in disagreement with the statement while 24(10.1%) teachers were undecided. From the responses, it can be shown that majority (75.5%) of the secondary school teachers in the study area reported that their schools had realigned their organizational structure to make them appropriate to the intended strategies, This shows that the school programmes have been realigned to the schools' motto, vision and mission so as to achieve the desired

goals. This is in agreement with the recommendations of Muasya (2017) who pointed out that strategy is implemented through alignment and distribution of the available resources according to the strategic needs of the organization.

Further, 96(40.5%) teachers strongly agreed with the statement that their schools had the appropriate human resource stakeholders on successful implementation of strategies, 72(30.4%) teachers agreed with the statement, 31(13.1%) teachers were undecided on the statement and 22(9.3%) teachers disagreed with the statement while 16(6.8%) teachers strongly disagreed with the statement. From the responses, it seems that majority (70.9%) teachers believed that there were appropriate human resources available in their schools for successful implementation of the strategic plans. This entails appropriate human resource stakeholders with the relevant skills and technologies to implement strategic planning in secondary schools and enable the schools to achieve the desired set goals within the stipulated period of time.

4.7 Regression Analysis

Regression analysis was employed to test the relationships in the study. The regression method was used to test the determinants of effective implementation of institutional strategic planning in public secondary schools. The term "independent" variables and "dependent" variables are derived from the mathematical expression;

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where,

y= Dependent variable

α = regression constant,

$\beta_1 - \beta_3$ = Regression coefficients (change in y for every unit change in X)

X_1 = Leadership

X_2 = Financial resources

X_3 = Policy framework

e = Error term

The regression coefficient ' α ' is the Y intercept: while β_1 , β_2 , and β_3 are the net change in y for each change of either of the variables (factors), x_1 , x_2 , and x_3 .

The main aim of this research was to establish the determinants of effective strategic planning in public secondary schools in Eldoret West sub county, Uasin Gishu County, Kenya. Regression analysis combined selected independent variables (leadership, financial resources and policy framework) with effective implementation of strategic plans being the dependent variable. This was to determine any significance for the assumed relationships based on the magnitude and direction of the relationship. The R^2 characterized the degree of inconsistencies in implementation of strategic plans that is accounted for by the predictors (independent variables).

From the model, ($R^2 = .847$) shows that all the predictors account for 84.7% variation in the effective implementation of strategic plans in public secondary schools in Eldoret West Sub-County. Therefore, the predictors used in the model have captured the variation of strategic plan implementation.

The adjusted R^2 gave the idea of how well the model simplifies and ideally, its value would be the same or very close to R^2 . In our case the value of adjusted R^2 is .845, showing that if the data was derived from the population rather than the sample it

accounts for approximately 84.5% variance in the implementation of strategic plans. The change statistics were used to test whether the change in R^2 is significant using the F ratio as indicated in Table 4.8.

Table 4.8: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.920 ^a	.847	.845	.31358	.847	429.005	3	233	.000	1.712

a. Predictors: (Constant), Policy framework, Leadership, Financial resource

b. Dependent Variable: Plan implementation

Table 4.9 shows the ANOVA results for the computed determinants of strategic plan implementation, and the table shows that independent variables (leadership, financial resources and policy framework) significantly predict the dependent variable (strategy implementation) since the p value was <0.05 .

Table 4.9: ANOVA for Strategic Plan Implementation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.557	3	42.186	429.005	.000 ^b
	Residual	22.912	233	.098		
	Total	149.469	236			

a. Dependent Variable: Plan implementation

b. Predictors: (Constant), Policy framework, Leadership, Financial resource

The regression coefficients for the model in Table 4.9 predicts the relationship between the variables (Leadership, policy framework and financial resources) and strategy implementation and it indicates that these variables had positive significant influence on strategy implementation. This is due to the fact that the precision level was less than the

threshold of $p < 0.05$. This concludes that all the variables had a positive influence on strategic implementation and they were significant.

