

**DETERMINANTS OF EFFECTIVE IMPLEMENTATION OF STRATEGIC PLANS IN
SECONDARY SCHOOLS IN KENYA: A STUDY OF VIHIGA COUNTY**

BY

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DECLARATION

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DEDICATION

This thesis is dedicated to my late parents Mr. Johnstone Otenyo Emisiko and mama Margaret Ongachi, who were illiterate but knew the importance of schooling and gave me a strong and ambitious foundation in Education.

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ABSTRACT

Strategic planning has been employed in schools as a transformative tool to re-engineer institutions of learning resulting into improved performance. However, in Vihiga County, since introduction of Free Day Secondary Education most schools have experienced average performance lower than 4.3963 in national examination as a result of shortage of teachers and overstretched facilities, yet, little has been done to explore determinants of implementation of strategic plan in secondary schools in Vihiga County, Kenya. Therefore, the general objective of this study was to look into determinants of effective implementation of strategic plans in secondary schools in Vihiga County, Kenya. The specific objectives were to establish the influence of institutional culture strategy on implementation of strategic plans in secondary schools in Kenya, to determine the influence of institutional leadership in the implementation of strategic plans in secondary schools in Kenya, to establish the influence of human resource training strategies on implementation of strategic plan in secondary schools in Kenya and finally it identified the challenges facing implementation of strategic plans in secondary schools in Kenya. Effective schools model theory by Edmonds and resource based theory guided the study. The study employed pragmatic research paradigm as a philosophy on which it was anchored. It adopted mixed method as a research design utilizing both quantitative and qualitative research techniques. The study adopted mixed method descriptive cross-sectional survey research design. The study population included one County Quality Assurance and Standards Officer, 150 Principals of secondary schools, 180 Deputy Principals and 500 Heads of Department. A pilot study of 10% of the sample size was conducted to improve on validity and reliability of the instruments. Proportionate sampling of 50 percent of study population was adopted and simple random sampling used to select 75 secondary schools. Subsequently, purposive sampling was used to select 75 principals, 90 deputy principals and 250 heads of departments in the schools, and one County Quality Assurance and Standards Officer. Questionnaire, interview schedule and document analysis guide were used to collect data. Quantitative data was analyzed using frequency counts, percentages, mode, standard deviation and multiple regression analysis while content analysis was used to analyze qualitative data by classifying opinions into main emerging themes, categorizing and coding the categories and assigning them numerical values. The study established that institutional culture ($\beta=.766$, $p<.05$), quality of institutional leadership ($\beta=.209$, $p<.05$) and Training of human resource ($\beta=.152$, $p<.05$) had significant influence on effective implementation of strategic plan, with the regression model $Y= 0.766X_1 + 0.209X_2 + 0.152X_3$ accounting for 64% of variations in effective implementation of strategic plan. The study concludes that institutional culture, human resource training and quality of institutional leadership were determinants of effective implementation of strategic plan. The study recommends frequent training for school administrators and development of internal policies and procedures to resolve conflicting roles between heads of departments and heads of subjects in administrative structure. The study is useful for improving strategic plan implementation in secondary schools in Kenya and can be used to help other stakeholders and the ministry of education in implementation of strategic plan.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA-Analysis of Variance

CEO-Chief Executive Officers

CUE-Commission for University Education

HEIS-Higher Education Institutions

HRD-Human Resource Development

ICT-Information and Communication Technology

IMF-International Monetary Fund

ISO-International Organization for Standardization

JKF-Jomo Kenyatta Foundation

KIE-Kenya Industrial Estates

KIPPRA-Kenya Institutes of Public Policy Research Authority

NRC-Netherlands red cross

PHD-Doctor of Philosophy

R&D-Research and Development

ROK-Republic of Kenya

SPSS-Statistical Package for Social Sciences

ST&T-Science Technology and Innovation

TIVET-Technical Industrial Vocation Education and Training

UNESCO-United Nations Educational Science and Cultural Organizations

ILD- Institutional Leadership Skills

HRT- Human Resource Training

IC- Institutional Culture

HoDs- Heads of Departments

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the following; background of the study, statement of the problem, purpose of the study, significance of the study, limitations and delimitations of the study, the basic assumption of the study, theoretical framework underpinning the study and definition of terms.

1.1 Background of the Study

The development of strategic planning as a strategy in school situation is a recent development, although having been practiced in military and business field for a long time. Borrowed largely from economics and social sciences it is still fragmented by the presence of a number of schools of thought. A strategic plan is a road map to lead an organization from where it is now to where it would like to be in future ten years' time (Kisembe & Were, 2014). It is important to have strategic plan for a company, a department or an institution of learning. Strategic planning comprises the procedures of defining objectives and creating strategies to attain those objectives.

Hickson, Miller and Wilson (2013) in their study in United Kingdom examined the link between the implementation and performance and concluded that approaches that

combined both planning and what they described as prioritizing were associated with higher performance. Thorpe and Morgan's (2010) also found that implementation styles that were closer to the rational end of the spectrum were more effective. Shannon and Brenda in Kitembe and Were (2014) observe that while the process of writing the plan is important, it seems that many plans do not flourish because of a process for evaluating, implementing and monitoring the plan is left implicit or entirely omitted. They note that when a plan is initially generated for internal reasons it may have the momentum or intensity to succeed. The planning process itself may have effectively shaped a new way of thinking that can foster results. However, the organization might have received a call from external forces to create change but lacks enough momentum or sufficiently shared vision to overcome inevitable resistance to change without careful monitoring and/or strategic management.

In the USA Strategic planning follow a four step identified by Cook cited by Jane and Kiprop (2016) as conducting a comprehensive needs assessment, managing the inquiring process, designing the school wide programme and evaluating the program. Given that strategic planning has been faced with pedagogical challenges, Jane and Kiprop observe that in Europe it has made major stride in school development (Deal zone, 2008).

In a study in Malaysia Kamarulzaman (2010) asserted that in 2004, Malaysia ministry of education evaluated its strategic plan and there was evidence of improvement and it therefore rolled another five year strategic plan. The Malaysia government followed effective school leadership in implementation and evaluation of their strategic plan.

By endorsing the Paris Declaration on Aid Effectiveness in 2005, aid recipient countries committed themselves to exercise leadership in preparing and implementing national development strategies and to translate these national development strategies into result oriented programs (Mutambo, 2011). The fact that the existence of an education sector plan has been made a main eligibility criterion for benefiting from the education for all (EFA) Fast Track Initiative (FTI) Catalytic funds has given a further impetus to the strategic planning interest in developing countries. The original Education sector strategic plan (ESSP) 2004 – 2015 of Uganda ministry of Education and sports was formulated in 2004. It covered fiscal years 2004/05 to 2014/15. It succeeded the Education Strategic investment Plan (ESIP) of 1998-2003.

The Plan was presented in two parts. The case for providing universal primary education is well documented. Uganda has committed for over a decade to achieving this goal. The Ugandan experience has shown that spending on basic education especially for disadvantaged and those in hard to reach areas promotes equitable access. In the recent past institutions of Higher Learning have been confronted with numerous changes in their external and internal environment and respond to emerging challenges such as decreasing financial support, rapid technological advances, changing demographics and outdated academic programs.

Overall, strategic planning at universities has been only moderately successful as only a few were able to achieve significantly successful results and transformed themselves

dramatically. Others have been able to make important changes in parts of their operations, but many institutions have stumbled, dissolved into controversy or lost the nerve (Mutambo, 2011). Although several authors have endeavored to explain successes and failures of strategic planning in higher education, scholars differ in their opinions. As a result, there is no consensus or clarity on major determinants of strategic planning' successes in universities.

Strategic planning is a key function of executive leadership. A strategic plan provides a blue print for achieving educational excellence. The plan needs to address the mission and objectives, desirable short and long-term outcomes and tasks, available resources for implementing the tasks, determination for implementation responsibilities and accountability criteria. Strategic planning for school improvement should account for each of these elements, to start with, ensuring that all students have equal opportunity to succeed in school and how the school will address the essential changes. At county level the need for strategic plans that clarifies how the county will facilitate replication and scale-up of prototypes practices (Stuart, 2009).

In developing countries Suneka (2015) argues that strategic planning attempt to promote school development in four main ways- Assessing the current state of the school development plan and providing information about it, increasing overall rate of development, carrying out special types programmes and trying to improve the coordination between different stages of the planning process. Deal (2008) noted that the main problem lies with the implementation of strategic plan.

Hubley (2008) in a study in Namibia identified three problems in education planning, these included; failure in planning and communication process, problems in the organization of education programmes and inadequate programme evaluation.

In Kenya the Ministry of Education in its effort to achieve its goals envisioned in the social pillar of vision 2030 in the provision of relevant and quality education to every Kenyan introduced strategic management in all public learning institutions. The Ministry of education came up with medium term plan to ensure attainment of social pillar of vision 2030. The first social MTP was 2008-2012. Its vision was to have a globally competitive quality education and training Kenya's sustainable development and its mission to provide, promote, and coordinate quality education and training for improvement of individuals to become caring, competent and responsible citizen who value education as long life process (G.O.K 2008).

In a review of the implementation of the second generation strategic plan for 2013-2017, the ministry identified seventeen lessons learnt from the first medium term plan. It identified governance and accountability having a crucial role in programme success, need for harmonization in the development of work plans, institutional and legal framework in order to avoid duplication and overlaps in the second medium term plan and need for prioritization of projects, necessity of a highly skilled human capital to facilitate implementation of policies and strategies. The review noted that service delivery improves with a clearly outlined service charter (G.O.K 2013).

In a study on “utilizing strategy” on site staff professional development in public secondary schools Njeri and Kiprop (2016) observed that implementation procedures were unclear, lack sufficient financial resources and lack of pre-requisite skills for teachers in secondary schools to develop, implement, monitor and evaluate strategic plan. KIM (2009) on Total quality management theory explain that “Management need to establish performance measurement instruments that reveal level of customer satisfaction and should be able to respond appropriately to customers’ needs. Njeri and Kiprop (2016) noted that without evaluation, most schools in Kenya may not respond to customers’ needs and thus the government of Kenya will not achieve vision 2030.

According to the Ministry of Education report (2008) confirmed that all public secondary schools have developed and implemented their internal strategic plans. The problem has been that there is no evidence by the ministry on evaluation of the impact of the implementation and challenges being experienced so as to devise methods/strategies for improvement. This study is seeking to identify the challenges head teachers of secondary schools face in implementation of strategic plans so as to improve and discuss key determinants of successful implementation of strategic plans.

Strategic planning techniques as applied in education sector place goal setting in a broader context so that key stakeholders within and outside the organization are involved in the process. This creates greater awareness and ownership of the goals that result. All employees and constituencies are then able if they choose to align their behavior (Pashiardis & Pashiardis, 2013).

With the goals to enhance their achievement, the proponents of strategic planning present it as the base, perhaps the only method that the school can use to restructure. Strategic planning for schools is linked to restructuring and fundamentally aimed at bringing about reforms and change in education (Republic of Kenya, 2012).

In educational circumstances strategic planning over time enables members of the school community, departmental heads and other units to work towards implementing a shared mission, which actualizes the vision of the school (Dooris, Kelley, & Trainer, 2012). Such capability and capacity derived from the concerted approach to fulfill the institution- main mission and adapted to strategic planning environments. For instance individual school, department or subject head mission statements collectively help define elements for the institutions overall strategic planning: Market for success, profitable selling points, tangible products, intangible product, tangible services and intangible services. These assist schools in more clearly understanding specific attributes about niche, differentiation, levels granted, competence acquired student performance, school operations in its internal and external environments (Kisembe & Were, 2014).

In most cases the elements of strategic planning becomes categorized into quantitative variables measured to determine significance and frequently demonstrated numerical accountability i.e. quality grades attained by learners; faculty selection for students from secondary to university; improvement in infrastructure and its impact to students learning, parents preference for the school as first choice for their children and level of transition (Aponte, 2011). In Kenyan situation schools' strategic planning is witnessed in a number of ways to be elusive. This is through regular inspection by the Department of Quality

Assurance and Standards whose reports have always revealed that what is implemented is not similar to what was planned. Sometimes Board of Management adopts incrementalism, described by Wamucii, (2015) as the science of muddling through. It assumes that decision making in reality is based on a limited number of choices within a rather narrow range that defines the organizations comfort zone of change. Instrumentalism allows situational responses to pressure or interest groups even if overall goals are not clear. School principals find it hard to be pinned to initial strategy as they adjust to changing environment and dynamic leadership in individual schools.

To deliver the best results, strategic planning requires broad yet effective information, gathering, development and exploration of strategic alternatives and an emphasis on future implications of present decisions. Cawelti (2007) on the other hand defines strategic planning as a process deliberately designed to help leaders conceive of the kind of institution they would like to create to serve their students planning in schools has been categorized in various ways, for instance Wallace (2004) argues that framework for school planning have been produced based on cycles of review, planning and implementation. At institutional level MacGilchrist et al (2005) claimed that four different types of schools plans could be identified: The rhetorical, which had no credence within the school, the singular, produced by the principal alone, the co- operative, produced by a group of staff and focusing on finance and staff development and the corporate, produced by the staff working together and focusing a cross an agreed range of the school priorities.

Information technology has also affected administrative services. Databases hold information about students, faculty, staff, administration and alumni. These databases are manipulated in a variety of ways and provide information in any format at any time that can be imagined. Electronic mail and complex computer and telecommunication systems give different schools the ability to communicate, collaborate and coordinate beyond the limitation of time and space (Heckman & Maswich, 2010). This therefore calls upon all educational stakeholders to be on alert to keep focused varying circumstances and update their strategies. It therefore makes strategic planning quite relevant in a school situation.

1.2 Statement of the Problem

Most studies conducted on strategy implementation have revealed that only 10% of them are successful while 90% is a total failure (Fortune Magazine, 2009). The study pointed that the main cause of failure was poor implementation. Nearly all strategic managers agree that for strategy implementation, organizations and institutions of learning require bold and change minded leaders (Higgs & Rowland, 2011). Wamucii (2015) in her study on effective implementation of strategies in higher institutions of learning in Kenya noted that more than 90% of initiatives fail, not due to formulation n but as a result of implementation hardship. Furthermore, Kaplan & Norton (2008) added that the level of successfully implemented strategies lies between 10% and 30%. This therefore brings about negative effects of failed strategies which include wastage of resources and time, lower staff morale and a declining trust senior management and overall poor governance of the institutions, (Peter & Philips, 2008). This study therefore sort to delve into determinants of effective implementation of strategic plans in secondary schools in Kenya.

Currently education and schooling is considered to be a basic right and need for every Kenyan child. The delivery of secondary education has been confronted with several challenges as a result of several bottle necks (Serem & Kiprono, 2016). With emphasis on 100% transition from primary to Secondary, the ministry of education has found itself in a fix due to compulsory Free Primary Education and Free Day Secondary Education; there has been an increase in demand for secondary education. This has led to meager resources available being overstretched. There has been shortage of facilities and teaching staff to cater for high demand. In Vihiga County the director of education at the County level indicated that since introduction of FDSA most schools have experienced large population growth with insufficient classrooms, laboratories teachers and other facilities. This was in a report during an education day at county level C.D (2015). The Education Director in Vihiga County clearly pointed out that the key issues afflicting the secondary school sector was governance of the institutions. The director pointed out that this contributed to issues to do with annual strikes in schools across the country, school fire outbreaks and low performance index in KCSE brought about by poor strategic plan implementation.

Schools are generally driven to engage in Strategic planning process by a variety of forces. These include increasing demand for higher education concurrent with a decline in government funding, changing school demographics and a need to compete with emerging models of higher education while keeping the essence of a traditional comprehensive school. In essence a strategic planning process can help prepare a school to face these emerging challenges. The current school strategic plan has been revised in accordance with the demands by the ministry of Education, Science and Technology (MOEST), 2008 –

2012, 2013 – 2017; 2018-2022. The policy guidelines cover university, secondary and primary education, technical education, continuing education and learning science, technology and innovation. These changes are being undertaken to accommodate recent policy developments such as vision 2030 on Education strategy and National strategy (Caillods, 2009).

In Vihiga County, since the introduction of Free Day Secondary Education, most secondary schools have experienced an average performance lower than 4.3963 in the national examinations as a result of shortage of teachers and overstretched facilities (C.D Education, 2018). It is against these issues raised which have been persistent that the study wished to address through determinants of successful strategy implementation in secondary schools in Vihiga County. It is true that the government directives 2008-2012; 2013-2017 and 2018-2022 mandates School Principal to ensure that there is functional plans prepared and followed in all schools. The concern was how effective the strategic plans are serving the schools. Vihiga County had about 80% transition rate from primary to secondary in January 2018. The stake holder's forum was informed from the Quality Assurance and Standard Office that should there be a 100% transition then it would be total disaster plan. This is evident in a study by Dandora (2015) whose concern was on misuse of resource in formulation of strategic plans. He observed that brilliant strategic plans are developed to address the persistent poor results in secondary schools. Parents, organizations, churches, NGO's and well-wishers have been vocal on what happens to good results they are promised in form of target (Serem, 2016). Why are the targets not matching the actual result?

Dorice (2013) observed that it is no secret that most strategic plans fail to deliver their intended results, the problem being not strategy, but how it is implemented. Effective implementation of a strategic plan is key to the success of any school, institution or an organization. The school exists to meet the expectations of its customers who are parents, learners, teachers and other stakeholders. A strategic plan helps school management to acknowledge the future, identify important trends and tendencies and the need to respond to them skillfully and carefully by adopting and modifying its systems and structures in order to tackle emerging challenges and circumstances.

Wanyama (2018) observed that while the government has endeavored to provide the basics through free subsidized education, lab equipment and infrastructure funds most schools in Vihiga County had not realized the impact of the support received. The influence of secondary school administrators on utilizing the funds to effectively implement school strategic plans was still wanting. Indicators of quality in secondary schools include classroom materials, curriculum taught, teacher education and teacher learner ration (La Paro, 2013). In a study by Onderi and Makori (2013), on secondary schools principals in Nyamira in Kenya, they noted that more than three quarters of them felt that their schools' resources and facilities were either poor or average. They noted that, free secondary education had increased enrollment and negatively affected the schools' at Kenya Certificate of Secondary Education.

The policy documents by the Ministry of Education Science and Technology shows that all schools have formulated strategic plan (G.O.K 2013). In a study by Dan (2013) Nakuru County showed that majority of the schools operated without strategic plans. This is

contrary to the government policy. This has resulted to schools having inverted priorities and dilapidated structures. A number of schools operate under school development plans which are ineffective and its programmes are not accomplished on time (Dan 2013). According to Njeri and Kiprop (2016) it is a ministerial requirement that all schools formulate strategic plans with a time frame of 3-5 years and action plans for each year. Reports from the Ministry of education show schools rarely develop strategic plan leading to poor school management.

Njeri and Kiprop (2016) looked at effective leadership and implications on strategic planning. They proved that most schools have developed strategic plans, but lacked commitment in implementation, with effective leadership; coupled with other factors the strategic plan could drive the school to greater heights. This study looked into effective ways of implementing school strategic plans in order to achieve its intended objectives in Vihiga County.

1.3 Purpose of the Study

The purpose of this study was to evaluate the determinants of effective strategic plan implementation in secondary schools in Kenya.

1.4 Specific Objectives

- i. To establish the influence of institutional culture on the implementation of strategic plan in secondary schools in Kenya.

- ii. To determine the influence of institutional leadership in the implementation of strategic plans in secondary schools in Kenya.
- iii. To establish the influence of human resource training strategies on improving strategic plan implementation in secondary schools in Kenya.
- iv. To identify the challenges facing implementation of strategic plan in secondary schools in Kenya.

1.5 Research Questions

- i. How does institutional culture influence strategic plan implementation in secondary schools in Kenya?
- ii. How does institutional leadership influence strategic plan implementation in secondary schools in Kenya?
- iii. To what extent does the training of human resource influence strategic plan implementation in secondary schools in Kenya?
- iv. What are challenges facing implementation of strategic plan implementation in secondary schools in Kenya?

1.6 Research Hypotheses

The study was addressed the following research hypotheses.

H₀₁. Institutional culture has no significant influence on strategic plan implementation in secondary schools in Kenya.

H₀₂. Institutional leaderships has no significant influence on strategic plan implementation in secondary schools in Kenya

H₀₃. Training of human resource has no significant influence on improving strategic plan implementation secondary schools in Kenya.

1.7 The Scope of the Study

The study was carried out in secondary schools in Vihiga County. Vihiga County comprises of Emuhaya, Luanda, Vihiga, Sabatia and Hamisi Sub- County. It focused on the determinants of effective implementation of strategic plans and challenges facing implementation of strategic planning and possible strategies for improving implementation of strategic planning in secondary schools.

1.8 Limitations of the Study

The study encountered a number of limitations and obstacles. The researcher faced challenges with some of principals of high schools who needed more time to understand the questionnaire before filling it, given that strategic planning is a new concept and practice in schools. They were not prepared to have a focused discussion on key variables of the study and could not vividly discuss institutional challenges on strategy implementation. The researcher was forced to elaborate and a supportive document as evidence that it was a scholarly work and not assessment from the ministry of education. A good number of respondents expected financial motivation from the researcher which took more time than expected. The interview scheduled could not be conducted on the same day of administering the questionnaire since some of the deputy principals were acting as the principal of the schools and some of the principals delegated their deputies to fill the questionnaires on their behalf.

1.9 Assumptions of the Study

This research study was carried out on assumptions that:

- i. All secondary schools principals and head teachers have general understanding of strategic planning and have put modalities in place to follow during implementation.
- ii. The individual secondary schools in Kenya have developed a document referred to strategic planning or development strategy and regularly refer to it as a roadmap whenever they are called upon to do anything in terms of expansion, performance and general decision making.
- iii. Educational stakeholders including education officers in the republic of Kenya understand the need of strategic planning and are ready to provide support when called upon to improve implementation of strategies.

1.10 The Significance of the Study

The study had a productive orientation and intends to equip teachers, principals of schools and other administrators and stakeholders with skills necessary to interpret and understand educational strategic planning in order to achieve its goals. It will guide educators and educational administrators in utilizing the available knowledge and skills when implementing strategic plans in a number of schools both locally and internationally. It is likely to enable schools' Boards of management to be keen when implementing and developing strategies for their institutions of learning as the institution differ from one another both internally and externally. It will provoke ministry of education to prepare manuals for developing strategies for improvement.

1.11 Theoretical Framework

This study is based on the effective schools model theory by Edmonds. The effective schools model combines elements of the profit maximizing and competition- based theory; resource based theory and survival based theory to propose seven correlates of effective schools. The seven correlates are professional leadership focus on teaching and learning, purposeful teaching, shared vision and goals, high expectations of all learners, accountability and stimulating and secure learning environment (Kisembe & Were, 2014)

According to Wangare (2009) strategic management is defined as the process and approach which an organizations goals and objectives are specified; policies developed and plans drawn to achieve the set objectives through resource allocation for their implementation and actualization during the early years, works on strategic planning by Chandler cited in Aponte (2011) strategy and structure, corporate strategy, they assumed a contingency perspective relating strategy and structure and resource – based framework that emphasized on internal strengths and weakness of an organization. In later years, the industrial organization economics, particularly the work of Michael Porter's cited in Kisembe (2014) profit- maximizing and competition- based theory greatly contributed to the development of strategic management.

The resource based theory is founded on the principle that the source of firms competitive advantage lies in their internal resources, as opposed to their positioning in the external environment. Resources and capabilities consist of physical, financial, human and intangible assets. The theory is conditioned on the fact that resources are not homogenous

and are limited in mobility. The firm can translate resources and capabilities into a strategic advantage if they are valuable, rare and inimitable and the firm is organized to exploit these resources (Kupes and Wider, 2012). By evaluating environmental opportunities and threats in conducting business, competitive advantage depends on the unique resources and capabilities that a firm possesses. The resource- based view of the firm predicts that certain types of resources owned and controlled by firms have the potential and promise to generate competitive advantage and finally superior firm performance (Ainuddin et al, 2007).

Survival- based theory centers on the concept that organization need to continuously adapt to its competitive environment in order to survive. The resource based view is a way of viewing the firm and in turn approaching the strategy. The resource based was popularized by Hamel and Prahalad in their book competing for future (1994 cited in Kamau 2015). The view conceptualizes the firm as a bundle of resources. It these resources, and the way they are combined, that makes firms different from one another and in turn allow a firm to deliver products and services to the market. The firm is a bundle resources and capabilities made up of physical, financial, human and intangible assets. The theory is conditioned on the fact that resources are not homogenous and are limited in mobility the firm translate these resources and capabilities into strategic advantages if they are valuable, rare, and inimitable and the firm is organized to exploit these resources.

Resource based view considers internal capabilities in the formulating of strategies to achieve a sustainable advantage in its markets and industries. If we see the organization as made of resources and capabilities which can configure to provide it with competitive

advantage then its perspective does indeed become inside out. In other words its internal capabilities determine the strategic choice it makes in competing in its external environment. In some cases a firm capabilities may actually allow it to create new markets and add value for the customers.

This theory suggests that no firm can secure the resources and capabilities required to survive without interacting with firms and individuals beyond their boundaries (Kupes and Wider, 2012). Firms will actively seek to control (either internally or externally) critical resources as best they can within an environment filled with uncertainty and improve their chances of survival through adaptation to the environment. This very theory suggests that firms are engaged in competition.

For this study the effective schools model by Edmonds is applied. Effective schools model combines elements of the profit – maximizing and competition- based theory; Resource-based theory and survival- based theory to propose seven correlates of effective schools. Edmonds looks at leadership as the most critical component of effective school. Principals have a direct influence on teachers and the effectiveness of teaching learning relationship. Professional leadership requires identifying a clear sense of purpose for the school. It entails the distribution of authority and responsibility a cross the school by providing teachers with genuine opportunities to participate directly in decisions about curriculum, professional learning, priorities, school and resource management and other policy decisions. Professional leadership requires keeping abreast of what is happening in a classroom, including what is being taught, pedagogical approaches and student progress.

Availability of resources should it be human, technical or financial does not automatically assure effective utilization. The school leadership may fail to co-ordinate the resources available for the good of the school. This explains why most schools endowed with enormous resources are unable to deliver to their strategic plan. Resources need to be combined with school leadership and culture in order to attain full implementation. The school leadership plays an indispensable role to ensure that the theory functions. The leaders must be both sponsor and champion of strategy management process (Gitahi, 2012). Leaders must find ways to resolve the inevitable problems and issues that arise and keep the process and participants moving. This is to ensure effective coordination of teachers, parents, students and stake holders to have value for resources provided.

Leaders must demonstrate their commitment by discussing all groups' decisions making process in terms of their relationship to strategic aims. They must be present and actively involved in all strategic processes. Leadership team must always question how does the process being allocated resources help achieve organizational long term strategic goal? (Vinzant & Vinzant, 2009).

Government/Public organizations are not for profit maximizing. Edmond theory has a major element of profit – maximizing which may not directly apply to institutions of learning. For an institution to function and deliver to its mandate, it needs a genuine professional leader with self-drive to co-ordinate all the parts of the institution to ensure prudent use of resources and upholding Institutional culture.

1.12 Conceptual Framework

The above element discussed in the effective schools model is presented in the conceptual framework as shown below. The diagrammatic presentations illustrate strategic planning process which involves a series of steps that aims at creating an institution's preferred future of effective leadership. The factors through which the strategic planning process influences effective leadership and the indicators of effective leadership are also shown.

Figure 1.1: Conceptual Framework

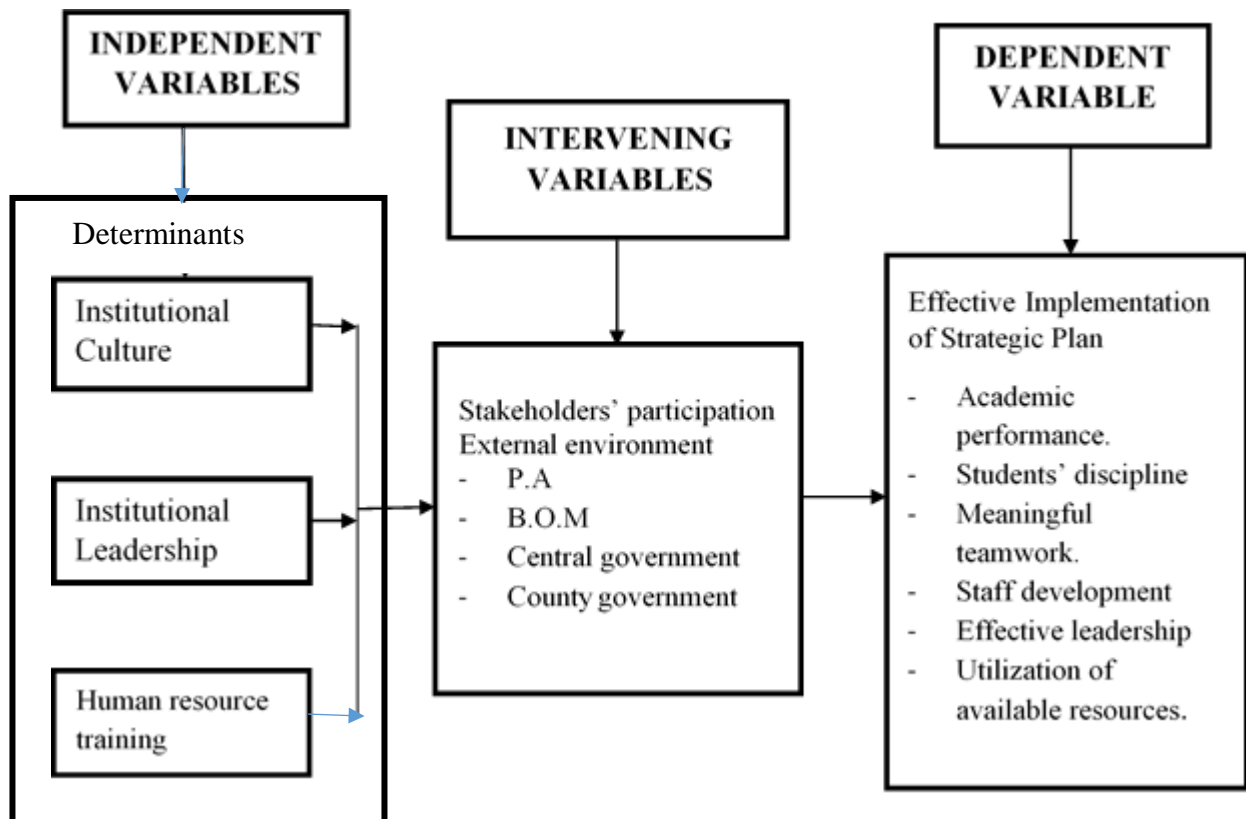


Figure Adopted from a paper by Kisembe and Were 2014

1.13 Definition of Terms

Effective Implementation: successful realization of putting into practice what was intended in the strategic plan.

External Environment: other factors outside the learning institution that affects implementation of strategic plan.

Human Resource Training: equipping employees with basic skills necessary for implementation of strategic plan.

Institutional Culture: refers to norms ‘The way we do it here’, how each institution goes about to achieve its goals /objectives as stated in its strategic plan.

Institutional Leadership: collective ability of administration to detect and cope with changes in the external environment and within the organization in the process of implementing strategic plan.

Objectives (Higher Education): are generally outcomes of no more than one year. They tend to be time bound due date assigned and are measurable activities meaning that their achievement can be ambitiously determined that keep the organization or unit leading towards its strategies and goals. (Wamucii et al., 2014).

Process – Process is the sequence of steps relationship transformations and interpersonal and intellectual transactions needed to reach on end state or outcome (Aponte 2011).

Stakeholders are individuals or groups who either have some input into decision – making about a social problem are affected by policy decisions on that problem (Ouche 2016).

Strategic planning (Education): strategic planning is a process of relating an organization and its people to their changing environment and the opportunities and threats in

the market place. It is a process in which purpose objective and action programs are developed, implemented, monitored, evaluated and renewed. It is particularly concerned with anticipating and responding to environmental factors taking responsibility for change and for providing unity and direction to an organization activities a tool for organization activities a tool for ordering ones perceptions about future's environmental in which one decisions may be played out (Ouche 2016).

Strategic Planning in higher education is the process that results in a plan that indicates how institutions purpose and direction might change over time or adapt to changes in the environment (Aponte 2011).

1.14 Summary of the Chapter

The chapter has focused on giving background to the study and also stating the purpose of the study. It has also highlighted objectives of the study as well as null hypothesis. The chapter has discussed significance of the study, assumptions of the study as well as theoretical framework and definition of operational terms.

The next chapter presents a review of literature that focuses on general understanding of strategic planning as used in military, business and higher education, strategic planning, challenges encountered in the process of implementing strategic planning and will make an attempt to bridge the gap in literature as proposed by the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looked at the materials available on strategic management in secondary schools and higher level of education within Kenya, East African region, African continent and globally. It attempted to define the concept of strategic planning, procedures followed during the formation of strategic planning, the outcome and output and the challenges involved in implementation of strategic planning in education and find the gap that the study intends to bridge

2.1 Concepts of Strategic Planning

Pearson (cited in Wamucii, 2015) described the way strategy is used in higher education. He set direction, to focus effort, to guide consistent concentration of effort through time and promote flexibility cited in Presley and Leslie (2009). Rowley, Lujan and (cited in Aponte, 2011) define strategic planning as a formal process designed to help organization identify and maintain optimal alignment with the most important elements of NS environment. According to Aponte (2011) explains that a strategy is directional in nature, although descriptions and analysis of the present situation are included. A strategy has a main function to direct change of some kind.

