FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN TRANS NZOIA WEST SUB COUNTY, TRANS NZOIA COUNTY, KENYA

BY

BEATRICE KWAMBOKA MOTURI

EDU/PGA/38/06

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION IN EDUCATIONAL PLANNING OF THE DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

MOI UNIVERSITY

APRIL, 2018

DECLARATION

I declare that this thesis is my original work and has not been previously published or presented for the award of a degree, diploma or certificate in this or any other university.

Signature………………… Date…………………………….

Beatrice Kwamboka Moturi

EDU/PGA/38/06

Approval by Supervisors

This thesis has been submitted to the School of Education, Moi University, with our approval as University Supervisors.

Signature……………… Date………………

Lecturer

Dr. Wambua Kyalo Benjamin

Senior Lecturer

Department of Educational Management and Policy Studies

Moi University

P. O. Box 3900 –Eldoret

Signature ……………………. Date………………………….

Lecturer

Dr. Sang James Kimeli

Department of Educational Management and Policy Studies

Moi University

P. O. Box 3900-Eldoret

DEDICATION

This work is dedicated to my dear husband Mr. Gideon Isaac Otwere and family members especially my late father who inspired, encouraged, and stood by me when I was almost giving up, supported me financially and morally throughout the research study up to its completion.

ACKNOWLEDGEMENT

ABSTRACT

A good strategic planning process does more than produce a tangible output and not just a documented plan; it supports ongoing strategic thinking, discussion, and behavior. In a good strategic process the strategic plan provides a dynamic map for an organization's considered movement through time and sets the stage for organizational improvement efforts. The purpose of this study was to analyze factors influencing implementation of strategic plans in secondary schools in Trans Nzoia West Sub County. The study was guided by four objectives namely: To investigate the effect of the principals' leadership styles on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County; to determine the effect of the availability of resources on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County: to examine the effect of the level of stakeholders' participation on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County and to determine the effect of institutional structure on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The study was guided by the Modern Decision Theory, stakeholder and Theory of Transformational Leadership. The target population included all Board of management members, the principals and the teachers. Both probability and non-probability sampling approaches were employed to determine sample size for the study. A suitable sample size of 305 respondents was selected from this target population of 1,368 for data collection purposes. Primary data was done through the help of Questionnaires, document analysis and qualitative data was collected using the interview schedules. Quantitative and qualitative approaches were applied to process and analyze data collected from the field. The study was significant to the education stakeholders such as the Ministry of Education, Departments of Education, teachers, parents and the society. The study concludes that there is a significant relationship between the principals' leadership styles; availability of resources and implementation of strategic plans; level of stakeholders' participation and institutional structure and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The study concludes that there was a strong relationship between the four factors and implementation of strategic plans in secondary schools in the sub county. Schools administration should give strategic plans life by not only ensuring that they are developed just as a statutory requirement, but they should be implemented to the letter. The ministry of education should develop a clear policy on school strategic plan implementation. School management should employ a democratic leadership styles while developing strategic plans as they ensure better achievement of strategic objectives. Management should involve other stakeholders such as the non-governmental organisations in school activities. The administration should endeavour to mobilize resources from other sources. The administration should endeavour to adopt a simple institutional structure in schools. The school principals should implement the strategic plans by applying the skills and knowledge acquired so that the organizational objectives are achieved in a desired manner

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

BOM   -Board of Management

HOD's   -Heads of Departments

KEMI   -Kenya Education Management Institute

KESSP   -Kenya School Structural Programme

MOE   -Ministry of education

MOeST   -Ministry of Education Science and technology

NACOSTI   -The National Council for Science and Technology and innovations

SMEs   -Small and Medium Size Enterprises

SPSS   -Statistical Package for Social Sciences

UNESCO   -United Nations Education Science and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

According to Brinkschroder (2014) organizations and institutions operate in an ever changing environment. This change is often brought by either legislation modification, innovation in technology or a emerging behavior of people or customers. These changes force organizations to react accordingly. He argues that as a result organizations develop plans in form strategies in order to gain a competitive edge against their rivals or to stay afloat in the dynamic business environment. A good strategy therefore should be of a long term nature, innovative, inspirational and stretching, and it should have a direct impact on the customer and competitor the mission, vision and major organizational goals form the basis for strategy choice (Buul, 2010).

According to Hrebiniak (2006) formulating a strategy is difficult; making strategy work- executing the strategy throughout the organization is even more difficult. Hambrick and Cannella (1989) state that "Without successful implementation, a strategy is but a fantasy." Johnson, Scholes and Whittington (2005) noted that strategy implementation involves describing how resources are going to be use and allocated to make the chosen strategic option happen. Strategy execution requires that all aspects of the organization be in congruence with the strategy and that every individual's effort be coordinated towards accomplishing strategic goals (Richard, Kendrick and Vershinina, 2010).

According to Barnely and Hesterly (2008) the ability to implement a strategy depends on the adjustments of a firm's structure, its management controls, and its compensation policies to be consistent with that strategy. Richard, Kendrick and

Vershinina, (2010) adds that, Strategies are implemented through changes in structure, leadership, information and controls systems, and human resources.

According to Thompson and Strickland (2007), strategy implementation can be considered successful if things go smoothly enough that the company meets or beats its strategic and financial performance target and shows good progress in achieving management strategic vision.

Strategic planning is usually concerned with making informed choices or decisions that are relevant to the future aspects of an institution (Thompson et al., 2007). For any institution, strategic planning helps by ensuring that there is cohesion between targets, objectives and various activities within the society. According to Thompson et al., (2007), developing strategic plans and ensuring that implementation takes place are very important to the wellbeing of institutions.

A strategic plan in a school set up gives it a focus and a direction for the future by continuously adjusting to academic direction in response to changing academic circumstances (Bryson, 1995), in examining secondary school performance, the main cornerstone used by the MOEST is based upon key challenges which face this sub sector namely; access, quality, completion, retention and relevance (KESSP, 2005).

In reference to Ngware et al., (2006), strategic planning is imperative to helping schools to gain control of the future of their institutions. The core of strategic planning is in attempting to incorporate the school to the changes in the society (Ansoff, 1988). To be able to formulate and implement plans effectively, the world now needs creative and smart-thinking stakeholders who after scrutinizing the environment can be able to develop strategies that are consumer-based, Aldehyyat, Al Khattab, A. and Anchor, (2011).

The process has its foundation in the private business sector. Actually, this idea of strategic planning came into limelight in the 1950s. It was first developed in the USA in the early 1960s, to act as a tool for setting targets to be achieved by the private and commercial enterprises (Kaufman, 1991). In the 1970s, this concept was seen to be of importance and therefore, was piloted to manage institutions of higher learning due to declining enrolment in the number of students, limited finances and the high competition that was present amongst the numerous institutions in the USA.

In China, a survey in the health sector revealed that out of the 100% surveyed organizations 83% organizations failed in implementation of their strategy smoothly and only 17% organizations were successful in implementation (Shamim, Ahmed, Gavazzi, Gohil, Thomas, Poulsen and Dasgupta, 2013). The main reasons for strategy implementation failure were improper monetization political influence, lack of responsibility acceptance, idle human resources and incremental budget rather than activity base budget. In Iran a failure rate of 70% is reported and is attributed to unclear strategy, non-acceptor organizational culture, resource limitation, improper management team and divergent institutional structure (Kalali, Anvari, Pourezzat and Dastjerdi, 2011).

In South Africa, compensation management, managerial behaviour, institutional policies and resource allocation have a considerable impact on successful strategy implementation within public schools (Mango, 2014). However, on a lean success scale of one (not successful) to ten (successful) 90% of organizations do not score more than three while only 10% score more than eight. In Nigeria, reasons for strategy implementation include poor understanding of the strategy by the workforce and ineffective communication of the strategy to the workforce (Mwijuma, Omido, Garashi, Odera and Akerele, 2013).

3

The Government of Kenya (GoK) put in strategies and procedures on strategic planning schools but it seems that not all have adopted it (GoK, 2006). Schools in the year 2012 were issued a directive by the Ministry of Education (MoE) to develop strategic plans. Due to the government's order on the issue, some schools in Kenya have given it a try and through this they are able to identify challenges they face today (GoK, 2006). Thus, it is important to note that strategic plans enable institutions identify challenges they face and how to address them to enable them come up with ways of improving quality of their programmes in the provision of education.

Public institutions in Kenya are mandated to develop strategic plans as a means of achieving their desired goals to ensure proper management, performance and effectiveness in their functions. The MoE Strategic Plan (2006-2011) provides direction in regard to resources targeting programme implementation. From the manual of School Management Guide of (1991), strategic direction is a clear path of action planned by schools to achieve their aim and objectives using scarce resources available. Strategic planning leads to improved performance and better management of resources than lack of planning (Katsioloudes, 2002). The planning team is tasked with ensuring that activities undertaken by an institution reach the expected destination with the resources available. Article 56 (lA) of the Basic Education Bill of Kenya entrusts the role of developing and implementing a strategic plan for public schools to the school management board. However, this law does not state who should take this responsibility in secondary schools (GoK, 2013).

According to Sababu (2007), the fact that some schools have strategic plans that are not operating shows lack of dedication on the planning team's part of which may interfere with the provision of quality education, thereby resulting in management

problems. Sababu argues further that by having strategic plans, there is assurance that any institution is prepared for the current and future challenges.

1.2 Statement of the Problem

In attribution to the ideal of strategic planning, indeed, in Kenya currently, all schools are required to have a well-outlined five-year strategic plan, by the Ministry of Education (GoK, 2012). The strategic plans have been developed by a team of teachers trained by the ministry through Kenya Education Management Institute (KEMI). A survey by Ngware et al., (2006) showed that over 60% of schools in the country do not have strategic plans, though currently some schools have developed the plans they are slow in implementation of the same. True to this call, many schools in the study area indeed adopted strategic planning to comply with the ministry's policy. However, despite this initiative, performance in both academic and infrastructural is not in tandem with what is expected as per their plans.

Recent studies on strategy implementation have more dwelt on commercial companies than in education. For instance, Ateng (2007) looked at challenges of strategy implementation at the ministry of finance in Kenya, Awino, Wandera, Imaita & K'Obonyo (2009) looked at Challenges facing the implementation of differentiation strategy at the Mumias sugar company limited. However, Nyakeriga (2015) looked at factors influencing strategic plan implementation in the newly established public universities in Kenya, factors influencing school managers on implementation of Strategic plans in Public Secondary Schools in Kimilili Sub County; Nyandenje (2014) looked at factors influencing implementation of Strategic plans in public secondary schools in Homa Bay County. From these studies it is seen that there are limited studies which have been conducted on this subject on strategic planning in secondary schools in Trans Nzoia County. This study therefore,

endevoured to fill that knowledge gap on factors influencing effective implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County, Trans Nzoia County.

1.3 Purpose of the Study

The purpose of this study was to analyze factors influencing implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County, Trans Nzoia County.

1.4 Objectives of the Study

i. To investigate the effect of the principals' leadership styles on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

ii. To determine the effect of the availability of resources on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

iii. To examine the effect of the level of stakeholders' participation on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

iv. To determine the effect of Institutional structure on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

1.5 Research Questions

1.5.1 Major Question

Which factors influence implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County?

1.5.2 Subsidiary Questions

i.   What is the influence of the principals' leadership styles on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County?

ii. What is the influence of the availability of resources on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County?

iii. How does the level of stakeholders' participation influence implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County?

iv. What is the influence of Institutional structure on implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County?

1.6 Hypothesis

$H_0 1$ There is no significant relationship between the principals' leadership styles and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

$H_0 2$ There is no significant relationship between availability of resources and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

$H_0 3$ There is no significant relationship between the level of stakeholders' participation and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County.

$H_0 4$ There is no significant relationship between Institutional structure and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County

1.4 Significance of the Study

The study is significant to the education stakeholders such as the Ministry of Education, Departments of Education, teachers, parents and the society as a whole because it: Brings out the various challenges that crop up before, during and after implementation and adoption of the strategic plans. It Identified the strategies that should be put in place for not only Public Secondary schools to embrace the concept, but, also all other schools in general, development and adoption of strategic planning. The findings of these studies would go a long way in helping schools to understand the importance of strategic planning in improving performance of schools.

The study provides policy-makers an insight in making strategic decisions that support continued growth and performance of all schools thus, enabling them to make meaningful contribution to all areas of development.

This study contributes to the limited content of the local literature in regards to factors influencing strategic planning in day schools. Furthermore, the study provides for an opportunity for further research as it identified gaps that will emanate from the study.

1.5 Justification of the Study

The justification of this study was begged on the premise that there are limited studies locally to add to literature hence wanted to scientifically find out the effect of factors influencing implementation of strategic plans in secondary schools in Trans Nzoia West Sub County.

1.6 Scope and Delimitations of the Study

The study basically delimited to the factors influencing implementation of strategic plans. The study is carried out in Public Secondary schools in Trans Nzoia West Sub County. The main respondents to the study were the Board of management of day schools, the principals and the teachers. The study took a year to be completed starting August, 2018.

1.7 Limitations of the study

A number of constraints may have affected the effectiveness of this study hence, negatively affecting the generalizations of the study. The limitations included: The study may not have had control over the respondents' attitude towards this study. This could lead them to withhold information which may influence the quality of generalizations of the study. To overcome this limitation, the study assured respondents of confidentiality before involving them in the study and further, they were encouraged not write their names on the tools of data collection to avoid any suspicion of victimization.

There may have lacked cooperation from some respondents who viewed the study with suspicion and fear that the information they gave may be used to their disadvantage. To reduce this limitation, the respondents were assured that the findings of the study were for academic purposes only and that they had no reason to fear to give information.

1.8 Theoretical Framework

The study was anchored on modern decision theory, stakeholder and communication theory as described below.

1.8.1 Modern Decision Theory

The theoretical framework of the study was centred on the application of the Modern Decision Theory. Obtaining results is the most important aspect of any organization. It is the Decision Theory that links plans to reality in order to make an organization attain its goals. The topic of strategic planning links theoretical models and instruments to come up with a decision or targets to achieve the intended goals.

Various approaches, perspectives and models used in strategic planning have been developed. In reference to McNamara (2000), strategic plans framework ranges from traditional to strategic planning. However, the most popular technique is goal oriented planning with its basis on an institution means of achieving the set objectives.

According to Weirich (1983 & 1985), Condorcet who was a great enlightened philosopher was the first to put forward Decision Theory between 1743-1794 as a way of motivating the French Constitution of 1793. From there, modern decision theory followed in 20th century through contributions from several academic areas that identify themselves as economists, political analysts, scientists and philosophers. John Dewey's Modern models of Decision Theory followed Condorcet. It was developed in five stages that consisted of solving problems among others. In 1960, Herbert Simon customized that list made by Dewey from five to three stages. Brim et aI., (1962) also agreed that all stages are relevant in that they partion decision stages follow categorically. Mintzberg, Raisinghani and Theoret in 1976, proposed and developed another model related to decision theory that was equally significant. They talked of diverse phases of decision-making, this agrees with Thompson et al., (2007). Likely that theory of strategic planning may be unsuitable and this may be related to the lack of a continued attempt to develop and build the response path.

1.8.2 Stakeholder Theory

In the stakeholder theory, the modern organization must respond to the concerns of the various stakeholders in which it relates to, and in any event, must operate within the legal framework established by the moderate state (Carnall, 2007). Stakeholder theory reappears in business management discussions of the 1930's (Boomer, 2007) the word now refers to anyone significantly affecting or affected by someone else's decision making activity.

1.8.3 A Theory of Transformational Leadership Theory

Organisation leadership and strategy implementation cannot be separated because organisation leadership is supposed to spearhead strategy implementation. Organisations leadership must co-ordinate resources, people and all the other things necessary for strategy implementation in an efficient manner. A theory of transformational leadership posits that the role of leader in an organisation is the ability to motivate the follower to accomplish more than what the follower planned to accomplish (Mithas, Krishnan and Fornell (2005).

According to the theory, leaders transform their followers in three ways: increasing their awareness of task importance and value, getting them to focus first on team or organizational goals, rather than their own interests and activating their higher-order needs. Transformational leaders use their personal values, vision, commitment to a mission, and passion to energize and move others towards accomplishment of organizational goals (Arbon, Facer and Wadsworth (2012).

Transformational leaders are proactive in that they can develop followers' capabilities, help map new directions, mobilize resources, facilitate and support employees, and respond to organizational challenge. They consider change whenever

it is necessary for the organization (Kandeke, 2015). They act as agents of change and try to create it.

