

**INSTITUTIONAL FACTORS AFFECTING IMPLEMENTATION OF STRATEGIC
PLANS IN SECONDARY SCHOOLS IN NYARIBARI MASABA SUB-COUNTY, KISII
COUNTY KENYA.**

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DECLARATION

This research project is our original work and has not been presented for award of degree or for any similar purpose in any other institution.

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DEDICATION

To start with, we would like to dedicate this work to our God for His unconditional love and grace during the study time. Besides that, the work is a dedication to our families who assisted us both morally and financially in our education journey.

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LIST OF ABBREVIATIONS

The abbreviations used in this thesis are listed as below with explanations.

| | |
|------|-------------------------------------------------|
| BOM | Board of management |
| IOD | Institute of directors |
| MS | Microsoft |
| PTA | Parents Teachers Association |
| SWOT | Strength, opportunities, weaknesses and threats |
| VL | Visionary leadership |

OPERATIONAL DEFINITION OF TERMS

| | |
|----------------------|----------------------------------------------------------------------------------------|
| Administrator | Anybody in charge of conducting the administration work or business of an organization |
| Institution | Is an established organization meant for academic purposes? |
| Strategy | The process of planning aimed at achieving the long-term goals of an institution |

ABSTRACT

This study aimed to find out institutional factors affecting implementation of strategic plans in Public Secondary schools in Nyaribari Masaba Sub-County. The objectives of this study was to determine the factors affecting implementation of strategic plans in public secondary schools determine the effect of communication on successful implementation of strategic plans in public secondary schools, determine the impact of resource allocation in implementation of strategic plans in public secondary schools and to find out the degree to which organizational structures affect the implementation of strategic plans. The study included the past study done before and conclusion arrived at. It also included various areas of literature already accomplished. This research adopted theories of miller 2002 and Kazuri 2008, which focus on implementation of strategies plans at various institutions. The target population was 330 teachers and a sample of population of interest was 115 teachers who were working in public secondary schools in Nyaribari Masaba Sub-County. A stratified random sampling method was used for selection of schools in order to ensure equal presentation. Also. Simple sampling method was used for selecting respondents from various schools. Questionnaires guide was used in data collection. To determine reliability, the researcher used split half test method. Quantitative data from the field was analyzed was analyzed using descriptive statistics such as frequencies and percentages. From the findings, majority of the schools under study do not carry out SWOT analysis before formulating school strategic plans. Majority of the surveyed schools do not have effective communication on implementation of strategic plan. Majority of the schools do not have enough funds to implement their strategic plans. Majority of the surveyed schools do not have well designed organizational structure on implementation stage. Lastly, most schools do not hold meetings to review their set structures. The government through the ministry of education should organize for in-service programs for the principals so as to enable them implement relevant practices when implementing strategic plans. There is need to clearly define the different roles expected of key players for effective delivery of policy. The principals should initiate income generating activities to facilitate sustainable projects in schools. The government through the ministry of education should guide and support school principals on sustaining project

CHAPTER ONE

INTRODUCTION

1.0 Introduction

1.1 Background of the study

Many institutions worldwide have failed to implement big parts of the strategy, which they formulate as stated by Feldberg (2014). This is probably due to poor communication, inappropriate resource allocation and poor organizational structure.

Besides this Kazim (2008) also identified that top managers take a lot of their time in formulating institutional strategies rather than focusing on implementation part of the strategic process. This has led to failure of most strategies being developed.

Also, in Africa, it has become necessary to understand factors which affect implementation of strategic plan. According to Miller (2002) he noted that many organizations in Africa have failed to implement over 70% of their strategic plans due to poor management, inappropriate allocation of organization resources, poor communication and poor organizational structure.

In Kenya, the situation is comparable, as most institutions have found challenges implementing strategic plans especially because of inappropriate resource allocation, poor communication and poor organizational structure. Omboi (2011) noted that resource allocation, organizational structure and managerial behavior could also affect the implementation of strategic plans in schools.

In Nyaribari Masaba Sub-County, many public schools are facing a number of problems, which include unfinished school projects, frequent strikes from students, poor relationships between management and parents and poor school performance. Due to these problems, there is a need to look on factors, which affect the implementation of their strategic plans in order to rectify them as a remedy of improving the situation of Nyaribari Masaba secondary schools.

1.2 Statement of the Research Problem

When schools are implementing their plans, they should identify their priorities, enhance communication and assign people accountable. Effective implementation of strategic plans helps institutions in visualizing their goals and helps them to hit their goals and objectives. In Nyaribari Masaba Sub-County, there has been a significant failure in implementation of strategic plan by most public secondary schools. This is evident through poor performance poor communication and poor relationships between teachers' students and the subordinate, frequent strikes and unfinished projects. Therefore, there is a need to look on the factors, which could

affect the implementation of strategic plan in order to avoid further problems in Nyaribari Masaba Sub-County.

1.3 Purpose of the Study

The purpose of the study was to investigate the school factors that influence implementation of strategic plan in Nyaribari Masaba Kenya.

1.4 Conceptual Framework

1.4.1 Communication

Communication process in implementation involves clearly explanation of what new responsibilities, tasks and duties need to be performed by the implementer. Where employees have easy access to management through open and supportive communication climates tend to outperform those with more restrictive communication environment.

1.4.2 Organization Structure

All structure was one variable which management can adapt to lead the organization to its desired goals and objectives.

Adjusting organization structure according to perfect strategy can ensure successful strategy implementation because it fit the activities.

1.4.3 Resource Allocation

The availability of resources, in terms of staff, knowledge, finance and time, is thought crucial as part of strategy implementation. Therefore, appropriate allocation of resources was important to the survival and success of an organization.