Strategic planning process examines an organizations current environment and ability considering how it would like to grow thus designed future, its aspiration as an organization it will serve to do and its intentions for moving forward – how will it move forward? Strategic planning identifies where the organization wants to be at some point in future and how it is going to get there. It is the process of defining the strategy i.e. direction of the organization or school and allocating resources to pursue this strategy. Strategic planning is a future oriented endeavor rather than a problem solving activity. Strategic planning relies on problem solving tools, but looks beyond the present to the organization on future

Strategic plan is a systematic process used to improve performance by identifying and resolving constraints that hinder realization of long term goals (Ouche, 2016) when commitment is placed on strategic planning components then effectiveness is achieved to improve performance. Commitments to the implementation of strategic plan constitute strategic plan intensity. Strategic planning is systematic identifies priorities for action, sales objectives and organizes resources to enable an organization to execute its strategic decisions which improve financial and non-financial performance (Dewit & Meyer, 2014; Kobonyo, 2012).

Bracker (2010) argued that the word strategy comes from the Greek Strategy: meaning to plan destruction of one's enemies through the effective use of resources. The concept was developed purely in relation to successful pursuit of victory in a war. Until 19th Century the concept was mainly in military but then it was applied to business world later. Though it is believed that the actual process which it took was untraceable, Ouche (2016) advances that

emergence of strategy in civilian organization's life resulted from awareness of that opportunities and needs created by changing population income and technology to employ existing or expanding resources more profitably. Hosking (2009) sees through his arrangement that modern strategy in civilian world has some link with military world. He further explains that the strategy developed in the 19thC in the running of U.S railways Hosking gives credit initiating business strategy to one of the Pennsylvania Railroad executives name Herman Harp and I quote "Strategy reconstructs business" is that of the proactive future oriented organization, managed by numbers.

Strategic management becomes a quantitatively oriented discipline, whose focus was on the use of numerical analysis to forces on market trends in order to plan for future. Hosking Hunt was a graduate of the U.S military academic at West Point. He founded the technique of writing examination and grading in the military world, its graduates were later taken into business world hence link between military and civilian managed techniques.

It is from the civilian world that the strategic management found its way and influence in education sector. By analyzing me and discussing military, business and education strategy, the researcher will be in a good position to bridge the gap in literature that exist in strategic planning in education.

2.2 Military, Business and Higher Education Strategy

This part presents the general analysis process common to most strategic planning models. It will present elaborate explanation on how education sector strategic planning evolved to the level it has reached today. Thus this is the proposal's situational context. From the

relevant secondary literature reviewed it has been established that strengths, weaknesses, opportunities, and threats (SWOT) analysis originate in military strategy (Aponte, 2011). The Greek term referred to the civil – military officials elected by the citizens of Athens to assume leadership during times of war. The strategies were expected to prepare and implement overall top-level plans in order to achieve long term goals of winning the war (through battles, negotiations, or any other means available according to the changing situation. They were not directly in charge of daily short operations of managing troops to win specific battles, which was a responsibility of lower ranking officers. This was and still is referred to as tactics; another military term derived from the Greek word tactical meaning the art of disposing and maneuvering forces in combat. From its military roots, strategic planning has kept at least two essential characteristics i.e. to think big, by taking into considerations all possible options and paying due attention to the changing environment and to focus on clear final and firm long-term goal to be achieved.

It is from the military SWOT analysis that come framework for business and higher education and strategic planning through evaluation of its political environment, ideological and social (PEIS) empirical variables. If military grouped variables into PEIS categories often derived from specific battle field internal and external environment attributes. Business and higher education on the other side grouped variables into political, economic, social and technological (PEST) categories derived from specific market internal and external environmental attributes. PEIS and PEST, categorizations could be separated according to quantitative nominal, ordinal, interval, old ratio variable scales. But only their interval and ratio numerical measurable amounts/Values were applied to formulas to determine their quantitative predicative power.

All strategic planning derived from the concepts of strategy and Strategy that is under or incapable of being understood will meet with resistance. People will not commit to something they cannot understand (Alfred, 2006). This identification deals with this proposal to instigate strategic planning in higher education and secondary schools and the general strategy process so that they are understood better. The proceeding section will focus on Business' applied analysis process, communication style, and purpose.

Although strategic planning in the business world can be traced back much earlier, its extended use started after the Second World War. During the 1960s, it became a standard management tool in all big and in many small companies and began to be included in the curricula of all respectable business schools. Since then the strategic planning approach has been the subject of many theories and gone through different fashions to begin in complex enterprises, strategic planning should not only take place at the executive level but that it should also be undertaken at different levels and functions within the organization. Every Manager is a strategy maker and strategy implementers for the area which he/she has authority over and supervises order to increase the chances of successful implementation, the preparation of strategic or even internal planning units alone.

Secondly, it also became clear that in order to increase the chances of successful implementation the preparing of strategic plan could not be left to external consultants or even internal planning units alone. Unless those in charge of implementation identify with what is being proposed, plans tend to become paper exercises. A good plan will take into consideration the whole organization or management unit and therefore all staff should be involved in its preparation in one way or another. Business strategy borrowed from the

military SWOT analysis construct and applied military terminology to business opens. It created a unique lingo within its specialization: management and marketing implemented price wars and defenses maneuvers to practice defensive strategies. For instance position defense, mobile defense, preventive defense, and counter offensive defense offset frontal attacks, flanking attacks guerrilla warfare, and encirclement (Aponte, 2011) were other terms frequently use.

Grafton (2012) referred to strategy defined in many different ways as “the problem of semantics. His claim parallel (cited in Wamucii, 2015) who declared the multiple arms in strategic planning and their use across different disciplines as problematic confusion stems from contradiction and ill –defined uses. (Cited in Wamucii, 2015) simplified business strategy in many meanings and defined it in five ways: a plan, ploy, pattern, position and perspective.

Strategy as a plan identified and categorized behavioral attributes into quantitative variables where the fundamental issue of cognition measured how intentions are conceived in the human brain. This resulted into business evaluation and related to their strategy because they were quantifiable and more easily measured.

Strategy as a ploy elicited company intentional behaviors to outwit an opponent through deception, threats, and specific proposed actions. It also suggests that strategy can be maneuver intended to outwit or confuse the opposition (Grafton, 2012). To support this for instance the following example elaborates it. Deception in strategy demonstrates such behavior when companies purposefully implemented strategy that caused their competitors to take immediate action. It elicited business competition to respond and react in a manner

that ultimately befitted the company initiating the behavior i.e. price wars. Another instance is implementing threats in strategy also demonstrated such behavior when business profited from instilling fear in customer and potential customers. The third action in strategy demonstrated such behavior when Rite Aid entered the Toledo, Ohio markets and built several new pharmacies (buildings) within close proximity of each other. This likely provided an immediate perceived psychological awareness of market dominance and discouraged competitor market expansion (Aponte, 2011).

Strategy as a pattern focuses on action and actions are traceable back to specific measurable behaviors. This strategy occurred when Henry offered his model T only in black. Identifiable and ascribable behavior resided in and emerged from Fords possible attempt to control buyer behavior and increase profit through promotion of model T. Customers could purchase any Model T for the same low price – as long as it was black.

Strategy as position referred to how organizations behaved in order to meet competition, avoid it, or subvert it. Usually based on analysis of the external environment opportunities and threats Market introduction of the Egg McMuffin for instance, represented strategy as a position here, McDonald's defended decision to expand into the fast food breakfast market segment for whatever reason i.e. increasing its market differentiation and or sales profit through evaluated SWOT analysis that influenced managerial or company behavior.

Strategy as perspective consists of a chosen position, an ingrained way of looking at the world (cited in Wamucii, 2015) and focused on into and behavior in a collective context; Thus empirically measurable behavioral variables extended beyond one individual t include an entire group. For instance, it is more probable that McDonald's restaurant

franchises collectively maintained a steadfast and resolute stance on their decision to generate increased sales revenues by offering and selling food to customers for breakfast

All strategic planning derived from the concept of strategy and strategy that is under or incapable of being understood will meet with resistance. People will not commit to something they cannot understand (Alfred, 2006). This literature review helps fulfill this proposal purposes to communicate the general process of strategic planning with the hope that it becomes better understood, learned and practically applied.

Collectively, the five definitions of business strategy, their properties, and their attributes presented new pieces to the research puzzle. (Charmz, 2006) discovered in axial codes that is categories and sub-categories. During axial coding tactics and strategy were a means to compare, contrast, and explain specific differences within military planning and strategic planning in business and higher education

They further comprised of quantitative measured military PEIS and business and higher education PEST variables deemed significant. Collectively they identified the form and nature of polarities (Huberman & Miles, 2012) in strategic planning and their relationship with specific codes.

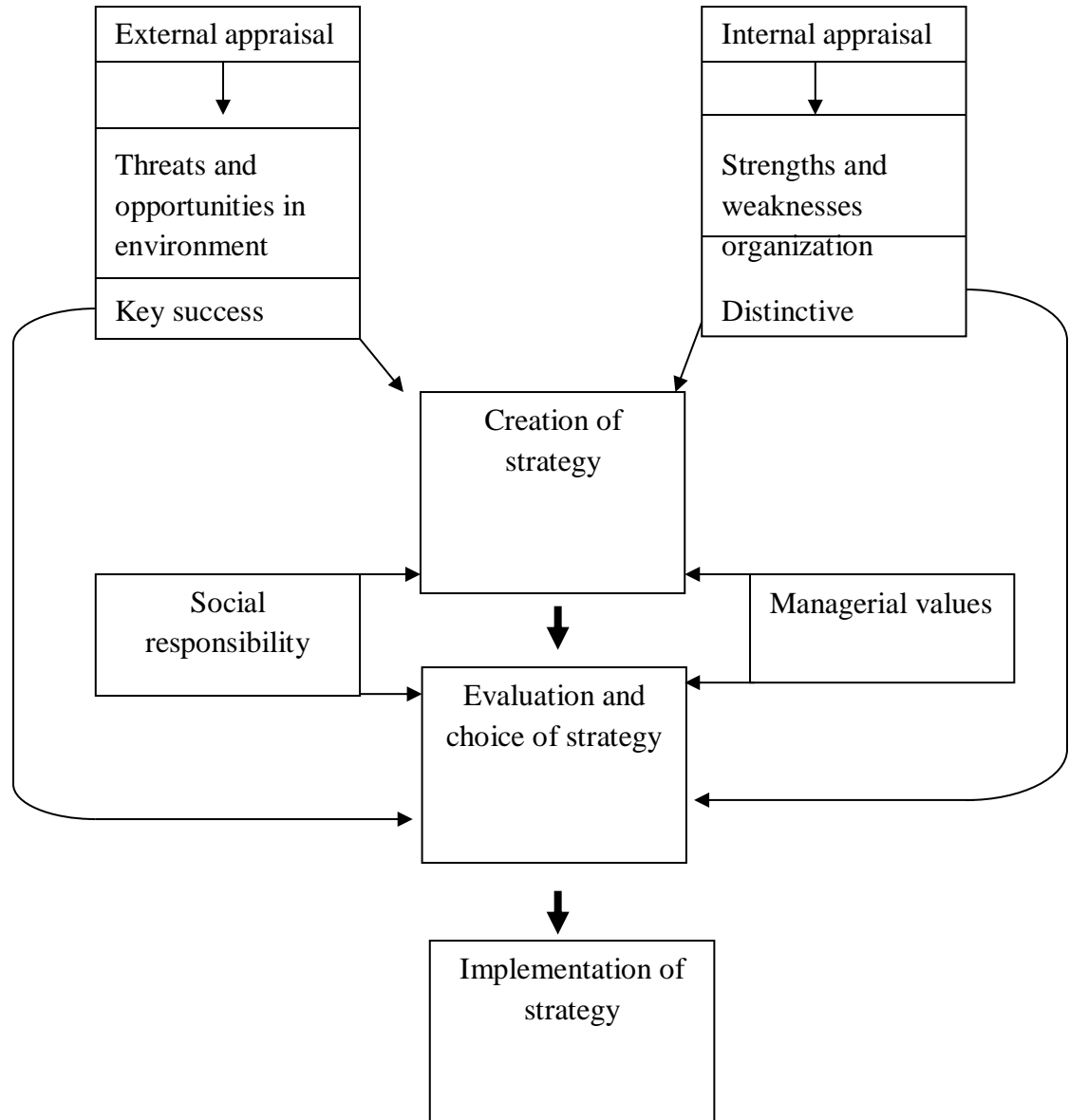


Figure 2.1: Strategic planning basic design school model (Mintzberg et al 1998, p 26)

By definition key success factors were quantitative variables (monetary costs or savings) derived from planned actions (e.g. acquisition of a company, development of joint partnership, or merger between two companies), when analyzed for significance. The involved companies adapted change in their external environment, maintained current market share and generated profits (an opportunity). For instance, the engineering of one's distribution process resulting from a firm's need to cut costs, might occur by in-house delivery routes and existing out sourcing of delivery carriers to initiate acquisition of a company (Aponte, 2011). Federal express initially had kiosks in selected Kinko's stores to provide its delivery services to Kinko's customers as an option. It brought Kinko's in 2004; renamed Fed Ex Kinko's to FedEx office and those stores now mainly serving as additional distribution counter for Federal Express. For the schools system in Kenya this could apply to Bridge International Group of Schools, Aga Khan schools and Brokeside International Schools.

Higher education strategy pattern emanated directly from business. Strategic planning entered the public and semi – public sectors during the mid-1980s. This was when the liberal market philosophy began to dominate all management thinking. It was felt that government administration should become more cost- effective and thus becoming more result or service oriented, which could be best obtained by applying strategic management principles. The reforms did not ignore that there are important differences between a private company and government agency. Government agencies generally do not face competition, they are not expected to make a profit and they have little autonomy in personnel management. Further still they have to deliver specific services and can be asked

to produce precise quantifiable results. They utilize important resources and therefore need to be under control. Government agencies have their own working procedures which are as a result of a long tradition and might not be the most efficient.

Introduction of strategic management in government sector is because strategic planning is an approach which is relevant to all kinds of organizations in the sense that all organizations have specific long-term goals to reach. Given scarce resources they look for the most efficient way to attain their goals. Different types of organizations have their own features, which means that strategic planning can never be applied in a blue- print but has to be adapted to the specificities of the type of organization under consideration.

Business adopted strategic use and implementation from military (Ngware, 2009) and higher education borrowed from business. For example, Chandler's (cited in Wamucii, 2015) business strategy definition became the one that Chaffee used for describing higher education strategy that focus on planning and top- down management is capacity to change the organization. Chandler further claimed that business strategy determined "basic long-term goals and objectives, the adoption of courses of action and allocation of resources necessary for carrying out these goals (cited in Wamucii, 2015).

Chaffee's research from 1962 to 1982 evolved into organization of linear, adaptive and interpretive strategy models. She first conveyed her finding of the strategy Literature as "incorporating a great deal of business literature that understandably permits a fuller view of the concept of strategy permissible from examining only the more limited higher

education strategy”. Importance for higher education strategic planning emanated from these models’ identified similarities with business strategy; they both apply the same general strategy development process to better inform their strategic planning.

2.3 Strategic Planning at School Level

Strategic planning in the education sector emerged in the US as early as the late 1970’s but mainly at the institutional (university and college) as discussed from the previous section. In the mid – 1980s, an estimated 500 districts were preparing some form of strategic planning, and especially handbooks were prepared and widely disseminated by professional organization such as the American Association of School Administrators (AASA). Strategic planning at the school level was introduced in many parts of the world as a result of the broader decentralization and school based management reforms of the late 1980’s.

In central education system level, strategic planning did not take off before the 1990s. At the international workshop on prospects for educational planning organized by UNESCO’s international institute for education planning (IIEP) on the occasion of its 25th anniversary 1988, the disappointment with the traditional planning methods was much discussed (cited in Aponte, 2011). But the need to adopt a more strategic planning approach was only marginally touched upon. The practice of preparing strategic education sector plans was adopted several years later and was at least in developing countries, this was linked to the gradual introduction of sector wide approaches (SWAP) in development cooperation from mid 1990s onward.

SWAP is a recent cooperation paradigm aiming at a more equal partnership between donors and recipient countries. The approach is based on awareness that donor assistance can only be effective if it directly supports the implementation of a clear national sector policy and strategy which are formulated and owned by the recipient country. The interest of this proposal to look at the challenges individual secondary schools encounter in implementing their school based strategic plans. Thus by endorsing the Paris Declaration on Aid Effectiveness in 2005, aid recipient countries committed themselves to exercise leadership in preparing and implementing national development strategies and translate their national development strategies into result oriented plans and programs. The Kenya government through the ministry of education prepared KESSP as a way of implementing the international strategies in Education.

Since then the Education sector in Kenya has witnessed several strategic program geared towards re-inventing the Kenyan education sector to achieve its goals. This is clearly illustrated in the Sectional paper No. 1 of 2005 on a policy framework for Education, Training and Research. In the policy paper chapter three is dedicated to strategic plan through its philosophy, vision, mission, Goals and objectives of education and training. It is stated that, the development management, organization and delivery of education and training services will be funded by the philosophy of Education and training for social cohesion as well as human and economic development (Government of Kenya 2005). It further advance that the Emphasis will be on the provision of holistic quality education and training that promotes education that involve both cognitive and effective domains (G.O.K 2005) the paper outlines the overall goal of education as to achieve EFA by 2015 in tandem with the national and international commitments. The short term goal of the sector

is to attain UPE y 2005, which has been revised by another policy paper No. 14 of 2012. The policy paper also outlined a total of thirteen specific objectives in full Cognizance of the national and international goals.

Strategic planning has been adopted by many counties, regions and individual's schools as a way of helping them manage change. This was mainly when funding by donors was suspended in 1990s in Kenya and Government forced to look for alternative sources of funding. The ministry of education was tasked with responsibility of pressurizing head teachers and principals of educational institutions to have strategic plans. Strategic plans must be unique to individual schools because of the differences circumstances in which they operate (Republic of Kenya 2008). For the school a strategic plan is a line action designed by the school to achieve desired targets within a given time scale using available resources. Some of the most important information that school should consider are; school aims which should relate to the National goals, the school mission statement; vision, the school motto, a description of the school and community it serves, school priorities arrived at through discussions with the stakeholders. An action plan for the next three years, a review of school performance in National Examinations. Information about the school e.g. number of students by gender and age, enrolment, number of streams, retention and dropouts and other important features of the school (Government of Kenya, 2008).

The overall individual school strategic plan is guided by the national mission and goals of education. They strive towards steering the country to achieve its vision for 2030 in its social pillar; investing in the people of Kenya. The Kenya government recognizes that the

education and training of all Kenyans is fundamental to success of the vision. It notes that Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. The education sector is expected to provide the skills that will be required to steer Kenyans to the economic and social goals of vision 2030. Vision 2030 outlines a number of challenges facing education sector and hence hindering its journey to achieve vision 2030. It states that the first one is how to meet the human resource requirements for the rapidly changing and more diverse economy. The next is to ensure that the education provided meets high quality standards and that its contents are relevant to the needs of the economy and society. The third challenge is to make rapid progress in raising the standards of the regions that lag behind in enrolment to bring them to par with other areas. This is another way of reinstating the goal of universal school enrolment to which Kenya is committed (G.O.K vision, 2030), the fourth challenge is stated as lying in the improving the overall transition rates, particularly from secondary to tertiary levels. The last one which is the most doubting is to create a cohesive society equipped with a culture of hard work and efficiency and one that values transparency, accountability, respects the rule of law and is concerned about environment. To achieve vision 2030 and overcome the challenges facing education sector it calls upon need to reform in order to respond to the challenges effectively (G.O.K vision 2030). The foregoing policy statements contained in vision 2030 government document is evidence of strategic planning and expressed desire to achieve the goals through implementation. In order to attain vision 2030 of transforming Kenya into a middle level income nation is to do with implementing successfully the educational programs. The anticipation of the expected increase in primary and secondary school output, institutions will play a critical

role in the production of skills that are required to achieve the goals and objectives of the vision 2030. How successful is the implementation of the programs going to be achieved was the concern of this study.

A number of strategies have been outlined as seen from the vision for 2030 being globally competitive quality education, training and research for sustainable development. It addresses strategic thrusts such as Access, Quality, Equity, and Science Technology Innovation (STI). Kenya's vision 2030 is also in line with UNESCO's whose objective is to "Ensure inclusive and quality education for lifelong education." Sustainable development goals has set targets for quality education in the following areas:- In all girls and boys complete free and compulsory basic education., Increase number of youths with relevant skills., Eliminate gender based education., and literacy goals. The targets outlined above can only be achieved at institutional level. The concern of this proposal is to establish how effective and efficient are secondary schools in Vihiga County prepared to support the national government in attainment of these goals.

2.4 Strategies on Implementation of Strategic Plan

Strategy implementation consists of the core administrative tasks needed to transfer strategy from theory to practice. Successful strategy implementation depends in part on the organization structure. Strategy needs to be institutionalized or incorporated into a system of values, norms and roles that will help shape employee behavior making it easier to reach strategies. Strategy also must be operationalized or translated into specific policies, procedures and rules that into specific policies, procedures and rues that into specific policies, procedures and rules that will guide planning and decision making by manager

will guide planning and decision making by managers and employees (Ouche, 2016) Implementing on operational involves taking ideas, decisions, plans, policies objectives and other aspects of the strategy and implementing them into actions (waters & waters, 2006).

In a study by Kohitamaki, Salmela and Matta (2009) the success and failures of strategy implementation in higher education insertion in Finland, they found that among sampled institutions they aspired to have successful implementation due to future oriented strategic change. Most aspects of this change had to have successful implementation due to future oriented strategic change. Most aspects of this change had to do with the organizations readings for change; to integrate education programs and units, to integrate R&D and teaching to centralized the function s and to establish new cooperation with new partners and to learn new strategy based management.

A study by Ofori and Atiogbe (2011) on strategy implementation at the University of Ghana revealed that where considerable competition between public universities is such as A vivisection of concerns, policies reform initiatives notes that the impotence placed n research in Africa is minimal in comparison to developed countries and that significant number of the few research projects that are completed suffer the unfortunate fate of sliding into oblivion. The importance of research in higher education cannot be underestimated.

Ooro (2009) asserts that quality in the universities and the aspect of funding is a multifaceted matter that touches on all issues such as availability of sufficient

infrastructure vis-à-vis student population, ratio of teachers to students and availability of facilitating parallel programs pay high fees almost commensurate of fees paid in private universities, this has led to commercialization of education that compromises on quality. The insufficient infrastructure and sometimes haphazard establishment of university campuses adds to the problems.

Omboi and Mucai (2012) on a study on factors affecting the implementation of strategic plans in selected technical institutions quotes the UNESCO report (UNESCO, 2004) that emphasizes that quality education is a tool to overcoming most of the problems in Africa and means to fulfill other rights. Indicators of quality education must be revised to ensure that standard is maintained worldwide. Quality education assures sustainable acquisition of knowledge, be it intelligent or practical of development he individual and contributes to national and global development.

In his study Ochanda (2010) sought to determine strategy implementation challenges at Kenya industrial estates limited, he used in-depth interviews with the board members top-level managers, the middle level manages and shop floor employees with the help of an interview guide. In the implementing of the years 2003-2008 strategic plan, out of the strategy critical aspects of the organization, the organization was only able to align its structure, culture and leadership to its strategy. Policies procedures and support systems, the reward, and motivational structure continued posing a challenge to the successful implementation of the sturdy. At the same time, and accountability, with regard to the strategic plans, was overlooked. The organization continued in its poor performance.

2.5 Influence of Institutional Culture Strategy on Implementation of Strategic Plan

Organizational culture is described as the set of important understandings such as norms, values attitudes and beliefs shared by organizational members (cited in Ouche 2016), Stoner, Freeman and Gilbert, 2001). Culture is said to exist in three levels which are artifacts as said to be things that one sees, hears and feels when one encounters a new group with unfamiliar culture which included products services and even behaviors of group members. Espoused names are the reasons we give for doing what we do Basic assumption are the beliefs that are taken for granted by members of an organization

Musyoka (2011) studied challenges of strategy implementing in Jomo Kenyatta foundation and found that institutional culture lays an important role in determining the success of strategic planning and implementation in any organization the compatibility of organizations culture plays an important role in determining the success of strategic planning and implementation in any organization the compatibility of the organizations culture to new strategic changes is an important measure in strategy implementation and mitigation of any challenges that may arise during implementation. Lack of synergy between strategies and culture may obstruct the smooth implement of the strategy by creating resistance to change. It is important that the culture of an organization be compatible with strategy being implemented because when there is incompatibility between strategy and culture, it can lead to a high organizational resistance to change and demotivation, which is like to frustrate the culture influences the actions of the employees to support the current strategy, implementation is strengthened. Maximizing synergy and reinforcing culture will lead to successful implementation strategies. In a study by Bolo,

Wandera, Imaita nad K'Obongo (2010), culture was referred to as shared meaning, shared understanding and shared sense making. The only organization laces on role models, through the system of complements and complied with employee's expectation has a big impact on developing the morale of workers. Culture impact on most aspects of organizational life such as how rewards are distributed, who is promoted, how people are treated and the way organization responds to changes in the environment.

Lewa, Mutuku and Mutuku (2009) study on Sector of Kenya; case study of public universities in Kenya, reveal that Kenyan universities and colleges especially public ones, have always planned but there was never anything strategic about it because the planning has always been the traditional one that followed the government is five year planning cycle. It should be realized that the government's five year planning cycles mostly involved are to do with adjusting plans for inflation and political changes so as to accommodate the whines of the ruling regime. The planning was never seriously focused on the long term. This has been the case until the coming in of performance contracting that demanded that planning be at strategic levels.

Ofori and Atiogbe (2011) Study on strategic planning in public universities; a developing county perspective found that regarding the effect of culture on strategy implementation at the university of Ghana the values that existed in the universities do not effective inform the behavior of the members of these institutions they only existed in name as leadership had not effective ensured that an excellent culture was understood and shared by all. Respondents unanimously agreed that culture is driving force for implementing strategy

but in their opinion leadership was not setting the right example as regards the working of the committee system it was formed that administration throughout the universities encouraged participation which indeed, served as a leveraging tool for building and sustaining a workable culture.

Cameroon and Quinn cited in Kopar (2015) presents a statistically validated and widely used tool to diagnose culture called organizational culture assessment instrument (OCAI) which was first based on the competing values Framework, which is founded in the work of Quinn and Kohirbang (1983). Cameroon and Quinn discovered four quadrants of organizational success which were clan, adhocracy, hierarchy and market.

According to Cameroun and Quinn in Kopar (2015), hierarchy cultures emerged because the environment was relatively stable. This enabled tasks and functions to be integrated and coordinated uniformity in products and services was maintained and workers and jobs were under control. Clear lines of decision making authority, standardized rules and procedures and control and accountability mechanisms were valued as the key to success. They agreed that a company with such an organizational culture is a formalized and structured place to work. Cameroon and Quinn stated that procedures in the hierarchy culture govern what people do; formal rules and policies hold that organization together. They noted that the long-term concerns of the organization are stability predictability and efficiency under hierarchy culture.

In contrast to the stable environment assumption of the hierarchy culture the basic assumptions in a market culture are that the external environments hostile rather than benign, consumers are choosy and interested on competitive position and the major task of

management is to drive the organization toward productivity, results and profits. It is assumed that a clear purpose and aggressive strategy lead to productivity and profitability. This is the situation at the school level. The parents who are consumers of educational facilities and programs through their children selectively choose on where to enroll them. They are seriously interested in the number of 'A's or 'B's the school produced and its position in the league table and hence need for strategies for positioning. A market culture therefore has to be results oriented workplace.. The tough demanding leader of the market culture will not last long in a clan culture.

In a clan culture a more team oriented approach is needed basic assumption in a clan culture re that the environment can be managed through teamwork and employee development, customers are best thought of as partners, the organization is in the business of developing a human work environment, and the major task of management is to empower employees and facilitate their participation commitment and loyalty (Kopar 2015). Sharing same values beliefs and goals is paramount especially in rapidly changing turbulent environment the clan culture is typified by a friendly place to work where people share a lot of themselves.

Adhocracy – the root word is ad-hoc implying something temporary, specialized and dynamic. Adhocracies can be found in environments that are even more turbulent than those in which clan cultures thrive. The major goal of an adhocracy is to foster adaptability, flexibility and creativity if uncertainty, ambiguity and information overload are typical (Cameroon and Quin, 2005). In total the adhocracy culture is characterized by a dynamic, entire perennial and creative workplace. People stick their necks out and take risks. Effective leadership is visionary innovative and risk oriented. The offline that holds

that organization together is commitment to the experimentation and innovation (Cameroon and Quinn, 2005).

Colie, cited in Kopar (2015) describes organizational culture says the sum of dominant values, visions perspectives, standards argues that the dominant culture affects the stakeholders of the organization. MC Neal, (2009) argues that an organizational culture forms in response to the need for external adaptation at and survival as well as internal integration enable the organization to cope with the changing environment. Internal integration entails development of language as well as rewards and punishment in order to establish and maintain effective working relationships among members of an organization.

According to Michael (2009) various aspects of culture exist at different levels within an organization. Shared assumptions and philosophies form the inner most layer. The next layer is organizational culture values which are collective beliefs assumptions and teaching about what things are good, normal rational and values. The top most layer has the cultural symbols, gestures, pictures and other physical objects which carry meaning with a culture, they are the most visible and most superficial.

Both Ansoff and porter in Kopar (2015) view strategy in terms of market and product and defines strategy as a creation of a unique and vulnerable position of tradeoffs in competing, involving a set of activities that neatly fit together, that are simply consistent, reinforce each other and ensure optimization of effort. Strickland (2011) argues that there are various steps involved in strategy implementations. He advocates that strategy managers have to be innovative strategist.

Strategy managers have to focus on forming an organizational culture to adjust to strategies through creating common values, defining ethical criteria, creating a workplace which supports strategies and creating high achievement motives in the culture of organization. The strategy implement process also entails performing leadership culture development and empowering implementing, developing, saving innovations, responsibility to environment and using opportunities, considering political aspects of strategies , confronting power conflicts and creating consensus, posing ethical criteria and behavior innovation mortifications for improving implementation of strategies.

While people are critical in strategy implementation their level of motivation might be a driving force towards the success of the process. The basic cultural requirements to earn a living must be integrated into the motivational innovations aimed at driving people towards implementation of strategies and creating operational and administrative systems which can empower strategies.

One of the major challenges in strategy implementation appears to be cultural and behavioral in nature, including the impact of poor integration of activities and diminished feeling of ownership of commitment (Kopar 2015). The link between performance and culture can be traced back to the Hawthorne studies that discovered the presence of an informal social system and shared assumptions and beliefs amongst the workers. Denison in Kopar (2015) suggests that in his general management framework that effectiveness is a function for values and beliefs (culture) held by translating the core values and beliefs into policies and practices in a constant manner.

A culture that is rooted in strategy supportive values, practices and behavioral norms adds to the power and effectiveness of company's strategy execution effort. For instance if a company is innovative and a technological leader, strategies would require a culture of taking initiative, challenging status quo exhibiting creativity, embracing change and willingness to collaborate. Culture stability is one that; is able to support strategy implementation, is one that fosters a culture of partnership, unity, teamwork and cooperation among employees. The type of organizational culture will enhance commitment among employees and focus on productivity within the organization rather than resistance to rules and regulations or external factors that prohibit success.

Strategy is about intent and ingenuity and culture determines and measures desire, engagement and execution. Culture plays a vital role in how strategy is created, understood and implemented as it lays down the ground rules that are important for day to day work of an organization. When culture embraces strategy execution is scalable, repeatable and sustainable and as a result becomes a sustainable competitive advantage. Organizational culture are not easily copied from one organization to another, it takes time to build a supportive culture that ensures that organization strategies are not at risk. Culture trumps strategy because it is the only sustainable point of difference for any organization (Schein, 2009).

Strategy implementation involves both macro-organizational issues (e.g. technology, reward systems, decision processes, and structure). And micro-organizational issues (e.g organizational culture and resistance to change). There are many ways in which organizational culture aids and supports strategy implementation. First, it defines how

individual actors in the large organization will view the strategy and implementation process. Secondly it defines the mode of communicate within a group. Communication has been recognized as both a key in achievement and problem in strategy implementation. Thirdly strategies are normally formed within existing organizational culture; it therefore has to be adjusted to fit into the strategies. The major task in strategy implementation is to create common values, define ethical criteria, and create work place support strategies and a high achievement motive in the culture of the organization.

According to Peace and Robinson in Kopar (2015) Strategy implementation can be seen as a combination of static formulation and strategy implementation strategy implementation involves doing situation analysis of both internal and external environment, setting the vision mission and objectives of the organization and suggestion a strategic plan to achieve the set objectives. Strategy implementation involves allocating sufficient resources, establishing chains of command and reporting structures assignment responsibility of specific tasks and process to specific individuals or groups managing the process. The main critical phase of strategic management process is translating the strategic plan into actions. Once strategies have been formulated, the need to be implemented for the company to act in its objectives. The strategies need to be translated from high level conceptual term into more detailed policies that can be understood at the functional areas such as marketing, research and development, production, human resources, finance and information communication and technology.

David (2007) stated that only 10% of formulated strategies are successfully implemented while 90% of well formulated strategies fail at implementing stage. Ansoff McDonnell in

Kopar (2015) it is not easy. Most excellent strategies fail when attempts to implement them are made. According to Pearce and Robinson (2012) the reason that has been advanced for the success or failure of strategic implementation revolves around the nature of the short term objectives and sub-strategies. The allocation of resources is fit between structure and strategy, leadership, communication process and organization culture.