4.7.1 Coefficients of Efficacy in the Administration of Finances

Table 4.10 shows the estimates of β values and gives an individual contribution of each predictor to the regression model. The β value tells us about the relationship between strategic plan implementation with each predictor. Positive β values indicate a positive relationship between the predictors and the outcome whereas a negative coefficient represents a negative relationship. The β values for all the three components (leadership, financial resources and policy framework) were all positive indicating a positive relationship.

Table 4.10: Coefficients of Leadership, Financial Resources and Policy Framework

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	.059	.143				.414
1 Leadership	.234	.044	.163	5.337	.000	.705	1.418
Financial resource	.654	.028	.741	23.241	.000	.647	1.546
Policy framework	.149	.035	.143	4.274	.000	.585	1.710

a. Dependent Variable: Plan implementation

The coefficients for each of the variables indicates the amount of change one could expect in effective strategic plan implementation in secondary schools given a one-unit change in the value of that variable, given that all other variables in the regression model are held constant. The constant is .059, and this is the predicted value when all the

independent variables equals zero. The standardized regression coefficients for the three variables are all positive indicating a positive relationship. The beta coefficients are the coefficients that would be found if the results and predictor variables were all transformed to standard scores, also called z-scores, before running the regression.

From the results in Table 4.10, this study model can then be specified as:-

$$\text{Strategic plan Implementation} = .059 + .234 \text{ leadership} + .654 \text{ financial resources} + .149 \text{ Policy Framework} + e$$

This equation shows that if all factors were held constant, then for every increase in organizational leadership there would be an increase of 23.4% in strategy implementation, for every increase in financial resources there would be an increase of 65.4% in strategy implementation and for every increase in adherence to policy framework there would be an increase of 14.9% in strategy implementation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has a summary of the research findings, conclusions, recommendations and suggestions for further research based on the analysis of information that was collected.

5.2 Summary of the Study Findings

The overall objective of the corporate strategic plan (CPS) is to set a long-term plan that will guide the Institute during the five-year period. The current study established the determinants of effective strategic planning in public secondary schools in Eldoret West Sub County, Uasin Gishu County, Kenya. This was attributed to the fact that all the schools have strategic plans but most do not achieve their desired goals as stipulated in the strategic plans. The study was guided by the following specific objectives;

- i. To determine the extent to which leadership, influence effective implementation of institutional strategic planning in public secondary schools.
- ii. To assess the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools.
- iii. To determine the role of policy framework in effective implementation of institutional strategic planning in public secondary schools.

The study adopted mixed methodology where quantitative data was collected from teachers by use of questionnaires while qualitative data was collected from secondary school principals by use of interviews. The collected data was analyzed using both descriptive and inferential statistics. The analyzed data revealed the following;

5.2.1 Extent to Which Leadership, Influence Effective Implementation of Institutional Strategic Planning

The first objective of this study was to determine the extent to which leadership, influence effective implementation of institutional strategic planning in public secondary schools. The study findings showed that majority (73.4%) of the teachers believed that leadership qualities affected the implementation of strategic plans. This therefore shows that there are certain qualities required by secondary school principals which enhance efficiency in strategic plan implementation. Further, majority (60.3%) of the secondary school teachers in the study area were of the view that style of leadership affected the implementation of strategic plans in secondary schools. Schools need transformational leaders who have the ability to enhance effective implementation of strategic plans. This implies that efficiency in the implementation of strategic plans in public secondary schools is positively influenced by principals who are transformational in nature.

In addition, majority (64.6%) of the teachers in public secondary schools in Eldoret West Sub-County reported that their BOM were qualified and experienced in academic matters. This shows that the BOM as a senior management organ in schools can positively influence academic achievement in schools which is one of the missions of schools. Similarly, majority (85.2%) of the respondents believed that the BOM properly discuss money accrued to their schools during the BOM meetings. This implies that the BOM are open in discussing issues affecting the schools particularly financial issues. Moreover, majority (78.5%) of the secondary school teachers were of the view that school projects were planned for by the School Board of management in accordance with

the school needs. This shows that there was prioritization of certain projects by the BOM as per the needs of the students, teachers and the community. This study finding therefore shows that prioritization of projects will help in achievement of the overall goal of the school.