Figure1.1 Showing Conceptual Framework

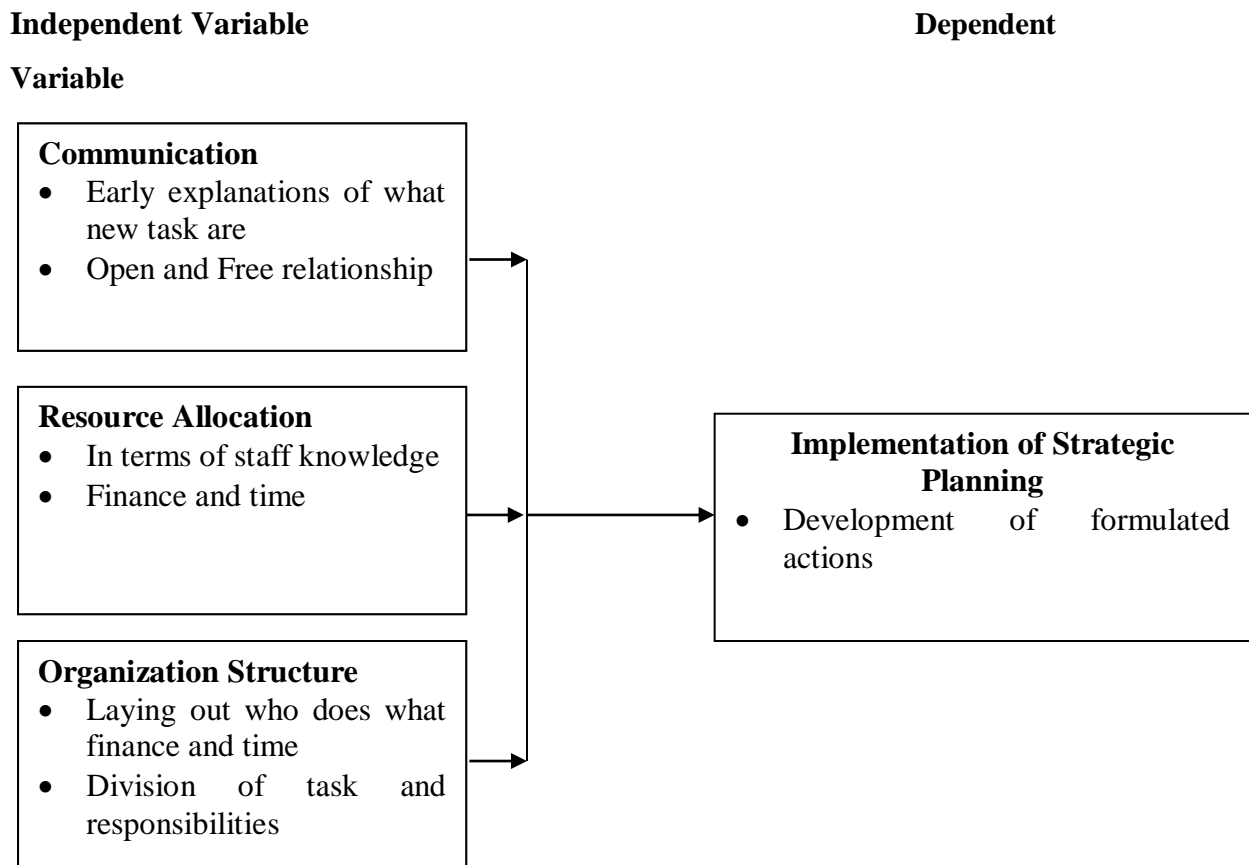


Figure showing the relationship between the dependent and independent variables. Schools with proper communications amongst school’s stakeholders, proper resource allocation and a good organizational structure can enhance effective implementation of strategic plan.

1.5 Research Questions

- i) What is the effect of communication on successful implementation of Strategic plan in public secondary schools?
- ii) What is the impact of resource allocation in implementation of strategic plan in public secondary schools?

iii) What is the impact of organizational structure on implementation of strategic plans in public secondary schools?

1.6 Specific Objectives

- i. The general objective of this study was to find out the factors affecting implementation of strategic plan in public secondary schools in Nyaribari Masaba Sub-county.

1.6.1 General Objectives

- i) To find out the extent to which communication affect successful implementation of strategic plan in public secondary schools.
- ii) To find out the impact of resource allocation in implementation of strategic plan in public secondary schools.
- iii) To find out the extent to which organizational structure affect the implementation of strategic plan.

1.6.2 Research Hypothesis

- i) There is no significant relationship between communication and successful implementation of Strategic plans in secondary schools
- ii) There is no significant relationship between resource allocation and implementation of strategic plans in public secondary schools.
- iii) There is no significant relationship between organizational structure and the implementation of strategic plans in public secondary schools.

1.7 Significance of the Study

1.7.1 The School

Through the board of directors, the school was able to address the need for implementation of strategic plans more effectively and put more emphasis on it as compared to other stages of strategic planning.

1.7.2 The Principals

The study enabled school principals to understand more on factor affecting implementations of strategic plan. The information gathered helped them look for measures that were used to ensure that future strategists are successfully implemented.

1.7.3 Researchers

The study was a good source of references to researches failures. It was a guide in institutional factor formulation in Kenya.

1.8 Delamination of the study

The research was conducted in public secondary schools in Nyaribari Masaba public Secondary schools. Research in private Schools was not able to be conducted due to the fact that they may be operating under different programs. Also, the researcher mostly majored on institutional factors such as communications in a school and resource allocation. Also, only public secondary schools' stakeholders took part in the study.

1.9 Assumption of the study

The study was based on the following assumptions. All the respondents were truthful, genuine and gave honest responses.

1.10 Limitation of the study

The problem of uncooperative respondents was anticipated. The researcher mitigated this by assuring the respondents that the information gathered was handled confidentially and was used for the purpose of the study.

Also, the problem of receiving unfilled or partially filled questionnaires was anticipated. The researcher mitigated this by having simpler questions and to avoid respondents from misunderstanding the questions and be motivated to complete the questionnaires.

CHAPTER TWO
LITERATURE REVIEW
INTRODUCTION

2.1 Introduction

This area looked on previous studies done by other researchers before and conclusion reacted at. It looked on different views of ailltreps about implementation on strategic plans in different organizations. In addition, the gaps, which were identified, were looked at in this chapter.

2.2 Theoretical Review

It was observed by Narold (2010) that planners stand at a better chance of identifying opportunities setting goals and objectives and setting proper strategies for better growth of the than no- planners. In addition to this, he also noted that planners are more motivated to actualize their al objectives than the non- planners. Schmiath and Keil (2013) also noted that skilled manifest in and it was a very important requirement for successful implementation of strategic plans. It was important for one to improve the skills of its manpower.

2.3 Resource Allocation in Strategic Plan Implementation

(Alexander 1985 Miller 2002) noted that competent skills, adequate knowledge a qualified staff adequate finance and time was a crucial part of strategy implementation Barney 1991 noted that appropriate resource allocation could lead to a successful implementation of the strategies formulated by an institution. Rescue allocation entails proper training and development of the staff skills availability of enough structural resources such as assets for use in an institution (Miller 2002). Priorities were given to viable strategies and were clearly laid down. According to www.zainbolk.com an institution has the following types of resources that is physical, technology, human and financial resources. Resource allocation was meant to plan on using the available resources in order to achieve the institutional goals. According to (Miller, 2005) proper resources allocation should be done to ensure effective implementation of strategic plans. In order to achieve efficiency in a school, then school should have the ability to modify their resourcing.