This therefore indicates that the implementation of the appropriate strategies remains one of the most difficult areas of management. Considerable thought, energy and resources is given over to devising a strategic plan. Mintzberg in Ouche, (2017) noted that the plan, rather than the implementation cores in for scrutiny when a strategy fails because it is less problematic to analyze. But the whole point of strategic plan is that it will be implemented and implemented successfully. Effective actions are tied to strategic priorities and set objectives achieved, and when key success factors are identified and performance measure and reporting are hinged Deloitte and Touché 2013). Johnson and Scholes (2012), view strategy as the direction and scope of an organization over the long-term, which activities advantage for the organization through its configuration of resources within a changing environment and fulfill stakeholder is expectation. Strategy implementation evolves either from a process of wining group commitment through a coalitional form of decision of implement staff through a strong corporative culture.

More recent articles confirm notable barriers to successful strategy implementation about which appears to be a degree of accord to Beer and Eisenstein, in Ouche (2017) “Six Silent Killers of Strategy implementation” These comprise: a top – down/laissez – faire Senior management style, unclear strategic intents and conflicting priorities, an ineffective senior

management team ,poor vertical communication, weak co-ordination across functions, business or borders and inadequate down – the line leadership skills development. Reed and Buckley in Kopar (2015) acknowledged the challenge and the need for a clear fit between strategy and structure and claim the debate about which comes first is irrelevant provided there is congruence in the context of the operating environment. Goal setting and controls are also recognized as problematic, identifying co-ordinate targets at various levels in the organization is difficult and the need for control is heightened as uncertainty and change provide a volatile environment as pointed out by Tavakoni and Perks (2011).

Kopar (2015) with reference to Al Agamid explain that through a study in the UK it was found that 92% of firms implementation took more time than originally expected, that major problems surface in 88% of companies showing planning weakness. He found the effectiveness of coordinating of activities as a problem in 75% and distraction from competing activities in 83% cases. Dodek et al (2010). Culture is to an organization what personality is to the individual – a hidden, yet unifying theme that provides meaning, Dory, Tamar and Zilber (2012) culture cannot be accurately or completely described at all (Darcy, 2012).

Institutional policies are relatively weak in influencing strategy implementation because of low awareness and infrequent use of the service charter (Omboi and Mucai 2012). This was in a study on factors affecting the implementation of strategic plans in selected technical training institutes. However, this was indicated negligible on the correlation coefficient index and this is supported by the awareness of specific institutional policies that guide ISO process and performance contracting which are benchmarks and guidance of policy on strategic implementation. Evidence shows that that the low influence of

policy statement on decision making is an indicator to the relative weakness of correlation between implementation of strategies and institutional policies the infrequency use of service charter can also show why there is low influence of institutional polices on implementation of strategic plan.

2.6 External Environment and Strategy Implementation

Pearce II and Robinson (2007) suggest that most of external factors influence a firm's choice of direction and action and ultimately its organizational structure and internal processes. The factors include the remote environment, in the industry environment and in the operating environment. They add that in competition these factors form the basis of the opportunities and threats that a firm faces in its competitive environment. Musyoka (2011) in his study on challenges of strategy implementing in Jomo Kenyatta Foundation refers to external environments anything that is outside the organization such as other organizations business environment and other people who have relationships with the organization or in the macro-environment, the industry forces and the operating environment present external sources of challenges. The industry forces create intense competition as opposed to what could often occur under molested environment. This underpins the importance scanning the internal and external environment as an important analysis during strategic planning and implantation.

In his study Koyana (2009) in a case study of strategy implementation at a major Eastern case component Supplier Company in the automobile industry in South Africa found that environmental uncertainty gives rise to a need for new strategies to be implemented thus resulting in changes in tasks within the organization. Inter pertains were made of the

constructs made by research participants in their understanding of how the research company implemented its strategy to become one of the best cost leaders in the manufacture of automotive pressed metal body components.

The study revealed that changes in the task environment require the new strategy to be appropriate to the market conditions, trends and development in the external environment until the implementation process is completed. In order to achieve success in the implementation of a new strategy, key changes in responsibilities of employees should be clearly defined to ensure alignment with making strategic goals and the emerging issues from the environment this is done with the aim of ensuring that the vision and strategy in order to effectively implement a devised strategy in line with both internal environment and external environment.

According to Ochanda (2010) study on challenges of strategy implementation at Kenya industrial estates limited, the strategy implementation challenges experienced by the organization were enhanced both retrieve regulation and policies under which state corporations operate. The organization had not done well with these policies and regulations. Kenya industrial estates limited like any other state corporation operates in a complex environment which is more unpredictable and less stable. It is also expected to borrow from the private sector and operate competitively. It should be noted that state corporations do not operate as freely as private enterprises. Their objectives structure in their order of priority decision on the restriction and the changes in the hovering

regulations and the changes in the broader prices formulated by the government. This kind of influence also affects the school environment in Kenya.

In outer study of State Corporation by Muli (2008) on challenges of strategy implementation in public cooperation a case of Telkom Kenya Limited it sought to establish implementation in Telkom Kenya. It also aimed at finding out the extent to which employees of the company are aware of the ongoing strategic changes in the company because this shapes the implementation process. The study was conducted among a sample of 80 people of which 56 were employees of Telkom Kenya.

From the findings the study concluded that there were challenges facing the company especially from external competitive operating environment. Muli (2008) established that efforts to implement the strategy can be impaired by that include powerful buyers, powerful suppliers and stiff rivalry from the competitors.

A study by Ofori and Atigbe (2012) on strategy implementation at the University of Ghana revealed that there is considerable competition between the public universities that programs that were abandoned by some universities are being reintroduced and all of them had and continue to introduce programs that appeal to specific groups on their communities. The study revealed that quite a large number of respondents is aware of strategic planning in other university. Strategy development in the public universities is formed and linear showing that design making is top-down involving mostly higher and middle management as against member of lower management and other stakeholders in the

system. Downes (2001) observes that external forces may be a challenge to the implementation strategy in an organization. It can also influence internal resistance to strategic planning and implementation. He notes that it is important to consider external challenges so as to realize the successful implementation of any strategy in the organization. The school system in Kenya operates in similar circumstances where what goes on in school is influenced by many other external factors.

2.7 Influence of Human Resource Training Strategies on Strategic Plan

Implementation

Organizational structure is a framework that managers devise for dividing and coordinating the activities of members of an organization sooner, (Kobonyo, 2013) it is a specific pattern of relationship that managers create in the process of organization design. In a study on challenges facing the implementation of differential strategy at Mumias sugar company Limited in Kenya, Boblo, Wandera, Imita and K Obongy (2010) just like Johnson and scholes (2003) found that the structure of an organization of strategy and success acceptance of the strategy by all stakeholders in the organization,. Organizational study, process, relationship and bondruirs present internal sources of challenges. Fortune to put proper mechanism in place for institutionalize and control of the strategy more often results into challenge during improvising strategy implementing

A number of studies reveal that organization barriers bring about a big challenge to improvement in strategy implementing. In study by Donselor (2012) at the Netherlands

Red cross (NRC), it was revealed that lack of coordination activities treated towards strategy implementing, 2) differences in the processes of decision making, and 3) the negative effect of organizational structure on the outcome of the implementation process. The strategy barriers consisted of 1) the unsystematic execution process 2) the absence of a strategic plan in the category of systems there were numerous barriers e.g absence of special (developed) IT system to support the implementation process, 2) the lack of controlling, and 3) the shortage of a system to monitor the effectiveness of the implementation process (Donselor 2012)

According to Mutambo (2011), the Kenya government has sought to restructure expenditure allocations across sectors towards basic functions that include financing of broad-based programs in education and health services in line with medium term expenditure framework. The school board of management is tasked to ensure the school strategic plan sets out the schools goals and targets for the next five years and the strategies for achieving the goals and targets are set and followed to the later. The boards are expected to put in place annual implementation plan and strategies and provide annual reflection the same the institution can also encourage inputs form parents, students and other stakeholders and members of the community at large.

In Kenya Universities, particularly public and colleges are serious about strategic planning and strategy implementation as they realize the challenges they face today and also as a legal requirement by the government policy. Majority of the secondary schools are still in traditional orientating but are under pressure to find new ways of dealing with issues facing them including increasing competition from private secondary schools (Mutuku and

Mutuku, 2009). Thus it is imperative planning and strategy implementation in secondary schools in Kenya be taken seriously to address the challenges they face in enhancing the quality of their programs in provision of high educating.

Ganley (2010) states that resources make organizations to run, and allocating these resources to an organization should be done carefully. Allocation of these resources can be thought but an organization can acquire the resource they need appropriately though careful practice. Some of the organizational resources are technology, people and finances. All of these organizational resources are crucial to the success and growth of an institution. Muridhi (2009) argues that resources are needed for the successful implementation of strategic plan and strategies. It is difficult to a strategy when resources are not available Resources include human resource, training remuneration, finance etc. Resources have to be available for strategy implementation. In a study, “why do public sectors’ organizations fail in implementing of strategic plan in Pakistan,” resource limitations comprising of budget, technology tools and human resources inadequacy were the biggest impediments to strategic plan implementation (kazmi et al, 2008).

For successful strategy implementation on 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 implementing. Financial resources can be a constraint on implementation of strategic plans. Management often finds it necessary to prioritize its strategies to make judgment about which ones are most critical to implement about which ones are most

critical to implement given the finite or even scarce financial resources available (Sum & Chrihan 2013).Schimidt (2013) asserts that an organizations budget should reinforce its strategic plan, in times of declining resources it is even non critical that budget development and strategic planning be tightly connected to ensure funding short falls do not hinder implementation of strategy .

Organizations are made up of humans and it is people who make the real difference to the success of the organization in the increasingly knowledge based society. The importance of human resources has a central position in the strategy of the organization away from position in the strategy of the organization away from the traditional model of capital and land. Leading organization s like Microsoft put extraordinary emphasis in living the best staff providing them with vigorous training and mentoring support, and pushing their staff to limits in achieving professional excellence, and this forms the biases of this organization “strategy and competitive advantage over their competitors. It is also important for the organization to instill confidence among employees about their future in the originator and future career growth as an incentive for hard work (Lemarlni 2017).

Visera’s, Baines and Sweeny in Lemarleni (2017) indicate that success in strategy implementation depends crucially on human or people side of project management and less on organization and project management and less on organization and system related factors, similarly, john Bryson (2010) finds that a higher level 1 in total organizational involvement during strategy implementation has positive effects on the level of implementation success, in profits and overall in success. Effective implementation when an organization’s resources and actions are tied to strategic priorities and set objective

achieved, and when key success factors are identified and performance measure and reporting are aligned. It is indicated that technology makes it smooth and easy.

This idea also applies to strategy implementation process. An organization with good and updated technology system usually has an upper hand over technologically weak organization not only in competition but also in the whole process of management. With good technology and organization is about to easily implement monitor and evaluate its strategic process it has undertaken (Hitt et al, 2013). Technological factors involve instituting activities that create new knowledge and translates that knowledge to new produces outputs, process and materials. Technology is rapidly changing hence firms need to toughly embrace and study technological segment (Iemeleni 2017) availability of technology in the public sector organizations facilitates strategy implementation process according to (Hitt et al, 2013), technology gives organizations valuable assistance in implementation of new policies, procedure and initiative.

The study by Donselar(2012), recommended that NRC head office should provide educational materials, hold educational meetings, develop organizational structure which operations form a team structure. It was advised to implement a specially designed IT system and asses the regions work extensively.

The management of successful universities shaft coordination of separate units within a system. The structure enforces the strategic elements for dynamics etc. Ofori and Atiogbe (2011) in their study Strategic planning in Public universities realized that for effective strategy implementation to be achieved an organizational structure must be suitable and

relevant to the current strategy. This had forced universities to adjust their organizational structures to aid implementation process to a large extent. West (2008) observed that the biggest challenge in leadership is determining the right things, especially at a time where industries are mature or declining. The global village is becoming extremely complex interconnected and unpredictable and product life cycles are shrinking. A leader faces all kinds of barriers e.g. conflicting objectives organizational fiefdoms, political rivalries and organizational inertia.

2.8 Influence of Institutional Leadership on the Implementation of Strategic plan

According to Stoner, Freeman and Gilbert (cited in Kobonyo, 2013) managerial skills comprise of technical, human and conceptual skills that are mandatory to every manager. Technical skill is the ability to use procedures, techniques and knowledge of a specialized field. Human skill is the ability to work with understanding and motivates other people as individuals or in groups while conceptual skill is the ability to coordinate all of an organization's interests and activities. It involves seeing the organization as a whole, understanding how its parts depend on one another and anticipating how a change in any other parts will affect the whole, according to the Wamucii (2015) management is the most fundamental instrument in strategy implementation because it is the leadership and determines how well the organization will respond to the strategy implementation process. The management sensitizes the organization on the benefits of the new strategies and explains the role of each individual group or department in the new strategy highlighting the benefits and addressing the challenges of adopting a new strategy (Specular, 2009).

In a study in Zimbabwe (Mapete 2012) it was established that most strategies failed due to the inability of leaders to make use of their various skills to create awareness and show the strategy implementers were not aware of leadership expectations. Mapete et al (2012) recommended that leadership should create the need for change and enhance strategy implementation receptively through imparting knowledge, motivation and guidance to strategy implementation individual and teams. It was revealed that most state owned enterprises leaders failed to be role model, that ideal behavior to spearhead and sustain strategy implementation. Leadership of an organization is very important when strategy implementation. Leadership of an organization is very important during strategy implementation is being carried out since the commitment of top management result to giving direction to the strategy implementation.

Kiamba (2008) in a paper on experience of privately sponsored students and other income generating projects at the university of Nairobi reported that although public universities were harvesting a lot of money from programmes every year from students there was no ambitious staff development, programs development to assist lecturers obtain PhD degrees. The large number of lecturers in public universities like their colleagues in private universities had stagnated at master's degree level. Omutoko (2009) in a study on 'Re-Thinking the Management of Higher Educational Institutions Transformational Leadership,' concluded that Higher Education was in crisis today and the current situation was not sustainable throughout the world. The study recommended that most faculty members needed to know about hierarchical levels in Higher Education Sector through management training for lecturers and managers as this would help them understand

protocol and improve their management skills. Programs such as orientation, induction and mentorship should be introduced as integral part of management.

In the modern age good leaders are enabling force helping people and organizations to perform and develop which implies that a sophisticated alignment be achieved-of people's needs(resources),and the organization. Effective leadership does not necessarily require technical or intellectual capacity. These attributes might help but they are not pivotal. Good leadership in the modern age more important requires attitudes and behaviors which characteristics and relate to humanity.

Leadership is centrally concerned with people .of course eldership involves decision and actions relating to all sorts of other things but leadership is special compared to any other roles because is unique responsibility for people, that is that followers of the leaders in whatever context leadership is seen to operate (Githi Agnes, 2012). Many capabilities in life are a master of acquiring skills and knowledge (Resource) and then applying them in a reliable way to accumulate wealth. Leadership is quite different. Good leadership demands emotional strengths and behavioral leadership demands emotional strengths and behavioral characteristics which can draw deeply on a leader's mental and spiritual reserves.

A key role of school leaders is to communicate a vision and guide strategic planning. Successful strategic plan in implementation has often involved teams at all levels to help build a shared vision and increase each individual motivation to see plans succeed. Clarity and to designing performance measure seem to be essential to success. Successful leaders have often engaged their teams by simply telling the story of their shared vision, and

publicly celebrating large and small win, such as the achievement of milestones. To ensure that vision is shared, teams need to know that they can test the theory, voice opinions, challenge premises, and suggest alternative without fear of reprimand (cook, 2008).

Implementing strategic plans may require leaders who lead through inspiration and coaching them command and control. Recognizing and rewarding success, inspiring modeling behavior is more likely to result in true commitment than use of authority which can lead to passive resistance and hidden rebellion. Strategic school leadership provides the vision and direction for the growth and success of a school. To strategically deal with strategic plans all school leaders need the skills and tools for both strategy plan formulation and implementation.

Managing strategic plans requires strategic leaders who not only provide a sense of direction but who can also build ownership and alignment within their working groups to implement change (Rouche et al, 2009).

According to Rouche et al (2009) leadership is vision. With dynamic changes in the education system, the demand for school principal leadership qualities has become competitive. The school principals are expected to act passionately wiping off the challenges, rationale for change and the envisioned benefits for the school and even the broader community. School principals are not only required to possess clear educational goals and vision, strong leadership, high moral standards and excellent interpersonal skills, but they are also expected to fully commit to their unique mission in leading schools (Mutambo, 2011).

Fullan (2012) noted that the more complex one society gets the more sophisticated leadership must become. Strong leadership is seen to be a crucial factor to the implementation of school wide reforms (Olson, 2009), Schaffor (2007) pointed out that in many schools where reforms failed principals did not keep the staff aligned to the goals of the design. In other words strong leadership is necessary in order to execute changes generated by strategic plan and to ensure the necessary tenacity and perseverance to get the desired results.

In the U.S.A Senge et al (2014) argued that school leaders often have the tendency to look at issue from biased or limited perspective this tendency of school leaders is attributed to their education training and work experiences. Inevitably, the transaction of information between the environment and institutional members could only be realized if leaders possess the ability to read and interpret the information they congregate. In other words it is quite difficult for any individual to be knowledgeable about all occurrences that affects institution.

The ability of the principals to involve staff governors and the community in strategic planning is a reflection of their leadership style (Webb and Vulliamy, 2016). Leadership style can be seen at three levels working with individual teams and whole school community (Tuoly and Cughlary, 2007). A more risk taking style may well produce strategic oppressesions, different from those of conservative style. Leadership style may determine the outcome of a strategic decision and how to move the strategy process forward (Quinn, 2010). The effectiveness of leadership not only is crucial in the development of a strategy, but also clearly influences the organizational culture and style.

The choice of style has an impact on strategy in the attitude to risk taking and the ability of the organization to innovate.

In Western organizations, transformative leadership attributes, such as clear vision are often seen as important elements for employee job satisfaction and commitment (Iverson and Roy, 2004) Sergiverini and Corbally, 2014). This type of leadership style is often associated with flatter organizational structure and low power distance Asian western organizations (Whitley, 2007). On contrary Asian organization tend to be more bureaucratic hierarchical, have central decision making and its leadership tend to be based on position, authority and seniority (Chan and Francesco, 2010). Similar observation was concluded by Walder (2015) that organizations are often ruled by people rather than ruled by law where by top bosses dominate organizations.

Rodney and Sherman (2011) thought that this is usually a mistake for school leaders feel that their own personal leadership abilities are far more important because the strength of the culture often overpowers the change tactics of leadership. A strong organizational culture can be seen as a handicap to change initiatives such as strategic planning. The level of the planning process can significantly hinder or greatly support discussion of differences and the management conflict.

Organizations like schools not only have multiple sub-cultures but also have highly complex operational and power relationships between them (Wallace, 2009). Morgan (2006) also coins multiple realities to describe schools that have not one culture but many cultures. Obviously some or even all of the sub-cultures may function to undermine the

initiative of other cultures rather than support them. Indeed schools would normally structure under different curriculum areas and these may constitute distinct and competing cultures. This is like a kaleidoscope of cultural signals representing different groupings of people. This multiple realities may be unique feature of school in a multiple racial society where different schools working under one roof, are able to succeed as force that cannot be overlooked.

In the Hong Schools we find that stronger school cultures have better motivated teachers. Schools with strong organizational ideology share participation, charismatic leadership and intimacy, teachers would experience higher job satisfaction and enjoy increased productivity. Similarly, Kenyan culture where values, the teacher may support strategic change if they are working in a healthy and supportive culture. Western educationists such as Kellen and Rowley Etal Mutambo (2012) stonrly emphasize the need for participation in the process of strategic planning in educational institutions. Their argument is backed by Conley (2014) who highlighted the symbiotic relationship between strategic planning and participative management by stating that strategic planning may be the glue needed for decentralized decision to succeed. This point is confirmed by the study of Frese where he showed the combination of strategic planning and shared decision making was an enabling vehicle for organization change within their school district. Most educational strategic planning models advocate utilizing broad-based panel of both internal and external stake holders for providing input towards the school improvement plan.

Strategic planning is about change. It is often true that strategic plans may well be resisted by the institution of additional controls Bryson in Mutambo (2012) indeed the need for

change is more likely to be accepted by employees when top management provides competent, rational explanations for such changes (Mutabmo, 2011). For various reasons public and non-profit organizations such as schools typically are not very savvy about perceiving changes quickly enough Weick and Suchite (2011) and are generally weak in their proactive response towards externally imposed changes (Mutambo, 2011).

In Kenya schools have had more autonomy and flexibility to decide their own development plans which the government may need much time and efforts to correct and change this situation. The effects of work place uncertainty on motivation and mindset towards changes are found to be particularly salient in this context (Jackson and Back, 2008). Effective strategic planning depends on effective leadership. When leaders take the lead subordinates will be assured. A high ranking official in the school must be designated as the sponsor of quality management plan.

Demonstrating commitment for strategic plan from the school leaders and the community shows seriousness in strategic plan implementation. The management must come together to review, discuss, challenge and finally agree on the strategic direction and key components of the plan. Without genuine commitment from senior team successful implementation is unlikely. Strategic group members must challenge themselves to be clear in their purpose and intent and to push for consistent operational to definitions that each member of the team agrees to. This prevents differing perceptions or turf driven viewpoints. Later on a carefully chosen, neutral facilitator can be essential in helping the team to overcome process group dynamics and interpersonal issues (Moest, 2006).

Manyasi (2009) in a study on challenges of crisis management in institutions of higher learning in Kenya revealed that managers in the institutions do not use a reactive approach to crisis management. They lack knowledge about state agitations. Some organizations did not have a crisis management plan. Similarly in a study by Ngware et al (2006) to determine the extent of practice of TQM in Kenya secondary schools revealed that most schools did not have strategic plans. Among the few schools that showed evidence of strategic planning, the strategic plan act not only as the roadmap but also as a tool to communicate quality expectation to all employees. The researchers noted that unfortunately, such schools are weak in systematic follow-up to ascertain the implementing of the plans. There also seemed to be no deliberate attempts to do a formal internal evaluation with a view to ascertain quality, nature and or quantitative target have been met. Failure to do such an evaluation denies the organization the opportunity to reflect on the quality planning and inculcate a culture of quality assurance in schools. The fact that schools are operating without strategic planning is an indication of lack of commitment to quality management. Lack of quality planning may jeopardize the provision of quality education services which may in turn lead to low student achievement. It is important for the school system to sensitize school managers to the importance of monitoring strategic plan implementation.

2.9 Challenges Facing Implementation of Strategic Plan

Bryson and Roering (cited in Aponte, 2011) offer an explanation on strategic planning based on a study of its initiation in the public sector. They emphasize the difficulty of planning strategically in public entities. They advance that the deliberate attempts to

produce change is the greatest strength and weakness of strategic planning process. Changes in an organizations normally occur through disjointed incrementalism or muddling through (Makinde, 2012). Any process designed to force important changes can be seen either as a highly desirable improvement on the ordinary decision making or as an action doomed to failure. Thus whatever the merits of strategic planning, normal expectations have to be that most efforts to produce fundamental decisions ultimately one likely to be made at the highest levels (Ondoro, 2014). At the same time political rationality dictates that top decision makers not to make important decisions until forced to do so.

The situation describes above advances a scenario in which principals of secondary schools operate. Policy and changes in education are designed from top and are expected to be implemented at school level. The school may be facing numerous challenges that may not facilitate the attainment of the anticipated goals. Thus the government of Kenya (2012) advances in paragraph 73 and I quote “We live in a digital age and internationally it is acknowledged that without both the infrastructure to support it to exist and the human resource capacity to make it work the Kenya economy will not function effectively or be internationally competitive”. The I.C.T integration in education faces such challenges when it comes to implementation to steer the country to a middle income nation in the world. The schools have an uphill task to ensure that the meager resources available are effectively and efficiently utilized. Secondary schools in rural areas may be having a vision for I.C.T integration, but they are affected by limited access to electrical and frequent power disruptions. Further still, high costs of internet provision and other cases associated

with I.C.T. equipment, infrastructure and support costs are obstacles to rolling out national ICT program in the medium term (Government of Kenya; 2012).

With limited resources, the education industry sometimes finds itself doing too many things within the same medium term period. This is likely to lead to spreading the resources too thin which in turn leads to poor implementation. This calls for sober implementation of strategic plans by setting priorities and making choices to arrive at limited number of programmes that are manageable. Programme priority setting is closely linked to policy formulation. This calls for closer interaction between planners, policy makers and stakeholders. According Wamucii (2015) the key strategic resources are people. It is therefore essential for organizations to effectively utilize the know-how of their employees (teachers and stakeholders) at the right places. It is the challenge of management to allocate them to their most useful tasks as well as coordinating and integrating activities of employees and functions (Pryor et al, 2007). There is also need to choose the right people for the right responsibility.

In a study by Ngware et al (2006) to determine the extent of practice of TQM in Kenyan secondary schools revealed that most schools did not have strategic plan. Among the few that showed evidence of strategic planning, the strategic plan acts not only as the road map but also as a tool to communicate quality expectations to all employees. Sometimes it is realized that schools are weak in systematic follow- up to ascertain the implementation of the plans (Kisembe, Winson and Were, Susan 2014). There also seem to be no deliberate attempts to formal internal evaluation with a view to ascertain the extent which qualitative

and quantitative targets have been met. This may deny the organization the opportunity to reflect on quality planning and inculcate a culture of quality assurance in schools. The fact that schools are operating without strategic planning is an indication of lack of commitment to quality management. Lack of quality management results to poor provision of quality education services which is likely to lead to low student achievement (Kisembe and Were; 2014).

There is lack of commitment to implementation of strategic planning. Bitange, Kiprumba and Magutu (2010) argued that for any institution to be successful, it has to depend on the quality and commitment of its human resources to implement laid strategies. This implies that strategic planning is a key to success of a school in terms of its mission, goals and objectives (Ngware, 2006). It is of essence for schools to ensure mechanisms are in place for strategic plans and followed the guide daily actions. As per the representation by Yara and Wanjohi, (2011) Kenyan secondary schools have continue to perform poorly in national examinations largely due to the management systems which operates on compliance processes rather than results. Several research findings have established strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programs in provision of Education. It explains why the ministry of education through the sessional paper No. 1/of 2005 mandated all managers of education institutions in Kenya to develop strategic plans for effective management of the schools.

It was followed by Kenya Education Staff Institution (KESI) presently called Kenya Educational Management Institute (KEMI) to organize for training programs to equip head teachers with strategic planning skills. After training the head teachers were expected to give leadership in strategic planning for their schools. Despite the training, there have been concerns expressed by government bureaucrats, politicians and big proportion of the public over what they perceive as lack of and/ or inadequate planning practices in schools (Githua, 2009). The outline has been haphazard planning techniques that results in poor prioritization and failure to use meagre resources available for the right projects (Githua, 2009).

Head teachers rarely involve teachers, students, and parents and other stakeholders in making decisions regarding school growth and management due to poor planning. Most schools fail to achieve their goals and objectives which is reflected through poor academic performance (Githua 2009). This explains why the study is looking at challenges affecting implementation of strategic planning in management of secondary schools in Kenya.

2.10 Gap in the Literature that the Researcher Intended to Bridge

Mintberg (1994) explains that strategic planning attempts to walk a delicate line between interactual political elements of planning that demand broad- based participation and agreement on general principles and goals and rationalize elements that require adequate detail and measures to ensure strategic plan implementation. The planning process, with its emphasis on global perspective and consensus decision making, tends to produce rather general statements of intent. The broad goals and intentions appear to lose something in the

transition into specific activities designed to transform educational practices and the results in a series of distinct, often unconnected, educational improvement activities. Several studies have been done on strategy implementation in various organizations (Wambui, 2010); unfortunately none has focused on the challenges affecting implementation of strategic planning in management of secondary schools in Vihiga County. Kitembe and Were, (2014) carried out a study on challenges affecting strategic implementation in secondary schools but it was in Kiambu County. Kiambu County has a wide difference between it and Vihiga County in Western part of Kenya. Kiambu is majorly urban set with great influence of Nairobi City. Further still the population establishment in terms of resources and wealth are not similar and therefore their findings may not be same as those likely to be found in Vihiga.

The phenomenon of strategic management being new has not been delved into much as one will realize most literature available tend to concentrate on higher education and strategic management. Aponte, Ludy Glenn (2011) did a study on strategic planning in higher education in the USA but still it was not on challenges in implementations of strategies. She majored on Agrounded theory approach with a qualitative research methodology, the current study looked at secondary schools utilizing both qualitative and quantitative data analysis to present and interpret its findings.

Awuor, Antony (2013) looked at the relationships between effective strategic planning and its formulation in public secondary schools in Homa Bay County. They raised the importance of understanding the relationships between strategic planning and formulation. They looked at academic qualifications of chairperson, B.O.M and formulation of strategic

plans they also looked at school category and strategy formulation. The current study looked at determinants of successful implementation of strategic plans in secondary schools. It looked at school leadership, culture, resources and challenges utilizing both qualitative and quantitative approaches.

According to John (2013) in his study on translating strategy into effective implementation, he noted that good strategic management is the function of people actively considering the strategy as they make day to day decisions in an ever changing world. John (2013) noted that lack of focus, resources are wastefully dissipated if priorities are unclear. This study had resources as one of the determinants of successful strategy implementation. It intends to look at human resources, physical and financial. Martha (2006) in her study using tactical intelligence to help inform strategy, strategy and leadership found that analyzing it at a higher level critical intelligence practitioners and strategists can use tactical intelligence to help support strategy development not just day-to-day company operators. The concern for this study is how do we implement successfully a well formulated strategy?

Matu (2012) conducted research in organization and found that strategy is in a state of crisis and it had hit hard times. He advanced a major reason as lack of knowledge in strategic management by the executive. The findings indicated that employers work on assumptions that when executives are employed they are strategists. But practically, it has been discovered that executives show lack of knowledge on strategic issues. Hence one of the objectives of this study was on human resource training. This therefore calls for

induction of senior teachers, deputy principals and principals to enable them function effectively. As the saying goes, assumption in management is like management by crisis.

Ngware, Wamukuru and Odebero (2006) conducted a study on total quality management in secondary schools in Kenya. They failed to give strategic planning any serious attention although strategic planning has many benefits. It is also evident from literature reviewed that even after the ministry of Education had trained head teachers on strategic planning, it did not make a follow up to establish if the school administrators were able to develop and implement strategic plans. (Kisembe, Were 2014) as a result, the effects of strategic planning on school effectiveness in terms of improvement in academic achievement, discipline of students and utilization of resources are not known. It is against this background that this study wished to bridge the gap by moving to the ground to establish the actual challenges affecting principals of secondary schools in Vihiga County.

2.11 Summary of the Chapter

This chapter looked at concept of strategic planning, origin in the military and business world. It also gave the account on how it has been utilized in higher education and its application at school level. The chapter further discussed how strategic plan implementation has been influenced by institutional culture, organizational leadership, human resource training and further explored challenges facing implementation of strategic plan. Finally it looked at the gap in literature that the researcher intended to bridge. The next chapter presents research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section presents methods used to capture the data for the research. It includes research paradigm, design, the study area, population, and sample and sampling techniques, data collection instruments, data collection procedures and data analysis. Sigmund et al (2010) describe a research methodology as a part that must explain Technical procedures in a manner appropriate for the audience. It achieves this by addressing the research and sample designs used for the study, the data collection and fieldwork conducted for the study and the analysis done to the collected data. Dawson (2009) states that; the research methodology is the philosophy or general principle which guides the research. Kombo and Tromp (2009) agree with Zikmund et al (2010) that research methodology deals with the description of the methods applied in carrying out the research study.

3.1. Research Philosophy and Design

3.1.1. Research Philosophy

Research philosophy refers to a research paradigm. A research paradigm is a philosophical framework on which a research is based on. It offers a pattern on beliefs and understandings from which the theories and practices on which research projects operate, (Nobles, 2014).

Philosophical paradigm describes the overall approach to research design (Creswell, 2012). It is a plan of action that links method to outcome. This study will utilize pragmatic approach which is justified by Lewis, Hill (2009) who assert that the function of inquiry of a man should be to relieve and benefit the condition of a man. That is to make them happier by enabling them to cope more successfully with physical environment and with each other. Pragmatism focuses on practical approaches and solution. It is based on real world situation. Pragmatic in decision making employs practical approach by establishing the truth and creation of knowledge.

Though pragmatism is fairly a recent approach compared to the other philosophical positions, it has positioned itself as a contending paradigm. Recent debates between pragmatist view and those of essentially by positivists' scholars on the logical and philosophical foundations on the competitive advantage hypothesis show the contending position pragmatism has placed itself (Creswell, 2012). To show pragmatism's difference from the two mainstreams, Rolls (2013) argued that the pragmatist epistemology stands in contrast to prevailing positivists and anti-positivist views of scientific discovery.

Positivists emphasize the objective, law-like properties of absolute reality independent of observation, anti-positivists emphasizes the creative role of active subjective participants, none of whom owns a privileged claim on truth. Pragmatism, on the other hand, rejects positivism on grounds that no theory can satisfy its demands (objectivity, falsity-ability and the crucial experiment); and rejects anti-positivism because virtually any theory would satisfy them. In this study the researcher reoriented oneself in order to be able to come up

with ways of addressing challenges facing school leadership in implementing school strategic plan in line with the pragmatist approach. To a pragmatist, the mandate of science is not to find truth or reality, the existence of which are perpetually in dispute, but to facilitate human problem-solving.

In terms of the mode of enquiry pragmatism embraces the two extremes normally espoused by positivism, post positivism and those supported by interpretivist. The former emphasizes quantitative method opposed to interpretivist – qualitative approaches. Pragmatism has been hailed as the foundation of mixed method research (Creswell, 2012). It combines both positivists and interpretivists approaches.