Similarly, majority (68.3%) of the secondary school teachers in the study area reported that their BOM secretaries made detailed reports during meetings. This shows that the BOM secretaries were able to present and communicate to other members on the needs of the schools. This is an indication that the principals had the requisite competencies that enables efficiency in planning and implementation. This therefore shows that the principals need to communicate to the BOM the vision of the school and the strategies they have laid in the achievement of this vision. Moreover, majority (53.1%) of the teachers in public secondary schools in the study area noted that their BOM had put in place mechanisms for implementing school projects. This implies that there were strategies put in place to ensure completion of projects in schools. Therefore, planning helps in completion of stalled projects in schools and starting of other new projects. This is the central role of the school management particularly the PTA and the BOM. In addition, majority (80.1%) of the teachers in public secondary schools in the study area believed that there was division of labour during project implementation in their schools. This implies that each team in schools are assigned various roles during project implementation so as to ensure their completion and achievement of set goals in infrastructure development.

The study further found out a significant positive relationship between leadership and implementation of strategic plans in secondary schools. This is consistent with the results

of Eshraghi, *et al.*, (2011), Bliss (2005) and Caruso *et al.*, (2002) who noted that change and transformation in leadership is highly recommended for bringing about changes in structure, culture, processes and other dimensions of schools. This implies that having transformational leaders in secondary schools including the principals, BOM members and PTA members could result in efficiency in achieving set goals impeded in the schools' strategic plans.

5.2.2 Effect of Financial Resources on Implementation of Institutional Strategic Plans

The second objective of this study was to assess the extent to which financial resources affect the effective implementation of institutional strategic planning in secondary schools. The study findings showed that majority (65.8%) of the teachers in public secondary schools in Eldoret West Sub-County believed that financial resources were allocated to the projects effectively thus enhancing strategic plan implementation in their schools. This shows that there is adequate budgeting in schools before allocation of finances to projects. This will ensure that the allocated funds are used effectively in achieving the set goals.

Similarly, majority (69.6%) of the teachers reported that the government had allocated funds for projects their schools. This shows that the government as a stakeholder in education in Kenya works with the school management in realizing the set goals of education in Kenya. Further, majority (74.2%) of the secondary school teachers in Eldoret West Sub-County reported that their schools received financial resources from other sources apart from the government allocation and fees. This shows that secondary schools in the study area engaged other stakeholders in achieving set goals. This can be

done through setting up fund raisers, donations from corporates and other non-governmental organizations.

Moreover, majority (71.7%) that majority of the teachers in secondary schools in Eldoret West Sub-County believed that financial resources received from stakeholders by their schools were properly planned for. Planning of school finances implies that there is an efficient budgeting which should be guided by the school's vision for the future and a realistic assessment of the risks. This shows that presence of strategic plans in schools leads to effective budgeting thus efficiency in financial resource use.

In addition, majority (69.2%) of the secondary school teachers in Eldoret West Sub-County noted that projects in their schools were correctly accounted for by the school administration. This points out that projects which are being undertaken by various secondary schools are budgeted for and have been factored for in the strategic plan. This points out that allocation of resources for infrastructure in the study area is in line with the vision of the schools. Therefore, secondary schools need to budget for their infrastructure to avoid stalling of projects. Further, majority (65.4%) of the secondary school teachers acknowledged that co-curricular activities were well budgeted for in the schools. This is an indication that spending on all the co-curricular activities in the school were within the financial position of the school.

The study further found out that there was a significant strong positive correlation ($r = .894$; $p = .000$) between financial resources and strategic plan implementation in secondary schools. Comparing this value (.000) with alpha, in this case .01; since the "sig." level is less than alpha, the results are significant. Therefore, the hypothesis that

“there is no statistically significant relationship between financial resources and implementation of institutional strategic planning in secondary schools” was rejected and the alternate accepted. For this reason, there exist a statistically significant relationship between financial resources and strategic plan implementation in secondary schools.