2.4 Research Gaps

After going through the various reviews by various researchers before it was evident that several studies have been done on effective implementation of strategic plans in institutions and possible factors which can affect implementation of strategic plans in institutions, but there was no study that has been done on how communication, resource allocation and structures affect

implementation of strategic plans in public secondary schools in Nyaribari Masaba Sub-County. Hence, this research was meant to explore this variables and possible solutions to the problem

2.4.1 Organizational Structure

According to Brodwin 1984 and Heraclues 2000, organizational structure is an essential tool, which the management can adapt in order to obtain its goals and objectives. It was taken that different levels of management within an organization apply different approaches to implementation (Nutt 1998). Drazine and Howard (1984) Refers to a proper strategy. Structure was an important variable to the successful implementation of an organization strategy. When strategic plans are properly aligned to the organizational structure, success is probably able to come Neil (2002). In an organization strategy requires a structure that helps to reach its goals. According to Carry (2010) the organizational structure needs to fit its strategy. As the number and size of various divisions in an organization increases, the process of controlling and evaluating operations within an organization becomes complex (Brenes & Molina, 2007). An organization that has been less productive and is frequently failing needs to go through restructuring(Hitesh, 2012) structures set should be clear to each and every employee, and should exist open lines of communication for implementation of strategies. According to Hitesh (2012) a regular strategy meeting and a plan are the easiest method to put effective strategic implementation in place in an institution.

2.5. Effect of Communication on strategic Plan Implementation

When the employees have an opened free communication with the management, that organization will perform far much better as compared to organization which has a more restrictive environment (Rapert lynch and water 1986). Also, Peng and Little John 2001) noted that effective communication is a key tool for effective implementation of the formulated strategic plans in any institution. Alexander (1985) noted that communication is a commonly mentioned variable, which can promote strategic implementation to a great extent. It entails clearly outlining what the new responsibilities are, the task and duties which ought to be performed by each employee. Studies of Schaap (2006) insist that frequent upward and downward communication in an organization can bring about a unified agreement between members of an organization. When an organization can effectively communicate the level of commitment to the organization strategies (Floyd, 1992). Effective communication creates a platform through which employees air their views and it also provides good chance for

feedback. Above all effective communication within an organization requires time and a lot of effort Miller (2005).

CHAPTER THREE: RESEARCH METHODOLOGY INTRODUCTION

3.1 Introduction

This chapter presented the methodology through which data was collected and analyzed to respond to the research questions and in order to attain the set objectives. The methodologies were guided by the study objectives. The sub section describes the research design, target population, sampling, research instruments data collection, data analysis techniques and research Questionnaires.

3.2 Research Design

The study employed explanatory research design, which involved collection of data through interviewing and administering of questionnaires to a sample of individual. This was a good instrument to measure characteristics which involves a large population (Orodho 2002). It ensured convenience and confidentiality as it allowed data to be collected faster. It also enabled the researcher to ask questions personally in an interview.

3.2.1 Research Variables

Independent variables were institutional factors such as communication resource allocation and organizational structure, the dependent variable was implementation of strategic plan.

3.2.2 Location of the Study

This study was carried out in Nyaribari Masaba Sub-County Kisii County, Kenya. Its capital town is Kisii town. The Sub-County has a total of 41 public secondary schools and 330 teachers with an involvement of 2500 students. (Singleton 1993) suggest that a good study setting should be the one, which is easy to access and should be that which permits instant rapport with the informants. Nyaribari Masaba Sub-County was chosen since it was within the reach and had the greatest number of public secondary school within Kisii County.

3.3 Target Population

Target population is the characters to which the researcher is interested in the target population. This study consisted of 41 school principals and 289 teachers from public schools in Nyaribari Masaba Sub-County in Kisii County.

3.4 Sampling Procedure and Sampling Size

Sample size is a small group of population which is accessible from the large population of the study (Mugenda 1999). The sampling procedure and sampling size are crucial as they establish

a good way of generalization. This study entailed multiple sampling processes. Stratified random sampling method was used for selecting respondents from various schools. This method was chosen in order to allow all members of selected schools to have an equal opportunity of appearing in the sample.

When a target population is less than 1000 a minimum sample of 50% is adequate for educational research. From 330 members of target population, the researcher used a proportionate sampling to select 105 respondents. The sample consisted of 105 respondents (20 principals and 145 teachers).

Table3. 1:Showing Representation of Sampling

| Description | Population | % | Sample Size |
|--------------------|-------------------|------------|--------------------|
| Principals | 41 | 50 | 20 |
| Teachers | 289 | 50 | 145 |
| Total | 330 | 100 | 165 |

3.5 Research Instruments

The data was collected using questionnaires for both teachers and principals.

3.6 Questionnaires

The Questionnaires was used for data collection since it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The researcher believes that Questionnaires gives researcher respondents freedom to express their opinions and to make suggestions.

3.7 Interview

The researcher interviewed school principals and teachers in Nyaribari Masaba Sub-County, Kisii County.

3.8 Pilot Test

This involved testing the research instruments in condition as similar as possible to the research but not in order to report results but rather to check for problems in wording or content of questions or lack of clarity in instruction. Pilot study was conducted systematically,

with potential respondents and using the same method of Pilot study which assisted the researcher to determine the validity and reliability of the instruments. In this study, the pilot study of the instruments was done in the neighboring area of Nyaribari Masaba Sub-County in Kisii County.

3.9 Validity of the Instruments

Validity is appropriateness, meaningfulness and usefulness of the inferences a researcher makes. This was established to ensure clarity and suitability of language used in pilot study by the researcher. Validity refers to the extent to which a test measures what the researcher actually wishes to measure. To ensure that instruments measure what they ought to measure, the researcher sought assistance of the university supervisors.

3.9.1 Reliability of the Instruments

A researcher instruments yields after repeated tests in this degree. Test retest was a technique of applying the same test twice to the same group. The researcher selected a group in the neighboring Sub-County and administered 5 Questionnaires each for principals and teachers. The research instruments were administered twice with an interval of 1 week between first and second test. Spearman rank or correlation was used to compute the correlation coefficients in order to determine extent to which the content of questionnaire was consistent in coming up with same responses, every time the instrument was administered.

3.9.2 Data collection

Upon the proposal approval by the university, a research permit was obtained from the National commission for science technology and innovation. Thereafter the offices of the sub county Education officer Kisii County were contacted before the start of the study. The researcher personally administered questionnaires to the sampled schools and interview the selected officers. The selected respondents were visited in their schools and questionnaires were administered.