Mixed method studies have been defined as those studies involving the collection or analysis of both quantitative and/or qualitative data in a single study in which data are collected concurrently or sequentially a given priority, and involve integration of data at one or more stages in the process of research. A mixed method study may also be seen as one in which the researcher tends to base knowledge claims on pragmatic grounds and employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand the research problem (Creswell, 2012). Thus this study triangulates different instruments that would include the use of questionnaire, document observation to formulate strategies to address challenges of strategic plan implementation. The idea that knowledge claims arises out of actions, situations and consequences rather than antecedent condition as in positivism remain central to most pragmatists, most of whom are concerned with applications – what works and solutions to problems. Further it

is argued that instead of method being important the research problem is the most important issue and individual researcher have freedom of choice regarding the methods, techniques and procedures of research that best meet their needs and purposes (Creswell, 2009).

3.1.2 Research Design

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study (Nobles, 2014). The design allows the researcher to sharpen research methods suitable for the subject matter under study and hence set up the intended studies for success (Nur, 2006). Research design means making decision about research objectives, sampling methods, data collection methods, data collection procedures and data analysis methods. It guides the researcher on whether to employ quantitative approach, qualitative or combine both quantitative and qualitative to present a mixed approach design.

According to Cresswell (2012) quantification approach is best applied if the problem is identifying factors that influence an outcome, the utility of an intervention, or understanding the best predictors in outcomes. On the other hand qualitative is useful if a concept or phenomenon needs to be understood because little research has been done on it. Qualitative research is exploratory and useful when the researcher does not know the important variable to examine. This is supported by Morse (Orodho, 2009) qualitative approach may be needed because the topic is new, it has never been addressed with a certain sample or group of people, or existing theories do not apply with the particular sample or group understanding. Cresswell (2012) advances that; a mixed methods design is

useful to capture the best of both quantitative and qualitative approaches. For instance a researcher may want to generalize the findings to a population and develop a detailed view of the meaning of phenomenon concept for individuals. This calls upon the researcher, time to explore generally to learn about what variables to study and then studies those variables with a large sample of individuals. Alternatively researchers may first survey a larger number of individuals then follow up with a few of them to obtain their specific language and voice about the topic. As a result, the study adopted mixed method descriptive cross-sectional survey research design which exploited the advantages of employing both approaches by collecting both closed ended quantitative data and open ended qualitative data.

3.2 The Study Area

The study was carried out in Vihiga County which is currently found in Western Region. Western Region has a total of four (4) Counties which are: Kakamega, Bungoma, Busia and Vihiga. Currently, Vihiga County is made up of five sub counties which include: Emuhaya, Vihiga, Hamisi and Luanda. This is as per the 2010 Kenyan constitution and after 2013 general elections that show the operation of devolution Government and units in the republic of Kenya. Geographical, it covers an area of 531.3km². Out of the five sub-counties: Emuhaya Sub County through its C.D.F (Constituency Development Funds) has well-developed strategic plans for all its sectors.

The County academic performance and discipline among students has been wanting for a long period of time. Only a few schools have done well e.g. Bunyore Girls High school

and Nyangori Boys High School but majority of schools have had lower performance in National Examination compared to counties such as Nairobi and Kiambu. For the last five years for instance, Chavakali High School had its entire K.C.S.E results cancelled for cheating; in the year 2015, Vihiga Boys High school suffered the same tragedy where over two hundred candidates did not receive their K.C.S.E results. The level of discipline has also been an issue evidenced by frequent strikes and burning of school dormitories and libraries. This therefore raises a question on how boards of managements, school administrators and other stakeholders in the county implement their strategies for improvement and prepare students for challenging tasks.

3.3 The Study Population

Population refers to an entire group of individuals, events or objects having common observable characteristics. Population is the aggregate of all that conforms to a given specification (Mugenda & Mugenda 2009).

The study focused on one hundred and fifty (150) secondary schools in Vihiga County. There are presently two national schools i.e. Bunyore Girls High School and Chavakali Boys High School; a number of county schools and a bulk of sub county schools. They are categorized as mixed schools, girls' schools and boys' schools. We also have boarding and day secondary schools within Vihiga County. This creates a wide range of diversification and hence making each institution unique from one another hence need for varied strategic planning implementation strategies.

Therefore, the study population included one County Quality Assurance and Standards Officer, 150 Principals of secondary schools, 200 Deputy Principals and 500 Heads of Department.

3.4 Sampling Frame

The sampling frame for this study consisted of all public and private secondary schools in operation in Kenya by 31st December, 2016 as they appear in the Ministry of Education, Science and Technology database. These institutions were expected to be involved in preparation of strategic plans and expected to be mandatory and used or referred to on any occasion during decision making. Sampling frame is described by Lavrakas (2008) as a list of the target population from which the sample is selected and that for the descriptive survey designs a sampling frame usually consists of a finite population.

On the other hand Mugenda and Mugenda (2010) and Kothari (2008) define the term sampling frame as a list that contains the names of all the elements in a universe. Orodho (2009) refer to a sampling frame as the technical name for the elements from which the sample will be chosen. A sampling frame is a list of population from which a sample will be drawn (Barnley, 2010). A sampling frame is the source material or device from which a list of all elements within a population that can be sampled, is drawn and may include individuals, households or institutions, (Samdal, Swensson, Wretman, 2003). It is a published list with a set of directions for identifying a population (Waseka, 2017).

According to Orodho (2009), a sample should be a representative of a target population. Probability and non-probability sampling technique were employed in this study.

Probability sampling technique was important as it is possible to estimate the extent to which findings on the sample were likely to differ from what would have been found by studying the whole population. It also allows one to estimate how accurate the generation from the sample to the population is likely to be. Table 3.1 presents the sampling frame of the study population.

Table 3.1: *Sample Frame*

Category of respondents	Target population (N)	Sampling size (F)
Principals	150	75
Deputy principals	180	90
H.O.DS	500	250
CQASO	1	1
Totals	831	416

From Table 3.1, it can be noted that the study adopted a proportionate sampling of 50 percent of study population to determine the sample size of principals, deputy principals and heads of departments so as to access as many respondents as possible. More so as cited in Waseka (2017) indicates that a sample size of 30% of the study population is sufficient. Simple random sampling was used to select 75 secondary schools, from which purposive sampling was used to select 75 principals, 90 deputy principals and 250 heads of departments in the schools, and saturated sampling used to select one County Quality Assurance and Standards Officer.

3.5 Probability and Non-Probability Sampling Techniques

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Orodho, 2009). When dealing with people it can be defined as a set of respondents (people) selected from a large population for the purpose of survey. According to Hyndman (2008) a sample is a subset of a population Marczyk, Dematteo and Festinger (2005) define a sample as a subset of the population to be studied. Polit, Beck (2003) cited in Wamucii (2015) defines a sample as a proportion of a population whereas Holloway and Wheeler (2012) as cited in Wamucii (2015) asserts that a sample size does not influence the importance or quality of a study and does note that there are no guidelines in determining sample size in qualitative research. Qualitative research does not normally know the number of respondent in research being carried out: sample may often change in size and type during research. Lavrakas (2008) describes a sample in a survey research as a subset of elements drawn from a large population, while Kothari (2008) describe a sample as a collection of units chosen from the universe to represent it. Gerstman (2009) states that; a sample is needed because a study that is insufficiently precise, or lacks the power to reject a false null hypothesis is a waste of time and money.

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected groups contain elements representative of the characteristic found in the entire group (Creswel and Kombo (2012). Sampling is the selection of subset of individuals from within a population, especially for the purposes of making predictions based on statistical inferences (Scott and Wild 2011). Its main advantages are cost, speed accuracy and quality

of the data (Ader, Millen Bergh and Hand, 2008). Sampling process consists of defining the population, sampling frame, sampling method, sample size and sample plan.

In this study, the researcher employed stratified random sampling to target national schools within the county, county schools, sub-county schools: boys boarding: girls boarding and mixed day secondary schools. The researcher also visited private secondary schools within the county. All principals and/or head teachers: heads of departments and deputy principals from sampled schools were involved. It also utilized purposive sampling techniques. Purposive sampling according to Mugenda and Mugenda (2010), allows a researcher to identify cases that have required information with respect to the objectives of the study. A purposive sampling technique was used where by individuals and groups of people believed to be a reliable for the study were purposively sampled.

3.6 Data Collection Instruments

The choice of data collection instruments is often crucial to final result achieved in research and hence when determining an appropriate data collection method, one has to take into account the complexity of the topic, response rate, time and target population, Kothari (2008) define a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. Creswel (2012) define questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. Orodho (2009) states that the questionnaire is ideally used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of a researcher

and often being comparatively straight forward to analyze. In this study, a questionnaire was a key instrument used in gathering information from the sampled respondents. The interview was applied to overcome weaknesses of the questionnaire. The researcher enhanced direct communication with the respondents.

The research instruments which were employed by the researcher included questionnaires, document observation and interview schedules. The questionnaire was administered to the principals, and H.O.Ds – specifically directors of studies, County Quality Assurance and standards officer.

Interviews were conducted with deputy principals from sample schools just to confirm the effectiveness of strategic plan implementation and challenges schools face in the process of implementing strategic plan.

3.6.1 Questionnaires

The researcher used questionnaire to collect data from principal and H.O.Ds. A questionnaire was also administered to the County quality assurance and standards officer. This was to establish his/her knowledge on implementation of strategic plan in public Secondary schools in Vihiga County. Use of a questionnaire is applied as it enabled the research reach a large number of subjects who are literate and it can be administered through the assistants in the absence of the researcher. Another advantage of the questionnaire is that the respondents are in good position of reading and interpreting the content of the instruments.

i). Principal's Questionnaire

The principal is the professional advisor to the B.O.M and P.A. He/she is expected to offer professional to advice the implementation of the school strategic plans. The questionnaire captured important aspects about the schools strategic plan and how school leaders goes about with implementation school culture human and physical resources that the principal is expected to be conversant about.

ii). H.O.D Questionnaire

The heads of departments are appointed by the T.S.C to head various departments in schools. They play a very vital role in the schools strategic plan implementation process as they are expected to be involved in the formulation and implementation of the curricula and advise the principal on the departmental needs. The questionnaire consist of background information and the various roles the H.O.D play and how they are involved in the implementation of strategic plan in view of leadership schools culture, human resources training and challenges encountered.

3.6.2 Interview Schedule

This provides a researcher with greater opportunity to explain the purpose of the study, (Creswell (2012). Interviews were conducted with deputy principals to establish their knowledge of implementation of strategic plan. Interview questions that were used in this study were brief as they intended to assist in the elaboration of the information. The items intended to find out the information on the teacher characteristics, role in the implementation of strategic plan, provide information on attitudes towards strategic plan

and get some of the challenges encountered. The researcher used open ended questions to avoid limiting the responded and to facilitate probing for more information.

The interview items were designed on the guidance of the study objectives, researcher question and theoretical framework.

3.6.3 Document Observation

The research observed analyzed records and school strategic plan which were found in the custody of the Deputy Principal and the Director of studies – it included school motto, mission and core values. Performance record for last 5 years and school infrastructure and human resources records available. This helped the researcher get more information on strategic management planning and implementation. According to Kombo and Trump (2009) observation provides information about actual behavior. This established status of physical facilities, office, classroom, laboratories and general school performance.

3.7 Pilot Testing

The questionnaire was pilot tested to determine its validity and reliability. Pilot test was conducted in order to determine approximate length of the survey in terms of time as well as to further modify the instrument of research. Pilot testing of the questionnaire included the opportunity for comments/opinion relating to the clarity and content of the instrument. A sample of 10% of respondents was involved in the pilot test which was five schools from the county-one from each of the five sub-counties. The respondents who participated

in the pilot test were not included in the final data collection process. The pilot results on validity and reliability were as shown in Appendix V.

Pilot testing is a crucial step in conducting a research. In kind of pretesting one experience can avoid costly errors and thus the questionnaire was tested for its reliability and validity. A pilot test is an evaluation of the specific questions, format, question sequence and instructions before they are applied in the main survey. Questions the pilot testing attempted to answer were: is each of the questions measuring what it is intended to measure, Are questions interpreted in a similar way by all the respondents? Do close ended questions have a response which applies to all respondents? Are the questions clear and understandable? Is the questionnaire too long? How long does the questionnaire take to complete? Are the questions obtaining responses for all the different response categories or does everyone respond the same?

3.7. 1 Validity

According to Kombo (2009), an instrument is valid if it measures the concept it is supposed to measure. Mugenda and Mugenda (2010) advance that; validity is the accuracy and meaningfulness of inference, which are based on research results. It is the degrees to which results are obtained from the analysis of the data actually represent the phenomenon under study. Validity has to do with how accurately the data obtained in the study represents the variables of the study. Validity of the questionnaire was enhanced after the pilot test of a sample of 10% of respondents. Both content and face validity of the research were examined.

Face validity refers to the structure and appearance of the instruments and whether they can measure what they purport to measure. Content validity refers to whether instruments provide adequate coverage of objectives under study. Instruments were given to two supervisors from Moi University and a colleague expert from School of Education to establish ability to measure content validity. Validation involved assessing the structure of the instruments and verification of adequacy of the content, the weighting of the responses expected from respondents, (Omeke & Ona, 2012). The experts' comments and suggestions were incorporated in the instruments to make them more meaningful and accurate hence valid. Recommendations were used to improve the instruments and make them comfortable for data analysis. The results are as per the appendix.

3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error which the deviation from a true measurement due to factors that have not been effectively addressed by the researcher like inaccurate coding, ambiguous instructions to the subjects, interviewers fatigue, interviewer is bias (Mugenda & Mugenda, 2010). A reliability test answers to the consideration whether the procedures of the data collection and analysis generated the same results on other occasions or other observers made similar observations and arrived at the same conclusions from the raw data (Saunders et al; 2009). It meant that repeated observations gave similar results.

To enhance reliability, three different types of instruments on target groups were used to correct data. Interview schedules were for Deputy Principals and County Quality

Assurance and Standards Officer, document observation guide and questionnaire for principals and heads of departments. This ensured that weaknesses for each tool were made up by mutually enhancing each other. Reliability was enhanced by piloting in 10 secondary schools. To eradicate any inconsistencies making them yield same result when repeated. Questionnaire reliability was tested by assessing the scales internal consistency, that is, the degree at which the items hang together. This was done using Crobach's Alpha & Coefficient, (Hinton et al , 2009). The researcher computed the reliability of the multi-item separately for sub-scales in the principal's and HOD questionnaire, Orodho (2009), a questionnaire has a good internal consistency if the Crobach Apha Coefficient is of scale above 0.70. The table in the appendix V has the results.

For reliability of qualitative data, the researcher relied on provision of detailed account of information sought from deputy principals and Quality Assurance and Standard Officer. It also employed multiple methods of data collection and analysis to strengthen reliability of internal validity (Kuper, 2014).

Gray (2009) observes that for research data to be reliable, the data Collection tool must have ability to consistency yield the same result when repeated. Measurements are taking under the same conditions. An instrument is considered reliable when it is able to elicit the same responses each time it is administered (Kombo, 2009). Reliability of the questionnaire was established by the test- retest try-out which were conducted in non-participation institutions within Vihiga County. The sets of questionnaires were administered to principals of Secondary schools, HOD (Heads of Departments) Deputy

Principals and after a period of between two to three weeks the same were administered to the same set of respondents.

3.8 Data Collection Procedure

An introductory letter from Moi University was used to get a research permit from National Council for Science and Technology. The researcher used the research permit to get an introductory letter from county commissioner Vihiga County and county director of education to access the sampled schools' principals so as to get appointment date. The sampled schools principals were informed in advance of the intended visit by the researcher. The researcher administered the questionnaires to sampled respondents and carried out the interview with the intended Deputy Principals of the schools, as he accessed documents and magazine talking about strategy implementation.

3.9 Data Analysis

Using statistical software, the regression model was tested on how well it fits the data. The significance of each variables was also tested. Fischer distribution test called F-Test was applied. This refers to the ration between the model mean square divided by the significance of the overall model at as percent confidence level. The P-value for the F-statistics was applied in determining the robustness of the model. The conclusions were based on the P- value where if the null hypothesis of the beta is rejected then the overall model is significant and if the null hypothesis was accepted the overall model was insignificant.

During the analysis of quantitative data, the researcher realized occurrence of extreme cases i.e outlier cases. This was followed up qualitatively through interviews with deputy principals to provide insight about occurrence of such divergent from quantitative sample (Creswell, 2012). The researcher also carried out checklist analysis on specific issues raised according to research objectives to get insight of reasons for extreme decisions. Thus, giving a chance for extremists to openly account for their decisions. In some cases extreme cases with HODs were replicated amongst principals and hence reliable decision made.

To ascertain the trustworthiness of qualitative data, the researcher employed triangulation. This was by collection of data through multiple sources that included interviews with deputy principals and Quality Assurance and Standard Officer. It also involved document observation and analysis as shown in Appendix V. the researcher further utilized member checking for information provided in the questionnaire combined with dialogue with informants by checking for confirmation throughout analysis process.

3.9.1 Analysis Based on Specific Objectives

The study has four objectives which are made of one dependent variable (strategy implementation) and five independent variables on school leadership structures and culture, human resources, training on strategies planning, technical and profession. The study had one intervening variable i.e. stake holder participation as an external environment e.g. PTA, BOM, community, central government and devolved government

Quantitative data on each of the variable was gathered by use of questionnaire. The responses were coded and weighted to produce variable which was used to analyze the data further by use of regression model. Multiple linear regression models were used to derive inferential indicators like the correlation, coefficient of determination, F- statistics and the P- value. The multiple linear regression models that was applied in this case is as follows:-

$$Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+E$$

Where

Y = Strategy implemented

The independent variables, institutional culture, the quality of staff training, leadership skills and human resource development were represented by x_1 , x_2 , x_3 , and x_4 respectively. while the intervening variable , the external environment was represented by x_6 , B_0 , B_0 was the constant or intercept while B_1 , B_2 , B_3 , and B_4 independent variable and intervening variable E or disturbance factors or value that were not captured within the regression model. Specifically the effect of each independent variable on the dependent variable based on the specific objective was measured and tested as follows:-

1. **Objective One** – To establish the effect of institutional leadership in the strategy implementation in secondary schools in Kenya

$$Y = b_0 + b_1X_1+e$$

2. **Objective Two** – assess strategies for human resource training on improving strategic plan implementation in secondary school in Kenya.

$$Y= B_0+B_2x_2+E$$

3. **Objective Three** – establish the effects of institutional culture in improving strategic plan implementation.

$$Y = b_0 + b_3x_3 + e$$

4. **Objective Four**- identify challenges facing implementation of strategic plan in secondary schools. The researcher will use research questions to identify challenges facing strategic planning implementation in secondary schools.

To test the power of the intervening variable a product of each independent was generated in order to produce a new interaction factor and assess how the interaction factor affects the dependent variable (strategy implementation). The test for the power of the intervening variable was assessed based on the magnitude of change of the coefficient of determination. The intervening variable was tested at Intervals for each of independent variables eventually in combined manner as follows:

$$Y = b_0 + b_1x_1 + e$$

$$Y = b_0 + b_2x_2 + e$$

$$Y = b_0 + b_3x_3 + e$$

$$Y = b_0 + b_4x_4 + e$$

$$Y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + e$$

3.9.2: Analysis of Qualitative Data

Qualitative data analysis seeks to make general statements on how categories or themes of data are related. Cresswell (2012) suggests that qualitative data provides for description and interpretation of what things means to people. In this study content analysis method was used to analyse qualitative data. Content analysis categories phrases, describes the logical structure of expressions and ascertains associations, connotations, denotations,

elocutionary forces and other interpretations,(Mugenda and Mugenda 2009). Qualitative data was analyzed by classifying opinions into main emerging themes, categorizing and codify the categories and assigning them numerical values. These values were used in the SPSS to deduce descriptive statistical.

Qualitative research is criticised due to lack of scientific rigour with poor justification of method adopted, lack of transparency in analytical procedures and findings being merely collection of personal opinions subject to research bias (Nobles, 2014). To overcome its shortcomings and make it more reliable and valid, the researcher employed a number of strategies. This strategy included accounting for personal bias, meticulous record keeping, engaged with other research experts and employed data triangulation.

3.9.3: Autocorrelation

To detect the presence of autocorrelation between variables in the study a Durbin Watson test was conducted; Autocorrelation is the correlation between members of a series of observations ordered in time or space (Gujorat, 2009). The Durbin Watson statistic varies from 0 to 4 where a value closer to 0 shows positive autocorrelation. A value closer to 4 indicates negative autocorrelation. The results were discussed during analysis and interpretation.

3.9.4: Normality Test

Normality analysis helps to check the normal distribution of the data. in order to check normality a researcher can construct histograms and look at the data to see its distribution , Often the histogram included a line that depicts what the shape would look like if the

distribution is truly normal and therefore one can eyeball how much the actual distribution deviates from this line (Moor & McCabe 2009) another method to determine normality graphically is to use the output of a normal Q-Q Plot if the data are normally distributed the data points were close to the diagonal line. If the data points straight from the line in an obvious nonlinear fashion, the data are not normally distributed.

If one is unsure of being able to correctly interpret the graph numerical methods can be used instead because it can take a fair bit of experience to correctly judge the normality of data used on plots. The two well-known numerical test of normality are the KOLMOROV –SMILNOV test and the Shapiro – Wilk test. The Shapiro –Wilk test is more appropriate for small sample size (< 50 samples) but can also handle sample size as large as 2000. If the sig value of the KOLMOGOROV – Smirvo test or Shapiro Wilk test is greater than 0.05 the data is normal. If it is below 0.05, the data significantly deviates from a normal distribution (Tabanchnick et el 2007). In this study the KOLMOGOROV was utilized.

3.9.5: Analysis of Variable

According to wichara (2009) variations in data were decomposed by use of analysis of variance (ANOVA) anova is a collection of statistical models used to analyse the differences between group means and their associated procedures (such as variations among and between groups) in ANOVA setting, the observed variance in a particular variable is portioned into components attributable to different source of variation. In its simplest form ANOVA provides a statistical test of whether or not the means of several groups are equal, and therefore generalizes that a test to more than two groups. ANOVA

was useful in comparing (testing) three or more means (groups or variables) for statistical significance which was found in multivariate data (Gelman, 2008)

Burns and Crone (2010) define data analysis as a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher. De vos (2009) goes ahead and describes data analysis as a challenging and creative process characterized by an intimate relationship of the researcher with the participants and data generated. According to Zikmand et al, (2010) data analysis refers to the application of reasoning to understand the data that has been gathered with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation. To determine the patterns revealed in the data collected regarding the selected variables data analysis was guided by the general purpose and objectives of the research and the measurement of the data collected. Information was sorted, coded and input into a statistical software for production of graphs, tables, descriptive statistical and inferential statistics.

According to Hyndman (2008), data processing involves translating the answers on a questionnaire into a form that can be manipulated to produce statistics. This involves coding, editing, data entry and monitoring the whole data processing procedure. The major aim of checking the various stages of data processing is to produce a file data that is as error free as possible. In analyzing qualitative data, the researcher needs to analyze the data with vigor and care (Wamucii, 2015). Data analysis is the processing of data collected to make meaningful information out of the (Saunders et al; 2009). This is necessary as raw data convey little meaning to most people. Data that will be obtained through

questionnaires were prepared for analysis by editing, handling blank responses, coding, categorizing and keying using the SPSS statistical software for analysis.

Qualitative research investigates the quality of relationships, activities, situations and materials where attributes and characteristics of interest are studied (Ngiangia, Kosgei & Gathuthi, 2009). Qualitative data refers to all non-numeric data that is collected in form of words or pictures rather than numbers and concern is on both process as well as final results. Data which is analyzed through description and induction mainly analyzed using qualitative techniques. This involves summarizing or condensing the meaning of key points into themes. This is followed by categorizing the data for ease of coding or labeling.

The information from questionnaire was sorted, coded and input into the statistical software for production of frequencies, descriptive statistics and inferential statistics. The information generated by the statistical software was used to make generalizations and conclusions of the study. A multiple regression model was used to test the significance of the influence of the independent variables on the dependent variable. The multiple regression models are as laid below;

$$Y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + e$$

- a) Y = the value of dependent variable
- b) B_i ; $i = 1, 2, 3, 4, \dots$ = The coefficients representing the various independent variables and intervening variable.
- c) $\{X_i ; i = 1, 2, 3, 4, \dots\}$ = values of the various independent (covariates) variables and intervening variable).

d) E is the error term which is assumed to be normally distributed with mean zero and constant variance.

Y= strategy implementation and improvement

X₁= Institutional culture

X₂= Leadership structure

X₃= Human Resource Development

X₄= Quality of Staffing

3.10 Ethical Considerations

Ethical considerations are important in research as they help the researcher to respect the needs, values and desires of the participants (Creswell, 2009). Creswell advanced that researchers need to protect their respondents, develop a trust with them, and promote the integrity of the research and guard against misconduct and offensiveness that might reflect on their institutions. He indicated that ethical issues apply to quantitative, qualitative and mixed methods studies. Creswell pointed out that ethical issues arise when a researcher identifies purpose of the study and statement of the problem. Ethical issues also arise in research questions, in collecting and analyzing data and writing up the results of data.

Sunders et al, (2010) pointed out that key ethical issues relating to research process ranged from; privacy of the participant right to withdraw, maintenance of confidentiality of data and reaction of participants to the way one wishes to collect data. The researcher took measures to ensure professionalism, confidentiality, privacy and the rights of the participants to participate or not. The researcher made sure that only participants who gave their consent participated in the study. They were encouraged to answer questions which

they felt too comfortable with. They were consulted about the time and the day they preferred to attend to the questionnaire and the interviews. The researcher also kept interview time as scheduled with deputy principals. He made efforts to ensure confidentiality of any information that was obtained from the respondents.

The researcher sort permission from the ministry of education, Vihiga County education office using the permit from the national council for science and research. He notified the principals of the sampled schools before sending out questionnaires and conducting the interview. The researcher maintained the confidentiality of the respondents throughout the research period.

3.11 Summary of the Chapter

Chapter three presented information on research design and methodology. It covered research philosophy and design, looked at the study area, study population, sample size and sampling techniques, sampling frame, probability and non-probability sampling techniques. The chapter further presented details on data collection instruments which included questionnaires, interview schedule for CQASO and deputy principals and document observation schedule.

It also presented information on pilot testing, validity and liability, data collection procedure, data analysis of quantitative and qualitative and discussed analysis of variables. This chapter was concluded by presenting information on ethical considerations that the researcher observed during the process of data collection.

CHAPTER FOUR

DATA PERESENTATION, ANALYSIS AND INTERPRETATION.

3.0 Introduction

The chapter covers presentation and interpretation of analyzed data from questionnaire, semi-structured interview guides and document observation. The study targeted 416 respondents, but while collecting data managed to access had 346. This included (65 School principals, 190 Head of school departments 90 deputy principals and 1 quality assurance and standards officer). These were categorically analyzed in accordance to the socio-demographic data in terms of, gender, work experience, the highest level of academic qualifications. The chapter also discussed constructs on the determinants of successful implementation of strategic plans in secondary schools in Kenya, a study of Vihiga County. These comprised of institutional leadership, human resource training strategies, institutional culture strategy, and the challenges facing implementation of strategic plan in secondary schools in Kenya. The findings were presented in frequency tables, bar graphs and pie chart for quantitative data. For qualitative data the information gathered was presented according to emerging themes guided by interview schedules.

4.1 Socio-Demographic Information of Respondents

The socio-demographic information of 65 Principals and 190 Heads of departments totaling to a sample size of 255 was categorized as the gender, type of school, work experience at current school, institution strategy put in place for performance management, development opportunities and plans highlighted to staff, the quality of institution supervision concerning strategy implementation, importance of team work, , internal

mechanisms established by the institution opportunity for growth and institutions' strategy implementation on the level of academic qualifications and religion. The data of 255 respondents (65 Principals and 190 Heads of departments) issued with questionnaires and interviewed 255(85.00%) out of 300 responded to the research instruments that were interviewed, eighty five deputy Principals out of ninety analysed and documented. One hundred and ninety 190 out of 250 (84%) were Heads of departments and 65 (87%) out of 75 were Heads of institutions. This represented 81.97% of the sample size. The data shows that the study sample was balanced hence adequate for the research findings of the study report. According to Mugenda and Mugenda (2003), a study sample of 80% is appropriate and recommended for analysing the collected data by the research instruments. With this, all the acquired sample of 346 out of 416 qualified the data for analysis and documentation of the determinants of successful implementation of strategic plans in secondary schools in Vihiga County Kenya.

4.1.1. Gender of Respondents

Table 4.1 *Frequency Distribution on Gender of Respondents*

Gender of Respondents	Principals	Heads of Department	Total
Male	44(67.70%)	148(77.89%)	192(75.30%)
Female	21(32.31%)	42(22.11%)	63(24.70%)
Total	65(100%)	190(100%)	255(100%)

Source: (Field Data, 2019)

Of the 255 respondents who participated in the study for questionnaire only, there were 192 out of 255 (75%) males and 63 out of 255 (24.70%) females as indicated in table 4.1. In the category of Heads of institution we had 44 out of 65 (67.70%) male and 21 out of 255 (32.31%) were female respondents. The overall sample was 65 (84.5%) out of 75 of the study participants. The analysed data findings show unbalanced distribution of Institutional heads from the questionnaire in relation to gender category in the study. The findings on Heads of Departments showed 148 out of 190 (77.89%) male and 42 out of 190 (22.11%) female participated in the study. The findings show male dominance on leadership positions. The rational behind is that the state had previously discriminated female gender employed in this category. Female data was 42 out of 190 (22.11%) reflecting fewer women employed as Heads of department in Vihiga County compared to male counterparts. This showed that there were more male teachers had been promoted to position of H.O.D. The government had challenges in employing female heads of department until the ratification of the gender rule of the Constitution of Kenya 2010 which has enabled a reasonable number of females to take responsibilities in secondary schools. (G.O.K 2010).

Fifteen out of eighty five interviewed deputy Principals were females, which represented 17.65%. Seventy were males which represented 82.35% of the sample size. This shows that in terms of gender in the leadership position held by deputy Principals was still low. Implying that it will take some time before parity is achieved. This is also supported by Wamucii (2015) in a study involving gender at public universities which showed that 67% of the respondents were males while females were 33%. In the same study by Afenyo (2006) on academic staff satisfaction of working conditions, it was indicated that there

were more than twice as male as female respondents in the survey whose result were 67.3% male and 32.7% female. In the European Commission (2009), the study notes that the reason for underrepresentation of female gender in the academia as the lower percentage of women on selection committees and lack of transparency in secondary schools criteria for selection. In secondary schools, the teachers' service commission needs to encourage more women to take up leadership roles as Principals, deputy Principals, and heads of departments. The employer also needs to work closely with the ministry of education to ensure that those in administration positions are well enumerated for additional duties to attract females.

4.1.2 Work Experience of Respondents

Table 4.2: *Work experience of Respondents*

Work experience of Respondents	Heads of institution	Heads of Department	Total
Less than 2 years	6(9.2%)	3(1.60%)	9(3.53%)
3 to 5 years	22(33.8%)	48(25.30%)	70(27.45%)
6 to 10 years	23(35.4%)	97(51.10%)	120(47.06%)
11 to 15 years	6(9.2%)	36(18.90%)	42(16.47%)
16 to 20 years	3(4.6%)	2(1.10%)	5(1.96%)
over 20 years	5(7.7%)	4(2.1%)	9(3.53%)
Total	65(100%)	190(100%)	255(100%)

Source: (Field, 2019)

According to the distribution of frequencies on the duration of work at current school of employment of 255 respondents, table 4.2 results show that 9(3.53%) of the respondents

have a work experience of less than 2 years, another 9(3.53%) had over 20 years of work experience. Only 5(1.96%) had between 16 to 20 years of work experience, 42 out of 255(16.47%) have been working for 11 to 15 years in their current work. most of the respondents 120(47.06%) had worked for a period of 6 to 10 years followed closely by those who have worked for 3 to 5 years (27.45%). This shows the efforts of the teachers' employer to nationalize the teaching force through delocalization programme initiated in May 2017 that saw a number of Principals moved outside their home countries. The process has also seen teachers who have served in a station for ten years and above moved to other sub counties. The process is ongoing (TSC manual 2015).

According to Sekaran (2010) a reliable and valid sample should enable the researcher to generalize the findings from the sample to the population under investigation. The sampled statistics should be reliable estimates that reflect the population parameters closely within the narrow margin error. According to the findings the researcher achieved his objective by involving respondents from all the experience level for primary data collection, analysis and preparation of the report.

From the field findings a smaller number had worked in the station for less than two years and to the extreme and a smaller number had also worked for more than 20 years. But the period from 11-15 in a station has 42 out of 255 representing 16.47%. 120 out of 255 (47.06%) had worked for 6-10 years and 3-5 years representing (27.45%).

Those who have served in the current station for more than six years provide stability of staff in secondary schools in the county which is a positive long term implementation of strategic plans. A good number of Principals were new in their stations as a result of

nationalization programme stipulated in the 2010 constitution (GOK 2010) and T.S.C commission guidelines (2015) which encouraged Principals and deputy principals to work out of their counties. High level of specialization in secondary schools makes teachers to stay for a longer period in their current stations as transfers have to go with suitable replacement.

This findings agree with the study by Ghatoor (2013) cited in Kaman (2014) on the role of demographic characteristics of jobs satisfaction among academic staff which revealed that 19% of the staff had worked for 16 years and above. The implication of these findings is that In terms of strategy implementation and long service translates into ability to experience the implementation of plans in medium and in the long term it also helps to nurture and institutionalizes the culture. Table 4.2 indicates work experience in the current.