5.2.3 The Role of Policy Framework in Effective Implementation of Institutional Strategic Plans

The third objective of this research was to determine the role of policy framework in effective implementation of institutional strategic planning in public secondary schools. The study showed that majority (79.7%) of the secondary school teachers in Eldoret West Sub-County believed that Education For All policy had affected enrollment in secondary schools. This was attributed to the fact that all school going learners are supposed to attend a school thus leading to over enrolment in secondary schools. This in turn strains the available resources including infrastructure. In this case, principals will tend to use the available resources without adhering to the strategic plans.

Similarly, majority (65.0%) of the secondary school teachers in the study area believed that free secondary education had affected enrolment in their schools. FDSE has enabled students from marginalized communities and from poor socio-economic background to access education therefore increasing enrolment in secondary schools. An increase in enrolment implies that there is a larger population of students against limited infrastructure in schools. Further, majority (64.2%) of the teachers believed that abolishment of corporal punishment had led poor academic performance. This shows that

due to abolishment of corporal punishment, schools are not in a position to achieve their targets as per the strategic plans.

Moreover, majority (70.4%) of the teachers acknowledged that procurement policies were not strictly adhered to during the procurement of entities in their schools. This implies that schools flouted the procurement policies making it hard to effectively implement strategic plans. Similarly, majority (67.5%) of the secondary school teachers in Eldoret West sub-county believed the non-expulsion of students' policy had affected negatively students' discipline. This was attributed to the fact that indiscipline students are not expelled from school.

Furthermore, majority (59.9%) of the secondary school teachers believed that non-repetition policy was not strictly adhered to in their schools. This was attributed to the fact that students who did not perform well academically in some schools were not allowed to proceed to the next class. This is against government policy on non-repetition. Similarly, majority (54.4%) of the teachers acknowledged that Policy on teacher appraisal had led to improved academic performance.

The study further found out a significant positive correlation ($r = .651; p = .000$) between policy framework and strategic plan implementation in secondary schools. Therefore the null hypothesis was rejected and the alternate accepted showing that there is statistically significant relationship between policy framework and effective implementation of institutional strategic planning in public secondary schools. This implies that adherence

to policy guidelines by school management leads to effective implementation of strategic plans.

5.2.4 Indicators of Effective Implementation of Strategic Plans in Public Secondary schools

The aim of this study was to establish the determinants of effective strategic planning in public secondary schools in Eldoret West sub county, Uasin Gishu County, Kenya. The study findings suggested that majority (67.5%) teachers believed that their school leadership had been effective in ensuring goal congruency amongst employees and school organizational processes. This process of ensuring congruency involves linking organizational goals with team and individual goals and performance; communicating the set goals to gain employee commitment; and ensuring the attainment of individual, team and organizational goals.

In addition, majority (73.8%) teachers acknowledged that their school leaders had been effective in communicating the set goals to gain employee commitment. This shows that there are effective communication channels in public secondary schools ensuring effective strategic plan implementation. Further, majority (71.7%) of the secondary school teachers in Eldoret West sub-County were of the view that their schools had budget for implementation of the schools' strategic plan. This shows that for effective strategic plan implementation budgeting of items must be done as per the available financial resources. Similarly, majority (71.3%) of the secondary school teachers in the study area reported that their schools had put in place supervision, monitoring and control measures so as to enhance the implementation of the schools' strategic plans. Supervision

is part of management activities that are necessary to put strategy in motion, institute strategic controls that monitor progress and ultimately achieve organizational goals.