3.9.3 Data Analysis

This is the process of generating meaning of the raw data collected. After data collection, there was cross-examination to ascertain the accuracy, competency and identify those items that were wrongly responded to, spelling mistakes and blank spaces. Qualitative data were analyzed qualitatively using content data analysis based on data analysis of meanings and implications resulting from respondent's information. In addition, qualitative data was analyzed using various statistics including measure of central tendency and dispersion. Descriptive and

inferential statistics was used to answer the research questions and objectives in relation with the topic. The research questions sought to establish the influence of independent variable on dependent variable by statistical package by social science program. The statistical technique that was used include mean, frequencies and percentage to establish the relationship that exists between the variables.

CHAPTER FOUR
DATA FINDINGS AND DISCUSSION
INTRODUCTION

4.0 Introduction

In this chapter, all the findings from the research that was done are presented and illustrated in regards to the data found from principals and teachers and also on regards to the research objectives.

4.1 Bio-data

The section entails the respondent’s years their gender as it was established. From the samples that were taken 80% of the schools were district schools, and 20% were county schools. Therefore no national school was included in this study. This has been illustrated in the table 4.1 below:

Figure 4.1 Showing Category of schools

| Category of schools | | | |
|----------------------------|-----------|------------|-----------------------|
| | Frequency | Percentage | Cumulative percentage |
| County | 8 | 20 | 20 |
| District | 33 | 80 | 100 |
| Total | 41 | 100 | |

It was found from the research that all schools under study has a BOM in place. The schools had their strategic plans in place a mission statement and also a vision for their schools. Besides this all of the schools surveyed had goals and objectives they wanted to achieve at the end of the day. It was also found from the study that all strategic objectives are being established by the BOM. This has been illustrated in table 4.2, 4.3, 4.4, 4.4, 4.5 and 4.6 respectively.

Figure 4.2 Showing Board of Management

| Presence of a Board of Management | | | |
|------------------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 41 | 100 | 100 |
| No | 0 | 0 | 100 |
| Total | 41 | 100 | |

From the research done, it was established that all the schools under study had a BOM.

Figure 4.3 Showing Schools with Strategic Plans

| Presence of Strategic Plans | | | |
|------------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 41 | 100 | 100 |
| No | 0 | 0 | 100 |
| Total | 41 | 100 | |

All the schools under study had strategic plans in place. This ensures that they had followed the government regulations that each school should have strategic plans in place. In Kenya today, schools are ensuring that the strategies formulated are implemented because of the problems they face and it is also a requirement from the government (GOK, .4.4 Schools with a Vision

Figure 4.4 showing Schools with a Vision

| Presence of Vision | | | |
|---------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 41 | 100 | 100 |
| No | 0 | 0 | 100 |
| Total | 41 | 100 | |

The schools under study had a vision for their institutions. Perter (2008) noted that in order to formulate a strategic plan then relevant vision and objectives should be in place.

Figure 4.5 Showing Schools with Mission

| Presence of a Mission | | | |
|------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 41 | 100 | 100 |
| No | 0 | 0 | 100 |
| Total | 41 | 100 | |

All the schools under study had a mission statement for their institutional strategic plans. According to Porter (2008), in order to formulate strategic plans, then the relevant mission statement, vision, and objectives should be in place.

Figure 4.6 Showing Schools with Strategic Objectives

| Presence of Objectives | | | |
|-------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 41 | 100 | 100 |
| No | 0 | 0 | 100 |
| Total | 41 | 100 | |

It was found that all schools under study had clear objectives for their schools. It was established that the school’s principals and the BOM are the ones responsible for coming up with their objectives of the school.

This is illustrated in the table 4.7 below

Figure 4.7 Showing Who is involved in Setting Objectives

| Setting Objectives | | | |
|---------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Principal | 41 | 100 | 100 |
| Total | 41 | 100 | |

The (SWOT) analysis that is strength, weakness, opportunities and threats was being done by 30% only of institutions before they could formulate their strategic plans. The remaining 70%

of the schools failed to carry out a SWOT analysis before formulation of their strategic plans. This has been illustrated in table 4.8 below. Raynor (2007) notes how important it is for schools to carry out a SWOT analysis before formulation of the strategic plans despite the fact that a majority of schools fail to carry out the analysis.

Figure 4.8 Showing Schools Carrying Out SWOT Analysis

| Presence/ Absence of SWOT Analysis | | | |
|-------------------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 12 | 30 | 30 |
| No | 29 | 70 | 100 |
| Total | 41 | 100 | |

From the study, it was found that 35% of the institutions have strategic plans that are relevant with their vision, mission statement and strategic objectives, whereas the remaining 65% of the schools under study had no relevant strategic plans in the line with their school strategic objectives, mission statement and vision. This has been illustrated in the table 4.9 below.

Figure 4.9 Showing Planning with Relevant Mission, Vision and Objectives Plans in Line with Vision, Mission and Objectives

| | Frequency | Percentage | Cumulative percentage |
|--------------|------------------|-------------------|------------------------------|
| Yes | 14 | 35 | 35 |
| No | 27 | 65 | 100 |
| Total | 41 | 100 | |

From the research, it was established that only 41.5% of the institutions have proper communication and the remaining 58.5% had ineffective communication in their institutions. A number of studies done before indicates that proper communication is essential element for proper implementation of strategic plans (Little john, 2001). Therefore, the findings contradicted the previous studies since it was only 41.5% of the schools which had an efficient communication system whereas the remaining 58.5% had poor communication of their strategic plans.

Figure 4.10 Showing Proper Communications

| Presence/ Absence of Communication | | | |
|-------------------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 17 | 41.5 | 41.5 |
| No | 24 | 58.5 | 100 |
| Total | 41 | 100 | |

Out of the 41 schools which were under study 26.5% communicate in ways they can achieve their objectives to all the institutions stakeholders whereas the remaining 73.5% do not. Rapport and Wren (2008) noted that institutions with open and free communication between employees will be more productive as compared to the ones with strict and inaccessible environment for communication. From the information obtained most schools do not communicate how the strategic objectives can be obtained and hence preventing successful implementation.

The common method of communicating is by means of meetings which is presented by 53.5%, internal memos are used by 19% of the schools, newsletter are used by 16.5% of the schools and also 11% of the schools use E-mail to communicate. This is demonstrated in the figure 4.1 below. According to Argenti(2005) a school administer ought to pick the best method through which he or she can communicate to all stakeholders.