4.1.3 Response on the Level of Education.

Table 4.3: *Respondents Level of Education*

Education level of Respondents	Principals	Heads of department	Total
Diploma	6 (9.2%)	4 (69.20%)	10 (3.92%)
Bachelors	45 (69.2%)	170 (89.50%)	215 (84.31%)
Masters	13(20.00%)	16 (8.40%)	29 (11.37%)
PhD	1 (1.50%)	0 (0.00%)	1 (0.39%)
Total	65(100.00%)	190 (100.00%)	255 (100%)

Source: (Field Data, 2019)

According to the analysis on the respondents highest level of academic qualification 215 out of 255 (84.31%) were degree holders, 29 out of 255 (11.37%) had a master's degree, 10 out of 255 (3.92%) were diploma holders while only 1 out of 255 (0.39%) had a PhD. This reflects well with the requirements for teaching in Kenyan high schools. The minimum requirement for one to teach in a high school is a diploma in education with two teaching subjects. One is required to have scored at least C+ in any of the two subjects and have attained a mean grade of C+.

In the recent past majority of parents and guardians preferred to take their sons and daughters for degree programme as a result of module II window that was opened in late 1990s this has seen more graduates in education and hence fewer diplomas holders the TSC also employs In terms of demand and as they wait for employment some of the diploma trained staff enroll for degrees programme. The diploma holders are some of the longest serving teachers who trained at Kenya science, Kenya technical college, Kagumo teachers training college. These were the only diploma teachers training colleges serving the country before liberalisation of education.

In the past the TSC did not see the need for a master's degree holder in secondary schools, which only attracted three salary scale increments. Currently with the CBA 2017 it is mandatory for deputy Principals and Principals to be holders of master's degree. This is likely due to a number of teachers enrolling for further studies so as to take administrative professions. For PhD holders TSC has given no incentives and it feels that it has no room for PhD holders in secondary schools. Presently PhD certificate in secondary schools

attract no remunerations (returns) and in case of study leave, one goes without pay TSC Guidelines (2015). This explains why in the entire sample size only one female principal had a PhD from Moi University Dec 2018 graduation, hence need for encouragement mechanisms to be put in place to have highly educated leadership in our schools The distribution is illustrated in Table 4.3 above.

4.1.4 Type of School

Table 4.4: *Type of school*

	Principals	Heads of department	Total
Type of school			
Boys Boarding	10(15.40%)	49 (25.80%)	59 (23.14%)
Girls Boarding	11 (16.90%)	16 (8.40%)	27 (10.59%)
Mixed Boarding	5 (7.70%)	23 (12.10%)	28 (10.98%)
Mixed Day school	39(60.00%)	102 (53.70%)	141 (55.29%)
Total	65 (100.00%)	190 (100.00%)	255 (100%)

Source: (Field Data, 2019)

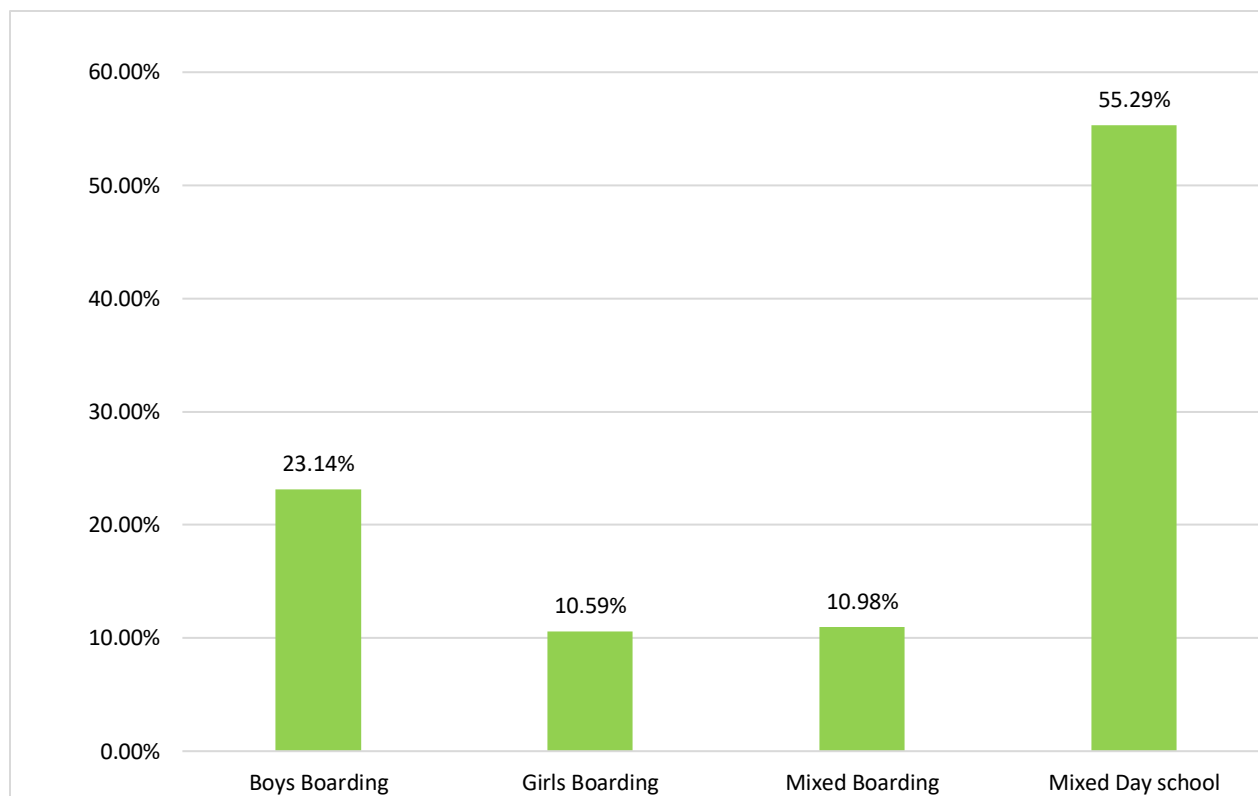


Fig. 4.1: Type of School

The research findings on type of school the respondents were displayed in table 4.3. The findings show that 55% of the respondents are from mixed day schools. There are at least 23.14% of the respondents from Boys boarding schools. There are as much respondents from Girls boarding (10.59% as there are those from mixed boarding (10.98%) schools.

Vihiga County has high poverty index as indicated from the ministry of planning. Most of the schools are initiated by the CDF which has increased transitions from primary to secondary schools. This is because most parents prefer mixed day secondary schools that are available and less expensive.

Others through the county education board (CEB) were swapped into boys boarding eg Esalwa boys and Ebusakami girls both initially mixed-day and boarding Keveye girls and Vokoli girls were also initially mixed and boys absorbed at Chavakali boys and Mbale boys high school.

Most of the mixed-day secondary schools served local communities and are sub-county schools. The local communities had a negative attitude towards establishment of National Schools. They felt that their interest will not be taken into considerations. See table 4.4 and figure 4.1 above.

4.1.4 B: Questionnaire from CQASO

The aim of the questionnaire was to establish whether quality assurance and standards officer in the County are involved in overseeing that strategic plans formulated in secondary schools are implemented effectively and if anything they provide professional support. The CQASO was a male having served in the county for the last three years. In terms of academic qualifications he holds a master degree in education.

The CQASO noted that the education office has the mandatory role of quality assurance and does regular assessment of all schools within its jurisdiction. To ensure that schools have prepared strategic plans, his office carries out school assessment and a follow up assessments. This is to monitor on how the strategic plan is being utilized and adding value to the institutions. He also indicated that there are instances where professional guidance and support is required in formulating and implementation of strategic plans. His responses

revealed that while he is expected to advice on strategic plan implementation he may not be an expert in strategic planning.

4.1.5: Levels of Satisfaction on Institution’s Strategy Implementation.

Table 4.5: *Degree of satisfaction on Strategic Plan Implementation*

What is your degree of satisfaction concerning your institution’s strategy implementation as a teacher?		
Response	Principals	Heads of department
Very Dissatisfied	0 (0.00%)	11 (5.80%)
Dissatisfied	0 (0.00%)	17 (8.90%)
Undecided	0 (0.00%)	8 (4.20%)
Satisfied	60 (92.30%)	139 (73.20%)
Very Satisfied	5 (7.70%)	15 (7.90%)
Total	65 (100%)	190 (100%)

Source: (Field Data, 2019)

The question sought to investigate the respondents view on the degree of satisfaction concerning their institutions strategy implementation. Table 4.5 shows 58% of HODSs were very dissatisfied with their institutional strategy implementation programme 8.9% of the HODS were dissatisfied while 4.2% of the HODS responded as being undecided.

They could not take whether their institution had strategies in place and whether there was any information concerning strategy implementation.

This was witnessed from recently established schools that were battling to establish themselves. School motto, mission statement and co-values visions were not available. In some instances the principal's office was curved from the staffroom by use of plywood. For the Principals 92.3% were satisfied as shown and felt that strategy implementation in their institutions was on the right path but the fact that 73.20 % of the HODSs were satisfied leaves a gap in levels of satisfaction between Principals and HODSs.

7.9% of the HODSs were very much satisfied while 7.7% responded similarly to this question.

On the other hand the County quality assurance and standards officer indicated that he was very much dissatisfied with the level of strategic planning implementation in most of the County individual and specific schools. To him he observed;

‘If one visited our schools and asked for a strategic plan, he would be given a clean and untouched book labeled school strategic plan. It carries all action plans to put into practice, but the moment the school receive funds either in form of grants or donations the plan is forgotten.’

The CQASO points a finger to big schools which are well established for being notorious in not implementing what was initially planned for. It is also indicated that the plans are not reviewed or revised to address the current situation. The initial plan is only given a new lifespan e.g. 2008-2012, 2013-2017 or 2017-2021 e.tc.

Level of satisfaction for strategy implementation programs among employees is very important. This is supported by a study by Musyoka (2011) which revealed that human resource performance as a challenge during implementation of the plan and that low work force morale and inability to retain competent and qualified staff was a significant observation during implementation of strategies, the study pointed out that although there is no class of go slows or staff unrest but cases of absenteeism, disrespect of time coupled with under-productivity in the last few years attested to underutilisation of human resources it also explains why TSC introduced TPAD and appraisal for teachers. The resistance experienced in process of administering these tools from KNUT is an indication of what is on the ground TSC guidelines (2015) and the constitution of Kenya (2010).

4.2 Influence of Institutional culture on Implementation of Strategic Plans in Secondary Schools In Kenya

Table 4.6: *Principals' Responses on Institutional culture of Strategy Implementation*

Items on institutional culture on strategy implementation.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mode	SD
	1	2	3	4	5		
The institution promotes practice of the core values among teachers.	0.00%	6.20%	0.00%	60.00%	33.80%	4	.739
Institutional internal culture has always been related to successfully strategy implementation.	0.00%	4.60%	6.20%	73.80%	20.00%	4	.631
Our institutional internal policies are key enables of good/ strategy.	1.60%	0.00%	1.60%	79.70%	17.20%	4	.567
Our institution handles change with a sense of urgency.	0.00%	4.60%	7.70%	69.20%	18.50%	4	.673
There is always appreciation of new ideas and hence it takes short time to effect change in our institution.	1.50%	3.10%	4.60%	73.80%	16.90%	4	.696
The institution always benchmarks with the best practice before adopting new systems or techniques of working.	4.60%	26.20%	9.20%	40.00%	20.00%	4	1.212
All official documents must have symbols such of vision, mission and motto.	0.00%	15.40%	6.20%	67.70%	10.80%	4	.853
The staff upholds professionalism and integrity in all its activities.	0.00%	6.20%	3.10%	75.40%	15.40%	4	.661
Our institution does not practice any form of discrimination. (Accept teachers support staff from other communities and learners.	1.50%	0.00%	1.50%	55.40%	41.50%	4	.672
It is the institution's tradition to consistently celebrate its achievements e.g academic and present giving days; Annual General meeting, farewell for retiring employees and recognition of achievements among others.	1.50%	7.70%	3.10%	36.90%	50.80%	5	.960

Table 4.7: Heads of Department Responses on Institutional Culture of Strategy Implementation

Items on institutional culture on strategy implementation.	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Mode	SD
	1	2	3	4	5		
1. The institution promotes practice of the core values among teachers.	1.10%	2.60%	10.00%	61.60%	24.70%	4	.739
2. Institutional internal culture has always been related to successfully strategy implementation.	.50%	17.90%	30.50%	37.90%	13.205	4	.951
3. Our institutional internal policies are key enables of good/ strategy.	2.10%	4.20%	22.20%	63.00%	8.50%	4	.767
4. Our institution handles change with a sense of urgency.	5.80%	13.70%	10.50%	58.90%	11.10%	4	1.046
5. There is always appreciation of new ideas and hence it takes short time to effect change in our institution.	2.10%	20.00%	22.10%	42.10%	13.70%	4	1.026
6. The institution always benchmarks with the best practice before adopting new systems or techniques of working.	15.80%	15.30%	27.40%	33.20%	8.10%	4	1.208
7. All official documents must have symbols such of vision, mission and motto.	6.80%	28.90%	8.90%	45.80%	9.50%	4	1.165
8. The staff upholds professionalism and integrity in all its activities.	0.00%	3.20%	13.70%	66.30%	16.80%	4	.658
9. Our institution does not practice any form of discrimination. (Accept teachers support staff from other communities and learners.	6.80%	7.40%	2.10%	38.40%	45.30%	5	1.177
10. It is the institution's tradition to consistently celebrate its achievements e.g. academic and present giving days; Annual General meeting, farewell for retiring employees and recognition of achievements among others.	2.60%	7.90%	6.80%	53.2%	29.5%	4	9.59

The objective of the study sought to establish the effect of institutional culture strategy on the implementation of strategic plans in secondary schools Kenya. This objective was assessed per the indicators in the likert scale on the questionnaire where the respondents indicated their degree of agreement to their statements. The responses per indicators and the respondents per likert scale are discussed above.

4.2.1 Promotion of Core Values among Teachers

The question sought to investigate the responses of Principals on encouragement of staff to practice core values table 4.6 shows that 60% of the respondents agreed followed by 33.80% strongly agreeing with only 6.2% disagreeing the rest strongly disagreeing 0% and undecided 0%.

This findings indicate that the Principals encourage the practice of core values in there institution as part of the school culture. It is also supported by the study of Mutuku and Mutuku (2009) on strategy planning in the higher education sector of Kenya. Case study of public universities which reveal that core values and operating principle must be agreed upon and universities must be precise about the programs they will offer their market and the technology of delivery.

Similarly in another study by Chege (2009) entitled, relevant, effective, appropriate and transformative leadership in high education in the 21st century observed that most higher education system institutions have missions, visions, core values and objectives well stated and some pasted on the walls, receptions, institution handbooks and websites among other places. This does not exclude secondary schools in Kenya.

Nearly all secondary school in Kenya have displayed of their mission statement and core values on the school gates, notice boards and even school buses with exceptions of a few.

Pearson and Robinson (2007) support this findings by stating that emphasis should be placed in the use existing personnel where possible to fill positions created the implement new strategy the personnel embrace cultural compatibility as fundamental changes are implemented.

This therefore implies that schools need to encourage and motivate existing staff on core values of their institutions.

The statement was strongly agreed by HODSs 27.40%, agreed at 61.60% and undecided at 10%. The rest were below reasonable percentage as shown in table 4.7. The core values seem to have led more support among HODSs compared to the Principals unlike other question where Principals had higher percentage responses.

4.2.2 Internal Culture in Relation to Strategy Implementation Success.

The question sought to investigate the respondents view on whether internal culture in their institutions had always been related to successful strategy implementation.

Table 4.6 and 4.7 respectively represents the response of the Principals and the HODSs. The Principals agreed by 73.80 % and 20.0% with the remaining undecided 6.20% and disagree 4.60% this shows that institutions have put in place mechanisms to uphold institutional culture to promote strategy implementation. On the contrary table 4.8 shows that below 50% of the HODSs agreed with the statements, thus 37.9% and 13.20% agreeing and strongly agreeing respectively.

A large percentage of the HODSs were undecided recording 30.5% of the respondents and 17.90% disagreed .This raises a lot of concerns on whether the Principals and the HODSs are reading from the same scriptures but then all the same the Principals and the HODSs have some agreement on internal practice aiding strategy implementation.

This conforms to the study by Musyoka (2011) on the challenges of strategy implementation by the Jomo Kenyattaa foundation which agrees that the compatibility of organizational culture to new strategic changes is an important measure in overcoming behavioral resistance to change in an organization. He goes ahead and stresses that lack of synergy between strategy and culture may obstruct the smooth implementation of strategy by creating resistance to change.

This statement is well supported by Waamuchi (2015) on strategy implementation and formulation who stated that culture can affect strategy lenses of an organization both positively and negatively and that some organization might have “strategy myopia” due to the culture they are in. She further observes that the impact of culture goes far beyond human side of the organization to affect and influence its basic mission goals. In a study by Ali and Hadi (2012) noted that researchers have shown that 86% of successful companies have a culture lined to company strategies, this need for secondary school Principals to bring on board a large number of HODSs to agree on aligning school culture with strategy.

4.2.3 Institutional Internal Policies and Strategy Implementation

The question sought to establish whether the respondents both HODSs and the Principals were of the view that internal policies and procedure of the institution were key enablers of good strategy implementation.

Table 4.6 shows over 80% of the respondents who were Principals agreed and strongly agreed with a small percentage of 1.6% undecided and 1.6% strongly disagreeing. This could be ignored. On the same question 63.0% of the HODSs agreed, 8.5 % strongly agreed, 22.20% undecided and 4.20% disagreed while 2.10 % strongly disagreed in both cases with a slight difference. Principals and HODSs agree that institutional internal policies facilitate strategy implementation.

These findings are supported by Omboi and Mucai (2012) in their study on factors affecting the implementation of strategies in governing tertiary institutions who noted that institutional policies were found to influence implementation of strategic plans in tertiary institutions, though it was indicated as negligible on the correlation coefficient index. The study was supported by the awareness of institutional policies that guided process on strategic implementation. However Omboi and Mucai (2012) on factors affecting the implementation of strategy noted that there was evidence that low influence of policy statements on decision making as an indicator was of the relative weakness of correlation between implementation of strategy and institutional plans. The schools need to develop broad guidelines to guide action in each of the functional areas to support strategy implementation.

4.2.4 Institutional Urgency of Handling Change

This question sought to get the view of Principals and HODSs on whether the institutions handle change with a sense of urgency.

Table 4.6 and 4.7 represent respectively the findings that show that 69.20 % of the Principals agreed followed by 18.5% who strongly agreed, 7.70% were undecided and 4.60% disagreed. Similarly the HODSs had 58.90% of them agreeing, 11.10% strongly agreeing 13.70% disagreeing and 10.50% % remained neutral with 5.80% strongly disagreeing. Thus a good number of HODSs had issues with the way their institutions handle change the findings agreed with Wamuchi (2015) cited from Atiogbe (2011) who emphasized speed as an integral part of strategic planning leading to generation of large strategic options. In line with changes of occurring the competitive environment it also occurs in line with the observation by Kalio, Niuko and Jaolava (2010) in their paper entitled strategy implementation in public university lessons from a school of economics who observed that the indoctrination process that every scholar must go through together with the long traditions that universities have, make the university rather inflexible and resistant to change and that middle managers who are like HODSs in schools are likely to resist change.

Musyoka (2011) also added a voice that resistant to change might take the form of procrastination and delayed in triggering the process of change and unforeseen implementation delay and inefficiencies which slow down the change and make it cost more than original anticipated, lack of communication slow down absenteeism disrespect of deadlines a poor performance and strikes this seems to bring out the scenario where the

Principals are resistant and supported by communities during the first phase of delocalization. Policy by the TSC failure to support change with speedy brings about some of the cultural attributes that hinder effective strategy implementation.

4.2.5 Institutional Appreciation of new Ideas and Time taken to Effect Change

The question sought to investigate the response from Principals and HODSs view on whether there was always appreciation of new ideas and hence retaking a short time to effect change in the institutions.

Table 4.6 and 4.7 respectively gives the finding from the Principals and the HODSs a high percentage of Principals agreed at 73.80% strongly agree at 16.90% and undecided 4.60% disagreed at 3.10% and strongly agreed at 1.50%. According to the Principals response secondary school teachers accept new ideas and this help shape the school practice. On the side of HODSs in table 4.7 only 42.% and 13.70% of the respondents agreed and strongly agreed respectively and thus a small number of HODSs compared to Principals noted that there institution accept new idea and hence take a short time to affect change. The HODSs coordinate subject heads and other subordinate staff working under them. The level of resistance they experience may not be of the same magnitude with the Principals' experience.

This agreed with the findings by Bolo, Mandera Imita and Kobongo (2010) who agreed that management should modify the culture within the firm to accommodate new changes. It also points to observations by Andrew Boyne, Law and Walker (2011) who explained that in an incremental style responsibility is decentralized and for instance in the Crescive model "the chief executive must relax his expectations concerning the executive to which

strategic plans can be developed centrally the authority and influence of change in secondary school flow from top to bottom”. The principal, deputy principal sometimes are two teachers and several HODSs depending on the size of the secondary school. The principal could bring more teachers on board, new brains can cultivate the culture delegation through management by objectives. Omboi and Mucai (2012) noted that for Higher Education Institutions members of faculty should be motivated to learn new knowledge on the role and place of strategic management in starting organization to strategic advantage in time of volatile market conditions. Thus Wamuci (2015) stressed by saying that though there is motivation in knowing you can control dynamic managerial challenges as with time one may become the manager of the situation or even the institution. However this findings show that secondary schools in the country have supportive culture indicators which are dynamic.

4.2.6 Institutions Benchmarking

The question aimed at establishing the respondent’s view, both Principals and HODSs on whether the institution always benchmarks with the best practice.

Table 4.6 and 4.7 present the result from both the Principals and HODSs from .40.0% and 20.0% of Principals agreed and strongly agreed. The percentage of Principals who did not agree is alarming it gives 26.20% undecided 9.2% and strongly disagreed at 4.60%. The results show that more than half of the respondents undertake benchmarking of new ideas and techniques before operationalizing on them. The ultimate aim of performing an activity is to learn how to lower the costs. Fewer defects of other outcomes linked to excellence are achieved Pearson and Robison (2007).

Omboi and Mucai (2012) in their study contradicts this findings although there study was in government tertiary institutions, they imply that there has not been a standard benchmark for the tertiary institution as it is for university in East African region. For secondary schools in Kenya benchmarking is often done especially when a “giant” schools experience a drop. Thus Johnson and Scholes (2013) add that when benchmarking, managers would need to observe how top performing organizations undertake their activities and assess if this could be initiated or improved upon. the power and strength of benchmarking is the impetus it might give in braking the frame and conserving new ways of meeting and beating the performance of the best, hence the findings indicates that in choosing a strategy managers should compare the firms key internal capabilities with those of its rival whereby isolating its keys strengths and weaknesses.

4.2.7 Institutional Symbols on School Motto and Mission

The question sought to investigate the respondents view on whether the official institution documents must have symbols such as logo, mission, motto and vision table 4.6 and 4.7 respectively. The findings it shows that 67.70% and 10.80% agreed and strongly agreed in that odder but only 15.4% disagreed with 6.20% remaining and noncommittal.

On the other hand table 4.8 shows that only 45.8% of the HODSs 9.50% agreed and strongly agreed another 28.90% of HODSs were in disagreement with 8.90% being undecided and 6.80% strongly disagreeing. It shows that HODSs opinion was that the culture of officiating all schools items to remind everybody where the institution is heading, its reason for existence and function could not be enshrined in their norms of practice. Most HODSs differ in percentage with the Principals they agree on having

symbols of school motto, mission, and vision being reflected in many area of the institution thus the result attract the support of Johnson and Scholes (2013) by expounding that power is the ability of individuals or groups to persuade induce and coerce others into following certain courses of actions. It is through this mechanism that one set of expectations would dominate strategic development or seek compromises with others. Schole and Johnsons (2013) further advanced that some of the useful indicators of power are the states of the individual or group as job group or reputation, their claim on resources such as budget size, representation in powerful positions and symbols of power. The implication of these findings is that most of the secondary school institutions have seen the need for corporate identity practices and hence enhance employers' weariness of the institution strategic planning and implementation.

4.2.8 Professionalism and Integrity

The question aimed at investigating if respondents both Principals and HODSs thought that their institutions upheld professionalism and integrity in all other activities.

Table 4.6 shows the principal's responses where 75.40% agreed and 15.40% strongly agreed, 6.20% disagreed and 3.10% were undecided. Up to 90% of the principal respondents felt that their institutions uphold professionalism and integrity which is part cultural practice table 4.9 provides responses from HODSs this time with 66.30% agreeing, 16.80% strongly agreeing and 13.70% undecided and 3.30% strongly disagreeing. in both cases Principals and HODSs felt that their institutions of learning promote professionalism and integrity and indicators were available on posters displayed in school e.g. "no smoking" , "all services are free", "this is a corruption free zone" supported by chapter

six of the Kenyan constitution (GOK 2010) that promotes leadership and integrity. The findings are supported by Pearson and Robison (2007) who stated that principles are one's fundamental personal standards that guide his sense of honesty, integrity and ethical behaviour. If a leader has a clear moral compass guiding his priorities he will be a more effective leader.

Further Hill and Jones (2008) supported the findings by stating that the task of business ethics is to ensure that business decisions do have an ethical component and that managers must weigh the ethical implication of strategic decisions before choosing a course of action. Both Hill and Jones stress the need for confidence in and respect for the people upon communication and concerns for fellow employee.

The findings are further supported by Jones and Schole (2013) who add that the strategy development can be an intensely political process, managers can often find real difficulties establishing and maintain the position of integrity hence need to include ethical values into companies mission statement. Furthermore the values must be acted upon by top managers who should for instance implement firing, hiring and incentives systems that explicitly recognize the importance of adhering to ethical values in strategic decision making. The values form the foundations of national unity, cohesion, justice and fairness which young ones should grow up knowing.

4.2.9 Institutional Discrimination Practice.

The question sought to establish the respondents view on whether secondary schools as institutions of learning practice any form of discrimination and accept teachers and learners from other communities.

Table 4.6 and 4.7 respectively presents the results from Principals and HODSs. It shows that 55.40% of the respondents from Principals agreed that their institutions do not discriminate while 41.50% strongly agreed, less than 3% was for other alternatives. From table 4.6 which represents HODSs 38.40% agreed that they don't discriminate while 45.30% strongly agreed with only 7.40% of the remaining undecided while majority of the HODSs agrees that their institutions do not discriminate and hence support national unity and nationalization program. Reasonable percentages agree that there is some kind of discrimination which is so bad for a nation with adversity of cultural practices. The result may lead to both teachers and students suffering thus on the influence of personal values and behaviour by Branson (2005) on a study of values and principle-ship of behaviour illustrating that the relationship supports the findings by proposing that the key to influencing the employees individual consciousness is to help the individual know how the institutions strategic values are formed, they also get to know how they are applied appropriately in order to create an appropriate and successful organization culture.

It agreed with Wamuchi (2015) that leaders and their associates play key role in shaping and defining the ethical standards that become reabsorbed into and shape the culture of the organizations they lead. In addition Stoner, Freeman and Herbert (2010) advice that CEO can institutionalize the process of ethical decision making by ensuring that each moral decision builds upon preceding decisions. Some of the ways of institutionalizing ethical policy include corporate codes of conduct, ethics committee, ombudsman, judicial boards, ethics training programs and social audits. The findings point out that the need for

Principals to work together with HODSs to promote and confront moral issues in their learning institutions.

4.2.10 Institution Celebrates its Milestone Achievements

The question sought to investigate the respondents view on whether it was institutions tradition to always celebrate its achievements such as academics and prize giving day, annual general meetings, farewell for retirees and recognition of various achievements by all the members of the school community.

Table 4.6 shows principal responses. More than 86% either agreed or strongly agreed that their institution constantly celebrates its achievements milestone. While table 4.9 reflects the results from the HODSs the results show that 53.2% of the HODSs agreed while 29.55 strongly agreed, 6.80% were undecided 7.90% disagreed and 2.70% disagreed strongly hence over 80 % of HODSs respondents were of opinion that that their institutions recognize and celebrate achievements. Those below 20% were in institutions that are yet to put into practice the culture of recognizing achievements.

Pearce and Robison (2007) explain that managers often attempt to identify significant milestone that will be reached during strategy implementation. These achievements may be critical events; major resource allocates or simply passage of certain amount of time. This involves a full scale re-assessment of strategy and continuity of focusing of firms' directive. Robison and Pearson (2007) furthers state that organizations should institutionalize practices that schematically reinforce desired beliefs and values and explain

that cultures with strong values are clear on what they believe and values need to be and take the process of reshaping those beliefs and values very seriously.

In a research study involving 1500 employees Armand (2010) found out that what tends to motivate workers most are intangibles as being appreciated for work they have done. This was in a study corporate leadership and workforce motivation in Malaysia in which he advanced that employees should be kept informed about things that affect them and that managers should be empathetic and take time to listen to them. Pearce and Gandner (2009) note that; with positive self-esteem employees are likely to develop ownership and drive the organization to great heights. This therefore follows that secondary schools management should institutionalize practices that systematically reinforce desired beliefs and values. Realization of their strong cultures and clear beliefs and values are likely to shape the image of the institution and positively attract students and retain the staff.

4.2.11: Internal Mechanisms for Performance

The question sought to investigate the responders view on whether they had issues with any proposed institution changes for improving performance. Figure 4.2 reveals slightly over 70.50 % (HODSs) and 66.20 % (Principals) of the respondents had no issues with any proposed institutional changes for improving performance while 12.10% % (HODs) and 21.50 % (Principals) indicated that they had issues with any proposed changes. Only a few (less than 15%) were not aware of any proposed changes.

This contradicts with the Cunt Lewnick change management model as described by Block Dijk (2008) in Wamuchi (2015) which answers that people do not usually accept change as part of work process and would continually stay in their comfort zone and that in overcoming the status quo the organisation must motivate the people for the change to occur this findings also fail to agree with conventional literature on employer behaviour during change management initiative as they are known to resist change thus both TSC and the ministry of education need to provide change management skills among principals, HODSs and school managers.

Resistance was witnessed during nationalisation programme in 2018 which was supposed by county government political foes leading to arrest and prosecution.

During the CBC training in 2018, a good number of union officials from KNUT disrespected government training programme, in readiness for change of system from 8-4-4 to Competency Based Curriculum. In total, school administration need to realize that change, if well organized is positive. If you wait for it one may not be able to control its force.

The feeling that TSC does not award performance was prevalent among respondents. In a study by Ntoti (2013) the results concluded that the local authorities had poor human resource management practices especially in the area of hiring, recruitment, promotions and rewarding performance. Principals are expected to identify HODSs who are recommended then for confirmation by TSC thus lack from empowering employees to perform better leads to low motivation and is a challenge for strategy implementation.

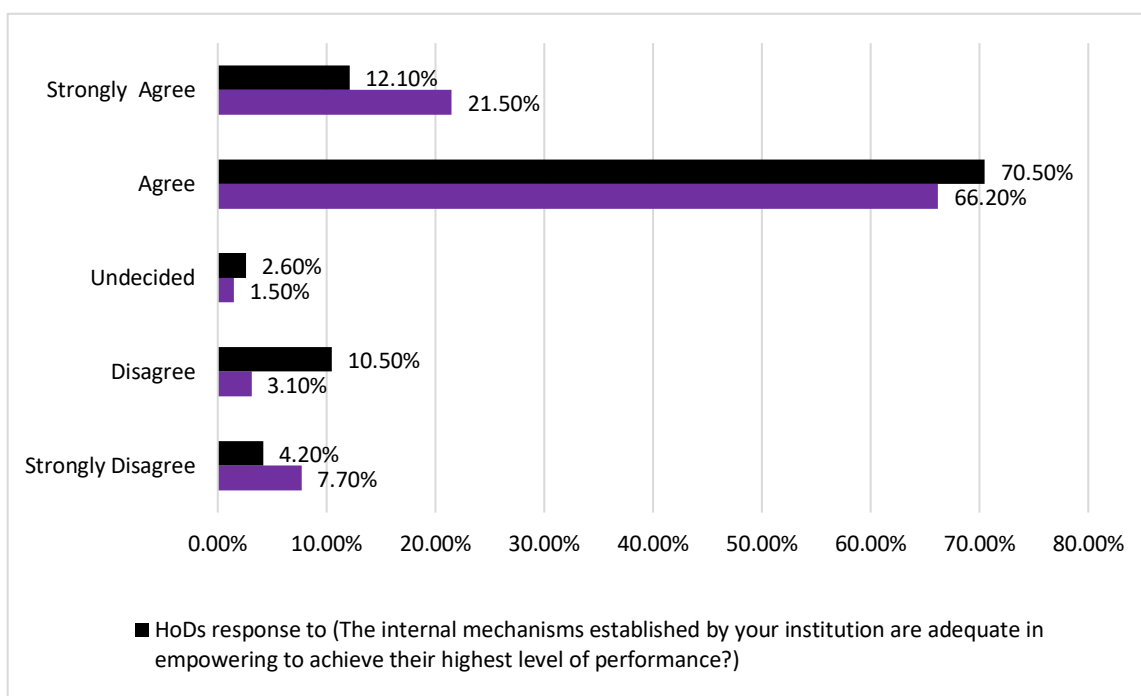


Figure 4.2: The internal mechanisms established by your institution are adequate in empowering to achieve their highest level of performance?