Similarly, majority (77.2%) of the teachers acknowledged that their schools had developed detailed action plans for successful implementation of strategic plans. Action plans are daily activities that are necessary for a certain goal to be achieved. In addition, majority (75.5%) of the secondary school teachers in the study area reported that their schools had realigned their organizational structure to make them appropriate to the intended strategies. This shows that the school programmes have been realigned to the schools' motto, vision and mission so as to achieve the desired goals. Further, majority (70.9%) teachers believed that there were appropriate human resources available in their schools for successful implementation of the strategic plans. This entails that appropriate human resource stakeholders with the relevant skills and technologies to implement strategic planning in secondary schools and enable the schools to achieve the desired set goals within the stipulated period of time.

5.3 Conclusions of the Study

The following conclusions are made based on the study findings;

Based on objective one of the study, it was concluded that there was a significant positive relationship between leadership and implementation of strategic plans in secondary schools. This showed that improved leadership in secondary schools leads to an effective implementation of strategic plans.

Based on the second objective of the study, it can be concluded that there was a significant positive relationship between financial resources and implementation of

strategic plans in secondary schools. This showed that availability and prudent allocation of financial resources in secondary schools leads to an effective implementation of strategic plans.

Based on the third objective, it was concluded that policy framework had a significant positive correlation with effective strategic plan implementation showing that an increase in adherence to policy guidelines leads to efficiencies in strategic plan implementation.

5.4 Recommendations of the Study

The following are the study's recommendations based on the findings that emerged;

- i. There is need for secondary school leadership to have the competencies required for effective implementation of strategic plans. These competencies include idealized characteristics, inspirational motivation, intellectual stimulation and individualized consideration.
- ii. The study further recommends that there is need for budgeting of available resources and sourcing of more financial so as to effectively implement strategic plans.
- iii. In addition, the study recommends that there is need for the school management to adhere to the existing government policies as these policies enhances the achievement of strategic goals.

5.5 Suggestions for Further Research

- i. Strategic planning may be determined by diverse factors. Therefore a study on other factors that influence strategic plan implementation in secondary schools is recommended.
- ii. There is need for a study on leadership factors that influence effective strategic plan implementation in secondary schools.

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APPENDIX 1: LETTER OF INTRODUCTORY

Moi University
P.O Box 3900
Eldoret

Dear Sir/ Madam,

RE: EDUCATIONAL RESEARCH

I am **EVERLINE NYABOKE KAMEMBA** a student undertaking Master of Education, at Moi University, Eldoret. In order to complete this program, I am required to research and present a Thesis on the “**Determinants of effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub-County Uasin-Gishu County, Kenya**”. This research is purely for academic purposes and the information you give will be treated with confidentiality. Do not indicate your name anywhere on this questionnaire. I kindly request you to participate in my study and your responses to the items in the questionnaire. The results will not be used for any other purposes except this study. You are free to withdraw from participating in the study at any time.

Thank you

Yours faithfully

Everline Nyaboke Kamemba

EDU/PGA/1003/13

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

I am Everline Kamemba a student at Moi University conducting research on determinants of effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub County. The information you provide will be treated with utmost confidentiality.

N/B

1. Please answer questions that are applicable in the questionnaire.
2. Do not indicate your name on the questionnaire.
3. Your responses should be based on your experience.

SECTION A: Background Information

Tick what is applicable.

1. Please indicate your gender

a) Male

b) Female

2. Please indicate your Age bracket

a) 25 -35 years

b) 36- 45 years

c) Over 45 years

3. Please indicate your education level

a) Diploma

b) Bachelors

c) Masters

d) Any other

4. Indicate your teaching Experience

a) Below 5 years

b) 6-10 years

c) 11-15 years

d) 16 -20 years

e) Over 21 years

Fill in the table below ticking as appropriate.

1. A-Agree, 2. SA- Strongly Agree, 3. D – Disagree, 4. SD – Strongly Disagree

5. UD – Undecided

SECTION B: Specific Information.