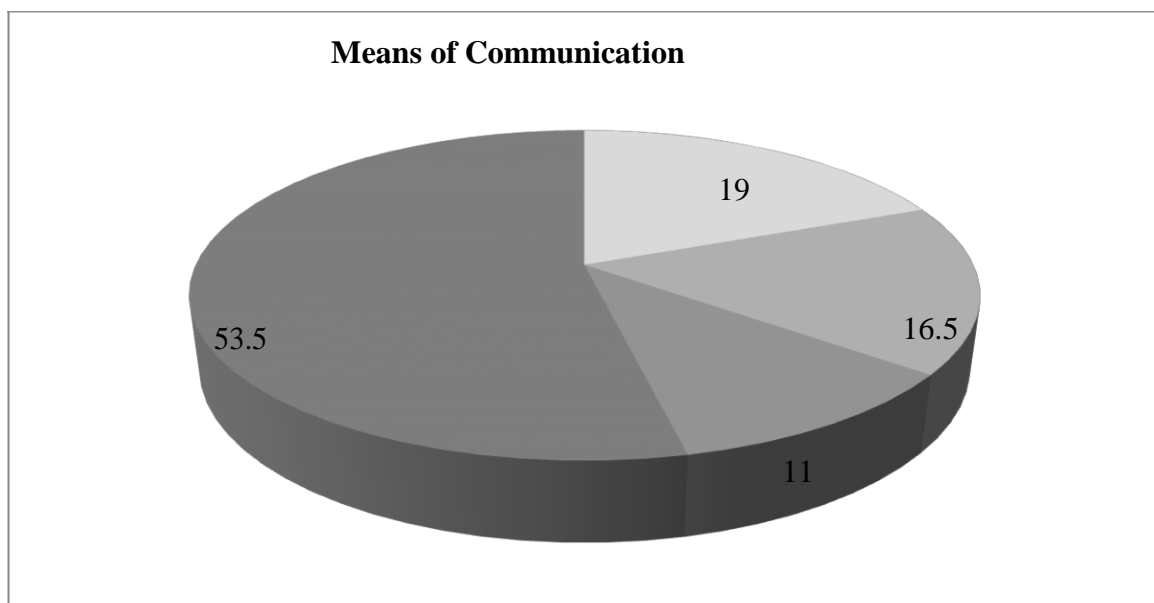


Figure 4.1 Showing Means of Communication

From the data collected, only 18% of the schools communicate how the implementation of strategic plans is progressing with the stakeholders. The remaining 82% do not discuss how the implemented strategic plans are progressing. This has been illustrated in the table 4.12 below.

Table 4.12 Communication of the Progress of Strategic Plan Implementation with School Stakeholders

Communicating Progress of Strategic Plan Implementation

| | Frequency | Percentage | Cumulative percentage |
|--------------|------------------|-------------------|------------------------------|
| Yes | 7 | 18 | 18 |
| No | 34 | 82 | 100 |
| Total | 41 | 100 | |

From the research, it was established that only 20% communicate the vision, strategic objectives and their mission to all school stakeholders; the remaining 80% of the schools failed to communicate their mission, vision and objectives to all schools' stakeholders. This has been illustrated in the table 4.13 below. From the data obtained from the study, most schools fail to adequately communicate to all school stakeholders the vision, mission and strategic objectives.

Table 4.13 Communicating Vision, Mission and Strategic Objectives

Ability to Communicate

| | Frequency | Percentage | Cumulative percentage |
|---------------|------------------|-------------------|------------------------------|
| Able | 8 | 20 | 20 |
| Unable | 33 | 80 | 100 |
| Total | 41 | 100 | |

95% of the schools under study have no adequate money to implement the formulated strategies of their respective schools. It was only 5% of schools under study which agreed to have adequate Money to implement the formulated strategies. From the study, it was found that the main source of finance was from the government. This has been illustrated in table 4.14 and 4.15 below. Alexander (1985) notes that presence of adequate resources that is physical resources, human resources and also funds are essential parts for successful implementation of strategic plans.

Table 4.14 Availability of Finance to Implement Strategic Plans**Adequate Funds for Implementation**

| | Frequency | Percentage | Cumulative percentage |
|-------------------|------------------|-------------------|------------------------------|
| Adequate | 2 | 5 | 5 |
| Inadequate | 39 | 95 | 100 |
| Total | 41 | 100 | |

From the research, majority of the schools lack enough finance to implement their formulated strategic plans due to the fact that only 5% of the schools had adequate finance while the remaining 95% of the schools lack enough finance.

Table 4.15 Source of Funds**Source of Funds**

| | Frequency | Percentage | Cumulative percentage |
|-------------------|------------------|-------------------|------------------------------|
| Government | 41 | 100 | 100 |
| Total | 41 | 100 | |

From the research, it was established that majority of the schools under study lacked enough staff. This was due to the fact that only 20% of the schools had adequate staff and the other 80% of the

Schools lacked enough staff. According to Miller (2005) schools should continuously improve the skills and techniques of its teaching staffs if the institutional goals have to be realized.

This had been shown in the table 4.16 below

Table 4.16. Adequate Staff**Staff**

| | Frequency | Percentage | Cumulative percentage |
|--------------|------------------|-------------------|------------------------------|
| Yes | 8 | 20 | 20 |
| No | 33 | 80 | 100 |
| Total | 41 | 100 | |

The research established that 82.5% under study carry out budgeting for their schools.17.5% of their schools failed to budget in their schools. It was found out that the principal is tge one responsible for budgeting. Adequate resource allocation during budgeting process, sufficient training of staff can increase implementation of strategic plans as established from the research done before. This is illustrated in table 4.17 below;

Table 4.17 Carrying out Budgeting in Schools

| Carrying Out Budgeting | | | |
|-------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 34 | 82.5 | 82.5 |
| No | 7 | 17.5 | 100 |
| Total | 41 | 100 | |

It was established that majority of the schools lack enough adequate physical resources in their respective institutions. 85.5% of the institutions admitted to lack adequate physical resources. It was only 14.5% of the schools which had adequate physical resources in their institutions. This is illustrated below in the table 4.18. According to Barnley (1991) sufficient and presence of physical structures in an institution is necessary for growth and development of institution.

Table 4.18 Sufficient and Presence of Physical Resources

| Physical resources | | | |
|---------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Yes | 5 | 14.5 | 14.5 |
| No | 36 | 85.5 | 100 |
| Total | 41 | 100 | |

In the schools under study, only 28.5% had enough classes. 71.5% of the schools had classrooms which were fairly enough or completely not enough. According to Chowrasta(2011) the allocation of resources must be focused towards achieving the objectives set. This is shown in the table 4.19 below.