1.9 Conceptual Framework

Independent Variables   **Dependent Variable**
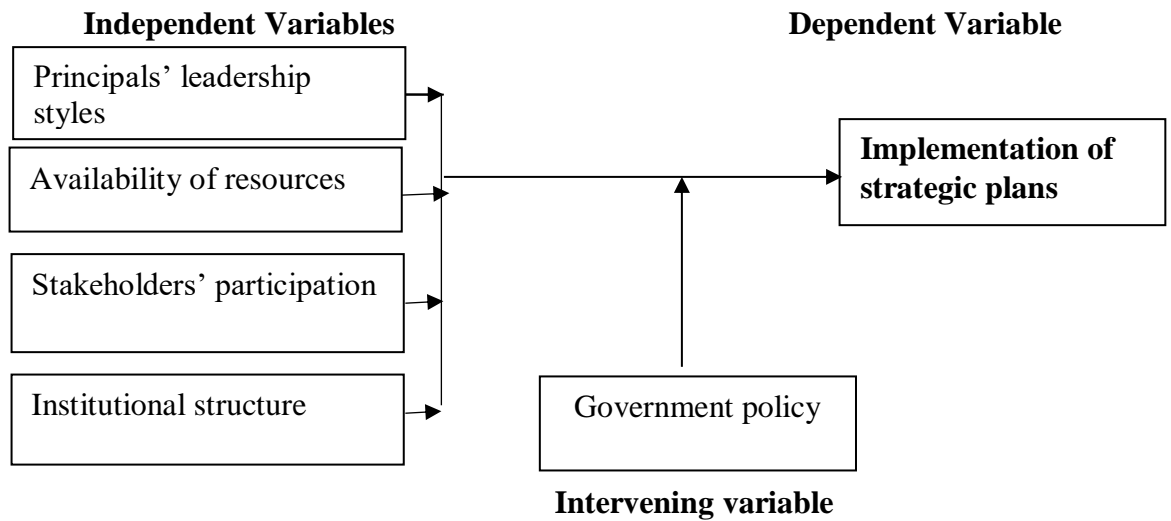
Figure 1: Conceptual framework of the study

From figure 1 above, the conceptual framework shows the relationships between and among variables. The independent variables were; the Principals' leadership; availability of resources; stakeholder participation and institutional structure. The dependent variable is implementation of strategic plans in Trans Nzoia County. Adherence to government policy of strategic planning was the intervening variable.

1.8 Operational Definition of Key Terms

Institutional structure   Is the style of authority applied by the management in influencing the rest organization towards achieving the goals of the organization

Principals' leadership styles   Refers to the way the principal plans, organizes and controls a secondary school either in a participatory manner or being single handled.

Resource Allocation   All that which the school requires in implementing its programmes, including human, physical and financial resources

Strategy Implementation   This an action phase of the strategic management process which involves the operationalization of the formulated strategies.

Stakeholders' participation   Sharing a common understanding and involvement in the decision-making process of the plans that school intends to implement

Strategic Plan   This is an institutional management activity that is used to set priorities, focus energy and resources, strengthen operations, and ensure that employees and other stake holders are working towards a common goal.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature related to the research problem was reviewed from books, journals, theses, internet and newspapers. The literature was based on the study objectives that is the influence of the principals' leadership styles, availability of resources, stakeholders' participation, and institutional structure on implementation of strategic plans.

The related literature is reviewed as below:

2.2 Leadership Styles

According to Espy (2012), leadership style refers to the way a leader provides directions, implements plans and motivates people. It entails not only influencing the performance of an organization but also triggering the morale of the employees, their productivity, and influencing the decision-making process and metrics.

Blomstrom (2013) defines leadership style as the pattern of a leader relating with subordinates. In particular, it entails how a leader directs and controls how the subordinates conduct their respective assignments as well as how he/she gets them to produce goods and services. It comprises the manner in which instructions are given as well as the approaches and techniques used by the leader in motivating the employees and ascertaining that the instructions are executed (Johnston & Marshall, 2016).

There is a difference between leadership and management. Management focuses on promoting stability and empowering the firm to run smoothly, while on the other hand, the role of leadership is to stimulate, promote and manage initiatives to do with the long-term change (Draft, 2014). The role of a leader is to inspire, provide

opportunities, train and motivate the staff in order to have their support while making important long-term choices (Shao, Feng & Hu, 2016).

2.2.1 Approaches to Leadership

According to Espy (2012), leadership theories emphasize leaders' traits, behavior (what a leader truly does), the power effect approach (the extent and nature of power and how it is applied), the situation and/or a combination thereof. Leadership theories applied during the early days were universal in nature, i.e. were applicable in almost all types of situation, whereas the emergence of the contingency theories of leadership suggests that certain aspects of leadership apply to some situation but not others. Several theories concerning leadership style have focused mainly on authoritarian styles against Democratic ones and people orientation versus task orientation (Lehner, 2014). The behavioral approach theory examines the type of leadership behavior, which stimulates the performance, and enthusiasm of the staff.

The path-goal model also called the path-goal theory of leader effectiveness is commonly referred to as a path-goal theory. This is a theory of leadership put forth by Robert House in 1971. According to the theory, the behavior of a leader is conditioned on the motivation, satisfaction, and performance of his/her subordinates (Girma, 2016). The implication of this is that a leader influences the performance of the subordinate by determining the behaviors (paths) that will result in desired rewards (Griffin & Moorhead, 2012). In addition, Situational Leadership Model looks at the willingness of the followers to achieve a particular task. According to Fielder's theory, a leader is predisposed to a given set of leadership behaviors. A leader may be either task oriented or relationship oriented. A Task-oriented leader is a directive, structure situational; sets a time limit and develops task assignments. A

relationship-oriented leader focuses on people and creates a positive social interaction (Williams, 2015).

2.2.2 Types of Leadership Styles

The type of leadership in an organization determines the level of performance. Leaders have a great influence in carrying out the organization's operations. These people set goals, objectives, and strategies. They are the ones who take part in making decisions such as recruitment and selection, setting targets among other critical issues. Poor leadership, therefore, signifies poor performance while good leadership reflects the success of the organization. There are several leadership styles adopted by organizations. These include transformational and transactional leadership, autocratic and democratic leadership style and charismatic and servant leadership among others (Adeniyi, 2016). The type of leadership style determines how individuals will behave and how the organization will perform.

Leadership style is defined as a manner in which leaders provide directions, plans implementation, and motivate different people. In every organization, leadership style is crucial for the management strategies. It has been argued that different leadership styles are best suited for different business settings and the choice of such leadership style depends on the culture and organizational goals (Sekaran & Bougie, 2016). It should, therefore, be emphasized that the type of leadership style chosen by an organization must be flexible to fit its requirements. It should thus be noted with emphasis that studying different styles of leadership is a prerequisite for selecting the style depending on the state in which the leadership is exercised with the followers' involvement (Byars, 2014).

2.2.3 Transformational and Transactional Leadership

Transformational leadership is the type where leaders and subordinates help one another grow to higher levels of motivation and morality (Kalshoven, Den Hartog & De Hoogh, 2013). Here, the organization does not majorly rely on its leader but relies on every individual including the lowest level employee. Leaders can listen and borrow ideas from their subordinates while the same happens to the employees (Adeniyi, 2016). Transformational leadership emphasizes on team building, motivating workers and collaborating with them at different organization levels to bring about change for the better.

Transformational leaders are always aimed at managing their company's daily operations and taking it to the next performance and success level. They achieve this by setting goals and incentives that push their assistants to higher levels of performance and thus, the leaders provide an opportunity for individual and professional growth for every employee (Adeniyi, 2016). The leaders are most concerned about the followers' needs to use an exceptional form of influence, and assist the followers in obtaining fullest potential (Tomkins & Simpson, 2015).

A transformational leadership style minimizes the rate of employees' turnover. Leaders who embrace this kind of leadership are able to retain employees for a long time. Every employee would like to work in a free environment where they are free to offer their views and ideas. Therefore, no one will easily leave the job and hence, reduce the rate of turnover, which minimizes expenditure associated with hiring (Cameron, DeGraff & Thakor, 2014). According to Adeniyi (2016), this type of leadership style enables employees to realize and make use of their full potential. As a result, employees become more productive in performing the assigned duties and responsibilities and hence contributing to the attainment of the set goals and

objectives. Transformational leaders are able to identify the existing needs of the organization as well as those of the potential employees (Kippenberger, 2014). In addition, they are able to identify the weaknesses of a particular employee and use them to build up their strengths for effectiveness. As a result, transformative leaders are the most successful ones, especially in large and multinational organizations (Thompson & Strickland, 2014).

In contrast, transactional leadership style is mostly concerned with the maintenance of the normal operations' flow. It is concerned with the basic process of management such as planning, organizing, coordinating and staffing. This style focuses on management to perform their roles and responsibilities (Kippenberger, 2014). Most researchers describe it as "keeping the ship afloat." The transactional leader uses a punitive control and incentives in motivating employees to perform their level best. Transactional leaders focus on supervision, organization, and group performance. Their concern is about the day-to-day control of the workers (Armstrong& Taylor, 2014). These leaders, therefore, lead strategically in their different positions aimed at achieving particular company's set goals and ensuring employees' satisfaction.

Transactional leadership discourages creativity since the management is tasked with making all critical decisions leaving no room for employees to contribute concerning thoughts and ideas and having them nod to everything as instructed by their leaders. This denies employees a chance to participate in major issues and as a result, the organization does not promote creativity and innovation amongst the employees (Thompson & Strickland, 2014). It should also be noted that employees, in most cases, are the ones in possession of sufficient knowledge concerning the client's need. They know areas that need improvement since they are the ones spending much time on the ground. However, the transaction leadership style does not allow

this. In addition, the transactional leadership style does not encourage accountability amongst employees (Chemers, 2014).

Given that all the basic and important decisions are left in the hands of management, under the transactional leadership, employees are rendered less accountable and as a result, are discouraged by the failure of management to recognize their efforts. Their prime focus becomes the tasks as directed by the management thereby becoming deprived of the freedom or desire to go an extra mile beyond the roles as directed by their seniors. It is unfortunate that in this leadership style, people work to achieve the minimum results instead of working in their level best (Iqbal, 2015).

2.2.4 Autocratic and Democratic Leadership Style

O'Reilly, Lapiz, and Self (2010) define autocratic managers as those leaders who horde power, authority and decision making activities. Micromanagers are autocrats with a compelling need to control every activity within their jurisdiction. The antithesis of the autocrat is the delegating manager who prefers a style of hands-off management and tends to delegate authority, responsibility, and accountability to others. Autocratic leadership is effective when there is a need for quick decision-making. It is most used in small or upcoming businesses where decision-making is always fast.

Autocratic leaders do not experience stress in caused by relying on outsiders to complete the assigned tasks and totally dependent on their own in performing the daily duties and responsibilities. The autocratic leadership style does not need many levels of leadership in the organization (Kippenberger, 2014). Autocratic leaders can manage several responsibilities. On the other hand, Democratic managers have a tendency to engage in participative decision-making. According to Martinez-León

and Martínez-García (2011), participation can help foster subordinates' growth and development and may result in higher performance levels and job satisfaction.

Bhatti, Maitlo, and Shaik (2012) conducted a study on how autocratic and democratic leadership styles impacts on job satisfaction, they sampled out teachers from both private and public schools in one of the cities in the US. Their findings suggested that as much as a democratic leader makes the final decision, such a leader often invites other team members to make contributions in the decision making process. The study showed that such participation increases job satisfaction as well as create a humble environment for skill development. The associated such benefits to the fact that employees who form the team feel in control of their destiny and are thus motivated to exert more effort in their duties for reasons other than financial reward. The study further pointed out the likelihood of slowing down the pace of doing things due to consultation. The study concluded that this leadership style is more plausible whenever quality has precedence over speed.

2.2.5 Charismatic and Servant Leadership

Blomstrom (2013) defines charismatic leadership style as a perspective based on the follower perceptions, whereby a leader is gifted with unique and exceptional qualities. Charismatic leaders tend to deal with the emerging social issues in an organization and possess some extraordinary abilities such as a clear vision, high self-confidence and act as change agents. Thompson & Strickland (2014) suggest that some of the charismatic leadership traits are articulation goals, serving as role models, image building, arousing motives, and showing confidence. The leaders tend to utilize communication strategies to connect with their followers emotionally, physically, and intellectually.

Greenleaf invented servant leadership in 1970 as a leadership approach (Greenleaf, 1970 as cited in Greenleaf, 1998). Later on, researchers carried out studies and developed it to servant leadership style (Van Wart, 2014). Iravo, Ongori, and Munene (2013) argue that in servant leadership, the focus is on some of the behaviors the leaders must possess in order to put followers first. Its concern is how the leaders treat and react to subordinates. The Servant leadership uniqueness is altruism because it is, in most cases, the central processor component. Servant leadership behaviors include emotional healing, behaving in an ethical manner, putting followers first, assisting followers to grow and succeed, conceptualization, empowerment, and lastly, creating value for the community (Klein, 2014).

2.3 Effect of Leadership Style on Strategy Implementation

Even though there is little literature focusing on hospitality industry pertaining the effect of leadership style and institutional structure on strategy implementation, much-related literature especially covering other sectors exist. (Feng, Yuan & Di, 2010) surveyed 101 teams with each team having a team leader and a total of 497 team members. All these respondents came from one of a Chinese's large multinational company. The estimation based on the hierarchical linear model found out a positive correlation between individual psychological empowerment and creative performance. The result also showed that individual transactional leadership positively correlates with subordinates' creative performance in those teams exhibiting higher empowerment atmosphere.

Chege, Wachira & Mwenda (2015) conducted a study to analyze how leadership style affects implementation of strategic plans among Small and Medium Enterprises (SMEs). The study focused on the effect of three leadership styles on the implementation of strategic plans in SMEs. These leadership styles were autocratic,

democratic and laissez faire. Quantitative primary data was collected using both open and closed ended questionnaires on 354 SMEs selected by stratified random sampling from 4531 SMEs in Nairobi, Kenya. Multivariate regression results revealed that the highest effect on strategy implementation came from autocratic leadership, followed by Democratic leadership and finally laissez faire. This study recommended for organizations to adopt all the three leadership styles if they have to maximize on the implementation of strategic plans.

According to Murigi (2013), analyzed how the leadership styles of the principals influence the performance of pupils in Murang'a Kenya by conducting another study. This study used autocratic leadership as one of the variables of interest. Punishment, task oriented, supervision and commands were used as proxies for the autocratic leadership style. The findings indicated that autocratic leadership had the least influence on performance.

Koech and Namusunge (2012) evaluated how leadership styles affect the performance of organizations conducting an alternative study. The key variables for their study were transformational and transactional leadership styles as well as laissez faire leadership. The study found an insignificant correlation between laissez faire leadership and organizational performance. Informed by the study findings, this researcher recommended that management discard laissez faire leadership. In this regard, managers were advised to increase their involvement in guiding their subordinates. In addition, managers should take an active part in the implementation of effective reward and system of recognition.

In their study, Ogbeide and Harrington (2011) examined the relationship among participative style of management, implementation of strategies, success and the financial performance within the food service industry. The study findings showed

that the more the restaurant firms use participatory decision making, the more they attain plan implementation. The researchers also noted further that greater participation is likely to be experienced among small firms as compared to larger ones.

Jones (2012) cites leadership as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a 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. Evans (2007) observes that wise leaders tend to prefer simplicity and brevity to detail and breadth. They hold fast to core values but are ready to be flexible on how to fulfill this. The literature reviewed established that strategic planning requires leadership that possesses certain characteristics for it to be effective in strategy formulation. Such characteristics include: possession of requisite knowledge and skills in strategic planning, be future oriented and strategically driven, and recognizes the need for strategic planning. It however did not establish whether head teachers and teachers in Kenya Public Secondary Schools possess these characteristics.

Davis and Allison (2013) argue that, because of increasing external demands and uncertainty of events, school leadership has to be future oriented and strategically driven. They identify three characteristics of a future oriented school leadership as having: an articulate vision for the future of the school based on values and beliefs to which the school community 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.

2.5 Availability of Resources

According to Hoop (2010) education in most Sub-Saharan countries faces chronic shortages in physical and human resources. According to him rather than distributing the limited resources available for secondary education uniformly across schools, many governments allocate a relatively large share of available resources to a select number of secondary schools. Similarly, findings by World Bank (2008) in a study on provision of textbooks and physical resources in secondary schools in sub-Saharan African countries: Botswana, Cameroon, Cote D' Vore, Ghana, Kenya, Malawi, Rwanda, Tanzania and Togo revealed that urban secondary schools have better textbook supplies and physical facilities than those in the rural areas. Similarly, an earlier study by Fabunmi (1997) on differential allocation of educational resources and secondary school academic performance in Edo state in Nigeria noted that there was a common feature of difference in allocation of facilities to schools.

According to Reche et al., (2012), Kenya's education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. Further, manifestations of quality education have to do with literary cognitive abilities, performance and progression to higher levels of learning. However, quality education cannot be achieved without educational resources which play an important role in the achievement of educational goals and objectives. According to Adeogun and Ofisila (2008), educational resources can be categorized into four groups that is human, material, physical and financial resources. Educational resources according to Usman (2007) are central to the educational process because they play an important

role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student.

According to Ngware, Wamukuru and Odebero (2016) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) avers that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set criteria ensuring that education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes.