4.2.12 Interpretation of School Vision, Objectives and Core Values.

The question sought to investigate the respondents' view on whether they were able to understand and interpret their institutions' mission, vision, objectives and core values. Figure 4.3 shows that 100% of the Principals and 97.90% of the HODSs were able to understand and interpret their institutions' visions, missions, objectives and core values. This result is supported by Muli (2008) and Wamuchi (2015). Muli studied Telkom

Kenya and discovered that that employees are relatively well informed about the strategic changes the company had undertaken. This is also supported by The Ministry Of Education Department Of Basic Education 2008-2012 2013-2017 2018-2022 which requires all schools to prepare strategic plans and mandatory for all Principals when signing performance contracts.

Wamuchi (2015) studied challenges faced in implementing strategic plans in higher education institutions. In her study at the universities and technical institutions over 90% of the respondents were able to integrate mission, vision, objectives and core values. She indicated it was a requirement in the ministry for education for all HODs to prepare strategic plans before performance contracts are signed.

Ali And Hadis (2012) study revealed that managers inadequate understanding of companies strategies and future outlook as well as inadequate attention and support by managers and other influencing people towards the implementation of business strategies are identified as two factors with most role in preventing the implementing strategy.

In another study by Kaplan And Nonton (2008) argued that a vision statement should be external and market oriented and should express how the organisation should be perceived by the outside world. According to Peace Ii And Robison (2011) that an organisation vision is developed to express the aspiration of leaders while Yabs (2010) and Hill (2010) define objectives as forward looking statements of what organisations tend to accomplish within a period of time. Kaplan And Nonton (2008) support this idea by concluding that an organisation's strategy must enable it to deliver a value proposition, a

set of benefits different from those that competitors offer this therefore implies that the ability to understand and interpret strategic issues may lead to ownership and support of strategy implementation by both teaching and non teaching staff in high schools. The smaller percentage of HODSs 2.10% who are unable to understand school mission, vision and core values should not be treated as outsiders but to be brought on board through regular updates by the school leadership.

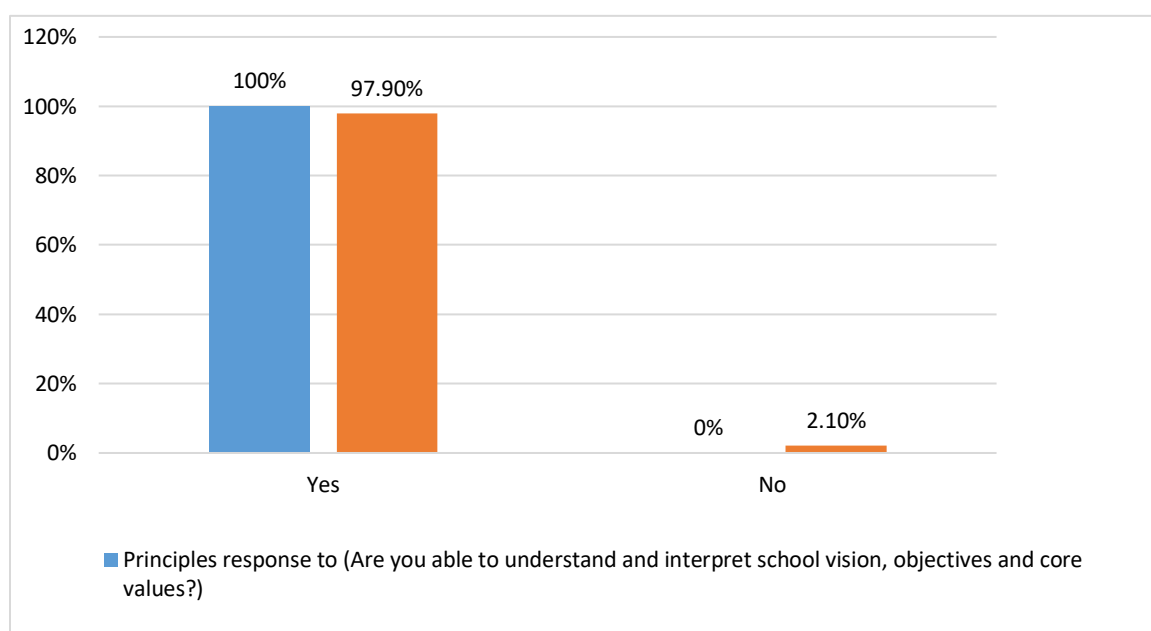


Figure 4.3: Interpretation of School Vision

4.3 Influence of Institutional Leadership on Implementation of strategic plan in Secondary Schools in Kenya.

The objective of the study was to investigate effects of leadership skill as the determinant of effective strategy implementation in secondary schools in Kenya. The objective was assessed per indicator by use of statements which was in the questionnaire where the

respondents indicated their degree of agreement to the statement. The indicators were measured by use of likert scale the degree of agreement value attached to each response as strongly disagree =1 disagree= 2 undecided = 3 agree =4 strongly agree= 5

Table 4.8: Principals' Responses on Leadership Skills

Items on institutional culture on strategy implementation.	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5	Mode	SD
Management in your institution has high level of integrity and spear head strategy better and get trusted by employees/workers.	.0%	3.1%	4.6%	67.7%	24.6%	4	.739
Management staff are all well aware of the institutional strategy.	.0%	15.4%	7.7%	61.5%	15.4%	4	.631
My senior is very supportive in my work and hence attainment of better results.	.0%	3.1%	7.7%	64.6%	24.6%	4	.567
Our principal/ H/T is easily available to explain to employees any ambiguities in our strategy.	1.6%	3.1%	4.7%	62.5%	28.1%	4	.673
The institution involves students in strategy execution.	1.5%	7.7%	3.1%	67.7%	20.0%	4	.696
The institution has appointed a 'champion' to spearhead the strategy implementation process.	47.7%	18.5%	12.3%	46.2%	15.4%	4	1.217
Staff members in administration positions encourage feedback on strategy implementation from other staff members.	.0%	9.2%	9.2%	64.6%	16.9%	4	.953

Table 4.9: HODs Responses on Leadership Skills

Items on institutional culture on strategy implementation.	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5	Mode	SD
Management in your institution has high level of integrity and spearhead strategy better and get trusted by employees/ workers.		1.1%	5.8%	72.1%	21.1%	4	.639
Management staff are all well aware of the institutional strategy.	2.1%	8.9%	13.7%	58.4%	16.8%	4	.731
My senior is very supportive in my work and hence attainment of better results.	.5%	3.2%	12.1%	51.6%	32.6%	4	.567
Our principal/ H/T is easily available to explain to employees any ambiguities in our strategy.	.5%	3.7%	4.7%	44.2%	46.8%	4	.673
The institution involves students in strategy execution.	2.1%	12.6%	15.3%	44.7%	25.3%	4	.696
The institution has appointed a 'champion' to spearhead the strategy implementation process.	4.2%	17.9%	38.4%	36.3%	3.2%	4	.612
Staff members in administration positions encourage feedback on strategy implementation from other staff members.	.5%	7.9%	14.2%	54.7%	22.6%	4	.753

4.3.1 Leadership Level of Integrity

The question sought to investigate respondents view on whether the schools leadership in their institutions of learning had a high level of integrity spearheading better and gets trusted by employees. Table 4.8 and 4.9 indicate the results from the principals and HODs.

Table 4.8 shows that over 67.7% of the principals respondents agreed 24.6% strongly agreed while 4.6% were undecided, 3.1% disagreed thus school leadership felt that the ability to effectively implement strategy depended largely on the support from and integrity of the management.

Table 4.9 on the same question for HODs 72.1% agreed 21.1 % strongly agreed 5.8% were undecided while 1.1% disagreed. No response was received for strongly disagreed for both respondents this is one of the responses that is well supported by HODs in agreement to principals thus leadership integrity is quit fundamental to strategy implementation. This finding are supported by a study by Elmuti Minnis and Abebe (2005) on, ‘Does Education have a Role in Developing Leadership Skills?’ They observed that recent corporate scandals are the result of unethical leadership and irresponsible decision making and that they believed that leaders had to display their commitment for ethical behavior and present themselves as role models for their followers to emulate. Garne (2008) also agree with these findings by stating that, “Business Leaders have not only the Responsibility to Operate Ethically but also have to Lead by Higher Moral and Ethical Standards.” Wamuchi (2015) reports that it is important to establish ethics training that include discussion programs and workshops in which employees’ thwarts out by hypothetical moral problems. This helps to sensitize employees to ethical issues broaden and deepen employee awareness. It also helps to provide code of directions and underscore the commitment of company to ethical principles. It therefore points out that school leadership need to observe ethical values and lead by higher moral and ethical standards.

4.3.2 Management Awareness of the Institutional Strategy

The research question was to establish whether the management staff were well aware of the institutions strategy.

Table 4.8 shows that over half of the principals' respondents agreed at 61.5% and 15.4% strongly agreed. Interestingly 15.4 % disagreed and 7.7 % were undecided as much as more than half the respondents indicated that they knew about institutional strategy. The response by 15.4 % and 7.75 shows that some schools were not involving the leaders and employees about strategy formulation and implementation.

Table 4.9 gives the results from HODs; here again 58.4% agreed 16.8% strongly agreed and 13.7% were undecided with a small percentage of 2.1% strongly disagreeing and 8.9% disagreeing, still a large percentage of the HODs were aware of their institutional strategy.

The study overcomes the findings by Jooste and Fouries (2009) on the role of strategic leadership in effective strategy implementation. The findings showed that poor understanding of the strategy by the workforce and ineffective communication of strategy to the workforce are the most important barriers to effective strategy implementation. In their study of the strategic role of leadership in strategy implementation on Zimbabwe state owned enterprises Mapete et al (2012) argued that the use of various communication tools helps in strategy implementation. In line with Kotter cited in Wamuchi (2015) who argued that communicating vision to employees and using every communication channel and tool possible are key elements in the success of any strategy. Wamuchi (2015) suggest that groundless rumors typical in strategy implementation can undermine chances of success.

Hence the relevance of deciding on appropriate media to avoid misunderstandings. These results therefore encourage leadership in Kenyan secondary schools to employ appropriate media when communicating strategy to create awareness of strategy implementation.

4.3.3 Supportive Leadership on Strategy Implementation

This was aimed at investigating the views of respondents on whether those leaders in senior positions were very supportive in their work and hence attainment of intended results and their work. This was sought from the principals and HODs whose views varied as follows 64.6% of the principals agreed 24.6% strongly agreed as 7.7 % were neutral and 3.1% disagreed. There was no response for strongly disagree. For HODs 51.6% of them agreed 32.65 strongly agreed as 12.1% were undecided. A smaller percentage of 3.2 % disagreed with 0.5% strongly disagreeing. As much as a comparative majority of the respondents from principals and HODs differed, they agreed on receiving support from their seniors. It therefore points to the role of leadership in strategy implementation, the support received from the school leadership, education office, HODs and Ministry of Education is a strength on strategy implementation.

The success of these findings is well supported by a study by Wallace foundations (2012) that indicated role successful leadership can play. A highly underestimated role in improving students learning, Waseka (2017), on selected factors influencing student academic performance in secondary schools in Kakamega county observed that, “A highly effective principals is the key to successful school” The result of learners are likely to be raised between two and seven months of learning in a single year with support from

effective leaders. On the other side ineffective principals lower achievements by some amounts (Branch Hanushek and Rivkin 2013). The support of leadership in whatever level is paramount in effective strategy implementation. These choices can be made at lower levels, because administrative decision preempt the choices that can be made at a lower level. Teachers' choices are constrained by the many decisions already made at the other level. Head teachers or principals, decision about allocation of time to students or resources make their decisions about teaching and hence influence strategy implementation Waseka (2017).

The study by Barannem (2005) unearthed a significant obstacle to effective strategy implementation. It explained a lot about failing to empower or give people freedom and authority to execute. Wamuci (2015) in her findings showed that senior management when in support of strategic plans implementation is likely to achieve desired goals. Wamuci (2015) further revealed that most important thing when implementing a strategy is the commitment to it by the top management. It provides a strategic direction. It must be willing to give energy and loyalty to the implementation process. This then points to the need of school leadership to empower or give freedom and authority to execute tasks for successful strategy implementation.

4.3.4 Availabilities of School Leadership

The question sought to establish the respondents view on whether their leaders were readily available to explain to the staff any ambiguities in their strategy.

Table 4.8 and 4.9 gives the findings in percentages and mean standard deviations. it is clear that 62.55% of the principals agreed, 28.1% strongly agreed as 4.7% were non-committal, with a paltry 3.1% disagreed as 1.6% strongly disagreed. The HODs response were different with concentration at strongly agree 46.8%, agreed 44.2%, undecided at 5.47 % and disagreed at 3.7% and strongly disagree at negligible 0.5 %. The HODs were in unison with the principal on availability of school leadership to explain on issues that might not have realized or planned but arise during strategy implementation.

These findings concur with the study by Jooste and Fouruer 2009 which revealed that strategic leadership was perceived as the most important driver of strategy implementation. Strategic leadership contributed reflectively to the effective implementation of strategy within the organization. The study is also supported by Kirkman Bradley and Rosen cited in Wamuci (2015) who advanced that feedback is likely to relate positively to the quality of exchange relationships between leaders and their subordinates. Thus culminating into subordinate effective commitment. This therefore encourages school leadership to intensify communication process to the staff and all participants in effective strategy implementation. School leadership should be prepared to confront and clarify issues that emanate from the strategic plan implementation.

4.3.5 Students Involvement in Strategy Implementation

The question sought to investigate the respondents view on whether the institutions involved students in strategy execution. The findings were tabulated in frequency Table 4.8 and 4.9 on likert scale basis. Table 4.8 shows that over 80% of the principals agreed and strongly agreed with a paltry 3.1% undecided and 7.7 % disagreed and 1.55% strongly

disagreeing. This might be as a result of the establishment of students' council in secondary schools. The promulgation of the Kenyan constitution in 2010 that led to the formation of BOM where students are represented. On the other hand tabled 4.9 represents HODs responses with 44.7% agreeing, 25.3% strongly agreeing, 15.35% undecided, 12.65 disagree and 2.1% strongly disagreed. This indicates that 30% of HODs from a number of schools were involved. The study showed that there was no student involved in any changes that occurred in the institution. It could be that they are timid or that the leadership has not embraced learners in the strategy implementation.

A study by Ngome cited by Ooro (2009) revealed that the level of participation is critical in decisions making and policy structure in the universities by staff. The study indicated that 39.05% did not participate while 60.95% participated. In another study by Chege, (2009) on relevant effective appropriate and transformative leadership in high education in the 21st century. She observed that most high education institutions have a mission, vision, core values and objectives well stated and some pasted on walls, receptions, institutional handbooks, websites among other places. Chege studies revealed that students felt that high school was better than university in terms of facilities and services offered. She further wondered what was wrong especially with well written down roadmaps thus an agreement with the principals and HODs on involvement of students in changes expected at school level.

It also established that in a study by Kohtamaki and Salmella Mattila (2009) on balancing organization differentiation and integration which agreed that the preparation and implementation process of the strategy is crucial. It showed how actors from students to senior management are involved in the strategy process. Further still Ando and Olele

(2011) interpreted that inadequate involvement of staff and students in decision making impacted negatively on quality teaching and learning. Participative leaders involve their subordinates in making and implementing decisions. Secondary schools need to communicate and incorporate student representation in decision making during strategy implementation. During strategy implementation relevant stakeholders in the organization have to be brought on board to support strategy. This will henceforth reduce annual strikes experienced in secondary schools.

4.3.6 Champions of Change Management

This was to investigate the respondents view on whether the institutions had appointed a champion to spearhead the strategy implementation process. It looked at the responses from the principals and HODs. The results were tabulated in Table 4.8 and 4.9 respectively. The findings showed that in Table 4.9 46.2% of the principals agreed, 15.4% strongly agreed, 12.3% were undecided, 18.5% disagreed and 7.7% strongly disagreeing. Table 4.8 shows 36.3% of HODs agreeing, 34.4% remained neutral, 17.9% disagreed and 4.2 % strongly disagree.

The idea of appointing a champion to spearhead reforms has not been embraced by secondary schools in the country. From the ministry of education website, it is clear that we have secondary schools with ICT champions both locally and at zonal sub county and county levels. This could be the reason for the small percentage acceptance of champions of reforms. This partially agrees with Attonen and Ikavalko (2012) in their study on the role of middle managers. In their study it was revealed that the role of championing was typically bringing innovations upwards in the organization. The managers who adopted

this role participated in the vision creation brought their unit groups view in the same way strategy works. It therefore puts stress on secondary school leadership to embrace champions in all areas e.g. math's champions at fourth form, third, second and first and finally the overall champion at school level. The same could be done with discipline and sports champions. This could influence a large number of learners hence effective strategy implementation.

4.3.7 Feedback on Strategy Implementation

The question sought to investigate the respondents view on whether top leaderships encourage feedback on strategy implementation from the rest of staff. From the tabulated results, nearly all principals agreed that they encourage feedback from the rest of the staff, 64.6% agreeing, 16.9% strongly agreeing and 9.2% undecided with 9.2% disagreeing. This is as shown in Table 4.8. Table 4.9 represents feedback from the HODs where 54.7% agreed 22.6% strongly agreed 14.2% were undecided 7.9% disagreed and 0.55% strongly disagreed that feedback is important for the progress of strategy implementation. It aids monitoring and evaluation improvement. This findings agree with Breneset et al (2007) in Kalaki et al (2011) on strategy implementation in the health service sector in Taran which he considered 18 factors as key factors and categorized in five groups; strategy formulation process, systematic execution, strategy control, and follow up and motivated CEO management and staff leadership and corporate government leading the change.

Similarly the findings are supported by Poipoi, Ngwayi and Makhanu (2011) on leadership of Higher Education Challenges on Governance and Industrial linkages. In their study they concluded that stakeholder's preferences influence product design, development, business

and industry has a long history of using stakeholder in marketing research. The authors noted that public sector has not used feedback approach to plan for organizational change. The organizational change should be influenced by customer feedback approach to plan organizational leadership. Additionally organizational climate be used in determining to what extent the organization is able to respond to change. This therefore implies that in implementing strategy, secondary schools need to recognize that organizational changes should be influenced by customer's feedback which refers to teachers' students and parents, school leadership. Organizational climate determine the magnitude of the institution to respond to change.

4.1.9: Quality of Supervision

Table 4.10 : *How would you classify the quality of supervision in your institution?*

How would you classify the quality of supervision in your institution?		
Response	Principals	Heads of department
Not Supportive	0 (0.00%)	11 (5.80%)
Undecided	0 (0.00%)	4 (2.10%)
Supportive	48 (78.00%)	136 (71.60%)
Very Supportive	17 (26.20%)	39 (20.5%)
Total	65 (100%)	190 (100%)

The question sought to investigate the respondents view on the how they would classify the quality of supervision in their institution. Table 4.10 shows the levels of satisfaction among principal to be 73.85% and HODSs was 71 .60%. There was 26.15 % and 20.0% of Principals and HODSs respectively that were sure that supervision was very supportive. Only 5.80% of the HODSs indicated that supervision was not supportive while 2.10% of them were undecided.

In a study by Al Ghamdi (2009) on obstacle to successful implementation of strategic decision, the Saudi case contradicts this findings. It concluded that it was apparent that managers fail to adequately define subordinate tasks of implementation or assign new tasks before implementation was complete. In this case the supervisors should monitor until the anticipated change is realized. The results of the new strategy should be attained before initiating another one.

The study summarized that, in the overall, those results imply that managers have the tendencies to be less concerned about implementation. They fail to monitor, supervise and evaluate. The HODs and principals get mixed up in the process. For this case, the ministry of education is expected to supervise the Principals through quality assurance and standards office (QASO). The Principals are expected to provide effective leadership to stir institution's out of their quagmire to succeed. How effective is the quality assurance and standards directorate at the ministry and Teachers Service Commission? The weakness at the top also affect institutions with weak leadership in institutions of learning, strategy implementation does not receive quality supervision.

4.4 Influence of Human Resource Training Strategies on Strategic Plan

Implementation in Secondary Schools in Kenya

The third objective of the study was to find out the effect of human resource development in the strategy implementation in secondary schools in Kenya. The objective was assessed per indicator by use of statement which was on the questionnaire where respondents who included HODSs and Principals in indicated their degree of agreement with the statements. The indicators were measured by the use of likert scale questions with the values attached to each response as follows 1=strongly agree, 2= disagree, 3=undecided, 4=agree and 5 =strongly agree.

Table 4.11: *Principals' Responses on Human Resource Training in Strategy Implementation*

Items on institutional culture on strategy implementation.	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5	Mode	SD
1. The institution has a well-defined staff development policy.	4.7%	27.9%	13.7%	37.9%	15.8%	4	.639
2. Staff development policy is applied to the letter when the need arises.	3.2%	27.9%	20.0%	43.2%	5.8%	4	.611
3. The institution based training programme for employees is good for improved strategy implementation.	4.2%	14.2%	26.8%	37.4%	17.4%	4	.467
4. The institutional management involves in improving people skills and other soft skills which are important in ensuring success in strategy implementation.	1.1%	11.6%	9.5%	65.8%	12.1%	4	.773
5. The institution encourages teamwork which facilitates successful strategy implementation.	.5%	.5%	6.8%	47.9%	44.2%	4	.596
6. The institution ensures that employees are close to management in order to have clear understanding of strategy being implemented.	4.2%	4.7%	13.2%	64.2%	13.7%	4	1.312
7. The institution awards incentives to employees who perform well.	11.6%	20.0%	13.7%	30.5%	24.2%	4	.653

Table 4.12: *HODs responses on human resource training on strategy implementation*

Items on institutional culture on strategy implementation.	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5	Mode	SD
1. The institution has a well-defined staff development policy.	.0%	24.6%	13.8%	50.8%	10.8%	4	.639
2. Staff development policy is applied to the letter when the need arises.	.0%	23.1%	13.8%	55.4%	7.7%	4	.631
3. The institution based training programme for employees is good for improved strategy implementation.	.0%	15.4%	10.8%	55.4%	18.5%	4	.667
4. The institutional management involves in improving people skills and other soft skills which are important in ensuring success in strategy implementation.	.5%	7.7%	4.6%	83.1%	4.6%	4	.673
5. The institution encourages teamwork which facilitates successful strategy implementation.	.0%	.0%	1.5%	64.6%	33.8%	4	.796
6. The institution ensures that employees are close to management in order to have clear understanding of strategy being implemented.	1.5%	1.5%	1.5%	69.2%	26.2%	4	.712
7. The institution awards incentives to employees who perform well.	1.5%	6.2%	4.6%	56.9%	30.8%	4	.951

4.4.1 Staff Development Policy

The question was to establish from the respondents view on whether the institutions had a well-defined development policy table 4.11 and 4.12 represents the principal and heads of department responses.

From Table 4.11, the findings from the Principals shows that 50.8% agreed representing 33 out of 65 of the responses received. 10% for 7 out of 65 strongly agreed 13.8% for 9 out of 65 were undecided while 24.6% representing 16 Principals disagreed. No one strongly disagree. The response show that a half 48.4% looked at institutional based policy for staff training as strange. Maybe other factors could be influencing internal policies nonetheless 61.65 agreed that internal policies on staff development were clear.

The findings from the HODSs show that 37.9% of HODSs representing 72 out of 190 agreed 16.8% strongly agreed and 13.7% were undecided 27.9% of HODs disagreed and lastly 4.7 % strongly disagreed. This gives 53.7% who agreed that there were policy on staff development. The rest 46.3 % had negative responses.

The figures are warring as no reforms can be successful without staff development policies. These findings are supported by a study by Saad Mat and Awadh (2013) on review of human resource development, training participation. It revealed that organizational policies and regulations could either encourage or discourage employees learning participation. The policies if institutionalized could encourage staff participation in human resource development training program. Saad Mat and Awadh (2013) also reported that organizational support is a combination of influence from managers, supervisors and peer group and these factors influence participation in attaining program.

In contrast in a study by Kiiamba (2008) in a paper on experience of privately sponsored studentship and other income generating activities at the University of Nairobi, he revealed that the institution had no ambitious staff development program to assure its lecturers pursue PhD degrees. This is common in most institutions of learning if anything they attend workshops and seminars but no serious program is put in place.

The CQASO's response on professional development opportunities and plans indicated that he was not aware of any. While the quality assurance and standards office is supportive in ensuring strategy formulation and implementation in schools, it is of importance that the gaps identified during assessment be communicated to the ministry of education which has the capacity to advice the Teachers Service Commission. The officer noted that there is periodic standards assessment and follow up to encourage compliance, but has no capacity to mount a workshop to provide education and skills to the school administrators.

4.4.2 Staff Development Policy Applied to the Letter when need Arises

The question sought to investigate the respondents view on whether staff development policy was applied to the letter when need arose.

Table 4.11 and 4.12 represents the findings from both the Principals and HODs.

It is evident that from Table 4.11, the findings from the principals showed that 50.8% agreed representing 33 out of 65 of the responses received. 10% for 7 out 65 strongly agreed, 13.8% for 9 out of 65 were undecided while 24.6% representing 16 principals disagreed. No single principal strongly agreed. The response showed that almost a half that

is 48.4% looked at institutional based policy for staff development as a strange strategy. Maybe other factors could be influencing other internal policies, nonetheless 61.65 agreed that internal policies on staff development were clear.

Table 4.12 presents the response from HODs, it shows that 43.2 % agreed 5.8% strongly agreed 20.0% were undecided 27.9 % disagreed and 3.2% strongly disagreed. It gives the level of satisfaction on application of staff development policies being applied. The HODSs were of the feeling that individual institutions have not put in place staff development policies to refer to, they observed that it was the function of the ministry of education and TSC to come up with programs and policies. However more than half of the respondents from both the Principals and HODs agreed on application of staff development policies. These findings attracts the support from Omutoko (2009) in a study; “Rethinking the Management of Higher Education Institutions in Transformational Leadership.” He recommended that it was necessary that institutions took the responsibility of providing management training for lecturers and managers for them to understand protocol and improve management. It is also supported by Lorange (2010) who supports that leaders grow and that the leadership skills set can be acquired either through formal training or through on job experience. Schultzer (2008) in his study in South African higher education observed that institutions were concerned with training and development through mentoring of novice academic writings, workshops and extensive programs relating to research development. This therefore means that for effective strategy implementation secondary schools need to put in place staff development policies and apply it accordingly. In a study by Kiprop et al (2015) on strategic planning in secondary

schools in Kenya; challenges and mitigation they reported that 88% of their respondents agreed that ignorance to existing policies influenced the adoption of strategic planning in secondary schools. This implies that members of staff who are ignorant of development policies in place may not exploit the opportunities and thus hinder strategic implementation therefore school leadership need to enact policies to suit staff development to facilitate effective strategy implementation.

4.4.3 Institutional Based Training Programs

The question sought to establish from the respondents whether there were more training programs for members of staff for successful strategy implementation. The opinion was sought from the Principals and HODs and responses tabulated in Table 4.11 and 4.12 respectively. From Table 4.11 it is noted that 55.45% of the Principals agreed 18.5% strongly agreed 10.85% were undecided while 15.45% disagreed there was 0.00 % who strongly disagreed. The results from the HODs shows that 37.4 % agreed 17.4% strongly agreed 26.8% were undecided 14.25% disagreed while 4.25% strongly disagreed thus as much as 37.4% and 17.4% agreed and strongly agreed respectively a huge number of HODs could not agree on any evidence of institution based development programs.

This poses a big challenge to strategy implementation in secondary schools from the interview schedule with deputy Principals. They indicated that they were aware of KNEC training where individual teachers' pay for tuition Strengthening of Mathematics and Science Education (SEMASE) courses which are all externally organized although the feeling was for training on ICT; book keeping and accounting, laboratories and librarians. Little emphasis were put on teacher institution based programs The findings partially

agree with Poundir (2005) who observed that in US schools of education acumen characteristics of most chairpersons was a total absence of any prior managerial experience and lack of management training. Some authors have related their feelings of inadequacy relating from lack of leadership exposure where one is appointed to an academic leadership position. In Austria these results are also supported by Alashloo, Castka and Sharp (2015) who observed that if employees have inadequate experience and knowledge their feelings of insecurities and fear of failure were increasing.

This therefore could lead to difficulties in strategy implementation. In a study on strategic planning in public secondary schools in Kenya challenges and mitigation Kiprop et al (2015) pointed out that for proper implementation of strategic plan, several basic requirements were necessary which included sufficient resources to accomplish goals participation of all stakeholders, political and legal; banking supportive socio economic environment and necessary skills KESI was established for training school administration in 1981 which has since been rebranded as (KEMI) Kenya Education Management Institute in managerial skills. But the KEMI training does not equip the school leaders with necessary skills for effective strategy implementation of strategic plans Kiprop (2015) agreed that the principal is the major component of school administration whose ability and skills, personality and professional competency will largely influence efficiency and effectiveness of school administration.

Further still, TSC which is a single employer of teachers in government learning institutions stresses on quality management skills. According to TSC circular (2007) policy in human resource management, high quality and the management of educational institutions in the country will be ensured by identifying, selecting and training the right people to head institutions. This is expected to enhance good performance in educational institutions and minimize incidence of discontent and unrest experienced annually in most secondary schools.

There has been a conflict of interest between TSC which is enjoying the monopoly of employing teachers and providing job security with the ministry of education on training the needs of teachers and school administrators. Failure to equip principals and HODs with relevant skills has led to underperformance and hence declining educational standards. Through one on one interview with one of the deputy principals who is a principal in waiting he observed that:

‘I was promoted after having excelled in teaching Maths at Bunyore Girls High school to a position of a Director of Studies, there was no induction or orientation. It forced me to work closely with the previous DOS who had been promoted to a position of a Deputy Principal after the previous Deputy Principal had been transferred on promotion as a principal.’

The above statement points to a gap in preparation for tasks ahead. It calls upon succession management. Thus succession management is concerned with identification of critical roles and ensuring that there is current and future capacity for those to be filled through a system of openness, fairness and transparency. If these roles are filled with staff without the required level of capacity as is the current situation, institutions may not be able to perform to expected standards (Wachenje, 2011). This therefore means effective

succession management ensures flow of candidates who have skills, knowledge and attributes to compete for vacancies on critical role when they arise.

4.4.4 Investment in Improving People Skills

The question sought to establish whether the institution invest in improving skills and other soft skills. The opinion was selected from both Principals and HODs and presented on Table 4.11 and 4.12 as shown above. Table 4.11 shows that 83.1 5% of the principal respondents agreed, 4.6% strongly agreed, 4.6% were undecided and 7.75% disagreed. There was 0.0% of those who strongly disagreed. Although at varying percentage Table 4.11 shows HODs responses with 65.8% agreeing 12.1 % strongly agreed and 9.5% undecided. The other responses attracted 11.6% disagreed and 1.1% from the results both the Principals and HODs feel that the institution has invested in people to develop necessary skills for strategy implementation.

This is supported by Spendlove (2007) in her study on competencies for effective leadership in higher education which revealed that people skills human aspects. Were important in the roles contrary to these, in another study Alashloo ,Castca and Shnap [2005] argued that in most companies low level management skills are internally developed by creating opportunities to lead change or supported through leadership coaching or training. Ng'ang'a, litainga and Tarus [2010] recommended that there should be a clear policy on experience and exposure required for one to be faculty members. Further there should be clear mechanism for monitoring its implementation. These should include working in industry, government, business and or teaching prior to appointment as well as work placement, industrial attachment to staff giving the school employers a

variety of staff and the same applies to required skills. It is important to put in place programs for skills development and training to update the workers.

4.4.5 Institutional Attitude on Teamwork.

The question sought to investigate the respondents view in whether their institution encouraged teamwork which facilitate successful strategy implementation Table 4.11 and 4.12 presents the results from both the principals and the head of department .

Table 4.11 reflects that 64.6% of the principals agreed 33.8% strongly agreed while only 1.5 % were undecided the remaining items strongly disagree had 0.0% responses.

4.4.6: Importance of Teamwork on Performance

This question sought to investigate the respondents view on whether teamwork was important in improving performance. Figure 4.4 Indicates that a majority of the respondents about 92.10% for the HODSs and 75.40% for the Principals strongly agreed that team work was important in improving performance and hence effective implementation of strategy. However 20% of the Principals strongly disagreed with the statement. A paltry 7.90 of HODSs disagreed with the statements. The findings conform to the findings of Gichugi (2014) which established that the majority of the respondents (41.4%) agreed that the organization recognizes and celebrates success of the team members Ali and Hachi (2012) agree with the above statement and conclude that top managers must develop adequate commitment in middle managers and operational level and that 91 % of successful companies feel that having a proper and committed managing team plays an important role In successful implementation of business strategies.

The findings imply that secondary schools in Kenya need to put more effort in recognizing team work for better performance. There was a variation between Principals who subscribed to teamwork as an asset to performance and HODSs. Twenty percent of Principals did not agree with the statement as indicated above while 7.9% of HODSs disagree. This means that while Principals are at the top deputy Principals then directors of studies and HODSs follow. Then the operation managers in school are the HODSs who ensure that their departments deliver to performance targets in their areas. Principals should be encouraged to update themselves on essence of teamwork on institutional performance.