Table 4.19 Adequate classrooms

| Classrooms | | | |
|--------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Enough | | 28.5 | 28.5 |
| Fairly enough | | 50 | 78.5 |
| Completely enough | not | 21.5 | 100 |
| Total | 41 | 100 | |

Most of the schools under study had insufficient equipment in their libraries. This made up 60% of the schools under study. 15% of the schools have fairly sufficient equipment while the remaining 25% of the schools are well satisfied with library equipment in their institutions. Morgan (2011) noted that most schools are faced with the problem of inadequate physical resources. Table 4.20 illustrates the above information

Table 4.20 Adequate Library

| Library Facilities | | | |
|---------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Sufficient | 10 | 25 | 25 |
| Fairly sufficient | 6 | 15 | 40 |
| Insufficient | 25 | 60 | 100 |
| Total | 41 | 100 | |

In most schools under study, laboratories are also insufficient. Only 8% of the schools surveyed had sufficient laboratories.10.5% of the schools have fairly sufficient laboratories and the remaining 81.5% claimed to have insufficient laboratories. This is illustrated in table 4.21 below.

Table 4.21 Availability of Laboratories

| Laboratories | | | |
|--------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Sufficient | 3 | 8 | 8 |
| Fairly sufficient | 4 | 10.5 | 18.5 |
| Insufficient | 34 | 81.5 | 100 |
| Total | 41 | 100 | |

Majority of schools surveyed have inadequate dormitories since 70.5% of the institutions claimed that they had inadequate dormitories. 11.5% have fairly sufficient dormitories while 18% of the schools were comfortable with the size and state of their school dormitories. This has been illustrated in the figure 4.22 below.

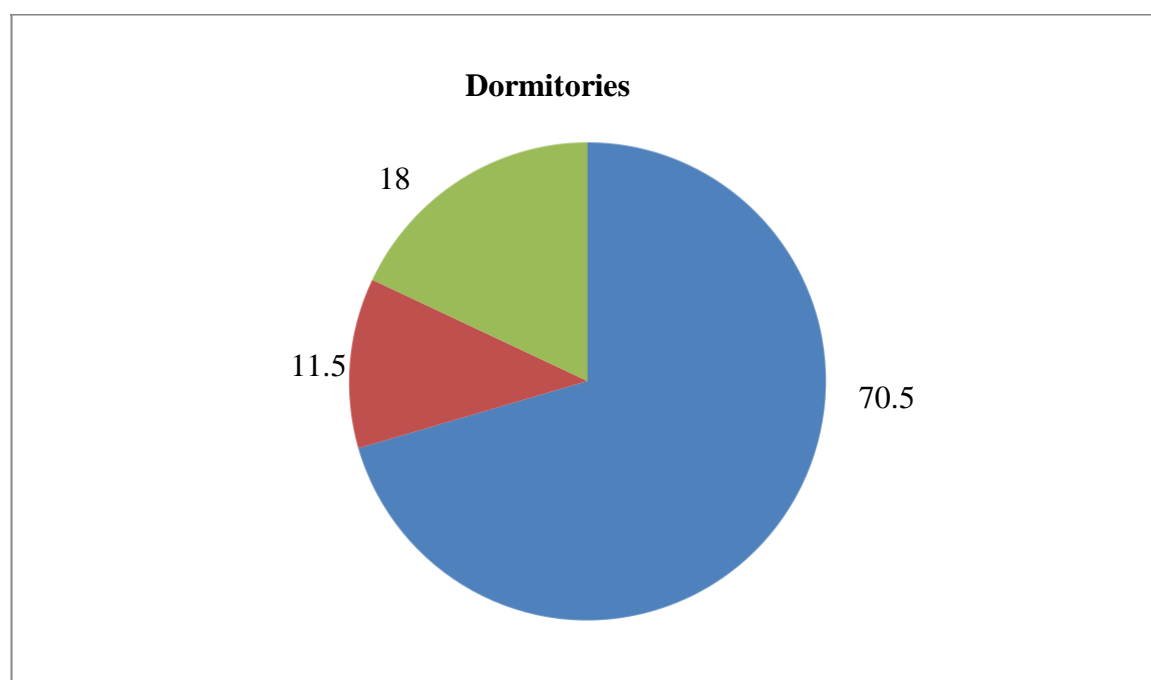


Figure 4.22 Showing Availability of Dormitories

30.5% of the schools surveyed were comfortable with their staffrooms. 20.5% of the schools under study regarded their staffrooms to be fairly efficient while 49% of the schools regarded their staffrooms to be completely inefficient. This has been illustrated in the table 4.23 below

Table 4.23 Availability of Staffrooms

Efficiency of Staffrooms

| | Frequency | Percentage | Cumulative percentage |
|-------------------------|-----------|-------------|-----------------------|
| Efficient | 13 | 30.5 | 30.5 |
| Fairly efficient | 8 | 20.5 | 51 |
| Inefficient | 20 | 49 | 100 |
| Total | 41 | 100 | |

In most of the schools under study textbooks were not adequate as only 15% of the schools were comfortable with provision of textbooks. 20% of the schools claimed that textbooks in their schools are fairly enough while 65% of the schools regarded the supply of textbooks in their institutions absolutely inadequate.