Republic of Kenya (1998) in The Master Plan on Education and Training (1997 – 2010) conceptualized planning in Kenya Secondary Schools in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The study sought to establish the type of resources needed for formulation of strategic plans in Public Secondary Schools and whether such 25

resources are available and adequate. The influence of finances and the capacity of the head teachers and teachers to lead the strategic planning process were especially Hallack (1990) emphasized that the availability of relevant educational resources contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor academic achievement. Further, Kembui (1995) in a study of relationship between educational resources and students' academic performance in Kenya noted a very strong positive significant relationship between instructional resources and academic performance. According to him, schools with more resources performed better than schools that are less endowed. This collaborated the findings of a study by Babayomi (1999) that private schools because of availability and adequacy of teaching and learning resources performed better than public schools.

Strategy implementation is a very expensive process that requires finance to implement the plan. For many years, the Kenya police service has been suffering from inadequate budget allocation. This has stalled many projects e.g. housing, better remuneration, medial cover and so on. Kiraithe (2011) noted that lack of adequate finance has been a major obstacle to the implementation of police strategic plan. The 2014-2015 national budgets by the treasury for example, had the police given 42% less of the budget estimate. Finance is necessary for procurement of services, equipment and facilities necessary for the implementation of the organizational strategy (Mascarenhas, 2013).

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

Organizations are made up of humans and it is the people who make the real difference to the success of the organization in the increasingly knowledge-based society. The importance of human resources thus has the central position in the strategy of the organization, away from the traditional model of capital and land. Leading organizations like Microsoft put extraordinary emphasis on hiring the best staff, providing them with rigorous training and mentoring support, and pushing their staff to limits in achieving professional excellence, and this forms the basis of these organizations' strategy and competitive advantage over their competitors. It is also important for the organization to instill confidence among the employees about their future in the organization and future career growth as an incentive for hard work (Purcell & Boxal, 2003).

Viseras, Baines, and Sweeney (2005) indicate that success in strategy implementation depends crucially on the human or people side of project management, and less on organization and systems related factors. Similarly, John Bryson (2010) finds that a higher level in total organizational involvement during strategy implementation has positive effects on the level of implementation success,

firm profits and overall firm success. Effective implementation results when an organizations resources and actions are tied to strategic priorities and set objectives achieved, and when key success factors are identified and performance measures and reporting are aligned. It is said that technology makes life smooth and easy. This concept also applies to strategy implementation process. An organization with good and updated technology system usually has an upper hand over technologically weak organizations not only in competition but also in the whole process of management. With good technology, an organization is able to easily implement, monitor and evaluate its strategic process it has undertaken (Hitt et al, 2013). Technological factors involve institutions and activities that create new knowledge and translate that knowledge to new products, outputs, processes and materials. Technology is rapidly changing hence firms need to thoroughly embrace and study the technological segment (Nutt, 2006). Availability of technology in the public sector organizations facilitates strategy implementation process. According to Kepha (2013), technology gives organizations valuable assistance in implementing new policies, procedures and initiatives.

2.5 Stakeholders' Participation

According to Githinji, Itegi and Libese (2012) majority of public secondary schools in Kirinyaga County do not prepare strategic plans. They also found out that Strategic planning in public secondary schools were not guided by any explicit policy guideline from the government. They also found out that majority of teachers in the study area did not have enough information on matters startegic planning. They recommended that all stakeholders should be meaningfully involved while developing strategic plans.

As it has been already argued, motivated from the NPM principles, there is a tendency to decentralize the education systems and to give a high authority to the schools. With the aim of encouraging autonomous providers of local education to act in the best interest of pupils and parents, competition between schools becomes stronger due to pupil-based funding (Dempster, et al., 2001). Therefore, to survive, every autonomous school should work with a quality-improving management system and acknowledge the interests of stakeholders. An empirical analysis conducted by Wößmann et al., (2007), based on the results of PISA 2003, suggests that different facets of the accountability and autonomy of schools and the pupils' right to choose between schools are strongly associated with pupil achievement. Thus, with the extensive authority, the responsibility, or the accountability to society and to central government has been heightened.

Leithwood et al., (2004) emphasize the importance of "distributed leadership in districts and schools", which counts on the "shared, collaborative, democratic and participative leadership". They explain that this is rather the case of cooperation of people from different management levels, than the case of peoples' personal characteristics. According to the site-based management context, the parent leaders often make a substantial contribution to the schools' performance (Parker and Leithwood, 2000)

Resnick and Glennan (2002) discuss the contribution of mutual or two-way accountability among school leaders and other stakeholders in different roles and levels of an organization. For instance, school principals and teachers are accountable to the education authorities on local or central governments' level for schools' performance, but the governing bodies are accountable to school and the society as well, for providing the sufficient financing and other facilities needed.

2.6 Institutional Structure

According to Huber (2011) institutional structure is a policy that dictates how activities are apportioned, coordinated and supervised in pursuit of organizational goals. He argues that each institution has a specific structure that mirrors its current image, reporting relationship and internal politics. Tran and Tian (2013) adds that this institutional structure is intended to serve different functions among them, task allocation, and a delegation of power as well as determining the decision-making procedures.

According to Stacey (2016) each institution adopts a structure depending on the set strategies. He portends that the structure should accommodate and promote the intended goals and objectives of the institution. That, if an institution chooses an inappropriate structure it may lead to confusion hence, inability to achieve the intended goals and objectives of the organisation. Alfred (2014) adds that the institutional structureis influenced by its strategies. He argues that it is the structure that follows Strategy.

According to De Baerdemaeker & Bruggeman (2015) it is important to distinguish between strategy and structure. That establishing long and short-term goals, finding the path to obtain the set goals and distributing resources are the strategy elements, and the creation of these elements to implementing strategies are referred as the structure. According to Araba (2012) strategy implementation is a procedure in which the planning and budgeting processes, policies and procedures align with the defined strategy. It may take into account some transitions in an organization's structure and managerial system or even a major change in all the stated fields.

According to Espy, (2012) Strategic planning and implementation are complimentary activities. Some direct impacts associated with the primary structure of the organization may have a potential impact on the original operational structure. Furthermore, general basic regulations can as well influence development and operations of a high level of organization. Equally, a decision regarding a preferred use of a structural design (for example divisional) will usually produce a different outcome in another type of design (functional design). Therefore, to gain more advantages, a company relies on or uses an institutional structurewith a particular type of departmentalization (Espy, 2012).

Essentially, Institutional structuredetermines "who does what," and "levels of accountability." This evidently illustrates that institutional structureis a central factor when examining the manner in which strategic planning can be executed within organizations (Halim, Ahmad, Ramayah, 2014).

Devoid of appropriate structures, it may be impossible to implement strategic planning since the role of the plans is to deliver the required results. Organizational structures have the capacity of influencing the outcomes in various organizations. However, there is a paucity of empirical evidence regarding that part of the institutional structurethat matters most in influencing such transitions or changes (Aldehyyat, Al Khattab & Anchor, 2011).

When looking at the organizational structures of an organization, it is essential to focus on the vertical chains (Scott & Davis, 2015). This is a hierarchical institutional structurewhere the supervisors or managers transmit orders and any other information from the top of an organization to the bottom (Ashkenas, Ulrich, Jick & Kerr, 2015). This structure is characterized by minimal communication or flow of feedback from side to side or from bottom up (Atalay, Hortaçsu & Syverson, 2014).

According to Martinez-León and Martínez-García (2011), the upward or vertical chain in the management structure determines the magnitude of managerial chains and procedures within an organization and the manner in which the organization is managed. This implies that an organization will have to examine its processes and procedures to the latter (Huber, 2011). A vertical structure defines a chain of authority that trickles down from the headquarters to the lowest level business units, through a sequence of intermediate layers that implements the management's directives at a more disaggregated level (Cokins, 2017). The allotment of power and tasks to the management of the intermediate layers in the organization influences both the incentive of the managers and capability of the management to supervise them considering that each manager has an individual role to execute within the organization (Byars, 2014).

Vertical structures are valuable in certain areas, such as in the production facilities or in areas where effectiveness and standardization of the processes are of major importance. The level of specialization is important since most people in the management team are delegated with tasks that match their qualification and expertise (Nabwire, 2014). Employees of various organizations have diverse and special competencies that can influence the incentives within the upward chain of the organization (Hitt, Ireland & Hoskisson, 2014). For instance, the mere fact that managers may have similar experiences enhances the "congruence" which ought to be reflected in higher delegation and upgraded cooperation (Byars, 2014).

The organizational chart in organizations ensures that the functions of a business align with the objectives. This means that the organizational structures will evidently demonstrate the status of the business together with the values that it upholds in the industry or sector (Byars, 2014). According to Graham, Harvey & Puri (2015)

Decentralized Institutional structureis another structure where decision-making responsibilities are left in the hands of employees. The top management oversees the operations, but employees have the power to make decisions whenever the need arises. The sole role of management is the provision of goals and strategies to be implemented, but employees have the autonomy to act in any way that will result in productive results.

In Decentralized Organizational Structure, decision-making power is vested on various departmental heads with diverse levels of independences regarding processes, procedures, and implementation of different tasks and activities (Wagner III& Hollenbeck, 2014). This is in contrast within a centralized structure, where the top management oversees the entire decision-making and has overall control of all the departments. Therefore, organizational structures are major determinants of the success of strategic planning. Structures should support the strategic planning besides assisting in implementing, monitoring and evaluating the organizational performance (Blomme, Sok & Tromp, 2013).

One of the benefits derived from a decentralized structure is the empowerment of employees (Lee, Kozlenkova & Palmatier, 2015). They are among the most important group of stakeholders in an organization since they take part in the implementation process. They are the ones who spend time with customers and hence, have a clear knowledge of what is expected at any given time. Empowering employees to make decisions as they perform their duties and responsibilities is one of the best ways to enhance a higher level of growth. With such a strategy, the success of an organization is enhanced due to elimination or minimization of some problems such as delays or missing some important deals (Baligh, 2014).

It is important to note that there are some disadvantages associated with this type of structure. First, it increases coordination problem among teams; when every employee has the power to decide on their own, it becomes hard for them to work as a team (Maguire, 2013). Every employee tends to show off their superiority and hence a challenge to the top management. Decentralization may not apply to all organizations or in some circumstances. For instance, when the organization is focused on meeting a specific objective under some defined budget, allowing employees to make decisions on their own can alter the budget. Employees may follow ways or techniques, which are more costly, and hence increasing the overall expenditure which in turn makes it hard for the organization to work within the defined budget (Johnston & Marshall, 2016).

A decentralized structure increases administrative expenses since new methods, techniques can be applied every day, and employees may incur an extra cost as they make decisions on their own. For instance, an employee may proceed to sign a deal with a customer before taking the matter to the top management who may deem it more costly than the management would allow if involved (Baligh, 2014).

This decentralized structure also creates room for self-centered attitudes by employees. Self-centered attitude is ideally, where the employees are at discretion to make decisions, which are at times skewed towards self-satisfaction. The self-centered attitude may attract losses and hence, failure of the organization. Employees may also misuse the powers given to them by working in their own interests instead of working towards meeting the organizational goals and objectives. However, a decentralized leadership style has been confirmed to be among the most effective leadership styles for growing organizations (Johnston & Marshall, 2016).

In the functional organizational structure, people are grouped according to the organizational purpose (Johnston & Marshall, 2016). Every group is intended to achieve a particular purpose in meeting the organization's overall goals and objectives. In this structure, the organization comprises various departments such as the finance, marketing, procurement, production and many others. Each of the departments is tasked with specific duties, which collectively work towards attaining the overall aims. However, this type of structure is mostly used for a small business where the various departments can rely on the level of training and experience of workers. However, this type of institutional structurehas some weaknesses that can hinder the organization from achieving exemplary results (Baligh, 2014). One of the major challenges is poor coordination and communication among the various departments. For example, the organization's boundaries can restrict coordination and communication such that it becomes hard for the various departments to work together (Puranam, Alexy & Reitzig, 2014). Furthermore, management control is not easy with this type of institutional structureas each department tends to work towards showing their own superiority and hence, management cannot control them easily. For instance, the finance manager may want to set specific goals and objectives to help them manage funds well while management may not be involved in formulating these objectives and hence, bringing contradictions in running the organizational goals and objectives (Hoffmann, 2013).

The functional structure is possibly the most common model in various organizations. It groups the staff and employees based on their specific administrative functions (Maguire, 2013). In this structure, common organization's department such as the human resources, the senior management through separating these units and managing them independently from each other (Morden, 2011)

organizes purchasing, and accounting. Divisional Institutional structure-The structure is often made up of a number of parallel teams, which focus on a single service or product line (Lin, 2014). This type of institutional structureis mostly used in large companies. It is also noted that management in such organizations is not easy and it is not possible to meet the needs of all individuals such as customers, employees, and other stakeholders (Crane& Matten, 2016). Therefore, the divisional structure enables such organizations to ensure proper management. This structure enables goals and objectives to be met more specifically and rapidly. It minimizes both delays and lack of satisfactions that arise from overwhelmed responsibilities. With the divisional structure, duties and responsibilities are allocated to different individuals depending on their level of experience and expertise.

Work or management functions are allocated to various groups of people and hence, making it easy to monitor all the activities irrespective of the organizational size (Hoffmann, 2013). However, it is also worth pointing out that divisional institutional structureposes difficulties in communication within an organization given that the various teams may not be working together. For instance, employees can be divided into various categories, which make it hard for them to work as a team, and hence, making it hard to achieve the set goals and objectives (McDonald& Wilson, 2016).In addition, managing the various units or groups is too costly as compared to dealing with the whole organization as one. With this structure, the organization may be forced to employ more individuals than they should. For instance, each of the groups must be assigned a leader. This occurs when the organization comes up with so many departmental leaders such as production manager, sales manager, marketing manager, hospitality manager among many other leaders. All these people will demand some good remuneration and hence, increase the overall expenditure. With

this structure, the various departments may engage in competition and most probably breed office politics (Iqbal, 2015). More so, each department may want to show how hardworking they are. Such competition may result in failure of some departments and hence, affecting the overall organization's performance.

Matrix Institutional structure-This is an institutional structure where there are more than one manager to report too. Ideally, it implies that organization's employees are accountable to at least two bosses (Guadalupe, Li & Wulf, 2013). This structure is complex but it aids in the achievement of definitive goal, which is attaining higher productivity. The structure is often used in organizations that have diversified product lines and services. The structure makes the organization more flexible as well breaking monotony (Goetsch & Davis, 2014). Matrix institutional structure is crucial in both horizontal and vertical reporting levels.

Employees may be among the functional group serving in some teams such as a group that supports the development of new products in an organization. This institutional structure may involve various members of different groups working as a team towards developing a new product line (Maguire, 2013). The advantage of matrix institutional structure is that the workers or rather the employees have responsibilities for not only their departments but also the organizational projects and developments. On the other hand, Galbraith (2013) argues that a challenge is evident whenever different managers give the employees different directions, and at the same time, they need to make their work responsibilities a priority.

The matrix institutional structure combines both functional and divisional structure characteristics. This structure is also mostly used in large organizations such as the multinational companies (Lee, Kozlenkova & Palmatier, 2015). With this structure, people are grouped in various teams according to the organizational purpose where

every group focuses on the achievement of a particular purpose in meeting the overall goals and objectives and, at the same time, duties and responsibilities are allocated to different individuals depending on their level of experience and expertise. However, this type of institutional structure can bring complications in the management of the overall organization. For instance, each of the different teams will have a unit manager as well as a divisional manager. The varying leadership position can contradict in implementing the set goals and objectives (Maguire, 2013). The employees get confused on whose instructions or orders to follow. Consequently, office politics or competition of power between the unit and divisional leaders arise. The results can be viewed as power struggle given that most of the company areas will have dual management working at the same level, covering similar managerial territories.

Various organizations consider the type of customers in order to organize themselves. This approach is very crucial in ensuring that the company is able to meet the specific consumer expectations and enhance customer satisfaction based on this structural type (Galbraith, 2013). The organization may conduct research for the type of services that best suit the needs of customers and ensure that such customers are contented with their service production in all bases. If a customer is satisfied with the kind of service he or she gets from a certain organization, then the organization is likely to gain more customers and profits as well (Huber, 2011). The advantage of using this structure is that every customer is satisfied with the kind of services he or she gets as the company specializes in every customer's needs. Nevertheless, in most cases, it is practically infeasible to meet all the customers' expectations leading to ignored customer needs.

2.6 Empirical Review of Related Studies

Ali (2010) conducted a study of effectiveness of strategic planning in public Teacher Training Colleges suggesting that, for the strategic planning process to be effective and sustainable there was need for skills and capacity enhancement, the development of a reward system to motivate the key achievers and implementers and adequate funds for the strategic planning process. Also, development of an all-inclusive strategic planning process, that allows for positive contribution of every player, the establishment of negotiations and conflict resolution mechanism to achieve consensus and remove disruptive political influence, and adoption of international best practices in formal strategy development.