Leadership and implementation of institutional strategic plans

Leadership related factors	SD	D	UD	A	SA
1. Leader qualities affect implementation of institutional strategic plan					
2. Style of leadership affects implementation of strategic plan.					
3. The B.O.M is qualified and experienced in academic matters.					
4. Money accrued to the school is properly discussed in B.O.M meetings.					
5. Projects are properly planned for during B.O.M meetings as per the needs.					
6. The Secretary of the B.O.M makes detailed reports during meetings.					
7. The B.O.M have put in place mechanisms of project implementation.					
8. Division of labour is clearly indicated during project implementation.					

Financial resource allocation and implementation of institutional strategic plan

Financial related factors	SD	D	UD	A	SA
1. School fees is the main source of finance.					
2. The government allocated funds for projects.					
3. Book to student ratio is 1.1					
4. School receives money from other sources.					
5. Money received from C.D.F is properly planned for.					

6. Projects in the school are implemented according to priority.					
7. Projects in school are correctly accounted for					
8. Co curricula activities in the school are well budgeted for.					

Policy and implementation of institutional strategic plan

Policy related factors	SD	D	UD	A	SA
Education For All policy has affected enrollment.					
Free Secondary Education has affected enrollment.					
Abolishment of corporal punishment has led poor academic performance.					
Teacher – student (1 teacher to 40 students) has been met.					
Procurement policy is strictly followed.					
Abolishment of student expulsion has led to rise in indiscipline cases.					
Repetition policy is strictly followed.					
Policy on teacher appraisal has led to improved academic performance.					

Indicators of Effective strategic plan implementation

Indicator	SD	D	UD	A	SA
Our school leadership has been effective in ensuring goal congruency amongst employees and organizational processes					
Our school leaders have been effective in communicating the set goals to gain					

employee commitment					
Our school has a budgeted for implementation of the schools' strategic plan					
Supervision, monitoring and control have been put in place to enhance strategic plan implementation in our school					
The school has developed detailed action plans for successful implementation of strategic plan					
The school has realigned its organizational structure to make it appropriate to the intended strategy					
Our school has identified the appropriate human resource stakeholders on successful implementation of strategies					

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

I am Everline Kamemba a student at Moi University conducting research on determinants of effective implementation of strategic planning in public secondary schools in Eldoret West Sub County. The information you provide will be treated with utmost confidentiality.

1. What style of leadership do you have in school.

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.....
.....
.....

2. What qualities of leadership enhance implementation of institutional strategic plan.

.....
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.....

3. How are the staff motivated towards implementing institutional strategic plan.

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4. Are there projects that have not been accomplished in time in your school's strategic plan.

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.....

5. How is tendering done in your school?


.....
.....

.....
.....

6. Which projects are given priority during implementation of institutional strategic plans.

.....
.....
.....
.....

APPENDIX IV: RESEARCH AUTHORIZATION LETTERS



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote

9th Floor, Utalii House
Uhuru Highway
P. O. Box 30623-00100
NAIROBI-KENYA

Ref. No. Date:

NACOSTI/P/16/84840/13567 28th September, 2016

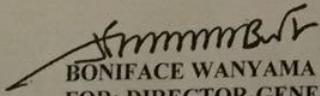
Everline Nyaboke Kamemba
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The determinants of effective implementation of institutional strategic planning in public secondary schools in Eldoret West Sub County – Uasin Gishu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu County for the period ending **28th September, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

National Commission for Science, Technology And Innovation Is ISO 9001:2008 Certified

APPENDIX V: RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MISS. EVERLINE NYABOKE KAMEMBA
of MOI UNIVERSITY, 5164-30100
ELDORET, has been permitted to conduct
research in Uasin-Gishu County

Permit No : NACOSTI/P/16/84840/13567
Date Of Issue : 28th September,2016
Fee Received :ksh 1000

on the topic: THE DETERMINANTS OF
EFFECTIVE IMPLEMENTATION OF
INSTITUTIONAL STRATEGIC PLANNING IN
PUBLIC SECONDARY SCHOOLS IN
ELDORET WEST SUBCOUNTY -UG
COUNTY,KENYA

for the period ending:
28th September,2017


.....
Applicant's
Signature




[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A **11120**

CONDITIONS: see back page