This is illustrated in the figure 4.24 below

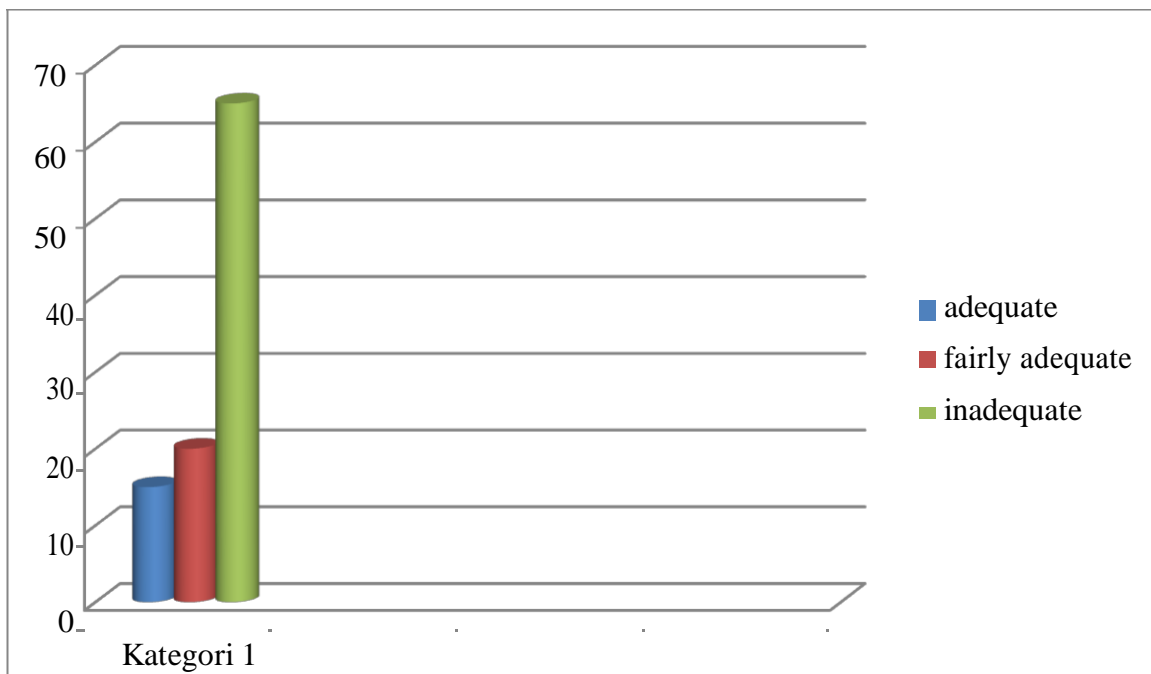


Figure 4.24 Showing Adequacies of Textbooks

From the study, majority if the schools lack of proper organizational structure.81.5% of the school survey claimed to have a bad organizational structure.8.5% of schools under study were comfortable with the way their organizational structure was organized. The allocation of

resources to strategic plans should be focuses towards attainment of stipulated objectives, (Cowrasta, 2011). This is illustrated in table 4.25 below:

Table 42.5 A proper organizational structure

| Organizational structure | | | |
|---------------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Well designed | 8 | 18.5 | 18.5 |
| Not well designed | 33 | 81.5 | 100 |
| Total | 41 | 100 | |

From the study it was found that only 20% of the institution could enhance teamwork amongst all the school departments and carry out frequent meetings to discuss the cost plans. 80% of the schools under survey lacked teamwork amongst the school departments and could not carry out frequent meetings. This has been illustrated in the figure 4.26 and 4.27 below. According to Chandler, it’s wise to ensure there is review of organizational performance for successful attainment of organizational objectives.

Table 4.26 Teamwork amongst Departments

| Spirit of Teamwork | | | |
|---------------------------|------------------|-------------------|------------------------------|
| | Frequency | Percentage | Cumulative percentage |
| Present | 8 | 20% | 20 |
| Absent | 33 | 80% | 100 |
| Total | 41 | 100% | |

Table 4.27 Review of Set Plans

| Conducting Meetings | | | |
|----------------------------|-----------|------------|------------|
| | Frequency | Percentage | Cumulative |
| | | | percentage |
| Yes | 8 | 20% | 20 |
| No | 33 | 80% | 100 |
| Total | 41 | 100% | |

Majority of schools under study represented by 85% could hold less than three meetings in a term. The remaining 15% of schools under study could hold their meetings more than three times in a term. Schaap(2006) notes that frequent review of organizational structure could greatly impact viable implementation of strategic plans. This is illustrated in table 4.28 below.

Table 4.28 Number of Meetings in a Term

| Meeting Times | | | |
|----------------------|-----------|------------|------------|
| | Frequency | Percentage | Cumulative |
| | | | percentage |
| Less than three | 35 | 85 | 85 |
| More than three | 6 | 15 | 100 |
| Total | 41 | 100 | |

From the study, principals take part in the whole process of structure making but it was found that the BOM do not fully take part in the organizational restructuring. According to Hitesh (2012), restructuring should be done by all the concerned school stakeholders.

CHAPTER FIVE:

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS INTRODUCTION

5.0 Introduction

The chapter provides an overview of the research; it also gives conclusions and recommendations which can help in knowing possible factors which prevents effective implementation of strategic plans in public secondary Schools in Nyaribari Masaba sub-county.

5.1 Summary of Finding

The major aim of the study was to find out institutional factors affecting implementation of strategic plans in public secondary schools in Nyaribari Masaba sub-county. An explanatory research design was employed during the study and questionnaires were used to collect data at a great extent. A stratified sampling technique was used in selection of respondents. From 330 targeted populations, the researcher used proportionate sampling to select 165 respondents that is 20 principals and 145 teachers.

What was found from the study has been discussed putting major emphasis on the objectives of the study. This entails identifying the appropriate procedure for strategic plan formulation, finding out the impact of proper communication on viable strategic plan implementation in public institutions, finding out how resource allocation affects implementation of strategic plans in institutions and establishing the impact of Organizational structure on successful strategy formulation.

5.1.1 Planning with relevant mission, vision and objective plans.

From the research done, it was found that most of the institutions under study have strategic plans, but only 35% of the institutions have strategic plans that are relevant with their vision, mission statement and strategic objectives whereas the remaining 65% of the schools under study had no relevant strategic plans in line with their school strategic objectives, mission statement and vision.

The SWOT analysis that is strength, weaknesses, opportunities and threats was being done by only 30% of the institutions before they could formulate their strategic plans. The remaining 70% of the schools failed to carry out SWOT analysis before formulation of their strategic plans.

5.1.2 Proper Communication on Implementation of Strategic Plans

From the data collected, it was established that only 41.5% of the institutions have proper communication and the remaining 58.5% had ineffective systems of communication. Out of the 41 schools under study, only 26.5% communicate ways to achieve their objectives to all institutional stakeholders whereas the remaining 73.5% do not.

The common method of communication is by means of meeting which is presented by 53.5%, internal memos are used by 19% of the schools, newsletters are used by 16.5% of the schools and also 11% of the schools use E-mail to communicate.

From the data collected, only 18% of the schools communicate how the implementation of strategic plans is progressing with the stakeholders. 82% of the schools do not discuss how the implemented strategic plans are progressing.

Majority of the schools under study failed to communicate their vision, objectives and mission to all school stakeholders. Only 20% communicate their vision, strategic objectives and mission to all school stakeholders.

5.1.3 Availability of resources to implement strategic plans

From the study, it was found that the main source of finance was from the government. 96% of the schools under study have no adequate money to implement the formulated strategic plans. Only 5% of the schools under study agreed that to have adequate money to implement the formulated strategic plans. It was established that 82.5% of the schools under study carry out budgeting for their schools while 17.5% of the schools failed to budget in their institutions.

From the data collected, it was established that majority of the schools lack adequate physical resources in their respective institutions. 85.5% of the schools admitted to lack adequate physical resources.

The results of the research indicated that 28.5% of the schools had enough classrooms 71.5% of the schools had classrooms which were fairly enough or completely not enough.

It was established from the findings that 60% of the schools under study lacked enough facilities in their libraries. 15% of the schools have fairly sufficient equipment while the remaining 25% are well satisfied with their library equipment.