Freedman (2003) as cited in Chermack, Provo & Danielson (2005) affirm the following as strategy implementation obstacle; strategic inertia; lack of stakeholder commitment; strategic drift (lack of focus - unclear goals); strategic "dilution"; strategic isolation (lack of alignment among business units and goals); failure to understand progress (no measurement of indicators of success or failure); initiative fatigue (too many initiatives - tired of consultants and their tricks); impatience (a demand that change happens now); not celebrating success.

De Lisi (2002) as cited in Chermack, Provo& Danielson (2005) found that lack of knowledge of strategy and the strategy process; the plan was not communicated effectively; People are not measured or rewarded for executing the plan; the plan is too abstract- people can't relate it to their work; people are not held accountable for execution; Senior management does not pay attention to the plan; Strategy is not clear, focused and consistent; Conditions change that make the plan obsolete; The proper control systems are not in place to measure and track the execution of the strategy; reinforces such as; culture, structure, processes, IT systems, management

40

systems and human resource systems are not considered, and/or act as inhibitors; People are driven by short-term results.

Beer and Eisenstat (2000) asserts that the six key "Strategy killers" are: Top-down or laissez-faire senior management style; Unclear strategies and conflicting priorities; Ineffective senior management team; Poor vertical communication - employees often feared that senior level managers and executives did not want to hear their observations or interpretations of the problems they were facing; Poor coordination across boundaries; Inadequate down the line leadership skills Lower-level managers were not developing skills through the new opportunities they were facing, nor were they supported through leadership coaching or training.

Ateng (2007) on challenges of strategy implementation at the ministry of finance in Kenya, Awino, Wandera, Imaita & K'Obonyo (2009) Challenges facing the implementation of differentiation strategy at the Mumias sugar company limited.

2.7 Knowledge Gap

Apparently from the above review of related literature it is clear that majority of the studies on strategic planning have been done in business oriented organisations. That limited attempts have been done to investigate the factors influencing effective implementation of strategic plans specifically in secondary schools in Trans Nzoia West Sub County in Trans Nzoia County. This study therefore, will attempt to fill this gap and hence, endeavor to find out the factors influencing implementation of strategic planning in Public Secondary schools in Trans Nzoia West Sub County Trans Nzoia county Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discussed the research methodology that was applied in the overall process of the research. It focused on research design, population of study, sampling techniques, research instruments, and data collection procedures that were used, data analysis and presentation of the findings.

3.1 Research Design

A descriptive cross sectional survey design aims at measuring awareness, behavior, attitudes, opinions, and knowledge both internally and externally in the organization (Zikmund et. al., 2010). According to Saunders, Lewis, and Thornhill (2009), the use of descriptive research design provides the researcher with more control over the process and through sampling; it eases the generation of findings representing the whole population cheaply than collecting statistics for a whole population. This study was both qualitative and quantitative in nature hence; it adopted a descriptive survey research design. The use of descriptive research was further supported by the proposition by Sipe (2004) which maintains that this approach permits use of both qualitative and quantitative techniques in addition to necessitating in-depth inquiry into the subject matter. Some of the data collection techniques applied in this approach includes questionnaires or scales as pointed out by Quinlan (2011).

3.2 Research Paradigm

According to Lincoln and Guba (1985), a paradigm comprises four elements, namely, epistemology, ontology, methodology and axiology. It is important to have a firm understanding of these elements because they comprise the basic assumptions,

beliefs, norms and values that each paradigm holds. This study used both a positivistic, constructivist paradigm and critical theory as it assumed and quantitative and qualitative methodology. This means that it is pragmatic.

Table 1: Research Paradigm for the study

Research Paradigm	Research approach	Research Methods	Examples
Positivism	Quantitative	Descriptive Surveys	Effect of the principals' leadership styles; Availability of resources; level of stakeholders' participation institutional structureon implementation
Anti-positivism	Qualitative	Phenomenological study	-Biodata/ background data -questionnaire for HoDs -interview for Board of management members
Critical theory	Critical and action oriented	Modern Decision; Stakeholder and Theory of Transformational Leadership Theory	Influencing implementation of strategic plans in secondary schools in Trans Nzoia West Sub County

3.2 The Study Area

The study was carried out in Trans Nzoia West Sub County in Trans Nzoia County. Trans-Nzoia County is a county in the former Rift Valley Province, Kenya, located between the Nzoia River and Mount Elgon 380 km Northwest of Nairobi. At its centre is the town of Kitale which is the capital and largest town. The Latitude and Longitude of Trans Nzoia County is 1.0567 and 34.9507 respectively. Trans Nzoia has a cool and temperate climate with average annual temperatures ranging between a minimum of 10°C to a maximum of 27°C. The county receives annual

precipitation ranging between 1000 and 1200 mm, with the wettest months being experienced between April and October.

The county borders Bungoma to the west, Uasin Gishu and Kakamega to the south, Elgeyo Marakwet to the east, West Pokot to the north and the republic of Uganda to the Northwest. Trans Nzoia covers an area of 2495.5 square kilometers. Historically, the area has been inhabited by the Kalenjin and Bukusu people. After independence many of the farms vacated by white settlers were bought by individuals from other ethnic groups in Kenya. Kitale, its capital town, is now more cosmopolitan with inhabits from other tribes in Kenya occupying almost 15% of her population. The county is largely agricultural with both large scale and small scale wheat, maize and dairy farming. The county is referred to as the basket of Kenya for its role in food production in the country. The majority of its inhabitants are however generally poor. This study was carried out in Trans Nzoia West Sub County because it has a large number of day schools in the county in which performance in day schools is not very good nationally.

3.3 Population of the Study

A target population is the sum total of collection of all units of study which a scientist wishes to consider for the expected objective study (Babbie, 2015). According to Ngechu (2004), population is a set of people, services, elements, and events, groups of things or households that are being investigated. According to Borg and Gall (1989) target population is defined as all the members of real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The population of the study was all the secondary schools in Trans Nzoia West Sub County where principals, Head of Departments, teachers and Board of management members were targeted. According

to the Sub County director of education in the sub county, there are 87 Public Secondary schools in Trans Nzoia West Sub County. All the principals, head of departments and BoM members were respondents, making a total of 1,368 respondents.

Table 2: Target Population

Category of Schools	No. Of Schools	Heads of Departments	Board of Management Members	Principals
National schools	2	40	26	2
Extra county schools	2	40	26	2
County schools	3	30	39	3
Sub county schools	80	40	1040	80
Total	87	150	1131	87

3.4 Sample Size and Sampling Procedures

A sample according to Ogula (2005) is "a sub-group of a population which must be as representative as possible of the population from which it is drawn". According to Orodho (2004) any statements made about the sample should also be true to the population. Stratified sampling technique was used to sample the schools into four categories that is, national schools, and extra county schools, county and sub county schools. The study adopted purposive sampling design to select principals for national, extra county and county schools since they are few. To select the sample for principals, from the sub county schools, 30% of the population being principals was selected. Again 30% of the sampled schools' heads of departments and board of management members were also selected and randomly shared among the sampled schools. This is theorized by Gay, Mills and Airasian (2009) formula who observed

that in sampling, a 20-30% of the target population is adequate for a small population and 10% for a large population where small population is anything below 500 people. Since the study, population does not exceed 500 as they argue; a 30% population was selected making a total of 305 respondents. The justification for inclusion of heads of departments in this study was that they had information from the principals and communicated it downwards to teachers who in return implement academic activities. Equally, the inclusion of the board of management was that they were the ones who developed, approved and executed, and ensured that each activity in the plan has been implemented as scheduled.

Table 3: Sampling frame

Category of schools	No. Of schools	Heads of Departments	Board of management Members	Principals
National schools	2	10	8	2
Extra county schools	2	10	8	2
County schools	3	10	12	3
Sub county schools	24	120	96	24
Total	**31**	**150**	**124**	**31**

3.5 Description of Research Instruments

The instruments for data collection used in the study included; the questionnaire, interview schedules and document analysis as discussed below

3.5.1 Questionnaires

Quantitative data was collected using questionnaire method. According to Khan (2008), "questionnaire is a method of getting data about respondents by asking them rather than observing and sampling their behavior." The questionnaire enabled the researcher to ask a large group of people questions related to the issues being

investigated in the study. Questionnaire was best suitable instrument for the study since the researcher could reach many respondents within a short time. Because the researcher used drop-and-collect-later strategy, respondents had adequate time to respond to the question without rush. The questionnaires too gave a sense of confidentiality to the respondents since there were not required to provide their names on the instrument.

3.5.2 Interview Schedule

An interview schedules was used to collect data which was qualitative in nature. An interview schedule consisted of a list of questions that were used by interviewer to gather information from the respondent during the interview. An interview schedule made it possible to obtain data required to meet specific objectives of the study but were not captured through use of other instruments i.e. questionnaires (Mugenda & Mugenda, 2011). An interview guide was also used to get data from board of management members of public secondary schools.

3.6 Pilot Study

Before the tools were taken to the field for data collection a pilot study was conducted. The instruments need to be valid and reliable in order to produce useful results.

3.6.1 Validity of Research Instruments

According to Mugenda (2011), validity is the extent to which a test measures what it is supposed to measure. Validity of research instruments is achieved when they measure what they are intended to measure. According to Leedy and Ormrod (2001) content and construct validity is supposed to be established by referring the instruments to professional judgment to check whether it measures what it claims to

measure. The instruments were validated by use of experts' opinion like supervisors to ascertain whether the items are clear and could lead to obtaining relevant data.

3.6.2 Reliability of Research Instruments

Reliability of an instrument is the degree of consistency with which a research instrument measures whatever it was intended to measure and yields consistent results. It thus refers to the extent to which findings can be replicated by other researchers (Silverman 2005). According to Kerlinger 1999), reliability is a measure of how consistent the results from a test are. The study used test retest technique to ascertain research instruments reliability. (Kerlinger, 2000). The reliability of the instruments was attained from the data collected through administered tools in piloting stage. The reliability coefficient was computed using the SPSS version 20 programme and the researcher adopted the 0.7 coefficient to check whether the instruments were reliable or not.

3.7 Description of Data Collection Procedures

The researcher obtained an introduction letter from the university which enabled the processing of a research permit from The National Council for Science and Technology and innovations (NACOSTI). Using the permit obtained from National council for Science and Technology and innovations, the researcher sought permission from the County Director of Education to conduct research in the sub county. The researcher wrote a request letter to principals asking them to respond to the questionnaires and allow their BoM members and the teachers to participate in the study. The researcher then used research assistants to drop the tools of data collection to all the sampled schools. The respondents were given one week to fill and return the tools to the principals' office where they would then be collected from. Data was collected between the month of August and September, 2018

3.8 Data Analysis Procedures

Both quantitative and qualitative approaches were applied to process and analyze the data. Quantitative data obtained from questionnaires were coded, entered and analyzed using SPSS computer package. The quantitative data were analyzed using descriptive; frequencies, percentages, means and standard deviation and inferential statistic; Karl Pearson product moment correlation. The analyzed quantitative results were presented using tabulations. In the qualitative dimension, data was listed and organized under various thematic areas based on the research objectives. The next stage involved description of qualitative data, analysis of thematic areas and interpretation of the data, which then was integrated with quantitative output to form the reporting framework.

The regression equation is:

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

Where Y = is the dependent variable (implementation of strategic plans),

β_0 = is the regression constant,

$\beta_1, \beta_2, \beta_3,$ and β_4 = coefficients of the regression equation

X_1 = principals' leadership styles,

X_2 = availability of resources

X_3, = level of stakeholders' participation and,

X_4 is organisational structure, While α = an error term normally distributed about a mean of 0 and for purpose of computation,

α = assumed to be 0.

3.9 Ethical Considerations

According to Mugenda (2011), ethics in research focus on the application of ethical standards in the planning of the study, data analysis, dissemination and use of the results. Permission and authority to conduct the study was sought from the National Commission for Science, Technology and Innovation. Further, permission from the County Director of Education was sought which enabled the researcher contact the principals and other school stakeholders to respond to the tools of data collection. The study guaranteed the respondents of confidentiality and their anonymity by administering questionnaires and interview schedules of a confidential nature. The study also respected the respondents' will of not answering an item or withdrawing from the study any time they felt uncomfortable to proceed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND

DISCUSSION

4.1 Introduction

This chapter presents the results from research. The findings of the study are presented and discussed in this chapter based on the data collected from the respondents and as per the research objectives was to analyze factors influencing implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County, Trans Nzoia County. The targeted sample was principals, HOD's and BOM's of thirty one secondary schools. The findings of the study are discussed based on the research objectives.

4.1.1 Response Rate

From the total of 305 questionnaires that were sent to the respondents, 240 of them were filled and returned by the respondents.

Table 4: Response rate of tools for data collection

Sample category	Tools issued	Tools returned	Response rate
Principals	31	72	70.97
Heads of departments	150	130	86.67
Board of management	124	88	70.97
Total	**305**	**240**	**78.69**

Table 3 represented an average response rate of 78.69% of all the tools were taken to field, responded to and returned for analysis. This response rate was considered adequate to draw generalizations since according to Zikmund et al., (2010) a response rate of 50 percent and above is deemed enough for data analysis.

4.1.3 Background Information about Teachers

The respondents were asked to indicate their gender and below were there responses

Table 5: Gender of Respondents

Gender for principals	Percentage (%)
Male	54
Female	46
Gender for HODs	
Male	76.15
Female	23.85

Findings from gender as shown on table 5, it was clear that majority of the respondents were male both in the principals and head of departments' category being 54% male to 46% principals to 76.15% male to 23.85% female. This was a fair representation of gender to avoid findings being branded as being biased towards one gender.

4.1.4 Age of Respondents

Respondents were requested to indicate their age bracket and their responses were as below

Table 6: Age of Respondents

Age bracket of principals	Percentage
18 – 30 Yrs	10%
31-40 Yrs	16%
41-50	29%
50 Yrs And Above	45%
Age brackets of HODs	
18 – 30 Yrs	24%
31-40 Yrs	26%
41-50 Yrs	29%
50 Yrs and above	21%

The findings from table 5 the principals showed that majority (45%) of the principals were in the age bracket of 50 years with 18-30 years being the least (10%) of principals. In the HODs respondents category, majority of them 29% were in the age bracket of 41-50 years and the least being in 24% were in the 18-30 years age bracket.

4.1.5 Education qualification

The respondents were asked to indicate their education level and below were their responses.

Table 7: Education qualification

Principals' Education Qualification	Percentage
Diploma	6%
Degree	80.%
Masters	6%
Others	8%
HODs Education Qualifications	
Diploma	21%
Degree	54%
Masters	11%
Others	14%

The findings from table 6 showed that majority of the principals 80% held bachelor's degree with 6% having either a diploma or a master's degree. In the HOD category, 54% being the majority had bachelor's degree and the least 11% having a master's degree. This was a fair distribution of academic spread to avoid criticism on a given thinking in a certain education cadre.

4.1.6 Teaching Experience

The respondents were asked to indicate their experience in teaching industry and below were their responses

Table 8: Teaching Experience of respondents

Principals Length in teaching	Percentage
1-10 Yrs	25%
11-20 Yrs	28%
21 Yrs and above	47%
HODs Length in Teaching	
1-10 Yrs	34%
11-20 Yrs	49%
21 Yrs and above	18%

Table 8 showed that majority of the principals 47% had a work experience of more than 21 years and compared to the highest number of HODs having taught for between 10-20 years. 25% of the principals were the least to have taught between 1-10 years compared to 18% of the HODs who had taught for more than 21 years

4.2 Principals' Leadership Styles on Implementation of Strategic Plans

4.2.1 Availability of the Strategic Plans

Objective one sought to find out the effect of leadership styles on the implementation of strategic plans. There were required to use the Likerts scale SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3,(Disagree)-2, SD-(Strongly Disagree)-1

Table 9: Availability of strategic plans

Statement	SA		3	4	5
The school has a functioning strategic plan	11%	16%	14%	39%	20%
The implementation of the strategic plan is within schedule	11%	23%	26%	34%	6%
The implementation of previous plans has been implemented as planned	14%	21%	22%	36%	6%

From table 9 it was clear that majority of respondents (39%) agreed that the schools had a functioning strategic plans in place. 20% strongly agreed to having a functional strategic plan while 16% and 11% disagreed and strongly disagreed respectively to

having a functional strategic plans. 14% of the respondents remained neutral to whether their schools had a functional strategic plans. On an average, slightly more than a half 59% -those who agree and strongly disagree- of the schools had functional strategic plans. These then meant that close to another half of the schools did not a functional strategic plans. On the implementation of the strategic plan is within scheduled time, a majority of the respondents 34% agreed with another 26% remaining non-committal to the same. 23% and 11% disagreed and strongly disagreed respectively to strategic plans being implemented on schedule. On average given the neutral, strongly disagreed and disagreed, more schools did not implement the plans as scheduled.