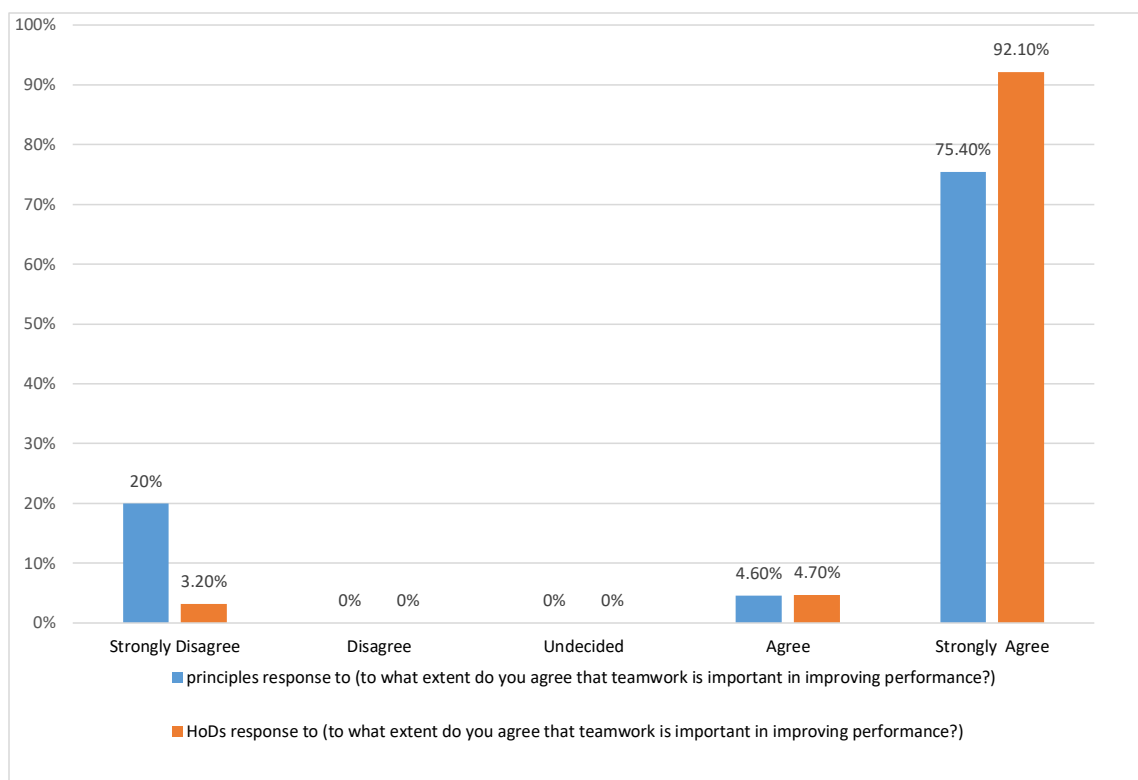


Figure 4:4 *To what extent do you agree that teamwork is important in improving performance?*

4.4.7 Employers Clarity on Strategy Implementation

The item was to investigate the respondent view on whether the institution ensures that the staff members are close to management so as to have clear understanding of the strategy being implemented. The results were from the principals and head of department presented in Table 4.11 and 4.12.

Table 4.12 shows that 69.2% of the principals agreed, 26.2% strongly agreed that while less than 5% were distributed in other alternatives the principals were of view that work closely with their staff members hence successful strategy implementation.

Table 4.12 shows that 64.2% of heads of department agreed 13.7% strongly agreed 4.7% were undecided thus both principals and the head of department were close and supportive to each other for effective strategy implementation. These findings are contrary to Kalach et al (2011) on why strategic planning implementation fail, in which some factor such as harmonizing administrative factors that were not sufficiently effective competitive and crest divert attention from implementation. Uncontrolled external factors in the environment have undesirable impact on implementation. The result from this study are supported by Robber and Jackson (2010) who established that having supportive supervisors and managers who act as mentors can be a motivating source of employees. It is also clear that Caarins (2009) on challenges of talent management revealed that most companies concerned was continuity in executive leadership for future as they neglected other staff who are fundamental to strategy implementation. In secondary schools principals, HODS and BOM members need to mentor employees and be a source of motivation for them.

4.4.8 Award as Incentive to Employees who Perform Well

The question sought to investigate the respondent view on whether the institution award the incentive to employees who perform well Table 4.11 and 4.12 has the result responses from principals and HODs.

Table 4.11 tabulates the response from principals which show that 56.9% agreed 30.8% strongly agreed 6.2% disagreed 4.6 were undecided 1.5 %strongly disagreed thus 87%of the principles responded to provide incentive to staff members who excel it in sports, music, drama and academics the reverse is shown in Table 4.11 from the heads of department which shows that 30.5% agreed 24.2%strongly agreed thus representing 54.7% of the respondent at the same time 13.7% were undecided 20.7% disagreed these reflects that in almost 45.3% of the secondary schools that participated in the research the program of incentives was nonexistent. These may not occur well as an employee working to be motivated to arose his impacts for performances.

In his research project (2006) Hrebiniak identified factors that may hinder effective strategy implementation as lack of incentive or inappropriate incentive support execution objective and insufficient financial resources to execute the strategy. David (1997) as cited in Musyoka (2011) explain that staff in control of system often prevent line managers from using fanatical composition as strategic tool. In addition he suggests that for reward system to be closely linked to the strategic performance of the organization, the system should be based on both annual objective and long term strategic objective profit sharing and gain sharing. The findings from Wong Tsui Zang and cited from Wamucii (2015) established that in order to contribute to the organizational outcome , organization should

reinforce the specific employee behavior and quality required by the organizations. It therefore implies that schools should be more innovative in the use of better ways of rewarding employees including students who excel.

4.4.9: Opportunities for Professional Growth

This question sought to investigate the respondents view on whether their institution offers opportunities for employees to discover their highest level of potential. Figure 4.5 reveals that a majority, 70.50% of HODSs and 56.90% of Principals agree that their institution offer opportunities for employees (staff members) to discover their highest level of potential.

The study agrees with Wamuci (2015) which looked at higher institution of learning, Universities and Technical Institutions. Wamuci reported that 63.9% of the respondent agreed that institutions offer opportunities for staff members to discover their highest Level. Though contradicted by Tewtick (2010) which established that; Ethiopia had several human resource challenges at the outset of implementation of regional governments.

In the study the government experienced the challenges of how to rebuild and sustain an efficient and productive civil service and added that in spite of redeployment of civil servants from central government to regional government, all regional government suffered a scarcity of skilled personnel and poor capacity for implementation of their policies and programmes thus need for creating an enabling environment for staff members both teaching and non-teaching to improve in their careers. If an institution

provides opportunity for growth it enables the work force to develop ownership of the institution and hence support leadership endeavored for positive development.

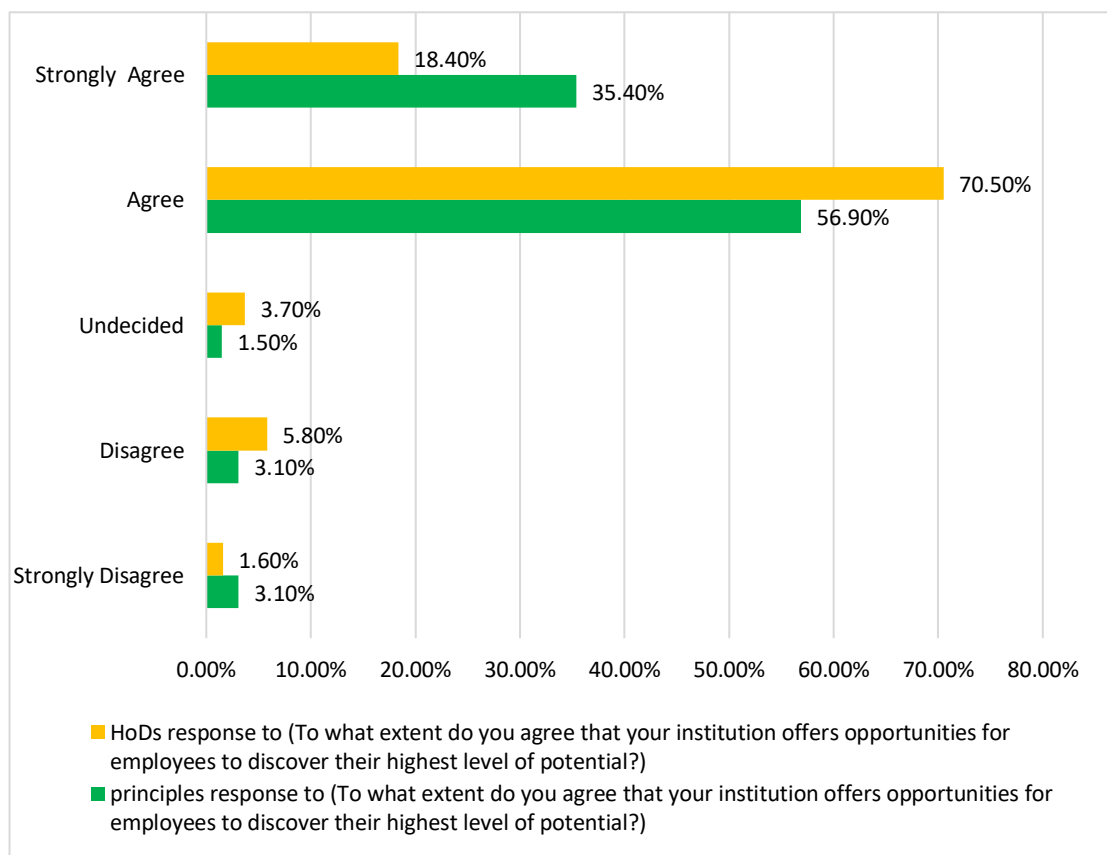


Figure 4.5: *To what extent do you agree that your institution offers opportunities for employees to discover their highest level of potential?*

4.4.10: Communication on Personal Development Opportunity

Table 4.13: *How often are personal development opportunities and plans highlighted to staff?*

How often are personal development opportunities and plans highlighted to staff?		
Response	Principals	Heads of department
Often	60 (92.38%)	133 (70.00%)
Not Aware	1 (1.50%)	37 (19.50%)
Not At All	3 (4.60%)	20 (10.50%)
Total	65 (100%)	190 (100%)

The question sought to investigate the respondents view on whether the personal development opportunities and plans were highlighted to staff.

From table 4.13 above 92.38 % of the Principals and 70.0% of HODSs were not informed or informed of personal development and plans provided. There were 10.50% of heads of department who declared that they were not aware of the personal development opportunity plans provided. This could explain why a small number of teachers advance in academics while a large number remain in the station for long.

The findings are supported by the study of Joose and Fourie(2009) which revealed that one of the moderate barriers to effective strategy implementation was that human capital

was not effectively developed to support strategy implementation . In a another study by Omboi and Mucai (2012) which contradict the findings as they concluded that there were conducive resources allocation policies for equitable distribution of opportunities for staff development and the sensitization of tertiary institutions but the study did not indicate whether the presence of policies translated to individual personal developments in the situations.

This situation indicates a challenge to strategy implementation as staff development is fundamental for staff to acquire necessary skills needed for successful implementation. It has been a trend for Principals to stay in a school for more than ten years and as such they tend to institutional an inbreeding culture where no outsiders can work as a deputy Principal or Principal this therefore supports reasons why a few will be willing to provide information that will promote staff mobility in fear of performance standards

4.5 Challenges Facing Implementation of Strategic Plans In Secondary Schools in

Kenya.

Table 4.14: *Factors Facilitating or Hindering Effective Strategy Implementation*

Main themes	frequency	Percent
Administrative problems		41.3
Inadequate communication		21.3
involvement in the process		10.8
Resistance to change		6.3
Fee payment		9.1
Poverty levels		11.2

This section of the study sought the respondent view on factors that are specific to their organization that facilitated or hindered effective strategy implementations.

Qualitative data on the dependent variables strategy implementation showed that a good number of the respondent viewed administrative problems contributed 41.3% and inadequate communication was at 21.3% as the highest problem in strategy implementation. The other challenges were poverty levels 11.2% failure to pay school fees 9.1%, lack of involvement of staff members in the strategy process 10.8% and resistance to change 6.3%.

These findings are supported by Joostie and Faurie (2009) on the role of strategic leadership in effective strategy implementation. The study established that strategic leadership is one of the most important drivers of strategy implementation. It further indicated that determining strategic direction for the organization as the strategic leadership action that plays the most important role in effective strategy implementation. In support of this finding, Kalali Et al (2011) consider non commitment of decision makers who do not have enough commitment to implement strategy as a factor related to failure of strategy implementation.

In his study Sterling (2013) cited in Wamucii (2015) on translating strategy into effective implementation: dispelling myths and highlighting what works, noted that some strategies fail because of insufficient buy-in; understanding and/or communication among those who need to implement them. Sterling (2013) adds that effective communication of the strategy and its underlying are also critically important. This therefore shows that successful transition from strategy formulation to its implementation finally depends on the strategic leaders of the organization. There is reluctant of incompetency in the process for implementation. Strategic leaders of the organization reluctance or incompetency in

creating the process of implementing strategic change is the single most reliable predictor of its failure (Joostie and Faurie, 2009).

The responses from Quality Assurance and Standard Officer outlined some of the specific factors in the County that hinder effective strategy implementation as; inadequate stakeholder's support, inadequate resources especially finances, corruption cases where some principals work with a few members of BOM while the rest are kept in darkness and also lack of capacity to interpret and implement strategic plan in most of the secondary schools in the county.

Table 4.14 reveals that a total of 46.8% rated resistance to change and inadequate resource 38.4%, 38.6% respectively as the major issue that that more challenges of strategy implementation. On the other hand 12.7% of the respondent rated unethical practices as a challenge to strategy implementation while the remaining 14.9%,5.8% rated low motivation and poor communication as some of the challenges to strategic plan implementation .

These result concur with Kalali Et al (2011) on their study on: why do strategic plans fail? A study in the health services of Iran which repointed that resource limitation money material and human resource are insufficient for strategic plan implementation. In their study Kiprof Et al (2015) on strategic planning in public secondary schools in Kenya: challenges and litigation, they observe the following leadership challenges in adoption of strategic planning, poor management and lack of relevant skills 93.1 % of the respondent agreed that it is a major challenge in implementation of strategic planning lack of relevant skills made principals ineffective and inefficient in carrying out their duties. This is also

supported by Koech report (GOK,1999) that pointed out that the school head requires to be well versed with administrative skills for a school to be successful thus Kiprop (2015) observation that most principals which made them inefficient and ineffective. Eshiwani and Mandu cited in Kiprop (2015) who recommended that it is necessary to determine the minimum level of experience for a teacher to be promoted to head ship.

Currently the Teachers Service Commission advert (2019) required application to principals and deputy principals position to have acquired at least a master's degree whether this will bring about effective management and transformative leadership will be determined in the course of time. Another challenge in implementation of strategic plan supported by Kiprop et al (2015) is lack of leadership qualities and commitment to effective strategic plan implementation. They observed that this is due to method previously used in appointment of head teachers. With reference to the education master plan , 1997 -2010 noted that secondary school system was marred by nepotism and corruption allegation on the promotion of teachers such practices may be noted to affect the teachers morale performance and commitment to strategic plan implementation as non performance are rewarded. According to graham and Bennet (1998) cited in kiprop et al (2015) the official leader motives and control subordinates to work towards goal and are regarded desirable and possible to the organization. The leader must be committed to do exercise leadership role by controlling and initiating to set patterns of behavior for others to ensure attainment of institutional objective.

It is also established that majority of teachers and leaders are not flexible and hence resist change regardless to the social economical political and technological changes taking place in the environment. Thus as a result of dynamic and strategic planning and implementation ought to be a continuous activity. School leaders should be effective in strategy implementation and embrace change, initiate attention and influence organizational environment.

The other challenge reported by the respondent both HODS and principals was insufficient resources. This pointed at time management and inadequate funds, shortage of teaching stuff, land for expansion and inadequate physical facility. The reasonable numbers of study projects have shown that provision of adequate and quality education is wanting. The resources available in school determine the quality of schooling. These resources include teaching learning materials physical facility and human resources facilitate. Effective implementation of the curriculum delivery in secondary schools and the results that come from students thus school leadership should strive to ensure availability of resources for effective strategic plan implementation.

On teaching staff and teaching resources it should be noted that education is labour intensive and requires human resource which are directly or indirectly involved on carrying out all relevant and related activities. Teaching and learning depends on the quality of staff and their academic qualification, professional training, their commitment and dedication, conducive working environment and appropriate terms of services (GOK1999 cited in Kiprop Et al, 2011).

On the other hand with 100% transition policy the respondent indicated that over 56% of the institution had inadequate classrooms laboratories and libraries. In a number of schools library facility and laboratories were inadequate. There were also lack of special rooms and land for expansion. Schools have recorded a large number of student enrolment yet physical facilities were inadequate to render quality services. It is seemingly in conclusion that the presence or absence of school facilities distinguishes high and low achieving schools.

Some respondent up to 53% looked at policy as a hindrance to effective strategy implementation. Lack of information on current trends of information causes great challenges e.g. 100% transition done on ignition programmes in schools, repetition, subsidized free day secondary school education seem to impact negatively on strategy implementation. Thus school administrators are required to continually update themselves on the new policies and be able to translate the policies into action. Through interview with the deputy principles it emerged that the old strategic plan was never reviewed every 5 years alongside the program. Some of the deputies openly indicated that they had no plan of strategic plan implementation. The researcher was referred to the principal by one deputy principal who explained that 'I have done nothing to your questionnaire simply because the principle has not been around I was waiting for him to fill it with me. I am new and without any ideas on things on strategic planning.' Hence Kiprop et al (2015) observed that proper implementation of policies depend on several basic requirements which include sufficient resources to accomplish participation of stake holders etc. Other institutional challenges that were stated were school organization culture failure to conduct some analysis, external interference, poor and needy learners.

4.5.2 Strategy Implementation

Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure the vision; mission, strategy and strategic objectives of the institution are successfully achieved as planned. This section explains the results of strategy implementation in Vihiga County. In general, the responses from the Principals and heads of departments on questions addressing strategy implementation show a lot of agreement to the questions.

Table 4.15: *Principals' Responses on Strategy Implementation*

Items on strategy implementation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Mode	SD
	1	2	3	4	5		
1. The number of quality grades have increased at K.C.SE	13.80%	43.10%	3.10%	29.20%	10.8%	4	1.315
2. The institution has more subjects from each pool giving students a variety of choices	1.50%	15.40%	10.80%	61.50%	10.80%	4	.926
3. Teacher student has increased for the past five years	4.60%	64.60%	4.60%	9.20%	16.9%	4	.987
4. The institution has allocated more funds for instructional materials and teachers welfare.	4.60%	30.80%	3.10%	43.10%	18.50%	4	1.019
5. The institution has had benchmarking to a number of institutions and works with other schools.	1.50%	52.30%	3.10%	29.20%	13.80%	4	1.105
6. Resources in our school are allocated according to the budget.	3.10%	9.20%	4.60%	66.20%	16.90%	4	.922
7. The institution always link annual work plans to the strategy.	0.00%	9.50%	4.80%	65.10%	20.60%	4	.803
8. The institutional strategy is aligned to Kenya vision 2030.	3.10%	6.20%	10.80%	72.30%	7.70%	4	.811
9. Our institution has adequate policies to ensure appropriate growth and development.	4.60%	6.20%	3.10%	70.80%	15.40%	4	.916
10. The institutional policies are aligned to the strategic objectives.	3.10%	1.50%	3.10%	73.80%	18.50%	4	.749

Table 4.16: Heads of Department Responses on Strategy Implementation

Items on strategy implementation	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Mode	SD
	1	2	3	4	5		
1. The number of quality grades have increased at K.C.SE	8.90%	46.80%	1.60%	27.40%	15.30%	4	1.271
2. The institution has more subjects from each pool giving students a variety of choices	3.70%	17.40%	11.60%	55.80%	11.60%	4	1.027
3. Teacher student has increased for the past five years	5.30%	50.00%	8.40%	10.00%	26.30%	4	1.093
4. The institution has allocated more funds for instructional materials and teachers welfare.	3.70%	45.80%	13.70%	26.80%	10.80%	4	1.086
5. The institution has had benchmarking to a number of institutions and works with other schools.	10.50%	16.30%	11.10%	51.60%	10.5%	4	1.185
6. Resources in our school are allocated according to the budget.	0.50%	10.50%	27.90%	41.10%	20.00%	4	.927
7. The institution always link annual work plans to the strategy.	6.80%	13.70%	21.10%	48.40%	10.00%	4	1.064
8. The institutional strategy is aligned to Kenya vision 2030.	3.20%	17.90%	9.50%	57.90%	11.60%	4	1.015
9. Our institution has adequate policies to ensure appropriate growth and development.	4.70%	12.60%	8.40%	64.70%	9.50%	4	.984
10. The institutional policies are aligned to the strategic objectives.	0.50%	12.60%	7.90%	57.40%	21.60%	4	.913

4.5.2.1 The Number of Quality Grades.

From table 4.15 above Principals' response on the number of quality grades have increased for the last five years 43.10% disagreed while 29.20% agreed, for the HODSs, 10.8% strongly agreed while 13.80% strongly agreed. This point to the reality on the ground. As for the last three years Kenya education sector performance at KCSE has been wanting.

The country in general has recorded the largest of students scoring grade D plain with over 35000 recording grade 'E'.

The World Bank in its report in 2018 entitled, 'Kenya's Education Achievement and Challenges,' were perturbed over quality of graduates that the Kenyan universities and colleges were producing. This research finding indicate that instead of pointing accusing fingers at the universities, need be to look at secondary school curriculum delivery the World Bank had noted that the education system was not producing graduates with knowledge skill and competency, crucial for securing vision 2030.

The Principals response support Omboi and Mucai(2012) on a study of factors affecting implementation of strategic plans in selected technical training institutes that made references to UNESCO report (UNSECO 2011) that emphasizes on quality of education as a tool to overcome most of the problems in Africa and as a mean to fulfill other rights.

Indicators of quality education must be revisited to ensure that standards are maintained worldwide. Quality education assure sustainable acquisition of knowledge, be it intelligent or practical of developing individuals in national and global development. In a study by Ooro (2009) it was noted that there was deterioration of education standards in Kenya.

Thus with poor strategy implementation in secondary schools levels, universities and other tertiary institutions will experience challenges in their standards of education.

Comparatively table 4.16 on responses by HODSs indicates 46.80% disagreed while 27.40% agreed while 15.30% strongly agreed that the number of quality grades have increased as a result of effective strategy implementation. For HODSs 8.90% strongly disagreed compared with Principals' response on the same statement (13.80%).

This calls upon all the participants in the education sector to review their academic strategy and focus on quality grades from their institutions.

4.5.2.2 Institutions Subjects Option Pool

The question sought to investigate how individual institutions have provided students with a variety of choices during selection of subjects. This has enabled learners to prepare effectively for future courses at the university or tertiary institutions and enable the government achieve vision 2030. The respondents were positive with 61.50% of Principals in table 4.15 agreeing and 10.8% strongly agreeing as 15.40% disagreeing while only 1.5% strongly disagreeing. This implies that students have opportunity through guidance and career masters to select subjects of their preferences with a hope of landing future desires.

Table 4.16 on responses from HODSs is contrary with some kind of variation, 55.80% agreeing and 11.60% strongly agreeing and 17.40% disagreeing with reasonable percentage of 11.60% undecided. This again raises the question of whether HODSs really

read from same script with Principals. A good number of data was collected from directors of studies who are HODs, 11.60% of the undecided cannot be neglected as this point towards the information providers who are expected to prepare students in making choices and finally sitting for national examinations to determine their destiny and the country at large.

Diversification is very important at an early stage as supported by Salmela et al (2009) who studies the success and failures of strategy implementation in higher institutions in Finland they found out that higher education institutions aspired for future oriented change and hence need for education programs and units that steer the institution out of current situation and prepare for the future by creating their own niche. The current situation in Kenya is emphasis on science and technical training (TVET) technical and vocational education training to deliver vision 2030.

4. 5.2.3 Teacher Student Ratio for the Past Five Years

The question sought to capture teacher ratio against student population to establish quality of learning with the staffing need of individual schools.

From table 4.15 above the Principals responded by 64.60% disagreeing and 16.90% strongly agreeing only a 20% agreed 4.60% as received by strongly disagree and undecided . This emanates from individuals financial capacity to supplement TSC employed teachers with BOM teachers. Human resources are very vital in aiding institutions to realize their strategic objectives.

The current government policy requires that all students who sit for KCPE transit to secondary schools. This puts strain on the teaching force, hence fewer teachers with a large population. The HODSs seems again to differ to the Principals with 50% disagreeing. In a study, Ingvarson Kleinhenz, Bearis, Barwick Carthy and Wilkinson (2005) on secondary teacher workload, identified a moderate to severe workload problems among teacher in New Zealand. Akello (2015) on the other hand, while examining the impact of teacher characteristics on standard academic achievements in Kisumu central sub county Kenya established that the school with the highest number of teachers recorded the highest mean grade. This was attributed to reduced workload.

Sichambo (2011) recommended that teacher's workload can be reduced by employing more teachers. He advanced that secondary school teachers apart from classroom duties, had other responsibilities and a number of remedial lessons, large class to handle and a lot of paperwork which was causing burnout. Thus performance had moderately slowed down. This view agrees with that of Carol et al (2010) who established that reducing class size and providing more opportunities for teachers' professional development may improve student performance and learning experience.

A critical shortage of teaching staff can be a stumbling block towards the provision of quality education. Waseka (2017) and Mayeku (2009) also established that inadequate staffing leads to heavy burdening of the staff and this has a great impact on the quality of service they offer as a result affecting quality of the programs . Watitwa (2010) advanced that more teachers should be employed to reduce workload and allow teachers ample time

to prepare practical lessons. Finally Odumbe (2012) concluded that low teacher pupil ratio was one of the factors that enhanced performance in any day secondary schools.

4. 5.2.4 Instructional Materials and Teacher Welfare

The question sought to establish the priorities of the institution of learning in terms of resource allocation aimed at improving academic performance. It was to find out student and teacher's needs in terms of instructional material allocation. Principal's responses showed that 43.10% agreed while 30.80% disagreed with 18.50% strongly agreeing and 4.60% strongly disagreeing and 3.10% undecided. But failure to look into teacher and students welfare with a large percentage points at moderate results. The strategies for strongly agree gives just a smaller number of institutions that have remained stable for some time.

HODSs in table 4.16 also seen to be agreeing with Principals thus 10.80% of HODSs strongly agree to resource allocation and teachers welfare 26.80% agreed and 45.80% disagreed. 13.70 % were undecided, 3.70% strongly disagreed the number of underlined HODSs cannot go without comment its HODSs who drive the school performance it of interesting that they may not be able to tell how school has put in mechanism for teacher and students motivation in terms of instructional materials.

In her study Waseka, (2017) observed that the sharp rise in terms of instructional material in enrolment at school results in shortage of resources like textbooks equipment furniture classroom and supportive materials affecting provision of quality education. The situation of scarcity of resources and lack of motivation, teacher-student ratio, lack of supervision in

service delivery, deteriorating infrastructural facilities in schools and migration of skilled personnel further leads to poor service delivery in school. Chereddza et al, (2012) thus quality and not just quantity of efforts and materials and time is what counts. The findings, look at current Kenyan scenario on the 100% transition with proper preparedness of schools.

4.5.2.5 Collaborations with other Institutions

The question sought to investigate if the respondents were opinion that their schools were benchmarking and collaborating with other institution or schools. Out of the number of Principals that were involved 52.3% agreed while 29.2% disagreed and 13.80% strongly agreed. This points at varying points of benchmarking and collaboration which could include examination sporting and games activities science meetings and mathematical competitions. The 29.20% also representatives a reasonable number of Principals who are expected to provide transformative leadership in their schools.

This is also supported by Salmela et al (2009) who established that reforms included changes that consisted of established new corporation with new partners and to learn new strategy based management. This therefore implies that schools need to intensify partnership and collaboration to increase learners horizon and motivation to achieve good results and aspire to succeed.

On the HODSs table 4.16 shows 40% of the respondents agreed that the institution do benchmarking and collaborate with others 20% strongly agreed compared to 13% of Principals while 26.25% disagreed as 9.2% could not commit themselves. It also appears that HODSs do not put pressure on Principals to expose the learners. Poorly exposed

teachers and learners are likely to remain behind in terms of focus and achievement exposure brings about new awakening.

4.5.2.6 Budgetary Allocation of Resources

The question aimed at establishing if respondents thought that resources in their schools were being allocated according to the budget. Table 4.15 shows that 66% of the Principals agreed while 16.90% strongly agreed 4.6% undecided and 9.2 % disagreed. This again sharply differ with the opinion of HODs who agreed by 41.10%, strongly agreed by 20.0% and undecided by 27 %. This in conclusion represents the number of HODSs who feel finances are for the Principals and discipline is for the deputy Principals.

It is the ministry of education requirements that schools prepare the budget for the year in terms of priorities and get them approved by the BOM in whose presence is the County Director of Education. Teachers are also represented on the BOM. Budgeting ensures that funds are allocated as per the vote heads.

The findings from the Principals agree with David (2009) who asserts that organizations have at least four types of resources that can be used to achieve desired objectives. That is financial, physical, human and technological. The various activities necessary to implement any particular strategy should be defined in terms of each type of resources required. The operating levels must have the resources required/needed to carry out each part of the strategic plan (Wamuci, 2015). It is often common practice to reduce this specification of resources to monetary terms (Copeland et al 2010).

The findings imply that the secondary schools Principals have embraced government policies but should make it understood by all HODSs and other members of the school. All expenditures in the school are with budgetary allocation and vote heads.

4.5.2.7 Annual Work Plans and Strategies

This was to investigate if respondents thought that their institutions had linked their annual work plans with the strategy. Majority of the Principals agreed at 65.10% and 20.60% strongly agreeing but the percentage came down when HODSs were asked the same question. This shows that 48.40 % agreeing and 10.00% strongly agreeing but largely 21.10% of HODSs were none committed thus showing that they did bother about what happens at school.

Ofori and Atiogbe (2011) in their study on strategic planning in public universities advances that strategy can only make a difference when the intended strategy purposed of the institution are aligned to action and they can adequately to responding to emerging internal and environment issues. Although in his study Musyoka (2011) revealed that some institution and departments rarely develop annual operational plans which define annual objectives which in essence reveals why some HODSs disagree and are non-committal to existence of institutional work plan. It is pivotal that the ministry of education collaboration with TSC should consider creating awareness among teachers need to developing strategic plans and linking it termly and annual work plan.

4.5.2.8 Institutional Strategy and Vision 2030

The researcher sought to find out if respondents felt that their institutional strategy was aligned to vision 2030 table 4.15 and 4.16 respectively present the responses from the Principals and heads of department. Majority of the Principals agreed at 72.30% and 7.7% strongly agreeing. The rest were none committal. 10.8% disagree 6.20% and strongly disagree 3.10%.

The HODSs table 4.16 shows that 57.90% felt that the school strategy is aligned with vision 2030, 11.60% strongly agreed while 17.90% disagreed 9.50% were undecided and 3.20% strongly disagreed. The findings are supported by Omboi and Mucai (2012) which observed that the vision which is intended with the government's plan as articulated in the economic recovery strategy of wealth and employment creation (ERS) provides the rationale for major reforms in the current education system in order to enable Kenya have access to quality lifelong education and training.

It also agreed with Musyoka (2011) that Jomo Kenyatta Foundation Services in the education sector which forms an important pillar in vision 2030 and that it was taking a notable cause since its mandate was to advance education knowledge and alleviating poverty through provisions of scholarships for the needy bright and secondary school students. This study established that institutions of learning attempt to align their strategies with the ministry of education strategic plans which in turn is aligned with vision 2030.

4.5.2.9 Institutional Policies on Growth and Development

The question sought to establish whether respondents thought that their institutions had policies that ensure appropriate growth and development table 4.15 and 4.16 respectively represents the findings and responses from the Principals and HODSs. The findings reveal 70.8% of the Principals agreed, 7.70% strongly disagreed. The remaining 6.20% agreed 4.65% strongly disagreed 3.10% were not committed.

According to the principals, policies were inbuilt for growth of teachers and support staff. The finding contradicts Hrebiniaks (2006) and Wamuchi (2015) in a research survey of 400 managers contributed to the identification of additional factors that may cause obstacle to successive strategy implementation. lack of feeling of ownership of a strategy or execution plan among key employers ,not having guidelines or a model to guide strategy execution efforts, lack of understanding of the role of the organization structure and design in the execution process, inability to generate, buy in, or agreement on critical execution steps or actions.

It is supported by Pearce and Robinson (2007) who stressed that policies communicate guidelines to decisions. Communicate specific policies can play an important role in strategy implementation. This would help overcome resistance to strategic change; empower people to work and foster commitments to successful strategy implementation (Pearce and Robinson 2007). The challenge here is the HODSs who seem to differ with the Principals it will be significant for Principals to highlight and employ participations approaches when generating institutional policies.

4.5.2.10 Institutional Policies and Strategic Objectives

It was to investigate if respondents thought that their institutions were aligned to strategic objectives. Table 4.15 shows that 73.80% and 18.50% of the Principals agreed and strongly agreed respectively other responses were in total below 10%. Table 4.6 on the HODSs shows that 57.40% and 21.60% agreed and strongly agreed respectively while 12.60% of HODSs disagreed and 7.90% were undecided. HODSs responses shows the likelihood of having paperwork than practical. Institutional policies are relevant and fundamental to implementation of strategic plans. Omboi and Mucai (2012) confirmed that it is one of the major factors that affect the implementation of Strategic plans in government institutions.

Awareness of specific institutional policies guide is a process and performance contracting. Pearce and Robinson (2007) support this finding by adding that policies are directives designed to guide the thinking decisions and actions of managers and their subordinates in implementing firms' strategy. The findings imply that any proposed findings in secondary schools education should be paramount to success of strategy implementation in an institution.

4.6 Hypothesis Testing

The research used hypothesis testing with the Null hypothesis, H_0 , being that there is no relationship between predictors (Institution Culture, Leadership and Human Resource) and the predicted (Strategy implementation) variable. The alternate hypothesis, H_1 , hence is that no reasonable level of significance, in this case 5%, there is a relationship between the predictors and the predicted.