Majority of the schools under study had a shortage of dormitories since 70.5% of the institutions claimed to have inadequate dormitories. 11.5% of the schools have fairly enough dormitories while 18% of the schools were comfortable with their dormitories.

49% of the schools were found to have inadequate staffrooms, whereas 20.5% of the schools were comfortable with their staffrooms. In most of the schools surveyed, 15% of the schools had adequate supply of text books, 20% of the schools had fairly enough textbooks and 65% of the schools had completely inadequate supply of textbooks in their institutions.

5.1.4 Formation of Organizational Structures

The BOM should be in the front in formation of structures whiy enhance implementation of strategic plans.

From the data collected, only 20% of the institutions could enhance teamwork amongst all the school departments and carry out frequent meetings to discuss the set plans. 80% of the schools under survey lacked teamwork amongst the school departments and could carry out frequent meetings. 85% of the schools failed to review the set structures.

5.2 Conclusion

The aim of the research was to determine factors affecting implementation of strategic plans in public secondary schools in Nyaribari Masaba Sub-county. From the research it is right to say that implementation of strategic plans is a very crucial part for the growth and success of any institution.

From the findings, it can be concluded that principals and BOM are in the front line in the process of coming up with strategic objectives. The school objectives should be set up by all school stakeholders. SWOT analysis needs to be carried out by every institution before formulation of their strategic plans in order to determine the strengths, weaknesses, opportunities and threats of the institution.

Majority of the Schools formulate strategic plans which are not in line with the school's vision, mission and objectives, also in many institutions' principals are the ones who mostly determine the strategies formulated.

Stakeholders own the strategic plan document when they are involved in its formulation.

It's crucial to make implementers aware of the strategic plans. Majority of the schools lack proper communication. Most principals fail to inform all implementers how the formulated strategies are to be achieved. Many institutions fail to carry out a review of their strategic plans and they fail to conduct frequent meetings to access progress.

When organizational structure is well adopted by an organization it can automatically attain its strategic objectives. It was found most institutions' departments have no teamwork amongst themselves. The departments fail to conduct frequent meetings to access progress of structures set.

In order to attain strategic objectives of institutions, the schools need to restructure their respective departments. Adequate funds are necessary for successful implementation of the set strategic plans. Most institutions lack adequate resources to implement their formulated plans. Most institutions lack adequate resources to implement their formulated plans. Many institutions lack enough staff and other physical resources which hinder implementation of the formulated plans.

Principals lead in strategic plan implementation through the guide of the BOM. Despite this fact they are unable to effectively implement the formulated strategies due to lack of enough funds and other physical resources discussed before.

5.3 Recommendations

1. The school principals should be guided by skills and knowledge they acquired earlier before and during implementation of strategic plans so as to ensure the schools objectives are successfully achieved.
2. There should be collaboration between the management of the school with various stakeholders who facilitate mobilization of funds. The collaboration together with advanced knowledge and skills in utilization of finance will enable institutions to successfully finance their plans of development.
3. Training for all principals should be conducted by the government to adjust their skills on how they can utilize the scarce resources in their institutions to successfully implement the formulated plans. The aim of the training should be on enhancing understanding on the SWOT analysis on the process of implementing the formulated plans.
4. The policies formulated by the ministry of education concerning development of strategic plans should contain a clear framework and ways to attain the institutional objectives.

5.4 Recommendations for Further Research

In order to deeply understand the institutional factors which, influence implementation of strategic plans in public secondary Schools, the areas below are recommended for further research;

1. Only one county was under study and since the county is big, many schools were not surveyed. For good generalization, a number of studies should be conducted on the same subject.
2. A similar study on the same subject can be done on secondary schools which are private in order to make comparisons.

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APPENDICES

APPENDIX 1: PRINCIPAL'S QUESTIONNAIRE

You are kindly requested to provide information concerning the implementation of strategic plans in your institution. Put a tick in order to fill this questionnaire successfully. Your response will be handled with confidentiality and will only be used for learning purposes.

SECTION A

Background information

1. Gender

Male Female

2. Education Level

Masters Degree

Diploma others

(specify).....

3. Years served as a principal in the current school

0-2yrs

2-5yrs

Above 5yrs

4. The school category

National County District

5. Which year did the school start?

6. Does your school have a BOG?

Yes No

SECTION B

A. FORMULATION OF STRATEGIC PLANS

1. Do you have strategic plans in your school?

Yes () No ()

2. Do your school have a

a) Mission Statement Yes () No ()

b) A vision Yes () No ()

3. Do you have strategic objectives in your school to achieve?

Yes () No ()

4. If there are strategic objectives, who is involved in setting them?

a) The principal () b) Students () c) HODs () d) The BOM () e) PTA ()

Others (specify).....

5. Is SWOT analysis taken before strategies are formulated in your school?

6. If it's carried out, who carries out the SWOT analysis?

a) The principal b) The HODS c) The BOM () d) The PTA

7) Who formulates strategic plans in your school?

a) The principal () b) The BOM () c) The HODs () d) Students ()

8. Does the formulated strategic plans in line or relevant to the vision, Mission and strategic objectives?

Yes () No ()

4. Is there adequate staff in your institution to ensure successful implementation of strategic plans?

5. Specify the type of staff

- a) Graduate teachers
- b) Untrained teachers
- c) Support staff
- d) Diploma teachers

6. What is the total number of students in your school?

.....

7. How many streams do you have?

8. Is budgeting carried out before the formulated strategies are implemented in your school?

Yes No

9. If yes, who is involved in budgeting?

a) Principal b) Students c) PTAs d) BOM e) HODs

10. Are there enough physical resources in your school to promote successful implementation of strategic plans?

Yes No

11. What is the state of physical resources in your school?

| Physical resources | Very efficient | Efficient | Fairly efficient | Inefficient |
|--------------------|----------------|-----------|------------------|-------------|
| Laboratories | | | | |
| Library | | | | |
| Classrooms | | | | |
| Dormitories | | | | |
| Textbooks | | | | |
| Staffrooms | | | | |

D. ORGANIZATIONAL STRUCTURE

1. There a properly made organizational structure during formulation of strategic plans?

Yes ()

No ()

2. Is there teamwork between the school departments to ensure realization of strategic objectives?

3. Are meetings held in your school to check on how the structures being set are progressing towards attainment of the set objectives?

4. If the meetings are being held, how often do they occur in a term?

5. Who are involved in making organizational structures?

Principal ()

BOM ()

Teachers ()

Students ()

All the above ()

6. In your own opinion, what is the importance of having strategic plans in your institution?

****Thanks for your time and responses***