When asked whether the implementation of previous plans has been implemented as planned, 36% agreed, 22% remained neutral. 21% disagreed to the notion while 14% strongly disagreed to previous plans having been implemented as planned. On average, only 42% of schools implanted the previous plans as planned leaving majority of the schools not implementing the plans as planned.

When the board of management members were asked a question as whether their schools, unanimously, they responded to the positive saying *'Yes'.* When further prompted to say who is involved in developing the plans majority of them said*:*
'BOG, PTA, and HODs'. This was in agreement with the principals' responses which also indicated that their schools had strategic plans. Therefore, there was no doubt as to whether the schools had strategic plans.

4.2.2 School Leadership and Implementation of Strategic Plans

The second question sought to find out the type of leadership the school had adopted. The respondents were required to use the Likerts scale SA-(Strongly Agree)-5, A-

(Agree)-4, U (Undecided)-3,(Disagree)-2, SD-(Strongly Disagree)-1 in giving their responses. Below are the responses they gave

Table 10: School Leadership and Implementation of Strategic Plans

Statement	1	2	3	4	5
Democratic leadership styles	6%	16%	24%	20%	34%
Autocratic leadership style	33%	21%	11%	14%	21%
Leissez faire leadership	26%	34%	9%	14%	18%
The type of leadership influences implementation of objectives	11%	10%	19%	24%	36%

From table 10 it was clear that majority of the respondents 34% strongly agreed to their schools having a democratic type of leadership while developing the strategic plans. 20% of the respondents agreed to have democratic leadership while 16% and 6% disagreed and strongly disagreed to having democratic leadership. 24% of the respondents remained non-committal to whether their schools had this type of leadership while developing strategic plans. This implied that on average of 54% of the schools used democratic leadership while developing strategic plans. On autocratic leadership style, majority of the respondents 33% strongly disagreed that their schools used this type of leadership, 21% disagreed, as another 11% said that autocratic leadership was used 24% remained neutral while 14% agreed to use of autocratic leadership. Taking the agreed and strongly agreed category against disagreed category, it then implies that 54% of the schools did not use autocratic leadership compared to 35% which used the leadership style. On Leissez faire leadership style, majority of the respondents, 34% disagreed, 26% strongly disagreed while 18% and 14% strongly disagreed and agreed respectively to this type of leadership being in use while developing strategic plans. This implies that on average majority of the schools going by the disagreeing category; do not use this form of leadership style. The respondents were asked then to tell if they felt that the

type of leadership influenced implementation of objectives. Majority of them 36% and 24% strongly agreed and agreed respectively that the type of leadership used in developing the strategic plans go a long way in achieving their long term objectives in implementation. Only 11% and 10% strongly disagreed and disagreed respectively with another 19% remaining neutral. On average of the agreed and disagreed category, majority of the respondents associated the type of leadership used to achievement of the strategic goals during implementation.

The interview schedule asked the BOM members to indicate the type of leadership strategy employed in their respective schools. Majority of them cited 'democratic and collaborative' with two of them saying authoritative leadership styles as the leadership strategy used in most schools. This confirmed the majority responses of principals adopting democratic leadership in running of schools.

Study was in agreement with findings of draft (2014) who found out that for any organisation to run well, the role of leadership is fundamental in to stimulating, promoting and manage initiatives to do with the long-term change. The study also concurs with studies done by Lehner (2014) which found out various styles of leadership can be employed in an organisation however, just like in this study where democratic collaborative leadership was dominant, Lehner's study found out that democratic leadership is more dominant that people orientation versus task orientation.

4.2.3 Leadership influences implementation of strategic plan

The third question in this category wanted to find out how the implementation of strategic plans influenced implementation of strategic targets. The respondents were

given using the scale where SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Table 11: Leadership influences implementation of strategic plan

Statements	1	2	3	4	5
I ensure that the professional development activities of teachers are in accordance with the teaching goals of the school	0	0	13%	71%	16%
I ensure that teachers work according to the school's educational goals	0	0	0	70%	30%
I ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.	29%	0	8%	63%	29%

The respondents were asked to tell if they ensured that the professional development activities of teachers were in accordance with the teaching goals of the school. Majority of the respondents 71% agreed 16% strongly agreed that indeed they ensured professional development activities as scheduled. 13% however remained neutral to the same question. This then implied that majority of the schools ensured that teachers professional development was done in accordance to school objectives. On the second part of the question majority of the respondents 70% and 30%, agreed and strongly agreed respectively to ensure that teachers worked according to attainment of school goals. On clarity of the curriculum, majority of the principals 63% agreed to ensuring clarity in coordinating of the curriculum, 29% strongly agreed while only 8% remained neutral.

The interviewee when prompted on how leadership strategies affect implementation of strategy, there had several ways of expressing themselves. Some said, "*The leadership strategy saves on time hence ensuring timely implementation.*" "*It allows active participation from all stakeholders.*" "*Allows flexibility in decision making hence allowing right decisions being made.*" This implies with employment of

59

collaborative leadership style, strategy would be implemented better in our school thus better implementation.

This study slightly differed with Sekaran & Bougie (2013) who argued that different leadership styles are best suited for different business settings and the choice of such leadership style depends on the culture and organizational goals. They also argue that the type of leadership style chosen by an organization must be flexible to fit its requirements. This slightly differs with the findings from the study which showed that majority of the schools had adopted nearly a similar type of leadership. Given that there were quite a number of schools under study, going by Sekaran and Bougie's study, we could have expected various styles in each or many of the schools. The study also agrees with Martínez-García (2011) who demonstrated that democratic managers have a tendency to engage in participative decision-making hence, participation can help foster subordinates' growth and development and may result in higher performance levels and job satisfaction. Though this study did not engage in finding out the effect of a style and performance, it was in tandem with this study which indicated that there was a feeling from the respondents that the type leadership adopted in their schools had a positive correlation with implementation.

4.3 Resource Allocation and strategic implementation

4.3.1 Sources of funds for school activities

The respondents were asked to state the sources of finance which facilitated the implementation of their Strategic plan. Below were their responses.

Table 12: Sources of funds for school activities

Source of funds	Percentage
Government	46%
Well-wishers	8%
Funds from school fees	33%
Income generating activities	11%
Fund raising	5%

From table 12, majority of the respondents 46% indicated that the government was the main financier to their strategic activities. 33% said fund from school fees, 11% said income generating activities for the school while 8% and 5% said well-wishers and fund raising respectively. This implied that still the government remained the single largest financier to school activities.

When BoM members where asked how they mobilize resources for strategic activities implementation, majority of the responses said *"CDF", "PTA" and "community fundraisers."* This was in line with principals' responses which said that majorly they relied on government for funds. This calls for management to be more creative in looking for other alternative sources of funding since funding from government is never sufficient to implement strategic actives as designed in the plans.

4.3.2 Resource allocation influences implementation of strategic plan

The question sought to find out the effect allocation on implantation of strategic plans. They were required to use the scale where SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Table 13: Resource allocation influences implementation of strategic plan

Statement	1	2	3	4	5
Funds provided by the Government are enough and come at the right time	14%	39%	23%	16%	9%
Parents pay their fees on time to enable implementation of programmes	26%	40%	6%	9%	19%
The school has enough physical resources	39%	31%	14%	30%	9%
The school has enough human resources	15%	36%	8%	29%	8%
The school has adequate learning resources	11%	34%	10%	36%	9%
There enough finance to implement strategic plan	21%	56%	8%	11%	4%

From the table 13, it was found out that majority of the respondents 39% and 14% disagreed and strongly disagreed strongly that funds provided by the government are enough and come at the right time. Only 16% of the respondents said that the funds came at the right time. On average, majority percent felt the government funds flow in late hence, affecting programmes. On fees payment majority of the respondents being over 66% being 40% and 26% disagreeing and strongly disagreed to the assertion that fee is paid on time. They portend that majority of the parents pay their fees late hence affecting the school programmes. On physical facilities front, majority of the respondents 39% strongly disagreed to them being enough, 31% disagreed 30% agreed, 14% were neutral while only 9% strongly agreed to facilities being sufficient. This implied that on average, physical facilities were not enough in majority of the schools. There were similar responses on human resources in schools, majority of the respondents 36% disagreed to there being enough human resource, 29% strongly agreed to there being enough human resource, 15% strongly disagreeing while only 8% strongly agreed to there being enough human resource in schools. This implied that despite schools having strategic plans in place, lack of the human resource could hamper implementation of programme since human

resource is important in implementation of the same. On learning resources majority of respondents 36% agreed to there being enough learning resources in schools 34% disagreed to there being enough learning resources with 11% strongly disagreeing that there are enough learning resources. Looking the two categories of agreeing and disagreeing, it is clear that majority of schools do not have enough teaching resources. On availability of finances to implement the strategic plans, majority of the respondents 56% disagreed that to there were finances for implementation of programmes, 21% strongly disagreed on the same with only a paltry 11% and 4% agreeing and strongly agreeing to there being enough finances to implement strategic programmes. This was an indication that funding was one of the issues affecting implementation of programmes in secondary schools.

When asked on the challenges they had with resources mobilization and strategic implementation, their responses were: *"Insufficient resources to facilitate implementation, inadequate physical resources, and inadequate human resources."* This was in line with other responses on the question from the questionnaires.

The study agrees with findings done by Hoop (2010) who noted that education in most Sub-Saharan countries faces chronic shortages in physical and human resources and that government in most of these countries allocate education budgets without rationality on most deserving schools getting higher budgets. "According to him rather than distributing the limited resources available for secondary education uniformly across schools, many governments allocate a relatively large share of available resources to a select number of secondary schools."

 The study too agrees with studies done by Reche et. al. (2012) who found out that the Kenyan education system is more concerned with passing of examinations other than supplying educational resources which play an important role in the

achievement of educational goals and objectives. The study further correlates with Usman (2007) who found out that for educational goals to be realized, Educational resources are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student. The studies also agrees with Hallack's (1990) findings which emphasized that the availability of relevant educational resources contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor school out comes.

4.4 Stakeholder participation and implementation of strategic plans

Objective three sought to find out the role of stakeholders on implementation of strategic plan. Respondents were asked to give responses using the scale SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Table 14: Stakeholder participation and implementation of strategic plans

Statement	1	2	3	4	5
Parents are actively involved in formulating the school strategic plan	16%	26%	14%	38%	6%
Teachers are actively involved in the strategic plan	11%	20%	14%	46%	8%
Parents influence plan implementation by paying school fees in time	13%	46%	10%	24%	8%
Other stakeholders like CDF do their role in supporting the plan	29%	11%	8%	36%	16%

From table 14, majority of the respondents 38% agreed that parents are actively involved in formulation of school strategic plans, 26% disagreed parents being involved in formulation while 16% strongly disagreed to the same. Comparing those in agree and disagree category, results indicate that only 44% of schools involve

parents in the formulation of the strategic plans. On teacher involvement in formulation of strategic plans, majority of the respondents 46% agreed that teachers are involved, 20% disagreed and 11% strongly disagreeing, 14% of the respondents remained neutral to the question while 8% strongly agreed. On average of the two categories, the findings on this show that majority of the schools involve teachers in the formulation of strategic plans. On whether parents influence implementation of plans by paying fees and other levies promptly, majority of the respondents 46% disagreed, 24% agreeing, 13% strongly disagreeing and 8% strongly agreeing to parents supporting programmes at implementation stage through regular payments of fees. Looking at the two categories of agreeing and disagreeing, it is evident that majority of the parents do not pay fees promptly to help the schools run program as planned for in the strategic plans. This showed that again lack of funds is an impediment to proper implementation of strategic programmes in many schools. On the role of other stakeholders like CDF in supporting programmes, majority of the respondents 36% agreed to the effect that CDF support implementation of strategic programmes, 29% strongly disagreeing, 16% strongly agreeing to that effect while 11% disagreed. Given the average view between the two categories of responses, it is fair to say that stakeholders like CDF play a key role in implementation of the strategic programmes in the sub county.

The interviewees were asked to tell to what extent departments and stakeholders work together with an aim of achieving objectives. The responses included: *"To a low extent since time was insufficient and lack of funds to facilitate departmental meetings to acquire their needs." "To a large extent as teachers work as a team."* From this responses it implied that in some schools departmental coordination was a challenge while in others there was proper interdepartmental coordination to

achievement of strategic direction. On the role of stakeholders in achieving goals of plans, responses included: *'Raising funds" "Ensuring proper utilization of funds" "offering guidance and counselling services to students."* BOM looks for well-wishers to support programmes. This experience implies that the stakeholders have a key role in achievement of strategic implementation to in schools in the study area.

The study correlates findings by Parker & Leithwood (2000) who found out that where stakeholders are actively involved, they often make a substantial contribution to the schools' performance. However, it remains to be seen why in this study parents are involved in the school development yet the success of the strategic objectives have not been achieved as such.

4.5 Institutional structure on implementation of strategic plans

Objective four sought to find out the effect of the organisational structure in schools on implementation of strategic plans. Respondents were required to give their responses using the likert scales where SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1. Below were their responses

Table 15: Institutional structure on implementation of strategic plans

Statement	1	2	3	4	5	Tot
The school have a well-designed organizational structure	24%	11%	8%	36%	21%	100%
Departments working together to obtain its strategic objectives	9%	26%	4%	49%	12%	100%
Regular review meetings are held to audit implementation of Objectives	11%	13%	3%	10%	63%	100%
Organisational structure is key to attainment of strategic plans	9%	5%	3%	37%	46%	100%

Table 15 shows that majority of the respondents 36% agreed to schools having a well-designed organisational structure, 24% strongly disagreed, 11% disagreeing and

10% strongly agreeing to the same. On average, a larger percent agreed to there being a well-designed organisational structure in schools. Asked on departments working together to achieve strategic objectives, majority of the respondents 49% agreed, with 26% disagreeing, 12% strongly agreed while 9% strongly disagreed to the same. Averagely, the findings show the findings show that, majority of schools' departments work together towards attainments of strategic objectives in schools of the sub county. On whether regular review meeting to audit implementation of objectives, majority of the respondents 63% agreed, 13% disagreeing, and 11% strongly disagree while 10% agreed. On average, majority of the schools had regular review meetings are held to audit implementation of objectives.

When the interviewees were asked to indicate the type of the organisational structure and how it impacted in the implementation of strategy, their responses included the following: *"Simple, allows flexibility and timely implementation as communication is held to encourage participation, "Each member has a role to play in the BoM," "Departments work together to achieve strategic objectives," and "We are in a position of achieving our plan since our organisational structure is simple and clear."* This was testament that the leadership strategy employed by a school influenced implementation of plans.

The study conforms to s studies by Stacey (2016) each institution adopts a structure depending on the set strategies. He portends that the structure should accommodate and promote the intended goals and objectives of the institution.

4.6 Head of Departments' Questionnaire

4.6.1 Leadership Styles Impact on implementation of strategic plans

The study wanted to find out from the heads of departments on their opinion on factors influencing strategic plans implementation. They were asked to state how

leadership styles impact on implementation of strategic plans. There were required to use the likert scale where SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1 and their responses were as below:

Table 16: Leadership Styles Impact on implementation of strategic plans

My immediate Supervisor ……….	1	2	3	4	5
Actively empowers teachers	9%	19%	5%	44%	14%
Encourages creativity and inventiveness at the workplace	9%	26%	11%	40%	14%
Allows employees to use discretion in decision-making process	12%	15%	18%	49%	8%
Demonstrates flexibility in making decisions	10%	18%	18%	45%	10%
Delegates authority	9%	8%	19%	43%	23%
Encourages individual growth and development in teachers	12%	18%	11%	35%	24%

From table 16, majority of the respondents 44% agreed to effect that their immediate supervisor actively empowered the teachers, 19% disagreed, 14% strongly agreed whereas 9% strongly disagreed that they were actively empowered. This implied that on average, 58% of the respondents agreed that they were actively empowered compared to 28% of the disagreeing category. This demonstrated that majority of principals who are immediate supervisors of teachers actively empowers teachers. On creativity and inventiveness at the workplace, majority of respondents 40% agreed to that effect, 26% disagree to that effect 14% strongly agreed with 11% remaining neutral and 9% strongly disagreed. Going by the agreeing and disagreeing category majority of the respondents felt the principals encourages creativity and inventiveness at the workplace by a margin of about 54% against the 35% who felt otherwise. This implied that majority of principals created an environment for creativity and innovativeness in the workplace, the schools. On whether the

principals allows employees to use discretion in decision-making process, a large majority 49% agreed to that effect as 15% disagreed, 18% remained neutral, 12% strongly disagreeing while 8% strongly agreeing. Going by the two divides, it is clear that majority of the principals allowed employees to use discretion in decision-making process at work places. On flexibility in making decisions, majority of the respondents 45% agreed to that effect, 18% disagreed, 10% strongly agreed and strongly disagreed to that effect. On comparison of the those agreeing to disagreeing, majority felt that the principals provides for flexibility in decision making in their work places by a combined percent of 55% to 27% who felt otherwise. On Delegation of authority, a large majority agreed and agreed strongly 43% to 23% respectively, as compared to a combined 17% who felt that their immediate supervisors did not delegate. On whether principals encouraged individual growth and development in teachers, again a combined majority 59% agreed to that effect as opposed to 30% who felt that the principals did not do enough in allowing teachers to develop individually. From these findings it was found out that now that majority of the principals had allowed democratic leadership in strategic plan development and that majority of the teachers participated in development of the plans, it allowed teachers develop their skills and knowledge hence enhanced implementation of strategic objectives. The study correlates with studies done by Feng, Yuan & Di, (2010) who had surveyed 101 teams with each team having a team leader and a total of 497 team members in china, and found out that a positive correlation between individual psychological empowerment and creative performance. The result also showed that individual transactional leadership positively correlates with subordinates' creative performance in those teams exhibiting higher empowerment atmosphere. Equally, the study agrees with studies done by Murigi (2013), who

69

analyzed how the leadership styles of the principals influence the performance of pupils in Murang'a Kenya. This study used autocratic leadership as one of the variables of interest and the findings indicated that autocratic leadership had the least influence on performance. However, the study differed with studies done by Chege, Wachira & Mwenda (2015) who analyzed how leadership style affects implementation of strategic plans among Small and Medium Enterprises (SMEs). The study focused on the effect of three leadership styles on the implementation of strategic plans in SMEs. These leadership styles were autocratic, democratic and laissez faire. Quantitative primary data was collected using both open and closed ended questionnaires on 354 SMEs selected by stratified random sampling from 4531 SMEs in Nairobi, Kenya. Multivariate regression results revealed that the highest effect on strategy implementation came from autocratic leadership, followed by Democratic leadership and finally laissez faire. This study recommended for organizations to adopt all the three leadership styles if they have to maximize on the implementation of strategic plans. This differed significantly with this study which showed that democratic leadership produced more and better results that the two other leadership style.