H_0 : Strategy implementation is not determined by Institution Culture, Leadership and Human Resource.

H_1 : Strategy implementation is determined by Institution Culture, Leadership and Human Resource.

With $\alpha = 0.05$ level of significance

H_0 : $\beta_i = 0$ for all $i = 0, 1, 2, 3, \dots$ whenever the parameters are not significant.

H_1 : $\beta_i \neq 0$ parameters are significant; leads to rejection of null hypothesis

Where H_0 and H_1 are null and alternative hypothesis respectively and β_i the parameters used in the model)

We reject the null hypothesis if the p value is less than 5% level of significant and accept the alternative hypothesis: otherwise we fail to reject the null hypothesis.

This general null hypothesis H_0 was derived from the three individual hypothesis; H_{01} , H_{02} , and H_{03} which says.

H_{01} : Strategy implementation is not determined by Institution Culture

H₀₂: Strategy implementation is not determined by Leadership

H₀₃: Strategy implementation is not determined by Human Resource.

The results below were gotten from the SPSS viewer

Table 4.17: *Multiple Regression Output Tables*



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802 ^a	.644	.640	.38209

a. Predictors: (Constant), Human Resource, Institution Culture, Leadership



ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	66.252	3	22.084	151.268	.000 ^b
	Residual	36.644	251	.146		
	Total	102.895	254			

a. Dependent Variable: Strategy Implementation

b. Predictors: (Constant), Human Resource, Institution Culture, Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.282	.187		1.510	.132
	Institution Culture	.766	.057	.700	13.349	.000
	Leadership	.209	.067	.125	3.436	.037
	Human Resource	.152	.062	.160	2.446	.015

a. Dependent Variable: Strategy Implementation

In the model summary table above, R-square is .644, meaning 64.4% of the variation from the dependent (Strategy Implementation) can be explained by variation in the independent variables (Human Resource, Institution Culture and Leadership). The remaining 35.6% can be explained by other factors that are not in the model. With these results, it can be concluded that the Human Resource, Institution Culture and Leadership have strong predictive powers, as these variables accounts for about 64.4% of the variation in Strategy Implementation. The ANOVA table above reveals that the regression equation is significant. It implies that, at least one parameter of the model is significant.

From the above coefficients table, we see that the Institution Culture parameter, that is, β_1 , is significant, since the p-value is 0.000, the first hypothesis, (H_{01}) stated that institutional culture has no statistical significant influence on strategic plan implementation in secondary schools in Kenya. Regression results shown in table 4.17 indicated that institutional culture had a positive significant effect on strategic plan implementation ($\beta = .766$, $p < 0.05$). This meant that institutions culture enhances strategic plan implementation.

The second hypothesis (H_{02}) stated that Institutional leaderships have no significant effect on strategic plan implementation in secondary schools in Kenya. The results of the regression analysis suggested that institutional leaderships had a positive significant effect on strategic plan implementation. The Human Resource parameter, which is, β_2 , is significant since the p-value is 0.037. Hence the null hypothesis (H_{02}) is not supported. The findings suggest that as the quality of institution leadership increases, the level of strategic implementation also increases.

The third hypothesis (H_{03}) stated that training of human resource had no statistical significant impact on improving strategic plan implementation in secondary schools in Kenya. Regression results indicated that high training of human resource on strategic plan implementation had a positive significant effect on level of preparedness. The Human resource training (β_3) as well is significant since the p-value is 0.015. Therefore the null hypothesis (H_{02}) was rejected. The findings suggest that when the level of training of human resource increases, so does the level of strategic plan implementation.

Given the coefficients ($\beta_1 = 0.766$, $\beta_2 = 0.209$, $\beta_3 = 0.152 \neq 0$), with the betas not equal to zero (A coefficient of 0 means that the values of the dependent variable do not consistently differ as the values of the independent variable increase.), we shall therefore reject the null hypothesis and accept the alternate hypothesis, which says;

H_a : Strategy Implementation is determined by Institution Culture, Leadership and Human Resource.

The ANOVA table and the table of coefficients have shown that the model is significant since all the p-values less than 0.05 indicated that the parameters for determining the level of Strategy Implementation is significant. Therefore, the valid model is given by

$$Y = 0.766X_1 + 0.209X_2 + 0.152X_3 + E$$
 (where E, the random error is usually neglected)

Where Y = the predicted level of Strategy Implementation

X_1 = mean effect of Institution Culture

X_2 = mean effect Leadership

X3 = mean effect Human Resource

Table 4.18: Summary of the Hypotheses Tests

Statements	Results
H ₀₁ Institutional leaderships has no significant effect on strategic Plan implementation in secondary schools in Kenya	Rejected H ₀
H ₀₂ Training of human resource has no significant impact on improving Strategic plan implementation secondary schools in Kenya	Rejected H ₀
H ₀₃ Institutional culture has no significant influence on strategic Plan implementation in secondary schools in Kenya.	Rejected H ₀

4.7 Summary

This chapter presented findings from quantitative and qualitative data collected for the purposes of this study. Both sets of data provided valuable information into the determinants of effective strategic plan implementation in secondary schools in Kenya. The method of data collection was outlined to provide clarity and to direct the reader in understanding the findings of the study. The findings were presented according to the objectives of the study which were to establish the effect of institutional culture strategy on the implementation of strategic plan in secondary schools in Kenya, evaluate the effect of institutional leadership in the implementation of strategic plan in secondary schools in Kenya, to examine the impact of human resource training strategies on improving strategic plan implementation in secondary schools in Kenya and to identify challenges affecting implementation of strategic plan in secondary schools in Kenya. The findings indicated

that there were other determinants of strategic plan implementation in secondary schools which accounted for 36% since the three variables; institutional leadership, institutional culture and human resource training were contributing 64% from the model.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings, conclusions, recommendations and areas for further study according to the results from the study. The study sought to evaluate the determinants of successful strategic plan implementation in secondary schools in Kenya. This study has cited literature from education planners and experts; Principals and Heads of Departments who are involved in strategic implementation of secondary schools. It looked at effectiveness of institutional leadership on strategy implementation, the impact of institutional culture strategy on the implementation of strategic plan in secondary schools; then examined the impact of human resource training on effective strategic plan implementation in secondary schools and finally the challenges hindering effective implementation of strategic plan in secondary schools in Kenya.

5.2 Summary of Research Findings

The study of the findings is based on objectives. This study had four objectives with three hypothesis and four research questions. The questions were to aid the researcher to establish the challenges affecting implementation of strategic plans in secondary schools which could not be handled through hypothesis testing.

5.2.1 The Effect of Institutional Leadership in Implementation of Strategy in Secondary Schools

From the quantitative data analysis, it was established that a large percentage of the principals and heads of departments agreed that institutional leadership had a high level of

integrity and spear heads strategy implementation better and get trusted by the staff. Majority of Heads of departments looked at school leadership as key to spear heading strategy implementation. On awareness of institutional strategy, both the principals and heads of departments agreed that they were aware of strategy implementation strategies in their institutions.

Both principals and HODs agreed that leaders in senior positions were supportive. This indicated that school leadership was one of the major determinants and drive to effective implementation of school strategic plan. All other elements on leadership received overwhelming support from HODs and Principals i.e. availability of school leadership to explain ambiguity, student involvement in strategy execution, appointment of school champions to spearhead change, encouragement of feedback from top leadership. However, the response from Head of Departments on existence of school champions to spearhead changes was raising eye-brows. Need for induction programme on how to involve and raise school champions.

The support from HODs and Principals was also received from qualitative analysis which showed that more than half of respondents looked at school leadership as fundamental to effective strategy implementation. The finding was supported by the regression analysis which showed that institutional leadership had a positive significant effect on strategic plan implementation with ($B = 0.070$, $P < 0.05$) thus as quality in institutional leadership increases, the level of strategic plan implementation also increases.

Findings from quantitative data showed that the school leadership was pivotal on executing strategic programmes. The principal is the key administrator and initiator of any new changes in an institution. The CQASO explained that management of crisis in most secondary schools depends on the personality of the principal. Institutional performance in National Examination, co-curricular activities and physical infrastructure of the school, teacher morale and BOM support revolve around the principal. Majority of the deputy principal agreed that they relied heavily on leadership skills displayed by the principal for effective curriculum delivery.

5.2.2 The Impact of Human Resource Training Strategies on Effective Strategic Plan Implementation in Secondary Schools in Kenya

From the data, it is evident that more than half of the principals who participated in the study agreed that there were staff development policy put in place, while only slightly less than half of Heads of Departments agreed that there were policies put in place at their institutions for staff development. From the interview scheduled with Deputy Principals, majority could not cite any program in place for staff development. One deputy Principal imagined ICT and Finance for school Bursar as initial centres of priority. Staff training and development policies need to be put in place. From regression analysis, it indicated that $\beta = 0.062$, $P < 0.05$. Human resource training is likely to influence strategic plan implementation.

The support from both Principals and Head of Departments on whether secondary schools have and are committed to providing training for staff on strategy implementation, staff development needs and institutional leadership concern on improving people's skills for

successful strategy implementation did not fair on well. From qualitative analysis, it was realized that institution initiative for training was unheard of. The training program common were by KNEC, The Ministry of Education on strengthening teaching of sciences etc. which were only attractive in terms of allowances but the impact was never realized by the students.

5.2.3 The Effect of Institutional Culture Strategy on Implementation of Strategic Plan in Secondary Schools in Kenya

On promotion of core values among teachers, majority of the principals agreed while slightly a similar percentage of Heads of Departments agreed. On the relevancy of informal culture to strategy implementation, Heads of Departments did not agree on internal culture, as opposed to the principals who had majority agreeing. Majority of the respondents agreed that their institutions internal policies supported strategy implementation. The item on urgency of response to change was supported by both the HODs and principals.

While most institutions resist change, the findings indicate that majority of principals appreciate new ideas which facilitate change saving on time while the head of departments showed that there was a slight resistance to change. This pointed a controversy with the principals. It is evident that over half of both respondents' benchmark with best practices before adopting new ideas. But also, a good percentage of principals were undecided. It also showed that over seventy percent of principals agreed that all school official documents had symbols of the school logo, mission, vision and school motto and core values. Below average of Heads of Departments agreed. Professionalism and

indiscrimination in secondary schools received support from both principals and HODs who were against discrimination. Finally, on institutional culture, “Consistency in celebrating milestone achievements” was elusive as principals’ respondent with a higher percentage, while the Heads of Departments did not agree on celebration of milestone achievement, it was irregular.

The qualitative data analysis showed that celebrations of milestone achievements benchmarking, rewards systems had not been consistent as times they go without. Hence demoralizing the staff as, one is not sure of being motivated. From the linear regression analysis and regression result, it indicated that institutional culture on strategic plan implementation with ($\beta = 0.057$, $P < 0.05$). This implies that institutional culture enhances strategic plan implementation.

5.2.4 The Challenges to Strategic Plan Implementation

A number of challenges were established from the results obtained. In most of the day schools which were majority more than half cited student absenteeism, drug consumption, external environment such as markets, boda-boda operators, politicians which hinder students’ performance hence strategic plan implementation. About half of the schools from qualitative data analysis reported negative attitude, lack of information for girl child hence early pregnancies affecting students.

At the school level, most of respondents from both Principals and Head of Departments indicated shortage of staff, large classes as a result of over enrollment, lack of land for expansion as there is high population density in Vihiga County. Negative school image and lack of enough finances is hindrance to effective strategic plan implementation. In about

half of the school both principals and head of Departments noted withdrawal of intrinsic motivation. Duplication of roles between Head of Department and Heads of Subjects brings conflicting chain of command. In more than half of the responding institution, indication of strict disciplinary action eating into student population negative attitude in maths and sciences affecting performance and poor infrastructure. Indeed, most of the school were initiated by the community and were not yet established. It was observed from one of the Deputy Principals that infrastructure funds be considered to improve school infrastructure.

On strategies put in place a number of resolutions came up; grouping of students, early syllabus coverage and focus on weak students had a larger support. Respondents also indicated promotion of teamwork, setting of performance targets and use of guidance and counselling and Christian unions to shape school discipline. Thus, the challenges are numerous depending on individual institution that calls upon leadership transformative skills and instructional leadership to steer the school forward.

5.3 Conclusion

Based on the findings presented in chapter four and summary results in section 5.2 of this study, the following conclusions were made.

Most of the secondary schools had high level of integrity and spear headed strategy better with a trusted staff. The members in leadership positions were all aware of their institutional strategy and most of the principals were easily available to explain to the staff about any ambiguity in their strategies. Senior/Administrative staff were supportive in their work and hence attainment of better results. With the current policy on composition of

B.O.M, the students were involved in strategy execution but a critical look at those who could not decide. Other institutions were involving students not informing the staff and not available for clarifying challenging issues in strategy implementation. In most of the institution's appointment of champion to spearhead reforms was unheard of. School leadership is key to successful strategic plan implementation.

On human resource training, the study concludes that individual institutions to put in place programmes for growth and development off both teaching and non-teaching staff. It also concludes enough resources should be availed by the ministry of education through Teachers Service Commission for effective staff development. The study agreed that investing in human resource training will support effective implementation of strategic plan.

On institutional culture, the study conclude that establishing consistent institutional cultural practices will have effective impact on strategic plan implementation.

5.4 Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed as per the objectives.

5.4.1 Effect of Institutional Leadership on the Implementation of Strategic Plan

The principals who are a symbol of institutional leadership need to create awareness to staff members and students even parents on new strategy being implemented. The appointment of "a champion to spearhead strategy implementation" is important and all

departments need to be encouraged to embrace it e.g. humanities; sciences; mathematics; languages; boarding and sanitation etc.

Leadership and conflict resolution is dynamic just like technology. Regular training of those in leadership position should be promoted and improve on effective communication to promote effective implementation of strategic plan. At college level administration and planning courses take a semester and may not have prepared one for a challenging task in driving an institution to great levels. The quality assurance and standards officers should be empowered to mobilize resources for training school administrators.

5.4.2 Impact of Human Resource Training Strategies on Strategic Plan

Implementation

Secondary schools in Kenya need to create a vote head to operationalize staff development policy and training so as to prepare members for uncertainties and improve on efficiency. New staff members should undergo orientation and induction and be particularly informed about the school strategies in operation. Employees and other members of staff need to interact frequently to have clear understanding of the strategy being implemented. Secondary schools to establish regular motivational strategy for both teaching and non-teaching staff. The sub-County schools need to get patrons and well-wishers to help address their financial challenges. From the regression model, human resource training is significant as the skills acquired help in understanding strategy and reduce resistance to change.

There is also need to share feedback from trained staff with consultant trainers after the training process. Institutions should document complaints and use them to improve on future training. Some of the challenges gathered from qualitative responses such as lack of training structures, ICT training limited training opportunities and the benefits expected should be addressed.

5.4.3 Establish Effect of Institutional Culture Strategy on Implementation of Strategic Plan in Secondary Schools in Kenya

Secondary schools have established cultures practices depending on the location of the institution, history of the institution and the dynamic nature of the environment in which it operates. The schools need to be receptive of new ideas particularly when communication is bottom up as opposed to the conventional up to bottom communication. The institution of learning to avoid discrimination in terms of principals, students and teachers as this may compromise national unity. The institutions should communicate strategy clearly and prepare the implementers, parents and students of expected outcomes. Institutional cultures as a single variant had a large percentage and hence a major determinant of strategy implementation. There is need for school to intensify the promotion of effective culture for promotion of effective strategy implementation.

5.5 Areas for Further Study

It was established that the co-efficient of determination (R square) in the optimal model was 0.644, thus representing 64.4% of the variations in the dependent variable. This then means that 35.6% could be determined by other variables other than the three study

variables which are institutional leadership, human resource training and development and institutional culture. This study therefore proposes that further research be conducted to establish the other variables that determine effective strategic plan implementation in secondary schools in Kenya. Further study needs to be conducted on the influence of external environment on effective strategy implementation. From the responses, the principals themselves indicated that leadership had a minor effect on strategy implementation while Heads of Departments were of higher opinion that leadership should be a major determinant of effective strategic plan implementation. It therefore implies that need for further study to establish reasons as why school leadership was very negative and felt that other factors exists that have a greater impact on strategic plan implementation in secondary schools.

5.6 Chapter Summary

This chapter presented the summary of research findings as per the objectives of the study. It also presented conclusions guided by the objectives of the study drawn from research findings. The chapter gave the recommendations that need to be put into practice to strengthen institutional governance in secondary schools, it finally identified areas for further study and particularly external environment and its impact on strategic plan implementation in secondary schools in Kenya.

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APPENDICES**APPENDIX I: LETTER OF INTRODUCTION**

OTENYO M. WILSON
P.O. BOX 150 30507
LUANDA
EMAIL:
wilsonotenyoy@yahoo.com
PHONE NO. 0724378772
DATE:

Dear Sir/Madam,

REF: LETTER OF INTRODUCTION AND QUESTIONNAIRE GUIDE

I am a PhD student in Education Management – Education Administration option at Moi University Eldoret. I am Carrying out a research on determinants of effective implementation of strategic plans in secondary schools in Kenya, a study of Vihiga County. I am in the process of gathering relevant data for this study. You have been identified as one of the key stake holders and respondents in this study and I kindly request for your assistance towards making this study a success.

I wish therefore to request you to take some time to respond to the attached questionnaire. I wish to assure you that your responses will be treated with high level of confidentiality and will be used mainly for the purpose of his study.

May I thank you most sincerely in advance for your time and responses. I will appreciate if you can complete the questionnaire possibly within the shortest time possible to enable me proceed to the next stage of the study.

Your support in this case will be highly appreciated

Yours Sincerely,

Otenyo M. Wilson

Reg No. EDU/D.PHIL/A/1001/16

APPENDIX II: QUESTIONNAIRE

INTRODUCTION

I am a doctoral student of Moi University Eldoret and as part of my degree requirements; I'm conducting research titled "Influence of external and internal determinants on the effective implementation of strategic plans in secondary schools in Kenya. A study of Vihiga County. I have identified your institution as one of the potential respondents. Your participation in filling this questionnaire will be appreciated and it will contribute to this research. Please, I assure you that this is research and total confidentiality of your institution and the response there to will be guaranteed.

Kindly provide the following information about your institution. Answer each question as completely and as clearly as possible and tick () ✓ only one answer from the choices given or by writing your responses as appropriate in the spaces provided.

SECTION I A: BACKGROUND INFORMATION

1. Please indicate your gender

Male []

Female []

2. Type of school: Boys Boarding [] Girls Boarding [] : Mixed Boarding []

Mixed []

3. How long have you worked at your current school less than 2 years [] 3 to 5 years [] 6 to 10 years [] 11 to 15 years [] 16 to 20 years [] over 20 years [].

4. What is your highest level of formal education?

Diploma [] Bachelors [] Masters [] PhD []

Other []

Specify _____

5. Current school enrolment – Boys [] Girls []

6. Staff establishment Male [] Female [] Total []

7. Are you able to understand and interpret school vision, objectives and core values?

Yes []

No []

If No explain _____

8. To what extent do you agree that teamwork is important in improving performance?

Strongly Disagree [] Strongly Agree []

Agree [] Strongly agree []

9. To what extent do you agree that your institution offers opportunities for employees to discover their highest level of potential?

Strongly Disagree [] Disagree [] Undecided []

Agree [] Strongly Agree []

10. Explain your views on any proposed institutional changes to improve performance and how it affects you _____

11. The internal mechanisms established by your institution are adequate in empowering to achieve their highest level of performance?

Strongly Disagree [] Disagree [] Undecided []

Agree [] Strongly Agree []

12. What is your degree of satisfaction concerning your institution's strategy implementation as a teacher?

Very dissatisfied [] Dissatisfied [] Undecided []

Satisfied [] Very satisfied []

13. How would you classify the quality of supervision in your institution?

Not supportive [] Undecided [] Supportive []

Very supportive []

14. How often are personal development opportunities and plans highlighted to staff?

Often [] Not aware [] Not at all []

15. What strategy has your institution put in place for performance management

SECTION B: STRATEGY IMPLEMENTATION

Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure the vision, mission, strategy and strategic objectives of the institution are successfully achieved as planned.

This section has statement of strategy implementation. Please indicate by a tick [] your option on each statement.

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
1	The number of quality grades have increased at K.C.SE					
2	The institution has more subjects from each pool giving students a variety of choices					
3	Teacher student has increased for the past five years					
4	The institution has allocated more funds for instructional materials and teachers welfare.					
5	The institution has had benchmarking to a number of institutions and works with other schools.					
6	Resources in our school are allocated according to the budget.					
7	The institution always link annual work plans to the					

	strategy.					
8	The institutional strategy is aligned to Kenya vision 2030.					
9	Our institution has adequate policies to ensure appropriate growth and development.					
10	The institutional policies are aligned to the strategic objectives.					

11. State and explain factors that are specific to your organization that facilitate or hinder effective strategy implementation.

SECTION C: CHALLENGES OF STRATEGY IMPLEMENTATION

A. EFFECT OF INSTITUTIONAL CULTURE ON STRATEGY IMPLEMENTATION.

Institutional culture is termed as “the way we do things here.” Culture includes the institutional values, visions, norms, working language, systems, symbols, beliefs and habits. Institutional culture affects the way people and groups interact with each other, with clients and with stakeholders.

The section has statement of institutional culture. Please indicate by a tick [] the extent to which you agree with the statements below:-

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
1	The institution promotes practice of the core values among teachers.					
2	Our institutional internal culture has always been related to successfully strategy implementation.					
3	Our institutional internal policies are key enables of good/ strategy.					
4	Our institution handles change with a sense of urgency.					
5	There is always appreciation of new ideas and hence it takes short time to effect change in our institution.					
6	The institution always benchmarks with the best practice before adopting new systems or techniques of working.					
7	All official documents must have symbols such of vision, mission and motto.					
8	The staff upholds professionalism and integrity in all its activities.					

9	Our institution does not practice any form of discrimination. (accept teachers support staff from other communities and learners.					
10	It is the institution's tradition to consistently celebrate its achievements e.g academic and present giving days; Annual General meeting, farewell for retiring employees and recognition of achievements among others.					

11. In your opinion, explain the extent to which issues related to institutional culture positively or negatively impact on effective strategy implementation in your institution

D.EFFECT OF LEADERSHIP SKILLS ON STRATEGY IMPLEMENTATION

These are technical, human and conceptual skills. A mark of a good leader is to be able to provide a consistent motivation to his team, encouraging them to attain excellence and quality in their performance. A good leader is always looking for ways to improve production and standards.

This section has statements of managerial skills. Please indicate by a tick [] your opinion on each statement.

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
1	Management in your institution has high level of integrity and spearhead strategy better and get trusted by employees/ workers.					
2	Management staff are all well aware of the institutional strategy.					
3	My senior is very supportive in my work and hence attainment of better results.					

4	Our principal/ H/T is easily available to explain to employees any ambiguities in our strategy.					
5	The institution involves students in strategy execution.					
6	The institution has appointed a 'champion' to spearhead the strategy implementation process.					
7	Staff members in administration positions encourage feedback on strategy implementation from other staff members.					

8. In your opinion, do leadership skills affect effective strategy implementation in your institution or school ?

E.EFFECT OF HUMAN RESOURCE DEVELOPMENT ON STRATEGY IMPLEMENTATION

Human Resource Development (HRD) is the frame work for helping employees develop their personal and organizational skills, knowledge and abilities HRD includes such opportunities as employee training, employee career development, performance management and development, coaching, monitoring, succession planning, key employee identification, tuition assistance and organization development.

This section has statements of human resource development. Please indicate by a tick [] your opinion on each statement.

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
1	The institution has a well-defined staff development policy.					
2	Staff development policy is applied to the letter when the need a rises.					
3	The institution based training programme for employees is good for improved strategy implementation.					
4	The institutional management involves in improving people skills and other soft skills which are					

	important in ensuring success in strategy implementation.					
5	The institution encourages teamwork which facilitates successful strategy implementation.					
6	The institution ensures that employees are close to management in order to have clear understanding of strategy being implemented.					
7	The institution awards incentives to employees who perform well.					

9. Describe human resource development practices in your institution that pose a challenge to effective strategy implementation _____

SECTION 4: QUALITY OF STAFF TRAINING

Staff training is one vital key to ensure institutional competitiveness and profitability.

Training your staff and keeping their skills up to date is essential to the benefits gained from staff training are invaluable as the training results to greater staff satisfaction through enhanced confidence, personal development and career enhancement.

This section has statements of quality of staff training. Please indicate by a tick [] your opinion on each statement.

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
1	The institutional management conducts job analysis to identify competencies needed for each job.					
2	Training needs assessment is normally conducted before conducting training of employees.					
3	The institution invites professionals in training of workers.					
4	All staff is retrained as changes of processes such as performance					

	contracting, and new ICT developments among others occur.					
5	The institution conducts evaluation to obtain feedback at the end of the training.					
6	The institution shares the feedback from the trained staff with consultants / trainers.					
7	There have not been any complaints from the employees about the quality of training of staff.					

8 Describe ways (if any) in which quality staff training impacts positively or negatively on effective implementation in your institution

APPENDIX: III: QUESTIONNAIRE FOR SCQASOS AND CQASO

APPENDIX

QUESTIONNAIRE FOR SCQASOS AND CQASO

The aim of this questionnaire is to establish whether quality assurance and standards officers in the county are involved in the overseeing that strategic plans formulated in secondary schools are implemented effectively and if anything they give support in preparation and interpretation.

It will also seek to establish whether the education officer monitor and ensure that the strategic plans are revised and the failures and success of previous cycles incorporated and improvement done.

Kindly fill the questionnaire below as per the instructions.

Section A. Background information

1. Gender Male [] Female []
2. How long have you served in this county as:
- a) CQASO:
- b) SCQASO:
3. Highest professional qualification-
- Diploma [] PGDE [] BED [] MED [] PHD []
- Others please specify

SECTION B: Specific information.

4. How does your office establish that all secondary schools have prepared school strategic plan?
5. Do you have instances when your professional guidance and support is required in formulating strategic plan?
6. How do you evaluate strategic plan implementation in terms of?
- a) School leadership-

- b) School culture-
- c) School human resource development?

7. (a) Give some of the challenges schools face in the process of implementing their strategic plans.

(b) How is the education office involved in helping schools overcome the challenges?

(c) Is there any feedback information from school on monitoring and evaluation on success or failure of strategic plan in some schools within this county (Vihiga)?

8. As a county what mechanism have you put in place to ensure that all secondary schools achieve the highest as per their targets?

- a) Academic
- b) Infrastructure
- c) Games and Sports

9. What is your level of satisfaction on strategic plan implementation put in place by the county – for individual schools?

Very dissatisfied [] Satisfied [] Very satisfied []

10. How has the county fared on in national exams at KCSE level for the last five years?

YEAR	COUNTY MEAN GRADE	POSSIBLE QUALITY GRADES
2018 →		
2017 →		
2016 →		
2015 →		
2014 →		

11. How would you classify the quality of monitoring and evaluation in the county on strategic plan implementation?

APPENDIX IV: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPAL

1. How do you intent to improve strategy implementation in your school
2. Has the availability of your school strategic plan helped performance in academic, games and infrastructure?
3. What has been the effect of external stakeholders on implementation of school strategic plan?
4. How are parents involved in implementation of the strategic plan
5. Do you need an expert in formulation and implementation of the school strategic plan?

APPENDIX V: COLLEGE LETTER FOR RESEARCH PERMIT



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/D.PHIL.A/1001/16

DATE: 2nd July, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF OTENYO M. WILSON - (EDU/DPHIL.A/1001/16)

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of his PhD Studies that he conducts research and produces a dissertation. His research is entitled:

“Determinants of Successful Implementation of Strategic Plans in Secondary Schools in Kenya; A Case of Vihiga County.”

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION



APPENDIX VI: PILOT STUDY VALIDITY AND RELIABILITY STATISTICS.

Table 1: Principal Component Analysis for Strategy Implementation.

Component matrix	Component
	1
The school graduates are easily accepted in higher institutions	0.727
The school has a variety of subject pool for student to select.	0.781
Funds are allocated in line with the budget	0.762
The school has always linked annual work plan to the strategy	0.677
Our school has partnered and works with other institutions	0.61
The school has increased funds for motivation and human resource training.	0.758
The school policies are in line with strategic objectives	0.587
The school policies guarantee growth and development to both teaching and non-teaching staff	0.574
The school has enough resources to fund strategic plans	*0.0172

*items that were either rewritten or dropped from the questionnaire

Table 2: Reliability Statistics for Strategy Implementation.

Cronbach's Alpha	No. of items
0.891	09

Table 3: Principal Component Analysis for Institutional Culture

Component matrix	Component
	1
The school has a way of accepting new ideas and it takes for a short time to effect changes	0.854
Both teaching and non-teaching staff member display professionalism and integrity in all areas of work	0.802
The school has a tradition of celebrating milestone achievement.	0.761
The institution does not include any form of discrimination.	0.753
At our school, changes are handled with a sense of urgency.	0.658
Our school always benchmarks with the best practices before adjusting to new systems of operations.	0.653
All our school's official documents have symbols such as logo, vision, mission and motto.	0.0594
Our school promotes practice of core values.	0.552
School internal policies and procedures are key enablers of good strategy implementation.	0.457
Internal culture has been related to successful strategy implementation.	0.794

Table 4: reliability statistics for institutional culture

Cronbach's Alpha	No. of items
0.824	10

Table 5: Principal Component Analysis For Leadership Skills.

Component matrix	Component
	1
School leadership is receptive of feedback on strategy implementation from other staff members.	0.854
School principal is available to elaborate to the staff on issues that have challenges in understanding.	0.735
Our student leadership council is involved in strategy implementation	0.656
Student council members are all informed about institutional strategy.	0.675
The principal, deputy principal and all HODs are supportive enabling the school to attain a good result.	0.593
Our school has a appointed champions to spearhead the implementation of strategy.	0.548
Integrity and trustworthy is important in strategy implementation.	0.345
As a staff we are allowed to upraise the performance of our immediate supervisors.	-0.018
Our leaders are always involved in making early preparation and putting in use the vision and mission t succeed in strategy implementation	0.365

Table 6: Reliability Statistics For Leadership Skills

Cronbach's Alpha	No. of items
0.493	06

Table 7: Principal Components For Human Resource Training

Component matrix	Component
	1
Training staff members frequently is important for effective strategy implementation.	0.876
Employee's people skill and on job soft skills are important for success in a school.	0.845
Teamwork is handy in implementing school strategy.	0.762
The school awards incentives for staff who perform well.	0.706
Staff development guidelines are utilized when need arises.	0.654
New staff members undergo orientation and induction.	0.483
Staff members need to work closely with school leadership in order to understand school strategy.	0.446
Our school has a well-defined staff development policy.	-0.327
Staff yearly appraisal are important in evaluating the progress of strategy implementation.	-0.992

Table 8: Reliability Statistics For Human Resource Training.



Cronbach's Alpha	No. of items
0.456	08

APPENDIX VII: OBSERVATION GUIDE

Table 9: Qualitative Data for Document Observation Guide for Deputy Principals.

ITEM	Available <div style="border: 1px solid black; width: 40px; height: 20px; margin: auto; text-align: center;">✓</div>	Not available <div style="border: 1px solid black; width: 40px; height: 20px; margin: auto; text-align: center;">X</div>
K.C.S.E performance file		
School motto, mission and vision.		
School target setting displayed.		
Minutes of record of deliberation from various HODs and Academic Council.		
School strategic plan.		
Record of stake-holders participation.		
School enrolment data.		
Staff establishment per subject pool.		
Annual benchmarking programmes.		
BOM minutes and deliberations.		

APPENDIX VIII: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 378868	Date of Issue: 14/August/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. WILSON OTENYO of Moi University, has been licensed to conduct research in Vihiga on the topic: Determinants of successful implementation of strategic plans in secondary schools in Kenya; A case of Vihiga county for the period ending : 14/August/2020.</p>	
License No: NACOSTI/P/19/143	
378868 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX IX: COUNTY AUTHORITY FOR RESEARCH.



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION**

Telegrams:
Telephone: (056) 51450
When replying please quote

COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 640,
MARAGOLI.

REF: CDE/VC/ADM/VOL.2/39/148

27th September, 2019

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH
Mr. Wilson Otenyo**

Reference is made to your Research license dated **Ref No. NACOSTI/P/19/143** dated 14th August, 2019.

Permission is hereby granted to the above named student from Moi University to conduct research on **"Determinants of successful implementation of strategic plans in Secondary schools in Vihiga county ,Kenya"** to enable him write a thesis as required by him Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

 for:
*County Director of Education
Vihiga County*

Hellen Nyang'au (Mrs)
County Director of Education
VIHIGA COUNTY

Cc
County Commissioner
VIHIGA

APPENDIX X: MINISTRY OF INTERIOR RESEARCH AUTHORITY

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigacc1992@gmail.com
Telephone: Vihiga0771866800
When replying please quote

COUNTY COMMISSIONER,
VIHIGA COUNTY,
P.O. BOX 75-50300,
MARAGOLI

REF: VC/ED.12/1 VOL.II/30

1st October, 2019

All DCCs Vihiga

RE: RESEARCH AUTHORIZATION -WILSON OTENYO

This is to introduce to you Wilson Otenyo who is a student at Moi University to carry out research on "*Determinants of successful implementation of strategic plans in Secondary schools in Vihiga County, Kenya.*" for a period ending 14th August, 2020.

Kindly accord him all the necessary assistance.

A handwritten signature in blue ink, appearing to be 'R. Nyakwara'.

R. Nyakwara
FOR: COUNTY COMMISSIONER
VIHIGA COUNTY