4.7 Resource Allocation

The head of departments were asked to give their views on resource allocation and strategic objective implementation. They were asked to use the likert scale of SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1 to give their responses which were recorded as below

70

Table 17: Resource allocation and strategic objective implementation

The……..	1	2	3	4	5
Teachers are enough to implement curriculum	16%	38%	8%	26%	12%
The learning resources are adequate	21%	46%	0	20%	12%
The physical resources are adequate for the students	15%	45%	6%	24%	10%
Parents pay fees promptly avoiding students from being sent home	24%	45%	4%	14%	12%

Table 17 shows that majority of the respondents disagreed that teachers were enough in their schools to implement curriculum, 26% agreed to have enough teachers, 16% strongly disagreed, 12 % strongly agreed while 8% remained neutral. These therefore shows that majority of the schools did not have enough teachers to implement curriculum going by the numbers that disagreed and strongly disagreed (54%) as opposed to (38%) in the agreeing category. This implied that the human resource was not enough to implement curriculum much as the strategic plan may have well stated strategic objectives. On adequacy of the learning materials, again majority of the respondents 46% disagreed to their being enough learning materials 21% strongly disagreed while only 20% and 12% agreed and strongly agreed respectively to there being enough materials to facilitate learning in their schools. On average therefore, majority were of the idea that learning materials are not enough in majority of the schools and this may affect the achievement of the strategic plans in these respective schools. On physical resources are adequate for the students, majority of the respondents 45% disagreed to that effect that there weren't enough physical resources, 21% strongly disagreed while 24% and 10% agreed and strongly agreed respectively to having enough physical resources in their schools. Comparatively, majority of the respondents said that physical resource were not enough to support learning. On whether parents pay fees promptly avoiding students from being sent home, majority 45% disagreed that parents do pay fees on time, 24%

strongly disagreed, with only 14% and 12% agreeing and strongly agreed that parents pay fees on time to support implementation of programmes in the schools. This implied that going by the majority opinion, many parents do not pay fees in time hence, subjecting their children being sent home more regularly hence missing out on curriculum implementation and as a result failing to meet the strategic objectives on performance.

4.8 Stakeholder Participation and strategy implementation

Objective three sought to find out from the heads of departments on whether stakeholder participation effect on strategic implementation. They were asked to answer the questions using the likert scale of 5-SA- Strongly Agree, 4-A- Agree, 3-N – Neutral, 2-D – Disagree and 1-SD-Strongly Disagree in responding to the questions. Their responses were recorded as below:

Table 18: Stakeholder participation effect on strategic implementation

Stakeholder Participation	1	2	3	4	5
I am always invited to participate in development of plans	9%	14%	20%	24%	34%
Teachers' participation in decision making and development planning is emphasised	8%	24%	40%	16%	12%
We always ask positive questions whenever things aren't right	9%	45%	19%	23%	6%
Principals and the board take our critique positively	9%	36%	20%	12%	23%

From the table 18 the first question in that category sought to find out whether teachers were invited to participate in development of plans. Majority of the respondents 34% strongly agreed, 24% agreed, 20% were neutral, while 14% and 9% disagreed and strongly disagreed respectively to have been invited in the

strategic plans development. Overly, majority of the respondents were invited to participate in the development of the plans and hence, implying that they should participate actively in its implementation. On whether teachers are always allowed to ask positive questions whenever things aren't right. Majority of the respondents 45% disagreed that they are given opportunity to ask questions, 23% agreed to having been given opportunity to ask questions, while a whole 19% remained neutral. 9% and 6% disagreed and strongly agreed respectively. On average comparatively, majority of the respondents were not accorded the opportunity to ask questions whenever things were not going right. On the level of criticism by the board of management, majority of the respondents 36% disagreed that management takes criticism positively whenever things are running right, 23% strongly agreed that the management takes criticism positively, 12% agreed, 20% remained neutral while 9% strongly disagreed. Comparatively those who disagreed made a majority of 45%, disagreed that management takes criticism positively whenever critique comes out.

4.9 Institutional structure and implementation of strategic plans

Objective four sought to find out the effect of institutional structure on implementation of strategic plans. They were asked to give their responses based on the likert scale of 5-SA- Strongly Agree, 4-A- Agree, 3-N – Neutral, 2-D – Disagree and 1-SD-Strongly Disagree in responding to the questions. Below were their responses

73

Table 19: Institutional structure and implementation of strategic plans

Institutional structure statement	1	2	3	4	5
The institutional structure is simple to support strategy implementation	11%	38%	23%	12%	16%
The institutional structure allows timely implementation of strategy	9%	16%	18%	24%	34%
There is efficiency in communication on implementation of plans	5%	19%	25%	24%	29%
The structure encourages employee involvement in strategy	3%	25%	20%	30%	22%

The first question under this cluster question sought to find out if the institutional structure was simple to supports strategy implementation. Majority of the respondents 38% disagreed, 23% remained neutral, 16% strongly agreed while 12% and 11% agreed and strongly disagreed respectively. This implied that from these findings that majority of the schools did not have a simple institutional structure of that could allow implementation of strategic plans. The second question sought to find out whether the organisational structure allows timely implementation of strategy, majority of the respondents 34% strongly agreed, 24% agreed, 18% remained neutral while 16% and 9% disagreed and strongly agreed respectively. Comparatively on this question, majority of schools had an institutional structure that allows timely implementation of strategy. On communication, majority of the respondents 29% strongly agreed that there was efficiency in communication on implementation of plans, 24% agreed, a large percentage of 25% remained neutral while 19% and 5% disagreed and strongly respectively. From this findings it was clear that majority of schools provides clear communication direction of implementation of plans. On whether the structure encouraged employee involvement in strategy, majority of the respondents a cumulative of 52% agreed to there being a structure that encourages employees to be involved in strategic

implementation as compared to 28% who felt otherwise. This implied majority of the schools encourage employees to participate in strategic implementation.

4.10 Test of Hypothesis

4.10.1 Diagnostic Tests

Shapiro-Wilk Normality Test

Given multiple regression analysis, the study used Shapiro-Wilk to test for Normality of the residuals as shown in the table below.

Table 20: Shapiro-Wilk Normality Test

Statistic	Df	Sig.
.964	30	.390
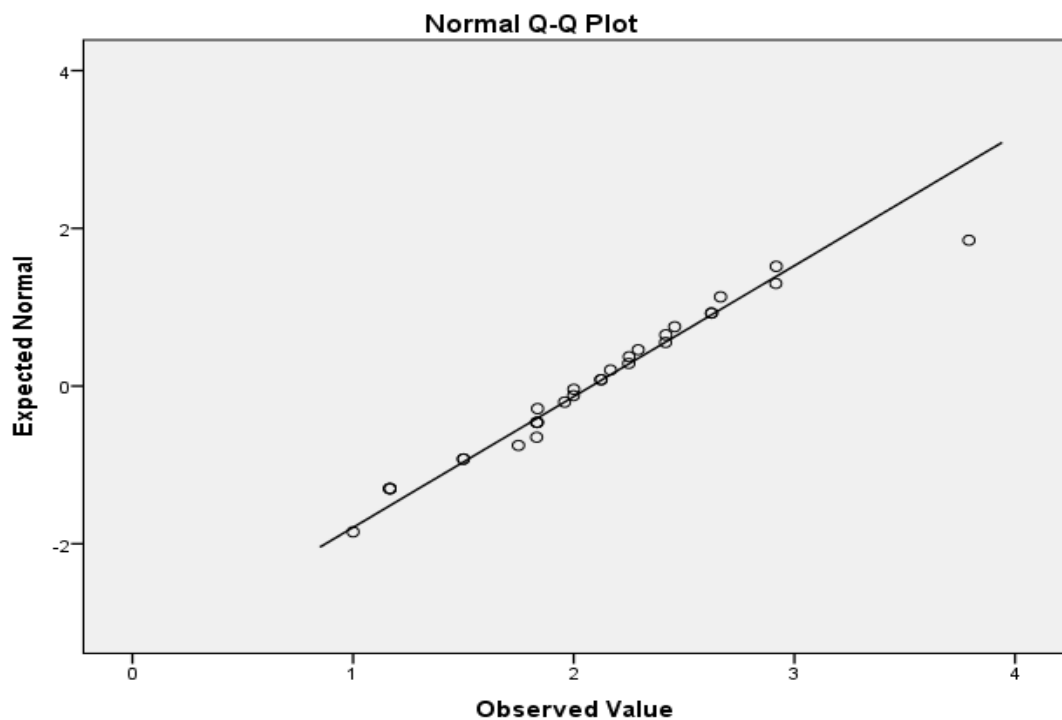
Figure 2: Scatter plot

that the sample data quantiles followed the normal distribution quantiles. The study can therefore safely conclude that data used is normally distributed.

Analysis of Variance

Table 21 shows the Analysis of Variance (ANOVA). The p-value is 0.000 which is <0.05 indicates that the model is statistically significant in predicting how strategic plans impact on implementation. The results also indicate that the independent variables are predictors of the dependent variable.

Table 21: Test of ANOVA

Model	Sum of Squares	Df	Mean Square F		Sig.
Regression	786.720	4	171.691	58.650	.000[b]
Residual	2993.440	245	19.869		
Total	3780.160	250			

Multiple linear regressions were computed at 95 percent confidence interval (0.05 margin error) to show the multiple linear relationships between the independent and dependent variables of the study.

Coefficient of Determination (R^2)

Table 22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529[a]	.279	.252	4.10718

a. Predictors: (Constant), principals' leadership styles, availability of resources, organisational structure and stakeholders' participation.

Table 22 shows that the coefficient of correlation (R) is positive 0.529. This means that there is a positive correlation between factors influencing implementation of strategic plans. The coefficient of determination (R Square) indicates that 27.9% of implementation of strategic plans is influenced by the factors. The adjusted R^2 however, indicates that 25.2% of implementation of strategic plans is influenced by

factors leaving 74.8% to be influenced by other factors that were not captured in this study.

Regression Coefficients

From the table 23 of the Coefficients table, the regression model can be derived as follows:

$$Y = 43.619 + 0.622X_1 + 0.354X_2 + 3.025X_3 + 0.378X_4$$

Where Y is the dependent variable, implementation of strategic plans, 43.619 is the Intercept, 0.622, 0.354, 0.378 and 3.025 are coefficients while X_1, X_2, X_3 and X_4 are independent variables.

Table 23: Multi Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	43.619	2.638		14.276	.000
	Principals' leadership styles,	.622	.135	.690	4.985	.000
1	Availability of resources,	.354	.112	.280	3.387	.000
	Organisational structure	.378	.171	.350	3.308	.000
	Stakeholders' participation	3.025	.172	.730	6.720	.000

The results in table 23 indicate that all the independent variables have a significant positive effect on implementation on strategic plans. The most influential variable is Stakeholders' participation with a regression coefficient of 3.025 (p-value = 0.000), followed by Principals' leadership styles with a coefficient of 0.622 (p-value = 0.000) then organisational structure with a coefficient of 0.378 (p-value = 0.000) and lastly availability of resources with a coefficient of 0.354 (p- value= 0.000).

According to this model when all the independent variables values are zero, implementation of strategic plans will have a score of 43.619.

4.10.2 Linear Regressions

Hypothesis Test one

The first hypothesis was stated as; there was no significant relationship between the principals' leadership styles and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The study used the test of analysis of variance to establish any significant relationship between the two variables and the results were as below:

Table 24: Principals' leadership styles and implementation of strategic plans

Model		df	Mean Square	F	Sig.
1	Regression	7	22.374	66.950	.000[b]
	Residual	177	.334		

From Table 24, Principals' leadership styles had a β=0.000 was found to be positively related to implementation of strategic plans. Statistically, this null hypothesis was rejected because $\rho<0.05$. Hence, the study accepted the alternative hypothesis which showed that there was a significant relationship between Principals' leadership styles and implementation of strategic plans.

Table 25: R-Square Model Summary and implementation of plans

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.852[a]	.726	.715	.57809	.726	66.950	7	177	.000

a. Predictors: (Constant), The school has a functioning strategic plan, The implementation of the strategic plan is within schedule, The implementation of previous plans has been implemented as planned

From table 25, the R value was determined as 0.852 whereas it's R Square was 0.726. This indicated a high degree of correlation between the two variables being

Principals' leadership styles and implementation of strategic plans. The R^2 value

indicates how much of the dependent variable, "implementation of strategic plans ",

was explained by the predictors of Principals' leadership styles. In this case, 72.6%

was the R Squared, implying that this high percentage was high which high

indicating high correlation between the two variables.

Table 26: Coefficients, Principals' leadership styles

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.448	.135		25.453	.000	3.181	3.716
	The school has a functioning strategic plan	-.430	.069	-.521	-6.219	.000	-.566	-.293
	The implementation of the strategic plan is within schedule	.088	.081	.101	1.092	.276	-.071	.247
	The implementation of previous plans has been implemented as planned	-1.297	.090	-1.540	-14.464	.000	-1.474	-1.120
a. Dependent Variable: implementation of strategic plans								

The study established significant relationship between the following elements of

Principals' leadership styles and implementation of strategic plans; the school has a

functioning strategic plan r=-.430, p=.000<.05 and the implementation of previous

plans has been implemented as planned r=-1.297, p=.000<.05. Conversely the study

established no relationship on the following elements of the implementation of the

strategic plan was r=-.088, p=.276>.05. Based on the statistical findings from this

variable, it was evident to reject the analogy that there was no effect of the

implementation of previous plans being implemented as planned on implementation

of strategic plans.

Hypothesis Two

The second hypothesis was stated as; there was no significant relationship between availability of resources and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. Findings using the analysis of variance were used to determine any relationship as below:

Table 27: Analysis of Variance for resources and implementation of plans

Model		Df	F	Sig.
1	Regression	7	34.192	.000[b]
	Residual	177		

From table 27, availability of resources and implementation of strategic plans had a a strong relationship (Sig. 0.000) related positively with implementation of plans. Statistically, the null hypothesis was rejected because p<0.05 hence, the study accepted the alternative hypothesis which showed that there was a significant relationship between availability of resources and implementation of strategic plans.

Table 28: R-Square Model resources and implementation of plans

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.758[a]	.575	.558	.59869	.575	34.192	7	177	.000

a. Predictors: (Constant), Democratic leadership styles, Autocratic leadership style, Leissez faire leadership, The type of leadership influences implementation of objectives

The R value was 0.758 whereas R Square was 0.575, which indicated a high degree of correlation. The R^2 value indicates how much of the dependent variable, "implementation of plans", was explained by elements of resources and implementation of strategic plans. In this case, 57.5% was the R Squared, which was high, indicating high correlation between the variables.

Table 29 Coefficients resources and implementation of plans

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.656	.140		26.060	.000	3.379	3.933
	Democratic leadership styles	-.533	.072	-.778	-7.453	.000	-.675	-.392
	Autocratic leadership style	.378	.083	.523	4.532	.000	.213	.542
	Leissez faire leadership	.117	.067	.143	1.743	.083	-.015	.249
	The type of leadership influences implementation of objectives	-.708	.052	-1.167	-13.591	.000	-.811	-.605

a. Dependent Variable: implementation of strategic plans

The study established the following significance of relationship between the following elements of resource availability to implementation of plans; Democratic leadership styles r=-.533, p=.000<.05. Autocratic leadership style r=378, p=.000<.05 and the type of leadership influences implementation of objectives r=--.708, p=.000<.05. Conversely the study established no relationship on Leissez faire leadership r=.117, p=.083>.05. Based on the statistical findings from the study, it was evident to reject this element that there was no relationship between Leissez faire leadership and implementation of plans.

Hypothesis Test three

The third hypothesis was stated as there was no significant relationship between the level of stakeholders' participation and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. Analysis of variance was used to determine if there was any relationship between the variables and finding was as below:

Table 30: Variance of stakeholders' participation and implementation of plans

Model		Df	F	Sig.
1	Regression	7	53.574	.000[b]
	Residual	177		

From table 30, level of stakeholders' participation (Sig. 0.000) related positively with implementation of strategic plans. Statistically, the null hypothesis was rejected because $p< (0.05)$ hence, the study accepted the alternative hypothesis which showed that there was statistically significant relationship between the level of stakeholders' participation and implementation of strategic plans.

Table 31: R Square model summary level of stakeholder participation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.824[a]	.679	.667	.62520	.679	53.574	7	177	.000

a. Predictors: (Constant), Parents are actively involved in formulating the school strategic plan, Teachers are actively involved in the strategic plan parents influence plan implementation by paying school fees in time Other stakeholders like CDF do their role in supporting the plan.

The R value was .824 whereas R Square was .679, which indicated a high degree of correlation. The R^2 value indicates how much of the dependent variable, "implementation of strategic plans", was explained by elements of level of stakeholders' participation. In this case, 67.9% was the R Squared, which was high indicating high correlation between the variables.

Table 32: Coefficients for stakeholder participation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.227	.580		9.014	.000	4.083	6.372
Parents are actively involved in formulating the plan	.500	.051	.593	9.853	.000	.400	.601
Teachers are actively involved in the strategic plan	-.649	.085	-.723	-7.652	.000	-.817	-.482
Parents influence plan implementation	.474	.116	.513	4.102	.000	.246	.702
Other stakeholders like CDF do their role in supporting the plan	.366	.054	.394	6.834	.000	.260	.472

a. Dependent Variable: Academic Performance

The results reveals that Parents are actively involved in formulating the plan r.500, p=.000, Teachers are actively involved in the strategic plan r=-.649, p=.000>.05. Parents influence plan implementation r=.474, p=.000<.05 and other stakeholders like CDF do their role in supporting the plan r=.366, p=.000<.05. This showed a strong correlation between all the stakeholder participation elements and implementation of strategic plans

Hypothesis four

The forth hypothesis was stated as; there was no significant relationship between organisational structure and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The variance test was used to determine the relationship between the variable as below:

Table 33: Analysis of variance for organisational structure

	Model	Df	F	Sig.
1	Regression	7	19.355	.000[b]
	Residual	177		

From table 33, organisational structure (Sig. 0.000) related positively with and implementation of strategic plans. Statistically, the null hypothesis was rejected because p< (0.05) hence, the study accepted the alternative hypothesis which showed that there was statistically significant a relationship between the organisational structure and implementation of strategic plans.

Table 34: R Square model for organisational structure

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.658[a]	.434	.411	.83096	.434	19.355	7	177	.000

a. Predictors: (Constant), The school have a well-designed organizational structure Departments working together to obtain its strategic objectives, Regular review meetings are held to audit implementation of Objectives, organisational structure is key to attainment of strategic plans

The R value was .658 whereas R Square was .434, which indicated a high degree of correlation. The R^2 value indicates how much of the dependent variable, "implementation of strategic plans", was explained by elements of organisational structure; in this case, 43.4% was the R Squared, which was high indicating high correlation between the variables.

Table 35: Coefficients for organizational structure

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.790	.499		11.605	.000	4.806	6.775
The school have a well-designed organizational structure	.218	.075	.210	2.897	.004	.069	.366
Departments working together to obtain its strategic objectives	-.501	.114	-.458	-4.389	.000	-.726	-.276
Regular review meetings are held to audit implementation of Objectives	.012	.086	.013	.140	.000	-.158	.182
Organisational structure is key to attainment of strategic plans	-.276	.049	-.406	-5.633	.000	-.373	-.179
a. Dependent Variable: implementation of strategic plans							

The study established that all other elements of time allocation had significant relationship with implementation of plans. There was significant relationship between the schools that have a well-designed institutional structurer=.217, p=.000<.05; There was significant relationship between Departments working together to obtain its strategic objectives r=-.567, p=.000<.05 and Organisational structure is key to attainment of strategic plans had a strong relationship with performance r=--.276, p=.000<.05.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study, conclusion and recommendations of the study

5.1 Summary of findings

The purpose of this study was to analyze factors influencing implementation of strategic plans in secondary schools in Trans Nzoia West Sub County, Trans Nzoia County. The study adopted a descriptive survey design and used probability and non-probability sampling techniques in determining the sample sizes for the study. The findings of the study are discussed based on the research objectives which include; investigating the effect of the principals' leadership styles, the availability of resources, level of stakeholders' participation and to determine the effect of institutional structureon implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The study found out that there was a positive correlation between factors influencing implementation of strategic plans. The study also found out that the variables understudy only influenced the implementation of strategic plans by 25.2% leaving 74.8% be influenced by other factors that were not captured in this study. The summary per each variable is as below:

5.1.1 Principals' leadership styles on implementation of strategic plans

From the findings, the principals' leadership styles were found to be positively related to implementation of strategic plans. For instance the pprincipals' leadership styles had a $\beta=0.000$ which was found to be positively related to implementation of

strategic plans. The study found out majority of schools surveyed had strategic plans however the strategic plans were not functional in the schools. It was also found out that majority of the school did not implement strategic plans as scheduled. Majority of schools did not implement previous plans as planned. Majority of the schools used democratic leadership styles while developing plans. Majority of the schools did not use autocratic leadership style. Majority of the schools dont use leissez faire type of leadership in coming up with strategic plans. Majority of the respondents associated the type of leadership used to achievement of the strategic goals during implementation. This then implied that majority of the schools ensured that teachers professional development was done in accordance to school objectives. Majority of the principals ensured that teachers worked towards attainment of school goals majority of the principals agreed to ensuring clarity in coordinating of the curriculum

5.1.2 Availability of Resources on Implementation of Strategic Plans

The study found out that availability of resource had a significant effect on implementation of strategic plans in the study area. This was evident given that the P-value of availability of resources and implementation of strategic plans had a strong relationship (Sig. 0.000) which related positively with implementation of plans. The study showed that availability of resources was the second largest influence of strategic plans in secondary schools of the four variables under study. From descriptive analysis, the findings showed that the government remained the single largest financier to school activities. Felt the government funds flow in late hence, affecting programmes. Majority of the parents pay their fees late hence affecting the school programmes. Physical facilities were not enough in majority of the schools. Schools having strategic plans in place, lack of the human resource could hamper implementation of programme since human resource is important in

implementation of the same. That majority of schools do not have enough teaching resources.

5.1.3 Stakeholders' Participation on Implementation of Strategic Plans

The level of stakeholders' participation which had a P – value of (Sig. 0.000) was found to be positively related with implementation of strategic plans. Hence, a significant relationship between the level of stakeholders' participation and implementation of strategic plans was established. From descriptive analysis, the study showed that majority of the schools admitted that their main source of funds is the government. A majority of the schools surveyed registered did not have enough money to implement the school strategic plan. Only a small fraction of the schools admitted that they had enough funds to implement the school strategic plans. Majority of the schools surveyed were not well staffed and only a very number did say that they were well-staffed. The study too found out that majority of the schools conduct budgeting. This showed that most schools implement their plans after budgeting. Finally, the findings showed that most schools do not have enough physical structures in their schools.

5.1.4 Institutional structureand implementation of Strategic Plans

From inferential statistics, the findings showed that organisational structure related positively with implementation of strategic plans. This was evident given that the P-value (Sig. 0.000) of organisational structure was found to be positively related to implementation of strategic plans. Findings from descriptive analysis showed that a half of the schools in the sub county involve parents in development and formulation of the strategic plans. That majority of the schools involve teachers in the formulation of strategic plans. It is evident that majority of the parents do not pay

fees promptly to help the schools run programmes as planned for in the strategic plans. This showed that again lack of funds is an impediment to proper implementation of strategic programmes in many schools and stakeholders like CDF play a key role in implementation of the strategic programmes in the sub county.

5.2 Conclusion

From the study findings it was concluded that there was a significant relationship between the principals' leadership styles and implementation of strategic plans in public secondary schools in Trans Nzoia West Sub County. The study also concluded that there is a positive relationship between availability of resources and implementation of strategic plans. The study too concluded that there is statistically a significant relationship between the level of stakeholders' participation and implementation of strategic plans and this was the leading factor.Finally it was concluded that organisational structure is significantly related to implementation of strategic plans.

5.3 Recommendations

Based on the findings of the study, the researcher came up with the following recommendations that would help in implementing strategic plans in public secondary schools.

1. Schools should adopt stakeholder participation, as it is the highest factor influencing implementation of strategic plans. The stakeholders such as the government, civil societies and development agencies are good at resource mobilization and management skills.

2. The board of management should be creative in sourcing for funds, which will ensure that their strategic objectives are implemented as planned.

3. The school management should adopt simple organizational structures which all the human resource in the school community and beyond can easily understand and adjust to.

4. The school leadership should endeavor to bring on board all stakeholders through regular communication and active engagement. Hence, a democratic kind of leadership styles should be embraced.

5. The ministry of education should develop a clear policy on school strategic plan implementation.

5.3.1 Recommendation for further research

1. Research to be conducted on factors influencing implementation of strategic plans in public secondary schools in a larger scope in Trans-Nzoia county and other parts of the country.

2. A quantitative study to be done to find out the influence of strategic plans implementation on academic performance.

3. Similar study can be conducted in private secondary schools in the county for comparison purposes.

REFERENCES

Adeniyi, O. I (2016): Staffing Training and Development: in Ejiogu, A; Achumba, l. New Ed. Enugu:Asika Publications.

Adeogun, A. A., & Osifila, G. (2008). Relationship between Educational Resources and Students Academic Performance in Lagos State Nigeria. *International Journal of Educational Management Vol. 5* and 6

Akinyi, J. (2008) *Challenges Facing Private Secondary Schools in Implementation of Strategic Plans in Kisumu West* (Unpublished MBA Project) University of Nairobi, Nairobi, Kenya.

Aldehydes, J., Al Khattab, A. & Anchor, J. (2011). The use of strategic planning tools and techniques in hotels in Jordan. *Management Research News*, 34 (4): 43-60.

Ali. M. J. (2010). *The Factors Affecting the Effectiveness of Strategic Planning in Public Teacher Training Colleges in Kenya*, Kenyatta University.

Arbon, C. A., Facer, R. L., & Wadsworth, L. L. (2012) Compressed work weeks strategies for successful implementation. *Public Personnel Management,* 41(3), 389-405.

Ashkenas, R., Ulrich, D., Jick, T., & Kerr, S. (2015). *The boundary less organization: Breaking the chains of organizational structure*. New Jersey: John Wiley & Sons.

Babbie, E. R. (2015). *The practice of social research*. Nelson Education

Barney, J. B., & Hesterly, W. S. (2008) *Strategic management and competitive advantage: concepts and cases*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). The impact of autocratic and democratic leadership style on job satisfaction. *International Business Research*, 5(2), 192-201.

Blomstrom, R. L. (2013). *Strategic marketing planning in the hospitality industry*. East Lansing, MI: Educational Institute of the American Hotel & Motel Association.

Bryson, J. M. (2004). *Strategic planning for Public and non-profit Organizations*. San Francisco: Jossey-Bass

Brinkschröder, N. (2014). Structure Implementation: Key Factors, Challenges and Solutions. *Readings, Mc Graw Hill Irwin*, 10th Edition

Borg, W. R. & Gall, M.D. (1983). Educational Research: An Introduction (4thed). New York: Longman Inc.

Borg, W. R., & Gall, M. D. (1989). *Educational Research: An introduction.* 8th Edition. New York: Longman.

Buul, M. (2010). *Successful Structure Implementation, Internal Auditing*, Amsterdam   Business School, University of Amsterdam.

Byars, L. L. (2014). *Concepts of strategic management: Planning and implementation*. New York: Harper & Row.

Cameron, K. S., Quinn, R. E., De Graff, J., & Thakor, A. V. (2014). *Competing values leadership*. Massachusetts: Edward Elgar Publishing

Chemers, M. (2014). *An integrative theory of leadership*. London: Psychology Press.

Chermack, T. J., Provo, J., Danielson, M. (2005).*Executing organizational structure: A   literature review and research agenda*. Retrieved from http://files.eric.ed.gov/fulltext/ED492245.pdf on 08/01/2014

Cole, G. A. (2004). Management Theory and Practice. 6th Ed. London: Thomson Learning Bedford Row.

Crane, A., & Matten, D. (2016). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. New York: Oxford University Press.

Daft, R. L. (2014). *The leadership experience*. Boston: Cengage Learning.

Davies, B. & Ellison, L. (2013). *The New Strategic Direction and Development of the school. Key frameworks for school improvement planning.* 2nd Ed. Routledge Falmer. Taylor & Francis Group.

Dempster, N., Freakley, M., Parry, L. (2001). The Ethical Climate of Public Schooling under New Public Management, *Internal Journal of Leadership in Education* 4(1), p. 12.

Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Evans, R. (2007). *The Case against Strategic Planning, Independent school.* Robyn Collins and Wendy Nichols.

Espy, S. N. (2012). *Handbook of strategic planning for nonprofit organizations*, New York: Praeger.

Galbraith, J. R. (2014). *Designing organizations: Structure, structure, and process at the business unit and enterprise levels*. New Jersey: John Wiley & Sons.

Girma, S. (2016). The relationship between leadership style, job satisfaction and culture of the organization. *International Journal of Advanced Research*, *2*(4), 35-45.

Githinji G. N., Itegi F., & Libese, M., L. I. (2012). Factors Influencing Formulation of Strategic Plans in Public Secondary Schools. Degree of Master of Education, Kenyatta University Unpublished

Githua, B. N. (2004). *Planning instruction for quality assurance in higher education. A paper presented at the workshop on planning instruction for Quality assurance in higher education for School Based Programmes*, ARC Hotel, Egerton University, Njoro, 21 July.

Fabunmi, M. (1979). *Differential Allocation of Educational Resources and Secondary school Academic Performances on Edo State Nigeria.* An unpublished Ph.D. Thesis, University of Ibadan.

Hallak, J. (1990). *Investing in the Future: Setting Educational Priorities in the Developing World. Paris*: UNESCO-IIEP.

Hambrick, D. C., & Cannella, A. A. (1989). Structure implementation as substance and selling. *The Academy of Management Executive*, 3(4), 278-285.

Hitt, H. (2013). *The Management of Structure Concepts and cases* –10th edition, Ireland.

Hoffmann, B., Flak, K., & Hoffmann, B. O. (2016). Flak Management by objectives as a method of measuring teams' effectiveness, *Journal of Positive Management*, 6 (3) (2016), pp. 67-82

Hoop, J. (2010). *Selective Secondary Education and School Participation in Sub-Saharan Africa: Evidence from Malawi*. Tinbergen Institute and Vu University Amsterdam.

Iravo, M., Ongori, J. & Munene, C. (2013). Factors affecting the performance of hotels and restaurants in Kenya: A case of Kisii County. *Interdisciplinary Journal of Contemporary Research in Business* 4(12), 897-928

Johnston, M. W., & Marshall, G. W. (2016) *Sales force management: Leadership, innovation, technology*. London: Routledge.

Johsnon, G., Scholes, K., & Whittington, R. (2005) *Exploring corporate structure, text and cases*. London: Financial.

Jones, R. (2012). *Strategic Planning: Keep it From* Failing©2012 Dysat&Jones Retrieved on September 8, 2012, from Http.//www.dysatjones.com/tag/strategic planning/

Kalali, N. S., Anvari, M. R. A., Pourezzat, A. A., & Dastjerdi, D. K. (2011). Why does strategic plans implementation fail? A study in the health service sector of Iran. *African Journal of Business Management*, 5(23), 9831-9837.

Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. (2013). Ethical leadership and follower helping and courtesy: Moral awareness and empathic concern as moderators. *Applied Psychology*, 62(2), 211-235.

Kandeke, G. (2015). An assessment of structure implementation for improving learner performance in secondary schools of two districts in Zambia.

Kepha, O. (2013). *Challenges affecting implementation of corporate strategies in the electricity sector in Kenya* (Unpublished MBA Project). School of Business. Kenyatta University, Nairobi, Kenya.

Kerlinger F. N. & Lee, H. B. (1999). "Foundations of Behavioral Research," 4th Edition, Wadsworth, New York, *Journal of Software Engineering and Applications*, Vol. 4, No. 8.

Kiraithe, E. (2011). Management of Strategic Change at Kenya Police Service. *International Journal of Business and Social Science Vol. 3 No. 23.*

Klein, N. D. (2014). *The relationship between servant leadership and employee engagement: The mediating roles of trust and fit* (Doctoral dissertation, Creighton University).

Leady, P. D., & Ormrod, J. E. (2005) *Practical research: Planning and design.* (8th Ed.). New Jersey: Pearson Education.

Lehner, J. (2014). Structure Implementation Tactics as Response to Organizational, Strategic, and Environmental Imperatives, *Management International Review Journal*, 2(3) 164-181

Leithwood, K. & Menzies, T. (1998) Forms and effects of school-based management: A Review Educational Policy, 12 (3), 325–346.

Lincoln, Y. S. & Guba, E. G. (Eds. 1985). Naturalistic Inquiry. Thousand Oaks: Sage.

Martínez-León, I. M., & Martínez-García, J. A. (2011). The influence of organizational structure on organizational learning. *International Journal of Manpower*, 32(5/6), 537–566.

Marques, J. (2010). Joy at Work at Joy: Living and Working Mindfully Every day, Personhood Press.

Mascarenhas, B. (2013). The Industry-focused International Structure. *Management International Review 53(2), 251-267.*

Mithas, S., Krishnan, M. S., & Fornell, C. (2005) Why do customer relationship management applications affect customer satisfaction? *Journal of Marketing*, 69(4), 201-209.

Mugenda, A. G. (2011) *Social science research: Theory and principles*. Nairobi: ARTS Press.

Mugenda O. M. & Mugenda A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches.* Acts Press, Nairobi.

Mugenda, O. M and Mugenda, A. G. (2003) *Research Methods Qualitative Approaches* Nairobi: African Center for Technology Studies.

Mwijuma, S. O., Omido, K., Garashi, H. M., Odera, O., & Akerele, E. K. (2013). Effectiveness of structure implementation using the balanced scorecard in local government authorities. *International Journal of Management & Business Studies* 3(1), 146-151.

Ngechu, M. (2004). *Understanding the Research Process and Methods*: An *Introduction to Research Methods* Nairobi, Acts Press.

Ngware, M. W., Wamukuru, D. K., & Odebero, S. O. (2006). Total Quality Management in Secondary Schools in Kenya: *Extent of Practice, Quality Assurance in Education*, Vol. 14 No. 4, pp. 339-362.

Nyantika, S. K. (2007). *A study of factors leading to poor performance in the Kenyan Certificate of Secondary Schools in selected schools in Magambo of Manga Division, Nyamira District*. PGDE Unpublished project Kenyatta University.

Nutt, P. C. (2006). Tactics of Implementation. *Academy of Management Journal. 29, 230-261.*

Odhiambo, G. (2010). *Appraising teacher performance,* Themes aissues Germany, LAP-LAMBERT Academic publishing

O'Reilly, C. A., Caldwell, D. F., Chatman, J. A., Lapiz, M., & Self, W., (2010). "How leadership matters: The effects of leaders' alignment on structure implementation", *The Leadership Quarterly* 21 (2010) 104–113

Orodho, J. A. (2008). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences.* Nairobi: Masora Publishers.

Orodho, A. J. (2004). *Techniques of writing research proposals and reports in Education and Social Sciences*. KANAZIJA: Nairobi.

Parker, K. & Leithwood, K. (2000). The influence of school councils on school and classroom practices. *Peabody Journal of Education*, 75 (4), 37-65. 33.

PISA, (2009). OECD Programme for International Student Assessment

Peng, M. W. (2009). Towards an Institution-Based view of business structure. Asia Pacific *Journal of Management*, 19 (2/3), 251–267.

Purcell, J. & Boxal, P. (2003). *Structure and Human Resource Management (Management, Work and Organizations)*, Palgrave Macmillan, UK.

Quinlan, C. (2011). *Business Research Methods*, South-Western Cengage ISBN: 978-1-4080-0779-2

Reche G., Kareanki T., Nthia, J., & Kariuki, Z. (2012). *International Journal of Humanities and Social Science.* Vol. 2 No 5, March 2012.

Resnick, L. & Glennan, T. (2002). Leadership for learning: A theory of action for urban school districts. In A. Hightower, M. S. Knapp, J. Marsh, & M. McLaughlin, School districts and instructional renewal. New York: Teachers College Press, pp. 160-172.

Saitoti, G. (2003). *Education Sector Review; How Far Have We Come Since Independence and What Still Needs to be Done to meet the Educational Needs of all Kenyans*, Report of the National Conference on Education and Training held at the Kenyatta International Conference Centre, Nairobi, 27-29 November, pp. 50-64.

Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students,* Pearson, New York.

Schmidt, J. & Keil, T. (2013). What Makes a Resource Valuable? *Academy of Management Review,* 7(4), 45-78.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach.* New Jersey: John Wiley & Sons.

Shamim K. M., Ahmed, K., Gavazzi, A., Gohil, R., Thomas, L., Poulsen, J. & Dasgupta, P. (2013). Development and implementation of centralized simulation training: evaluation of feasibility, acceptability and construct validity. *BJU International* 111(3), 518-523.

Shao, Z., Feng, Y., & Hu, Q. (2016). The effectiveness of top management support in enterprise systems success: a contingency perspective of fit between leadership style and system lifecycle. *European Journal of Information Systems*, *25*(2), 131-153.

Silverman, D. (2005). *Doing Qualitative Research: A Practical*, Sage Publications.

Sipe, L. (2004). Developing Conceptual Categories in Classroom Descriptive Research: Some Problems and Possibilities. Anthropology & Education Quarterly. 35. 472 - 485.

Sum, V. & Chorlian, J. (2013). Strategic Involvement of Training Professionals in the Firm's Business Strategies: *Global Journal of Business Research (GJBR)*, *7(4),127-134.*

Thompson, H. & Strickland, M. (2007). Research thrusts in small firm strategic planning, *Academy of Management Review* 1(2) 17-29

Tomkins, L., & Simpson, P. (2015). Caring leadership: A Heideggerian perspective. *Organization Studies*, *36*(8), 1013-1031.

Usman, A. (2007). The Relevant Material Resources to the Teaching and Leaning of Arabic and Islamic Studies. *An Encyclopedia of the Arts Vol.* 7(1). 47 -52.

Van Wart, M. (2014). *Dynamics of leadership in public service: Theory and practice*. London: Routledge.

Veríssimo, J. M., & Lacerda, T. C. (2010). *The new age of corporate social and ethical consciousness: Toward a new leadership mindset*. In Proceedings of the 12th Annual International Leadership Association Conference. Leadership (Vol. 2).

Viseras, E. M. Baines, T. & Sweeney, M. (2005). Key success factors when implementing strategic manufacturing initiatives. *International Journal of Operations and Production Management*, *25, 151-179*

Ward, A., & Stoker, H. W. (2011). Achievements and ability tests Definition of the Domain: Educational Measurement 2, University press of America.

Williams, K. (2015). Strategic *Management*. New York, NY: DK Pub.

World Bank, (2008). *Text Book and School Library Provision in Secondary education in Sub-Saharan Africa. Washington*, D.C: African Region Human Development Department

Wößmann, L., Lüdemann, E., Schütz, G., & West, M. (2007). *'School Accountability, Autonomy, Choice, and the Level of Student Achievement* International Evidence from PISA 2003'' OECD Education Working Papers, 13, 86. OECD publishing.

APPENDIX I: INTRODUCTION LETTER

P.O BOX

Kitale

Dear Sir/Madam,

RE: Request for Your Participation in Data Collection

I am conducting a survey to establish the factors affecting effective implementation of strategic plans in Public Secondary schools in Trans Nzoia West Sub County. This study is for academic purpose and will be useful for the government, and other stakeholders involved in curriculum matters. Your participation in the exercise is voluntary and so you are free to choose to or not participate. But it would be helpful if you could participate fully.

The results of this research will be completely confidential and no personal data will be collected or revealed. Some of the questions I will ask may also be somewhat personal but I seek your indulgence in responding to them and I hope they will be okay with you. If, however, you do not feel comfortable answering any questions, please feel free to say so or seek clarification where you do not understand.

Regards

Yours Faithfully,

Beatrice Moturi

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

I am carrying out research on factors influencing implementation of strategic plans in secondary schools in Trans Nzoia West Sub County, Trans Nzoia County. I kindly request you to provide me with accurate information regarding this topic. All the information given will be treated as confidential and will be used for academic purposes only.

Section A: Background Information about Teachers

(Tick the right option or fill the right answer in the spaces provided. Do not write your name on this paper)

1.) What is your gender? { } Male   { } Female

2.) What is your age bracket? (Please tick under only one of them). { } 18 – 30 yrs
     { } 31 – 40 yrs   { } 41 – 50 yrs   { } 50 yrs and above

3.) What is your teaching experience? { } 1- 10 yrs   { } 10- 20 yrs { } 21 yrs and above

4.) What is your education level? { } Diploma { } Masters { } Degree { } Others

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

Statement	1	2	3	4	5
The school has a functioning strategic plan					
The implementation of the strategic plan is within schedule					
The implementation of previous plans has been implemented as planned					

2. School Leadership and Implementation of Strategic Plans

Do what extent you agree to the following type of leadership the school has adopted in your school. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below. SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

Statement	1	2	3	4	5
Democratic leadership styles					
Autocratic leadership style					
Leissez faire leadership					
The type of leadership influences implementation of objectives					

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

Statements	SA	A	U	D	SD
I ensure that the professional development activities of teachers are in accordance with the teaching goals of the school					
I ensure that teachers work according to the school's educational goals					
I ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.					

3. Resource Allocation and strategic implementation

a. What are the sources of finance in your school which facilitates the implementation of Strategic plan?

Source of funds	Tick where appropriate
Government	
Well-wishers	
Funds from school fees	
Income generating activities	
Fund raising	

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

Statement	1	2	3	4	5
Funds provided by the Government are enough and come at the right time					
Parents pay their fees on time to enable implementation of programmes					
The school has enough physical resources					
The school has enough human resources					
The school has adequate learning resources					
There enough finance to implement your strategic plan					

4. Stakeholder participation and implementation of strategic plans

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

Statement	1	2	3	4	5
Parents are actively involved in formulating the school strategic plan					
Teachers are actively involved in the strategic plan					
Parents influence plan implementation by paying school fees in time					
Other stakeholders like CDF do their role in supporting the plan					

5. Institutional structureon implementation of strategic plans

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

Statement	1	2	3	4	5
The school have a well-designed organizational structure					
Departments working together to obtain its strategic objectives					
Regular review meetings are held to audit implementation of Objectives					
Organisational structure is key to attainment of strategic plans					

APPENDIX III: QUESTIONNAIRE FOR HEAD OF DEPARTMENTS

I am carrying out research on Influence of strategic planning on academic performance of Public Secondary School Teachers in Trans Nzoia East Sub County, Trans-Nzoia County. I kindly request you to provide me with accurate information regarding this topic. All the information given will be treated as confidential and will be used for academic purposes only.

Section A: Background Information about Teachers

(Tick the right option or fill the right answer in the spaces provided. Do not write your name on this paper)

1.) What is your gender? { } Male   { } Female

2.) What is your age bracket? (Please tick under only one of them).

{ } 18 – 30 yrs   { } 31 – 40 yrs   { } 41 – 50 yrs   { } 50 yrs and above

3.) What is your teaching experience? { } 1- 10 yrs   { } 10- 20 yrs { } 21 yrs and above

4.) What is your education level? { } Diploma   { } Masters { } Degree { } Others

Part B: leadership styles on implementation of strategic plans

1. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below. SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

My immediate Supervisor **………**	1	2	3	4	5
Actively empowers teachers					
Encourages creativity and inventiveness at the workplace					
Allows employees to use discretion in decision-making process					

Demonstrates flexibility in making decisions					
Delegates authority					
Encourages individual growth and development in teachers					

2. Resource Allocation

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below. SA-(Strongly Agree)-5, A-(Agree)-4, U (Undecided)-3, (Disagree)-2, SD-(Strongly Disagree)-1

The……..	1	2	3	4	5
Teachers are enough to implement curriculum					
The learning resources are adequate					
The physical resources are adequate for the students					
Parents pay fees promptly avoiding students from being sent home					

3. Stakeholder Participation and strategy implementation

Answer the following questions by ticking the correct box as appropriate. Use the likert scale of 1-SA- Strongly, 2- Agree, 3-A – Agree, 4-UD – Undecided and 5-D in responding to the questions

Stakeholder Participation	1	2	3	4	5
I am always invited to participate in development of plans					
Teachers' participation in decision making and development planning is emphasised					
We always ask positive questions whenever things aren't right					
Principals and the board take our critique positively					

6. Answer the following questions by ticking the correct box as appropriate. Use the likert scale of 1-SA- Strongly, 2- Agree, 3-A – Agree, 4-UD – Undecided and 5-D in responding to the questions

Institutional strategy statement	1	2	3	4	5
The institutional structure is simple to supports strategy implementation					
The institutional structureallows timely implementation of strategy					
There is efficiency in communication on implementation of plans					
The structure encourages employee involvement in strategy					

APPENDIX IV: INTERVIEW SCHEDULE FOR BOM

I am carrying out research on Influence of strategic planning on academic performance of Public Secondary School Teachers in Trans Nzoia East Sub County, Trans-Nzoia County. I kindly request you to provide me with accurate information regarding this topic. All the information given will be treated as confidential and will be used for academic purposes only.

1.   Do you have a strategic plan in your school?

2.   Who were involved in developing the plan?

3.   Which leadership strategy is used in your school?

4.   How does the leadership strategy manage the human resource in the school?

5.   How do you ensure that the school's vision and mission are achieved?

6.   How do leadership styles affect implementation?

7.   How do you do mobilize resources to enable you implement your strategic plans?

8.   What challenges have you met so far in resource mobilization?

9.   What do you of think institutional structureof your school in terms implementing the plan?

10.   Do what extent could you say departments work together to achieve organizational objectives

11.   How often do you have meeting to review strategic plans implementation?

12.   What role(s) does stakeholders play in ensuring a successful implementation of the   strategic objectives?

APPENDIX V: RESEARCH AUTHORIZATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/18/11340/24267

Date: 26th July, 2018

Beatrice Kwamboka Moturi
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing effective implementation of strategic plans in public secondary schools in Trans Nzoia Sub County, Trans Nzoia County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **25th July, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.
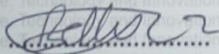
APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. BEATRICE KWAMBOKA MOTURI
of MOI UNIVERSITY, 2938-40200
KISII,has been permitted to conduct
research in *Transnzoia* County

on the topic: *FACTORS INFLUENCING*
EFFECTIVE IMPLEMENTATION OF
STRATEGIC PLANS IN PUBLIC
SECONDARY SCHOOLS IN TRANS NZOIA
SUB COUNTY, TRANS NZOIA COUNTY,
KENYA

for the period ending:
25th July,2019

Applicant's
Signature

Permit No : NACOSTI/P/18/11340/24267
Date Of Issue : 26th July,2018
Fee Recieved :Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19754

CONDITIONS: see back page

APPENDIX VII: MINISTRY OF EDUCATION AUTHORITY

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams: ....
Telephone: Kitale 054-31653 – 30200
Fax: 054-31109
Email: transnzoiacde@gmail.com
When replying please quote:

County Director of Education,
Trans Nzoia,
P.O. Box 2024 – 30200
KITALE.

Ref. No. TNZ/CNT/CDE/R.GEN/1/VOL.II/142

Date: 22ND August, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – BEATRICE KWAMBOKA MOTURI

The above named has authority to carry out research on **"Factors influencing effective implementation of strategic plans in Public secondary schools"** Trans Nzoia County for a period ending **25th, July 2019.**

This is therefore to authorize the person to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.

DIXON O. OGONYA
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA

COUNTY DIRECTOR OF EDUCATION
TRANSZOIA
P.O. Box 2024-30200
KITALE

APPENDIX VIII: OFFICE OF PRESIDENT AUTHORITY

THE PRESIDENCY

Telephone: 054 – 30020 Fax No: 054 – 30030	MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT	COUNTY COMMISSIONER'S OFFICE TRANS NZOIA COUNTY P.O BOX 11 - 30200 KITALE

E-mail: cctransnzoiacounty@yahoo.com
When replying please quote

TNZC/CONF/ED.12/2/VOL.II/8   22nd August, 2018

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **Beatrice Kwamboka Moturi** of **Moi University** has been authorized by National Commission for Science, Technology and Innovation to carry out research on **"Factors influencing effective implementation of strategic plans in public secondary schools "** in **Trans Nzoia County** for a period ending **25th July, 2019**.

Please accord her the necessary assistance she may require.

COUNTY COMMISSIONER
TRANS-NZOIA COUNTY
P. O. Box 11 - 30200 KITALE

BIKEYO B. W.
FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY