STRATEGIC PLANNING AND PERFORMANCE OF SECONDARY SCHOOLS IN LIMURU SUB COUNTY, KENYA

BY

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DECLARATION

This project is my original work and has not been presented for the award of a degree or any other award in any university.

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D61/85466/2016

This research project is submitted for examination with my approval as a University supervisor.

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DEDICATION

I dedicate this project to my lovely daughter Sheryl and my husband Sam. Thank you for always inspiring me and making me realize my potential. I can never thank you enough. You have always given me a strategic push in life.

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I remain grateful to Almighty God for granting me an opportunity and enabling me to complete this course. His grace has enabled me to accomplish such great work. Secondly my deepest appreciation goes to my supervisor Prof. Evans Aosa for his guidance and support and the valuable advices that lead me through the process of drafting this project. I am very grateful for his faith in my capacity and the expert input in this work. I acknowledge the support from Prof. Ogutu as the project moderator and all the university lecturers from the department of business administration.

To my dear husband Sam and my daughter Sheryl, thank you for your support, patience and always believing in me and pushing me to achieve my dreams.

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ACRONYMS AND ABBREVIATIONS

BOM: Board of Management

DQUASSO: District Quality Assurance Officer

EFA: Education for All

FDSE: Free Day Secondary Education

FPE: Free Primary Education

FSE: Free Secondary Education

IOET: Industrial Organization Economics Theory

KCSE: Kenya Certificate of Secondary Education

KESSP: Kenya Education Sector Support Program

KNEC: Kenya National Examinations Council

MDGs: Millennium Development Goals

MOE: Ministry of Education

NESSP: National Education Service Support Program

NGOs: Non- Governmental Organizations

PEST: Political Economic Social Technological

PTA: Parents Teachers Association-

RBT: Resource Based Theory

SWOT: Strengths Weaknesses Opportunities Threats

UPE: Universal Primary Education

ABSTRACT

There is no consensus on whether strategic planning has a positive influence on performance. Various researchers and authors possess divergent views leading to inconsistent planning-performance findings. Although strategic planning is not the sole contributor to high firm performance, most scholars assert that firms that have executed strategic plans perform better than their counterparts. The objectives of the study were to to determine the influence of strategic planning on performance and to establish strategic planning practices adopted by secondary schools in Limuru sub county, Kenya and The target population comprised 37 secondary schools however only 31 participated. Cross sectional survey design was employed. Primary data was collected using closed ended questionnaires and secondary data was collected by obtaining the performance of the schools for the past three years from the KNEC website. Both inferential and descriptive statistics were utilized for data analysis. The study key findings were that majority of the secondary schools in the sub county practiced formal strategic planning. 89% of the public secondary and 59% of the private secondary schools practiced formal strategic planning. The study established that stakeholder involvement and environmental analysis in the process of strategic planning were conducted to a moderate extent. Also the study established that strategic planning was positively correlated to performance. This study gave the following recommendations: Schools management should ensure that the level of stakeholders' involvement and environmental analysis is increased, the policy developers to organize for trainings to sensitize the schools' management on the importance of strategic planning. The main limitation was that the study findings are only limited to the secondary schools in Limuru sub county at that particular period. The study concluded that strategic planning is an important practice in secondary schools and both private and public secondary schools should embrace the practice. Finally, future researchers should consider carrying out a similar study in a different context using the same methodology or the same study in the same context but using a different methodology.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

There is no universally accepted definition of strategic planning. However, there appears to be a convergence of ideas by business managers and scholars that it is a procedure worried about definition of plans, objectives, goals and strategies which if all around actualized empower an organization to accomplish its vision. Thompson et al (2007), characterize strategic planning as competitive moves and business approaches that administrators utilize in business development and accomplish focused levels of performance. Performance on the other hand can be defined as the end results of activities.

There has been debate on whether strategic planning improves performance. Throughout the years, specialists and experts have examined the impact organizational performance has on strategic planning however the connection amongst' methodology and firm performance is as yet a continuous talk (Bolo et al, 2012). Some scholars contend that organizations with thoroughly thought out and superbly executed strategic plans have high performance likelihood while critics contend for presence of exceptionally insignificant relationship between strategic planning and high firm performance (Ansoff, 1990).

Open systems theory, the stakeholder theory and the resource based theory were the basis of this study. Open systems theory asserts that organizations are open frameworks that

get contributions from the environment, change them into yield and discharge them back. This theory has been used in this study to demonstrate the constant school interaction with their environments and appropriately structure them to manage the powers around them.

The resource based theory suggests that resources possessed by a firm are the main determinant of its performance which contributes to a sustainable competitive advantage. This theory has been used in this study to suggest that for effective strategic planning, the organization depends on the resources in their possession whether tangible or intangible.

Emphasizes on active management of relationships, business environment, and promotion of shared interests is provided by the stakeholder theory. The theory suggests that key stakeholders interests must be assimilated into firm's purpose. In a strategic way, stakeholder relationships need to be managed The study applied this theory so as to show that stakeholder's involvement is necessary in the process of strategic planning so as to maximize the performance of an organization.

Education in Kenya is intended to give a talented workforce, create an acculturated society and advance dynamic citizenship in order to further push the government's financial and social plan. Secondary schools motivation in Kenya is to furnish students with information, abilities and qualities to contend in acquiring quality courses and universities, (Birgen 2007). This research expected to set up whether stakeholders in Limuru Sub County Kenya secondary schools, hold onto strategic planning as an

administration device to dissect the competitive environment, appropriate resource allocation, secure competitive advantage that is sustainable and whether it had impact on performance.

1.1.1 Concept of Strategic Planning

Specialists and researchers in Business characterize strategic planning in various manner. In spite of the fact that there might be no all-inclusive definition, both researchers and business managers concur that it is a procedure worried about detailing of plans, objectives, strategies and goals which if all around actualized empower an organization to accomplish its vision(Thompson et al (2007). Johnson, Strategic planning is defined as a procedure which contains settling on strategic decisions (Scholes & Whittington 2008). As indicated by Bruce and Longdon (2000) Strategic planning involves characterizing the reason for the organization, advantage, defining limits, picking regions of emphasis and budget estimation.

Strategic planning is administration by plans, a diagnostic procedure that focuses on settling on ideal strategic choices (Drucker, 1954). Ansoff (1991) characterizes strategic planning as the way toward looking for a superior match between a company's item or innovation and expanding turbulent markets. Strategic planning is characterized as an advancement of administrative reaction to natural change in a concentration moving to integration of structure and strategy from internal structure and production efficiency (Hofer &Schendel 1978).

Porter (1980, 1985) work on study of industry communicated that organizations should position themselves positively against restricting powers inside their industry and support

a strategy that would enable them to contend conclusively. Strategic planning enables firms to come up with robust strategies which lead to sustainable competitive advantage.

Strategic planning is critical in the processes of strategy formulation and implementation (Argenti, 1968). The roots of formal strategic planning can be traced to immediately after the 2nd world war in 1950's. This was necessitated by the need to manage the US economy which was in distress. Other economies in Europe and Asia had collapsed during the war. Amid the 1970s, the attention on strategic planning wound down because of expanded natural turbulence, lessened business openings, expanded rivalry and globalization of ventures. Strategic planning was up to this point created in stable business natural conditions. This period saw consistency between key designs, yearly designs and spending plans. In strategic planning process, There was more prominent association of stakeholders.

1.1.2. Organizational Performance

A social unit inside that individuals endeavour to accomplish a given mission defines the term organization (Sababu, 2007). Drucker (1984), characterizes performance of organization as far as adequacy and productivity with which the organization's destinations are accomplished. Most investigations of organization performance characterize performance as a needy variable and try to recognize factors that deliver varieties in performance (Walk and Sutton, 1997). Additionally they take note of that scientists who consider organizational performance along these lines regularly dedicate little consideration regarding the complexities of such a plan.

According to Johnson et al (2008) in all organizations, the idea of performance is dynamic. Organizational performance measures the degree that objectives and targets of an organization have been accomplished. This measure of accomplishment advises partners on whether the performance is negative or positive. Contingent upon their nature and objectives, different organizations utilize distinctive methods of performance measurement (Oeba et al (2010). It is prudent to gauge performance of an organization by utilization of both money related and non-budgetary viewpoints.

Performance measurement in a school set up incorporate parameters of scholastic magnificence, foundation improvement, train and school culture, stakeholder fulfilment, budgetary steadiness and perfection in extracurricular exercises (Okwako, 2013). Organization performance is a fundamental perspective, as March and Sutton (1997) notes, execution correlations turn into a reason for settling on choices about allocation of resources, assessing officials and for change stimulation.

1.1.3 Secondary Schools in Kenya

The Kenyan education framework keeps running from early childhood to primary level, to secondary level lastly the tertiary level either university or college. The Kenyan government attempts to give quality education to each Kenyan child regardless of their social-financial status through activities, for example, Universal Primary Education (UPE), Free Primary Education (FPE) and Free Day Secondary Education (FDSE) (Basic Education Act No. 14 of 2013).

The Ministry of Education (MOE) in 2005 with an end goal to accomplish its objectives as imagined in the social pillar of vision 2030 of guaranteeing the arrangement of important and quality training to all Kenyan, presented strategic management in all public learning organizations. The Kenyan government in 2008 through the education ministry of science and innovation gave 2008-2012 blue print strategic planning. The vision entails having an all-around quality education. The mission was to advance, organize quality education (MOE key arrangement 2008-2009).

According to Chemwei et al (2014) the Kenyan education segment since 2003 has set out on plans to found changes at all levels. Education Sector Strategic arrangement (2003) was created by the government and set targets laid out in the sessional paper No 1 of 2005 (Walekhwa, 2008). Several changes have been later observed i.e. the performance specialist has changed to National Education Sector Support Program, (NESSP) and Sessional Paper No 1 of 2005 refreshed to Sessional Paper No 14 of 2012 with reference to another Basic Education Act 2013 and now MOE's Strategic arrangement 2012-2017.

Through the Ministry of Education Science and Technology, in 2013, the legislature of Kenya required every single open establishment to create, actualize, screen and assess its inner strategic planning as methods for improving outcome based administration and effectiveness in their operations. Kenya has 47 regions which are additionally separated into sub provinces. Limuru Sub County is one of the twelve sub areas in Kiambu County, Kenya. It has both private and public secondary schools with some being day school as others offered boarding facilities. Schools are additionally assembled into: sub county schools, county schools, extra County and national schools.

Limuru Sub County had 37 secondary schools as at June 2017. As a prerequisite by the MoE, the schools in Limuru Sub County are relied upon to build up strategic planning. The restricted resources and the harsh condition which is exceedingly focused have made strategic planning a fundamental practice looking for enhanced scholastic and extracurricular performance.

1.2 Research Problem

The argument on whether strategic planning enhances performance is still continuous. Performance planning discoveries are conflicting and uncertain yet most specialists recommend that strategic planning impacts performance of an organization however what achieve the varieties are the estimation strategies and possibility factors. Because of the turbulent condition, the idea of this concept has turned out to be prevalent as administration's apparatus to control survival of an organization and furthermore enhance performance. Ansoff (1990) contends that there is a positive connection between strategic planning and performance. Then again, different researchers contend that the connection amongst performance and planning is conflicting (Barney 2007, Thompson et al, 2007).

In accordance with MOE's strategic plans, Secondary schools in Limuru Sub County are required to figure strategic plans. This is done so as to cultivate the administration's motivation to give each child in Kenya the privilege to quality education (Birgen, 2007). The government of Kenya in 2013 through the Ministry of Education Science and Technology required every single public establishment to create, actualize, screen and assess its interior strategic planning as methods for upgrading result based efficiency and management in their operations. Other than this being policy of the government, the constrained assets and the turbulence of the environment and the high rivalry has made Strategic planning a necessity (Gode, 2009).

Many researches have been completed because of strategic planning on performance. For example, Bell (2002) study focussed on English schools in the UK to analyse whether

strategic planning and school administration prompted performance, Mugure (2014) did an overview on Strategic Planning and Performance in Investment Groups in Nairobi County. Nyongesa (2014) considered Participatory Strategic Planning and Performance of Commercial Banks in Kenya. Okwako (2013) did an investigation on Strategic Planning and Performance of Public Secondary Schools in Rarieda District, Kenya. Ayieko (2009) examined strategic planning practices and performance of assembling firms in Kisumu city. Maina (2016) did a review on Influence of Stakeholder's contribution in strategy detailing and performance in Public Secondary in Thika sub-County however he didn't single out how performance is affected by strategic plans.

There is no inclusive way to deal with strategic planning. Distinctive organization perform strategic planning in an unexpected way. There is no comparable study done in an indistinguishable setting from this, that concentrated on strategic planning performance in secondary schools in Limuru Sub County, Kenya and consequently, this plainly showed knowledge gap presence that was addressed in this study. Does strategic planning impact performance in secondary schools in Limuru Sub County, Kenya?

1.3 Objectives of the Study

This study had two objectives. These are:

i.   To establish strategic planning practices adopted by Secondary schools in Limuru Sub County, Kenya.

ii. To determine the influence of strategic planning on performance of Secondary schools in Limuru Sub County, Kenya.

1.4 Value of the Study

Theory building contribution has been achieved from this study as it has established that there is a positive correlation between strategic planning and performance. It affirms that performance is positively influenced by strategic planning.

Policy developers in education can use the report from this study to enable them formulate viable and relevant policies. Policy developers such as the District Quality Assurance Officer (DQUASSO), Board of Management (BOM) and MOE. County Education Officers, principals can use the information from this study to determine effective for strategic planning practice.

To the management of the schools in Limuru Sub County, the study findings are highly important as it has highlighted strategic planning practices effectiveness and their impact on performance. The school management should consider all the stakeholders in the strategic planning process as it will enable them to improve the performance of school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section surveyed previous studies on the topic to be contemplated. It details the study's theoretical establishment and furthermore review studies on different strategic planning practices and performance of organization. At last, the section analysed the relationship between strategic planning and organization performance

2.2 Theoretical Foundation of the Study

Strategic management is a moderately new field of concentrate. This suggests there are no plainly set principles and strategies in completing exploration in strategic management. It is additionally multi-dimensional in that it gets broadly from different areas for example: sociology, psychology, economics and marketing. This study was tied down on the following theories:

2.2.1 Open Systems Theory

Open system theory expresses that associations are open frameworks that get different contributions from the environment, change them into yield and discharge them back. In this setting, schools continually interface with their surroundings and suitably structure themselves to manage powers around them (Scott, 2008). All schools are open frameworks, in spite of the fact that the level of connection with nature may change contingent upon the school (Norlin, 2009) Open frameworks comprise of five essential components: inputs, outputs, a transformation process, feedback and the environment (Scott, 2008).

A framework is an interrelated arrangement of components working as a working unit (Senge, 2006). A school as a framework utilizes four sorts of contributions from the environment. These include: HR, for example, managerial and staff ability, budgetary assets, for example, accounts got for both progressing and long haul operations, physical assets such supplies, materials offices and gear and ultimately data assets.

2.2.2 Resource Based Theory

Resource based theory stipulates that organizations perform better when they gather resources that are significant, strong, uncommon, hard to copy and better than contender's resources and effectively package them into one of a kind abilities which they can use to create upper hand and unrivaled execution. Wernefelt (1984) is the defender of resource based theory. The fundamental principles of this theory are that organizations have diverse resources and these distinctions prompt varieties in performance

As per Resource Based Theory (RBT) defenders, it is considerably more attainable to exploit external opportunities utilizing existing assets recently as opposed to attempting to gain new abilities for each unique opportunity. In RBT display, assets are the fundamental supporters of an association's performance. Tangible resources allude to resources that can be touched, seen and evaluated. This could allude to the physical resources, for example, buildings, land, finances and so on. Intangible assets are those that are not physically display e.g. information and aptitudes of employees and school's way of life. Abilities then again allude to what an organization can do. To be fruitful a firm ought to dependably create capacities to keep pace with the consistently evolving condition.

2.2.3 Stakeholder Theory of Strategic Management

Stakeholder theory tends to address value and morals in dealing with an organization. Freeman (1984) characterized stakeholders as any gathering or person who is influenced by or can influence the accomplishment of an organization's targets. The Stakeholder way to deal with Strategic Management, advocates for chiefs to detail and execute forms

which fulfill all and just those gatherings who have a stake in the business. Overseeing and incorporating the connections and interests of representatives, investors, providers, clients, and different gatherings in a way that guarantees the long haul achievement of the firm forms the basic errand in this strategy.

The Stakeholder approach stresses dynamic administration of the business condition, connections and advancement of shared interests. The theory recommends that, on the planet loaded with turbulence and quickening change, the interests of key partners must be coordinated into the very motivation behind the firm and partner connections must be overseen deliberately.

2.3 Concept of Strategy

Strategy involves assurance of the fundamental objectives that is of long term and targets of an organization. In addition it involves the appropriation of game-plans and allocation of resources important to accomplish the objectives (Chandler, 1962). Through strategy, organization achieves its long term objectives through the resource configuration inside a changing domain to accomplish destinations of addressing the necessities of a market and satisfying the stakeholders desires (Johnson and Scholes, 1999).

Strategic management field can't stand to depend on one term for the meaning of strategy (Mintzberg, 2001). In this manner, as per him, strategy is an arrangement, ploy, position and point of view. As an arrangement procedure is characterized as a proposed game-plan to manage a circumstance. It manages how pioneers attempt to build up heading for

associations, setting them on a foreordained blueprint. Strategy as an example is viewed as a predictable conduct whether expected or not.

Strategy is the course of action of choices in an organization that purposes and uncovers its points, goals or targets that create prevailing arrangements and plans for fulfilling these aims and depicts the extent of business the organization is to pursue, the sort of financial and individual organization it is or anticipates that it will be (Andrews, 1987). Hofer and Schendel (1978) suggest that procedure is the match between an organization's resources and the environment opportunities and dangers it faces. Each firm has a system, despite the fact that only one out of every odd strategy is great.

Despite the scholars defining the concept of strategy differently, they all seem to agree that a strategy acts as a link between the organization and its external environment. Indeed, it has been argued that an organization without a strategy is like a ship without a rudder. An organization can neither have direction nor survive without a robust strategy.

2.4 Strategic Planning in organizations

Strategic planning is an exhaustive procedure to interface needs with resources and set up needs. Strategic planning can likewise be seen as a hierarchical administration action that is utilized to concoct the mission, vision, values, objectives, targets, parts and duties, timetables and faculty in charge of taking the association from the current to the coveted state in future (Chiuri and Kiumi, 2005). Effective strategic planning verbalizes not just

where an organization is going and the activities expected to gain ground, yet in addition how it will know whether it is fruitful.

Strategic planning is an administration device that enables an organization to center its vitality so as to guarantee that individuals from organization progress in the direction of objectives, to survey and alter the course of organization in light of an evolving domain (Bryson 1988). Strategic planning was used by the armed force to crush their foes. Business acquired the majority of the fruitful administration applications after the Second World War. The idea of value has turned into an inalienable part of instructive process for its prosperity with the changing examples in instruction. Strategic planning has hence been embraced in learning organizations as a method for accomplishing school viability (Marmar, 2001).

Strategic planning is an administration procedure that consolidates four essential highlights; a reasonable articulation of the organization's main goal, distinguishing proof of the organization's external constituencies and portrayal of agency's vital objectives and targets and the strategies development to accomplish them (Berry, 1994). Different literature on planning of strategy recommends that there are two wide measurements along which vital arranging can be depicted, arranging substance or closures and arranging procedures or means (Boyd, 1991; Brews and Hunt, 1999; Miller and Cardinal, 1994). Planning content alludes to the closures of the process of planning, for example, mission statement and objectives while planning process underline the strategies by which the planning process is done.

Porter (1985) noticed that strategic planning is valuable despite its dropping out of design in 1970s. Strategic planning has natural esteems that in the long run convert into enhanced organization performance (Greenly 1986). Strategic planning is fundamental in adjusting organization's interior exercises to the consistently changing outer condition. Strategic planning has fundamentally picked up prominence in present day organization as they work in turbulent condition and subsequently it is a method for settling issues adequately and productively. In this way, Strategic management is an indispensable device to display day directors to explore through the unpredictable, dynamic, focused and unverifiable business condition. Strategy goes about as the connection between the organization and its outside condition. It causes an association to react suitably to changes in the environment. To be sure, it has been contended that an organization without a strategy resembles a ship without a rudder. At the end of the day, an organization can neither have heading nor survive without a strong strategy.

2.5 Strategic Planning Process

Strategic planning process involves four steps: Selection of corporate mission and goals; analysis of external environment; analysis of internal environment and selection of strategies. Corporate mission choice and primary corporate objectives causes directors to infer significant systems (Sababu, 2007). Organization external environment analysis is basic in distinguishing threats and opportunities. Then again, investigation of the internal operating environment distinguishes the organization's weaknesses and strength (Bruce, 2000).

The correct strategy selection is instrumental in expanding on strength of an organization and deal with the threats so as to exploit opportunities and counter threats from the external environment. Strategy implementation and control includes planning organization structures that is appropriate and control system to put into action the organization's strategy. Strategic planning can either be semi-formal formal or casual. Convention characterizes the degree to which a system is deliberate, reported, conveyed and time spent on planning (Gode (2007) .

2.6 Organizational Performance

Khaled (2015) noticed that organization perfomance is tied in with making an incentive for the essential recipients. Richard et al (2009) take note of that organization perfomance incorporates three particular zones of firm results: market performance of the product, shareholder returns and financial performance. Akinyi (2010), states that each organization has very much characterized systems of measuring performance and the strategy utilized are with respect to the setting in which the organization works and the goals sought after. Performance can be measured by utilization of subjective measures, for example, work fulfilment, modern relations, collaboration, organization practices, representative and partner fulfilment or by quantitative strategies, for example Return on Investment, net and gross profit, among others.

The utilization of Balanced Score Card (BSC) was proposed by Kaplan and Norton (1992) to encourage the measure of both non-financial and financial perfomance. It is frequently challenging to choose a suitable measure because of variety in setting and assortment in strategic targets sought after by firms. Researchers and scientists have a tendency to concur that strategic planning is positively connected to perfomance of an organization (Ansoff, 1990).

2.7 Strategic Planning and Organizational Performance

There is no consensus on whether strategic planning has a positive influence on performance. Scholars seem to have divergent views leading to inconsistent planning-performance findings. According to Ansoff and McDonnel (1990) strategic planning gives essentially preferred performance over spontaneous, sharp versatile approach. It gives an integrative system to different types of planning. The organizers need to coordinate the exercises of the organization to its environment and furthermore the capacities of resources of an organization. Ansoff (1991) additionally contended that planning for the most part creates preferred alignment and financial outcomes over what experimentation realizes does.

Strategic planning has a positive influence on firm performance and the inconsistencies reported by prior researchers is as a result of both substantive contingency variables (firm size, capital intensity, turbulence) and methodological contingency variables (difference in research methods across studies) (Miller and Cardinal,1994). Nzuve, 2007, Robin and Coulter (2012). contend that it is gullible to presume that formal planning is the sole premise of accomplishment in firms since firms might utilize other organization

practices, for example, great HR, organization structure and organization culture, that upgrades performance. Robinson and Pearce 11 (1993), contend against the idea that strategic planning enhances performance in both huge and little firms.

Greenley (1986) contends that there is no agreement in the connection between strategic planning and perfomance of organization. He however takes note of that strateic planning has potential focal points and characteristic esteems that in the end convert into enhanced perfomance. The inherent esteems accumulate as a result of the usage of strategic perfomance which additionally stretches out the proposed focal points to both the organization and the external environment. It is in this way a vehicle that encourages enhanced firm perfomance.

Undoubtedly performance planning discoveries are conflicting and in definitive however analysts propose that strategic planning affects perfomance of organization and what achieves the varieties as announced in the writing is the estimation strategies and possibility factors. Pearce et al (1987) concur that techniques can constrain affect on the analyst's capacity to comprehend the impact of strategic performance. Greenley (1986) notes from his appraisals of both methodological thoroughness and aftereffects of the investigations that he assessed, it can't be presumed that there is an immediate connection between strategic planning and performance.

Strategic planning helps in determination of procedures that empowers organizations, it's relied upon to impact both scholarly and non-scholastic performance (Akinyi, 2010).

There are critical number of looks into and also more common-sense encounters in business that offer belief to the statement that productive and compelling strategic planning can build performance (Khaled, 2015). He additionally expresses that organization that receive strategic planning perform well and accomplish their objectives as far as deals and benefit development more than organizational that don't.

In this study, strategic planning was the independent variable which was measured by looking at the strategic direction of the school that is vision and mission, strategic objectives and goals, environmental analysis: Strengths, Weaknesses, Opportunities, Threats (SWOT), Political, Economic, Social, Technological (PEST) Stakeholder involvement, strategic choices and the formality of the strategic planning. Formal planning in this case will be defined as deliberateness in planning evidenced by planning timetables and production of written plans (Aosa, 2011) on the other hand, is performance which is the dependent variable. It was measured by scholarly brilliance and school culture, land and foundation advancement, partner fulfilment, stability in finances magnificence in co-curricular and extracurricular exercises.

2.8 Empirical Studies and Knowledge Gaps

There have been several studies on the study variables. For instance, Bell (2002) analysed whether strategic planning and school management led to performance. The study focussed on English schools in the UK. found that strategic planning as school planning improvement, has turned into the predominant way to deal with school administration in English schools.

Okwako (2013) studied Strategic Planning and Performance of Public Secondary Schools in Rarieda District, Kenya. She undertook a census survey of 34 schools in the district and realized that 73% of the public schools in the district practice formal strategic planning and that Strategic planning is positively correlated to performance.

Ongonge (2013) studied Relationship between Strategic Planning and organization's Performance in Non- Governmental Organizations (NGOs) in Kenya, a case study of Action Aid, Kenya. The study obtained primary data by interviewing the management staff and senior staff in various departments. The conclusion was that there is evidence to support a positive and significant relationship between Strategic Planning and Organizational Performance. Action aids high level of performance is largely dependent on emphasis on Strategic Planning.

Kariuki, Maiyo and Ndiku (2015) undertook a research on the Relationship between Strategic Planning and Performance of Public Secondary schools in Kangundo Sub-County, Machakos County, Kenya. They carried out a census survey of the public schools in the sub county. The study concluded that there was a positive relationship between Strategic Planning and School performance.

Empirical research done on the influence of strategic planning on performance has produced inconsistent findings as revealed in the literature, with some revealing a positive relationship while others state that there is no such relationship. There is a

research gap in identifying the relationship between strategic planning and performance in both private and public secondary schools. Majority of the researchers have focused on public secondary schools. This study addressed both private and public secondary schools in Limuru sub county, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. Research design that was used is detailed, study population, procedure for data collection and shows how collected data was analysed.

3.2 Research Design

A plan or a blue print for the collection, measurement and analysis of data defines research design. This study engaged cross-sectional survey design. This survey method takes information gathered over an entire population to give a preview of the population at a solitary point in time. Cross- sectional survey design enables analysts to gather information from an extensive number of subjects. The information got from review is translated and compressed to yield data with the end goal of classification (Orodho, 2002).

Cross sectional survey design was the most appropriate for this study since the data obtained was specific and primary and this design allowed for collection of standard data. Also, it allowed for comparison across units and comparisons at a point in time. Wangila (2011) states that a survey study is conducted to collect detailed descriptions of the existing phenomenon intending to employ the data to justify the current conditions and practices or to make more intelligent plans for improving them.

3.3 Population of the Study

As per Mugenda and Mugenda,(2013) the target population involves that which the researcher wants to generalize the results of the study Secondary schools in Limuru subcounty formed the study population. The sub county had 37 secondary schools as at June 2017 (www.schoolsnetkenya.com). Classification of the schools are either private or public school. All secondary schools in Limuru sub-county were contacted to participate in the survey.

However, only 31 schools participated. The six schools which didn't participate included 3 private schools whose administrators failed to respond to the questionnaires due to their own personal reasons. The other 3 were public schools which were newly established and therefore lacked information on strategic planning and performance as they had not undertaken KCSE.

3.4 Data Collection

Primary and secondary data was collected for this study. Primary data refers to information that is collected specifically for the purpose of your research project. It was appropriate for this study as the data was specifically tailored to fit the research needs. Secondary data was collected by reviewing the Kenya Certificate of Secondary Education (KCSE) results for Limuru Sub County for the past three years to give information on the schools' academic performance. The information was obtained from Kenya National Examination Council (KNEC) website.

The data collection instrument for this study was a structured questionnaire containing closed ended questions. In each the secondary school selected, the questionnaires were administered to principals through drop and pick. This data collection method was ideal for this study as it allowed for collection of data from a large number of respondents within a short time. Given that the principals oversee administrative issues, they were the most appropriate respondents to respond to issues related to performance and planning.

3.5 Data Analysis

From the respondents, the completed questionnaires and responses were tabulated. Collected data was highly quantitative in nature and therefore both descriptive and inferential statistics like frequency tables, percentages and mean were used to summarize, organize and simplify the findings.

The findings were analysed using excel and presented using frequency tables, pie charts and bar graphs. Bar graphs and charts show the relationships and make it easier for comparison of the findings. Tables are the best in presenting numeric information. According to Creswell (2008), tables, pie charts and graphs usually gives a clear presentation of the research findings.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The chapter covers the data analysis, results and discussions in relation to the research objectives raised in the study. The research findings are based on the data collected from the respondents working in the various secondary schools in Limuru Sub-County.

4.2 Response Rate

The research study targeted thirty-seven (37) secondary schools in Limuru Sub-County. According to Mugenda and Mugenda (2003), in research a response rate of 50 percent is adequate for analysis and reporting. The response rate in this study was as shown in figure 4.1.

Figure 4.1 Response rate
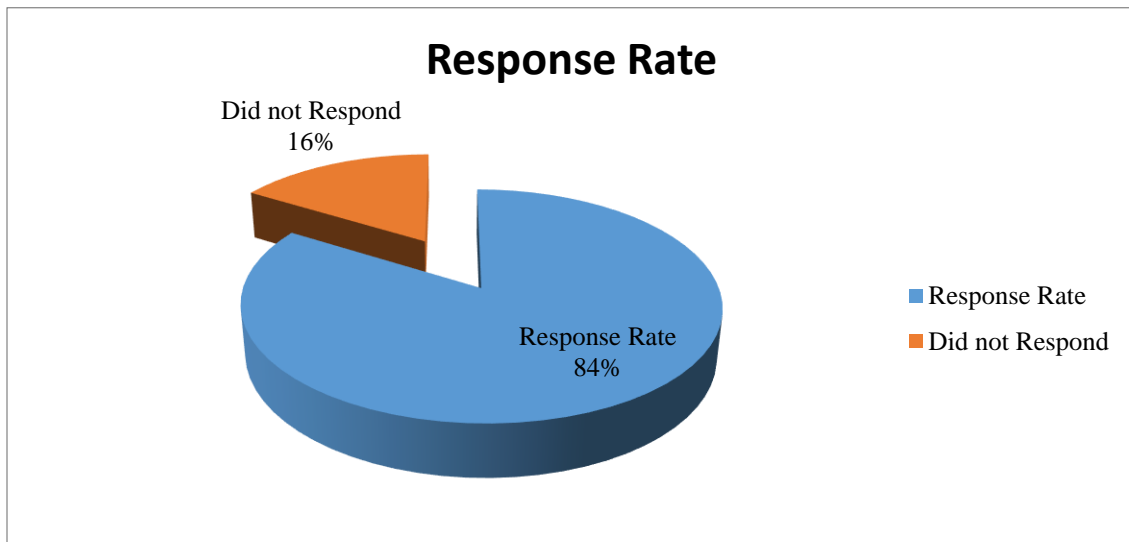
Source: Survey data

Out of the thirty-seven (37) questionnaires given out, thirty-one (31) questionnaires were filled. This research therefore recorded a response rate of 84 percent which was good for data analysis and interpretation.

4.3 Profiles of the participating schools

4.3.1. School Category

The table below shows a summary of the schools which participated in the research.

Table 4.1 School Category

Category	Frequency	Percent (%)
Private	12	38.7
Public	19	61.3
Total	31	100.0

Source: Survey data

4.3.2 Years of Sitting for KCSE

Figure 4.2 Years of sitting for KCSE
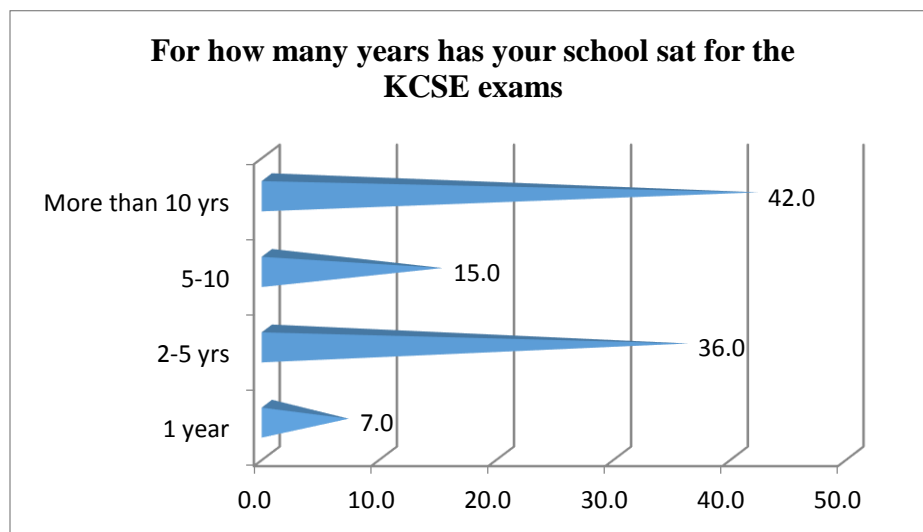
Source: Survey data

From figure 4.2 above, majority of the participating schools have sat for KCSE for more than 10 years.

4.3.3 Number of Students per School

The response on the number of students per school is summarized in figure 4.3 below.

Figure 4.3 Number of students
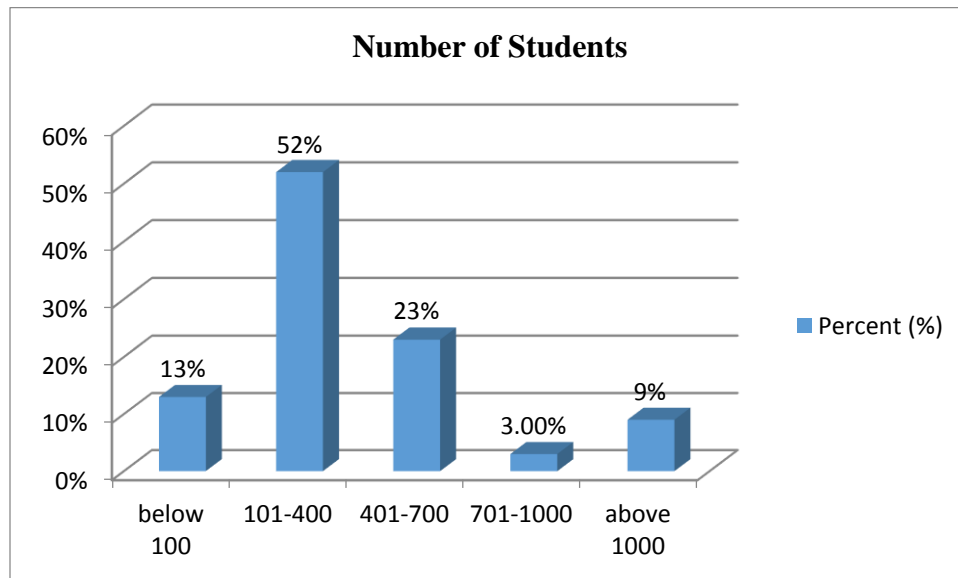
Source: Survey data

Majority of the secondary schools in Limuru Sub County have a population of between 101 and 400 students as shown in figure 4.3 above.

4. 4 Strategic Planning Practices by secondary schools in Limuru sub county, Kenya

This study investigated the strategic planning practices in both private and public schools in Limuru sub county, Kenya. The focus was on existence of written mission and vision

statements, how they were developed, existence of core values, existence of a written strategic plan and how they are communicated to various stakeholders.

4.4.1 Presence of School Vision and Mission

The table below indicates the presence of a mission and vision in the schools.

Table 4.2 School vision and mission

		Frequency	Percent (%)
Vision	Yes	31	100.0
	No	0	0
Total		31	100
Mission	Yes	30	97
	No	1	3
Total		31	100

Source: Survey data

From the findings presented in table 4.2 above 100% of the schools had a vision, while 97% had a mission. It is evident that majority of the schools in Limuru sub county had set a strategic direction which is evidenced by the existence of a documented vision and mission.

4.4.2 How Vision and Mission Was Developed

The study sought to establish how each school developed its vision and mission. The findings are as presented in the figure below.

Figure 4.4 How vision and mission were developed

How Vision and Mission Were Developed

Category	Percent (%)
Consultant and selected teachers	16%
Principal	3%
Strategic planning team	55%
By an expert	26%
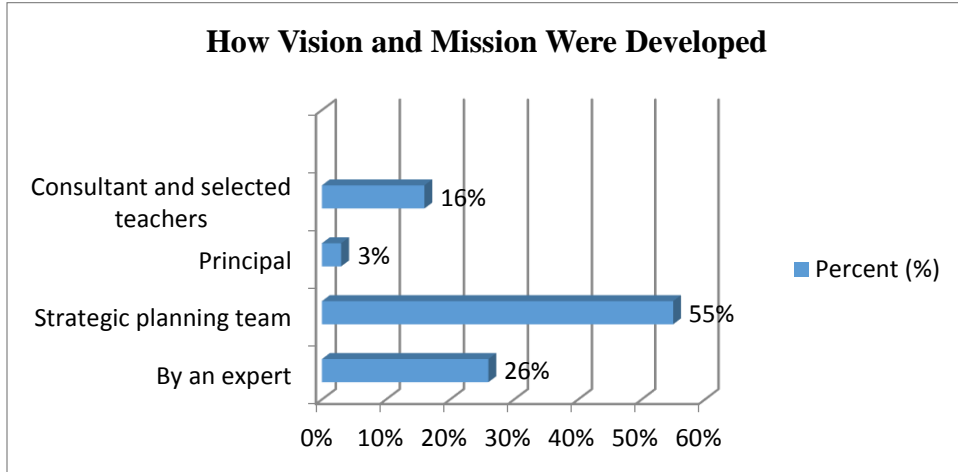
Source: Survey data

Figure 4.4 reveals that majority of the secondary schools developed their mission and vision with the help of a strategic planning team. Only a few schools in the sub county developed the mission and vision through their school principal.

4.4.3 Communication of Vision and Mission

The study sought to establish how secondary schools in Limuru Sub County communicate their vision and mission to various stakeholders. The figure below shows the findings.

Figure 4.5 Communication of vision and mission
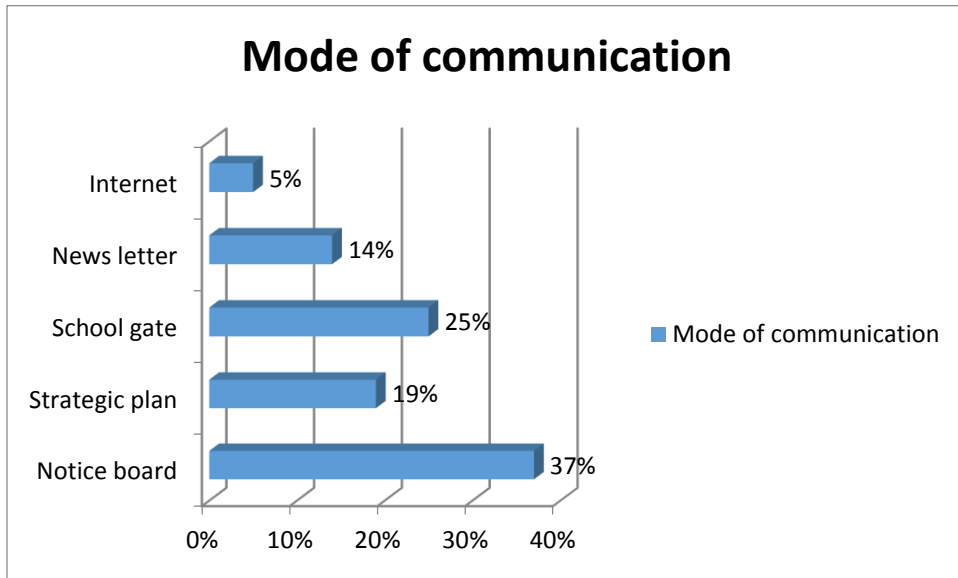
Source: Survey data

Figure 4.5 shows that the most used mode of communicating the vision and mission was the notice board and the least used mode is the internet.

4.4.4 Presence of Core Values

The existence of cores values among secondary schools in Limuru sub county, Kenya is as shown in the table below.

Table 4.3 Core values

	Frequency	Percent (%)
Yes	29	94
No	2	6

Total	31	100.0

Source: Survey data

From Table 4.3 above, majority of the schools in Limuru Sub County have core values.

4.4.5 Developing of Core Values

The study sought to establish how schools developed their core values. The figure below presents the findings.

Figure 4.6 Developing of core values
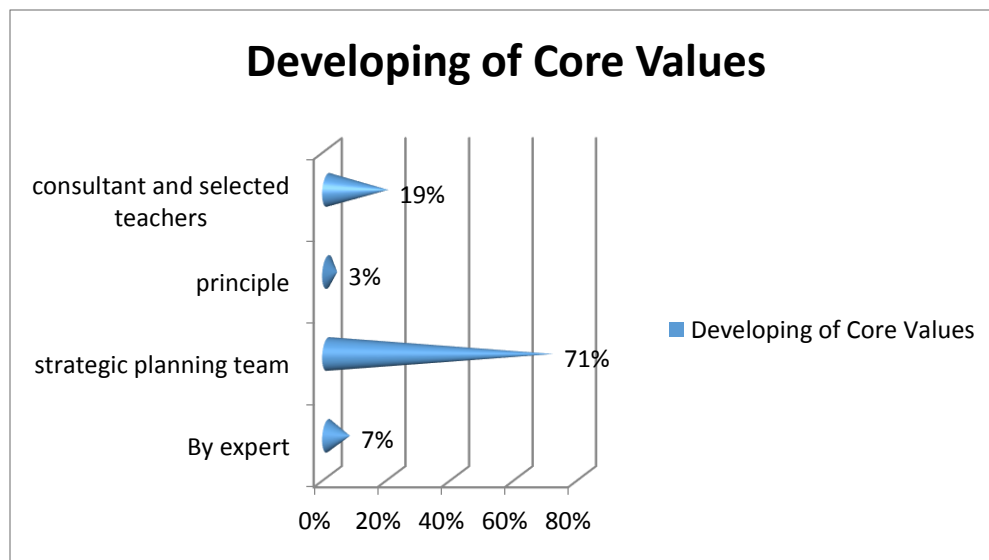
Source: Survey data

From figure 4.6 above, majority of the schools develop their core values through the strategic planning team.

4.4.6 Communicating Core Values

The study sought to determine how the core values are communicated. The findings are presented in the figure below.

Figure 4.7 Communicating core values
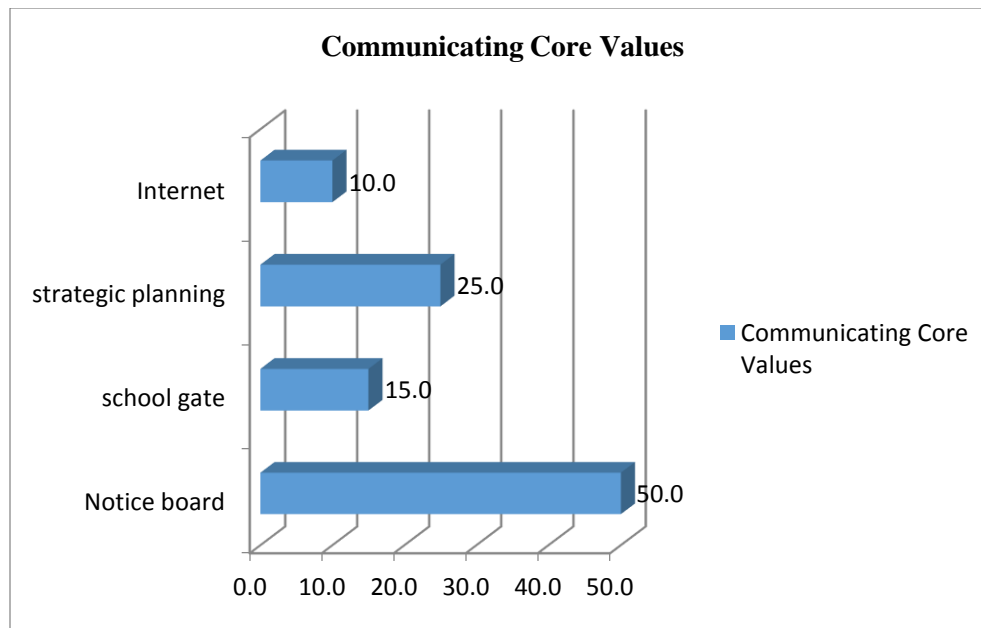
Source: Survey data

4.4.7 Presence of a documented Strategic Plan

In order to establish whether secondary schools in Limuru Sub County practiced formal strategic planning, the study sought to find out whether there was a documented strategic plan for the school. According to Aosa (2011) formal planning can be defined as deliberateness in planning as evidenced by planning timetables and production of documented plans. The table below shows the findings,

Table 4.4 School strategic planning

Type of school	Presence of a documented Strategic plan	Frequency	Percentage
Private	Yes	7	59.3%
	No	5	41.7%
	Total	**12**	**100**
Public	Yes	17	89.5%
	No	2	10.5%
	Total	**19**	**100**

Source: Survey data

From table 4.4 above majority of the public schools practice formal strategic planning compared to the private schools in Limuru sub county, Kenya.

4.4.8 Commencement of Strategic Planning

The findings on commencement of strategic planning in the schools are summarized in the figure below

Figure 4.8 Commencement of strategic planning

Commencement of Strategic Planning

Last year, 10%
2 years ago, 20%
More than 5 yrs ago, 43%
4 yrs ago, 23%
3yrs ago, 4%

■ Last year
■ 2 years ago
■ 3yrs ago
■ 4 yrs ago
■ More than 5 yrs ago

.
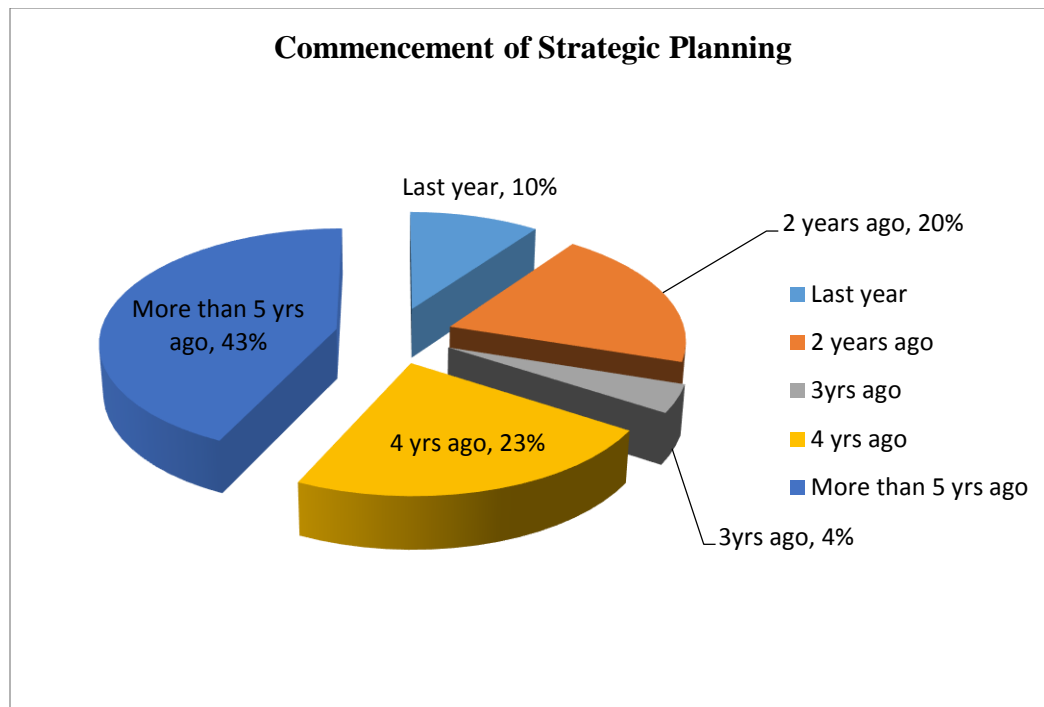
Source: Survey data

From figure 4.8 above, it is evident that majority of the secondary schools in Limuru sub county, Kenya commenced strategic planning more than five years ago.

4.4.9 Strategic Plan Time Horizon

The findings with regard to the time horizon of the school's strategic plan, is illustrated in the figure below.

Figure 4.9 Strategic Plan Time Horizons
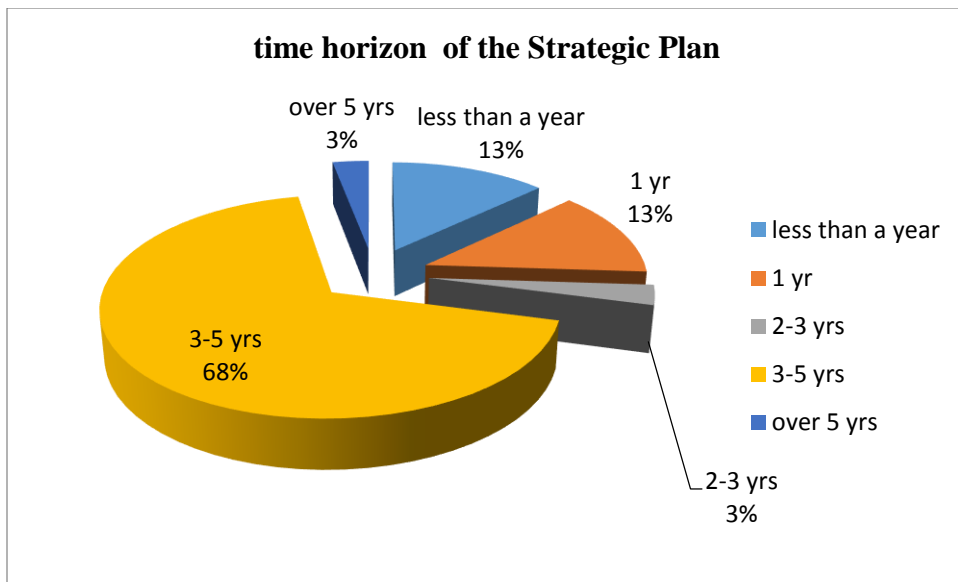
Source: Survey data

Figure 4.9 shows that majority of the secondary schools in Limuru Sub County, Kenya have their strategic plan covering a period of between 3-5 years with a minority having a strategic plan of above 5 years.

4.4.10 Stakeholders Involvement in Strategic Planning Process

The study sought to establish the extent to which the following stakeholders are involved in the strategic planning process. The principal, teachers, support staff, parents, students, BOM, MoE and the community.

Table 4.5 Stakeholder's involvement in strategic planning process

	N	Mean	Std. Deviation
Principal	31	4.2903	1.00643
Board of management members	31	3.8387	1.21372
Teachers	31	3.7742	1.02338
Students	31	3.0968	1.04419
Parent	31	3.0667	0.90719
Support staff	31	3.0000	1.00000
Expert	31	3.0000	1.34164
Ministry of education	31	2.7419	1.23741
Community	31	2.5806	1.31083

Source: Survey data

Note: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \le x \le 4.4$), moderate extent (mean $2.5 \le x \le 3.4$), less extent (mean $1.5 \le x \le 2.4$).

The findings as per table 4.5 show that majority of the schools in Limuru Sub County involve the stakeholders in strategic planning to a moderate extent. This is in contrary with the strategic management discipline which advocates for involvement of stakeholders to a large extent in the strategic planning process.

4.4.11 Frequency of Strategic Plan Review

The frequency of the review of the strategic plan among the secondary schools is represented in the figure below.

Figure 4.10 Frequency of strategic plan review
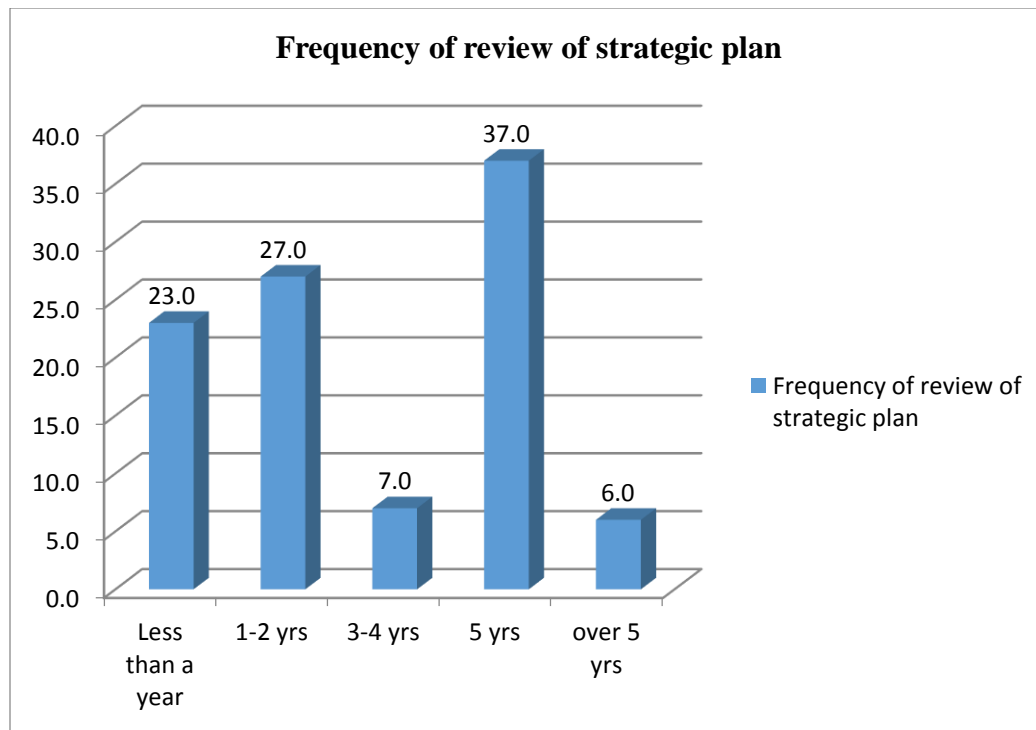
Source: Survey data

Findings of data as depicted in figure 4.10 above show that majority of the schools in Limuru Sub County review their strategic plans after 5 years.

4.4.12 Activities in the Strategic Planning Process

The study sought to establish extent to which the following activities are undertaken during strategic planning process in the schools.

Table 4.6 Activities in the strategic planning process

|	N	Mean	Std. Deviation
Need assessment	31	4.0968	1.04419
Problem analysis	31	4.0000	0.81650
Analysis of leadership skills and abilities	31	3.9355	0.92864
Resources analysis	31	3.8387	1.03591
Analysis of adequacy of staff members	31	3.6452	1.11201
Analysis of core competencies	31	3.6129	1.20215
Analysis of external environment e.g. MOE policy	31	3.0645	1.28933
Valid N	31		

Source: Survey data

Note: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \leq x \leq 4.4$), moderate extent (mean $2.5 \leq x \leq 3.4$), less extent (mean $1.5 \leq x \leq 2.4$).

Majority of the secondary schools in Limuru sub county, Kenya undertake environmental analysis in strategic planning process to a large extent. (see table 4.6)

4.4.13 Set Objectives

The findings on whether secondary schools in Limuru sub county, Kenya set objectives are depicted in the table below.

Table 4.7 Set objectives set for your school

	Frequency	Percent (%)
Yes	22	71%
No	9	29%
Total	31	100.0

Source: Survey data

Table 4.7 indicates that 71% of the schools had set objectives while 29% had no set objectives.

4.4.14 Objectives Set by the School

Findings on which objectives were set by the schools are as shown in the figure below.

Figure 4.11 Objectives set by the school
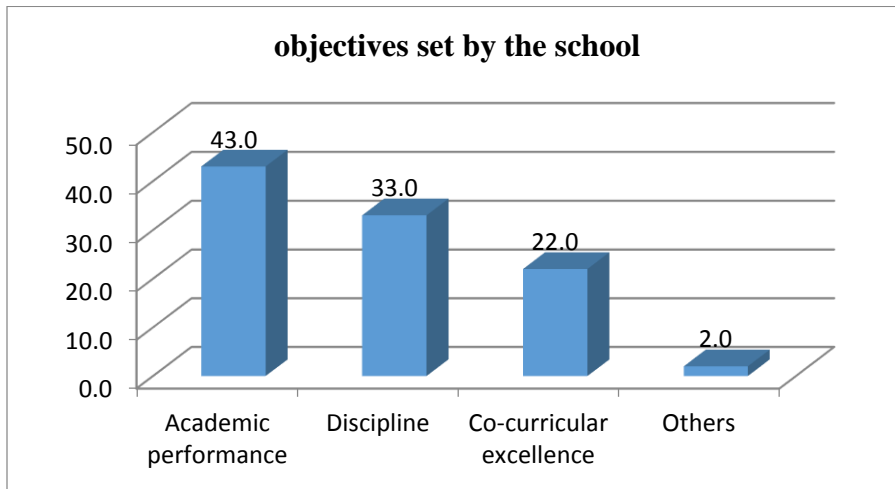
Source: Survey data

Majority of the secondary schools in Limuru Sub County, Kenya set objectives based on academic performance (Figure 4.1).

4.5. Strategic planning and Performance in secondary schools in Limuru sub county, Kenya

The study sought to determine the influence of strategic planning on performance in secondary schools in Limuru sub county, Kenya. The findings are as follows:

4.5.1 Highest Mean Score Attained

Information on the highest mean score ever attained among the secondary schools is shown in the figure below.

Figure 4.12 Highest mean score ever attained
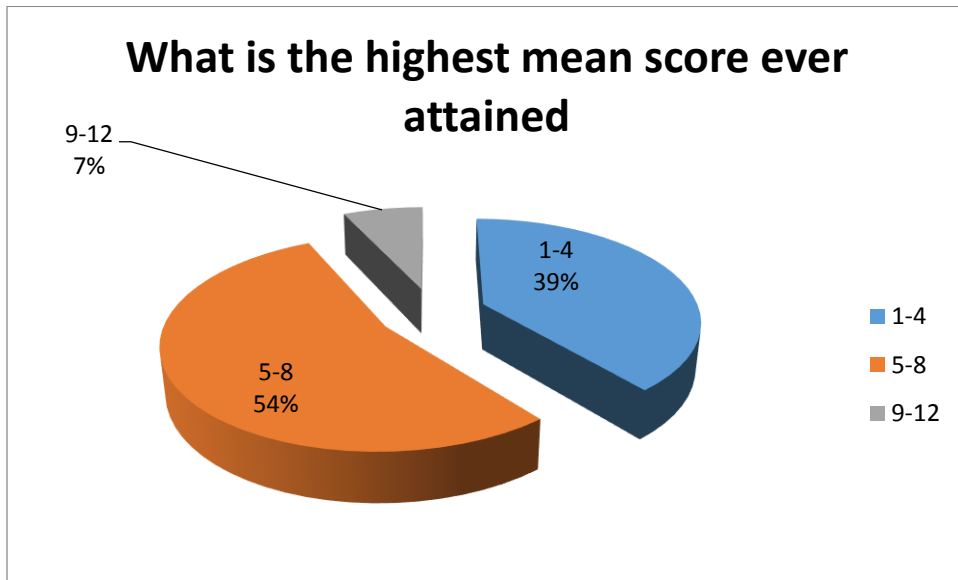
Source: Survey data

It was established that majority of the school's highest mean grade is between the range of 5-8 points. The study also sought to establish whether the highest mean was achieved before strategic planning commenced or after. The findings are represented in the table below

Table 4.8 Period of achievement of the highest mean

	Frequency	Percent (%)
Before strategic planning commenced	10	32
After strategic planning commenced	21	68
Total	31	100.0

Source: Survey data

Table 4.8 above, shows that majority of the schools achieved the highest mean after strategic planning commenced while a few schools achieved their highest mean score before strategic planning commenced. This could be possible that strategic planning contributed to improvement in performance in the schools.

4.5.2 Discipline and School culture

The study sought to rate the following aspects of discipline and school culture in the schools.

Table 4.9 Aspects of discipline and school culture

	N	Mean	Std. Deviation
School reward or motivation	31	3.4667	1.27937
Student response & adherence to instruction	31	3.5613	0.89803
Student self-drive & positive reading culture	31	3.5290	1.02443
Student truancy	31	2.4839	1.02862
Student drop-out rates	31	2.3667	0.99943
Valid N	31		

Source: Survey data

te: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \leq x \leq 4.4$), moderate extent (mean $2.5 \leq x \leq 3.4$), less extent (mean $1.5 \leq x \leq 2.4$).

One of the strategic planning practices adopted by schools in Limuru sub county, Kenya, is the setting objectives related to discipline. From the table above the performance of the schools based on discipline and school culture is good. The study found out that the discipline of the schools is positive as shown by the mean of student truancy and dropout rates being to a less extent. Whereas the positive reading culture and adherence to instruction are to a large extent. This shows that strategic planning has a positive influence on performance in Secondary schools in Limuru sub county, Kenya.

4.5.3 Participation in Co-Curricular Activities

Information on whether the secondary schools participated in co- curricular activities is as shown in the table below.

Table 4.10 Participation in co-curricular activities

	Frequency	Percent (%)
Yes	24	77
No	7	23
Total	31	100.0

Source: Survey data

Table 4.10 indicates that 77% of the schools participate in co-curricular activities while 23% do not participate in co-curricular activities.

4.5.4 Highest Level of Co-Curricular Participation

The researcher sought to know the highest level ever participated in each of the following co- curricular activities. The findings are presented in table 4.11. The response from the schools is illustrated in the table below.

Table 4.11 Highest Level of Co-Curricular Participation

	N	Mean	Std. Deviation
Music festivals	31	3.7419	1.21017
Drama	31	3.6129	1.30837
Athletics	31	3.2258	1.05545
Netball	31	3.1333	1.38298
Volleyball	31	2.9032	1.32551
Football	31	2.8387	1.26746
Valid N	31		

Source: Survey data

Note: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \leq x \leq 4.4$), moderate extent (mean $2.5 \leq x \leq 3.4$), less extent (mean $1.5 \leq x \leq 2.4$).

Secondary schools in Limuru sub county, Kenya have participated in co-curricular activities and attained the highest level to both large and moderate extent (see table 4.10 above). The setting of objectives related to co-curricular activities could have contributed much to the good performance.

4.5.5 Land and infrastructure development

The study sought to know the resources acquired by the respective schools in the last five years. The findings are presented in table 4.14.

Table 4.12 Infrastructure acquired by the school

	N	Mean	Std. Deviation
Water system development	31	3.4333	0.93526
Construction of sanitation blocks	31	3.3667	1.29943
Construction of ICT room or laboratory	31	3.1000	1.39827
Acquisition of main electricity	31	2.9333	1.14269
Construction of tuition blocks	31	2.9333	1.33735
Acquisition of school bus or van	31	2.6129	1.54224
Acquisition of more school land	31	2.0000	1.36458
Valid N	31		

Source: Survey data

Note: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \leq x \leq 4.4$), moderate extent (mean $2.5 \leq x \leq 3.4$), less extent (mean $1.5 \leq x \leq 2.4$).

The findings (see table 4.12) indicate that the secondary schools in Limuru sub county developed most of the infrastructure to a moderate extent. As found out in strategic planning practices, most of the schools undertake environmental analysis to a moderate extent instead of large extent. Therefore, this could have contributed to the average performance.

4.5.7 Stakeholder Satisfaction

The study sought to establish the extent to which the schools rate the following attributes in their school within the last 5 years. This was meant to determine the extent of stakeholder's satisfaction.

Table 4.13 Stakeholder Satisfaction

	N	Mean	Std. Deviation
Increased responsiveness by BOM	31	3.6774	1.13687
Increased support by PTA	31	3.5484	1.12068
Communication and dedication by staff	31	3.3548	0.98483
Increased support by community and sponsors	31	3.2258	0.80456
Increased partnership with NGOs	31	3.1667	1.17688
Increases enrolment	31	2.7419	1.18231
Valid N	31		

Source: Survey data

Note: Measurement were made on a key ranging between 1-5 where: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent. The findings are presented in table 4.5. Large extent (mean $3.5 \leq x \leq 4.4$), moderate extent (mean $2.5 \leq x \leq 3.4$), less extent (mean $1.5 \leq x \leq 2.4$).

Stakeholder involvement in the strategic planning process is significant in achieving stakeholder satisfaction. As shown in table 4.13 above, stakeholder satisfaction is achieved in most of the secondary schools in Limuru Sub County to a moderate extent.

4.6 Discussion of Research Findings

The findings have revealed, with regard to strategic planning 100% of the secondary schools had a vision, while 97% had a mission; most of the secondary schools developed their mission and vision with the help of a strategic planning team and with help of an expert. 94% of the secondary schools had core values which were mainly developed by a strategic planning team. Majority of the secondary schools in Limuru Sub County commenced strategic planning more than five years ago and their strategic plans mostly covered a period of 5 years. The strategic plans were mostly reviewed after a period of 5 years.

In addition, the study established that 89 % public secondary schools and 59% private secondary schools in Limuru sub county Kenya practice formal strategic planning. The study also established that strategic planning has a positive influence on performance of secondary schools in Limuru sub county, Kenya.

4.6.1 Comparison with theory

These findings are coherent with the theories adopted by this study. It is evident that stakeholder's involvement has an impact on the performance of the schools. The stakeholders approach to strategic management advocates for managers to formulate and implement processes which satisfy all groups that have a stake in business and this ensures the long term success of the firm.

Also it is evident that schools like other organizations are open systems and they operate in a turbulent environment (Albanese and Van Fleet, 1983). This has made them to adopt strategic planning so as to compete successfully and achieve the targeted level of performance. From the study a large number of schools in Limuru sub county practice strategic planning. This is in line with the argument that schools in Kenya like any other organization face environmental turbulence and therefore they have to adopt strategic planning in order to survive.

Again the study is in line with the Resource Based Theory. According to this theory due to the constant environmental changes, firms need to keep up with pace to be successful. Schools in Limuru Sub County have investment in development and improvement of their resources such as water systems, building of sanitation blocks, improvement of electricity among others and this to some extent has improved their performance.

4.6.2 Comparison with other studies

The findings in this study are in agreement with findings of some of the prior research on planning and performance. For instance, the findings are similar to those of Bell (2002). The study examined whether strategic planning and school management led to performance. The focus of study was English schools in the UK. The study finding was that strategic planning has become dominant to management of school and it led to improvement in performance. This is similar to the findings of this study that majority of the schools in Limuru Sub County have adopted strategic planning which has a positive influence on performance.

Also the study had similar findings to those of Okwako (2013) who studied strategic planning and performance of public secondary schools in Rarieda district. She established that strategic planning and performance was positively correlated. This is in agreement with the findings of this study.

Similarly, the findings agree with those of Kariuki, Maiyo and Ndiku (2015) who studied the relationship between strategic planning and performance of Public secondary schools in Kangundo sub county, Machakos Sub County. The study concluded that there was a positive relationship between planning and performance and that majority of the secondary schools in the sub county practice strategic planning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and limitations of this study.

5.2 Summary of the findings

The study targeted 37 secondary schools in Limuru sub county, Kenya which comprised of both private and public secondary schools. The responses were obtained from 31 secondary schools, 19 being public and 12 private schools.

5.2.1 Strategic planning practices by secondary schools in Limuru sub county Kenya

To begin with, majority of the secondary schools in Limuru sub county, Kenya practice formal strategic planning. On average 74% of the private and public schools, practice formal strategic planning while 26% of the schools practice informal strategic planning. The study established that most of the schools involved stakeholders in the planning process just to a moderate extent. Also the environmental analysis undertaken during the strategic planning process was to a moderate extent. Majority of the secondary schools had set objectives, mission, vision and core values.

5.2.2 Influence of strategic planning on performance of secondary schools in Limuru sub county, Kenya

The study established that strategic planning is positively correlated to performance. The strategic planning practices adopted by the schools had a positive relationship with performance. It is also important to note that, strategic planning was not the sole contributor to performance although it contributed to improvement as demonstrated in this study.

5.3 Conclusion

In relation to the study findings, strategic planning is an inescapable practice in schools today and therefore it must be enhanced. This is because of the environmental turbulence and therefore strategic planning should be practiced so as to enable the schools cope in the ever changing environment. More so considering the fact that strategic planning has a positive influence on performance, it is a significant tool in creating competitive advantage in schools.

Also the large extent of formal strategic planning observed could be attributed to MoE policy requiring every school to formulate a strategic plan in order to improve the quality of education so as to achieve MDG of the vision 2030 as stated in the social pillar. The study concluded that although strategic planning is positively correlated to performance, it is not the sole contributor to good performance in schools. There could be other factors that are not related to planning such as the size of the school in terms of the population and teacher- student ratio.

5.4 Recommendations for policy, practice and research

The study recommends that all secondary schools both private and public should engage in formal strategic planning as it will guide in establishing a strategic direction and also it will enable the schools to make good use of the limited resources so as to develop competitive advantage. It will also enable the schools to cope with the turbulent environment which is ever changing. This will again enable the schools to compete successfully and achieve good performance.

Again, the findings have established that the level of stakeholder involvement is only undertaken moderately. As per strategic management discipline, stakeholders should be involved to at least a large extent so as to ensure success of the firm. Therefore, school's management should ensure that all stakeholders are involved in the strategic planning process of the school. Also adequate environmental analysis should be undertaken.

The policy developers should organize for trainings to sensitize the school's management on the importance of strategic planning and also to emphasize on the various aspects of strategic planning such as stakeholder involvement and proper environmental analysis before setting up goals in the schools.

There is a significant positive relationship between strategic planning and school's performance as revealed in this study. The findings of this study have narrowed the

research gap on the debate whether strategic planning improves organization's performance.

5.5 Limitations of the study

The limitations in this study are mainly methodological, contextual and conceptual. To begin with, the study was limited by the methodology applied as it used cross sectional survey where by primary data was collected using closed ended questionnaires. Even though the respondents were emphasized on the essence of providing accurate information, this could not be guaranteed. Also the primary data had to be coded to enable analysis a process which could be very subjective. However, consistency and accuracy in coding was ensured.

Secondly, the study was carried out in secondary schools in Limuru Sub County in 2017. Therefore, the findings of the study are only limited to the public and private secondary schools in the sub county during that period. Another study in a different sub county or in the same sub county involving purely private or public secondary schools could yield different results.

Lastly based on the concepts, this study focussed on strategic planning and organizational performance. For instance, organizational performance in this study was confined to a school set up where performance is measured in terms of the grades attained in the KCSE exams and the performance in co-curricular activities such as the levels participated in music, drama, athletics and ball games. This is opposed to other organizations which measure their performance in terms of financial indicators such as profits. Therefore, the

findings of this study can only be interpreted within the concepts of strategic planning and performance in schools.

5.6 Suggestions for Further Research

Future researchers should consider carrying out a similar research in a different context. The research could involve purely private schools or public schools. Also a research on strategic planning and performance in secondary schools in a different sub county.

Secondly, a similar study using a different methodology is suggested. For instance, it could involve use of open ended questionnaires or interviews instead of the closed ended questionnaires applied in this study. This will provide an opportunity for the respondents to give their subjective feelings on planning and performance. Also future research should attempt to focus on other concepts of strategic management such as the relationship between ownership, structure and school performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

Telephone: 020-2059162 Telegrams: "Varsity", Nairobi Telex: 22095 Varsity	P.O. Box 30197 Nairobi, Kenya

DATE 26/09/2017

TO WHOM IT MAY CONCERN

The bearer of this letter BETH KINYA KOBIA

Registration No. D61/85466/2016

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.
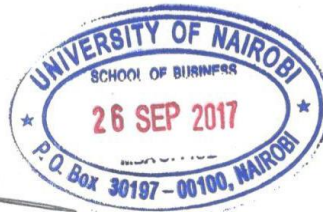
PATRICK NYABUTO
SENIOR ADMINISTRATIVE ASSISTANT
SCHOOL OF BUSINESS

APPENDIX II: RESEARCH QUESTIONNAIRE

This questionnaire consists of three sections namely: Section A- Background information, Section B- Strategic planning practices and Section C – Performance. The responses in this questionnaire are exclusively for academic purposes. Kindly fill it as honestly as possible by ticking according to the key provided.

SECTION A: BACKGROUND INFORMATION

1 Name of the school ....

2 Please tick all the categories representing your school

    a) Private   [ ]   b) Public   [ ]

    c) Girls boarding   [ ]   d) Boys boarding   [ ]

    e) mixed day school   [ ]   f) mixed boarding school   [ ]

    g) girls day & boarding   [ ]   h) boys day & boarding   [ ]

    i) other (specify)...

3 How many students does your school have? Please tick appropriately

    Below 100   [ ]   101-400   [ ]

    401-700   [ ]   701-1000   [ ]

    Above 1000   [ ]

SECTION B: STRATEGIC PLANNING PRACTICES

1 Does your school have a vision?

                Yes   [ ]   No   [ ]

2 Does your school have a mission?

                Yes   [ ]   No   [ ]

3 If yes in (1 & 2) above, how were they developed?

    By an expert   [ ]   Strategic planning team   [ ]

    By the principal   [ ]   consultant and selected [ ] teachers

    Other (specify) ....

4   If yes in (1&2) above how are they communicated to stakeholders? (you can tick more than one if applicable)

Notice board   [ ]   Strategic Plan   [ ]

School gate   [ ]   Newsletter   [ ]

Internet   [ ]   Other (specify)   ....

5   Do you have school core values?

Yes   [ ]   No   [ ]

6   If yes in (5) above, how were they developed?

By an expert   [ ]   Strategic   Planning [ ]
                                        team

By the principal [ ]   Consultant   and   [ ]
                                        selected teachers

Other (specify) ....

7   If yes in (5) above, how are they communicated to the stakeholders? (Tick more than one if applicable)

Notice board   [ ]   School gate   [ ]
Strategic plan   [ ]   Internet   [ ]
Other (specify)...

8   Does your school have a Strategic plan?
Yes   [ ]   No   [ ]

9   Since when did your school commence strategic planning?
Last year   [ ]   2 years ago   [ ]

3 years ago   [ ]   4 years ago   [ ]

More than 5 [ ]

years ago

10 what is the time horizon of the school's strategic plan?

Less than 1 year [ ]   1 year   [ ]

2-3 years   [ ]   2-5 years   [ ]

Other (Specify).....................................

11 Using a scale of 1-5 from the key: 1- not at all, 2- less extent, 3- moderate extent, 4- large extent, 5- very large extent, indicate the extent to which the following stakeholders are involved in the strategic planning process:

	1	2	3	4	5
Experts					
Principal					
Teachers					
Support staff					
Parents					
Students					
Board of Management members					
Ministry of Education					
The community					

12 What is the frequency of review of the strategic plan?

Less than 1 year [ ]   1-2 year   [ ]

3-4 years   [ ]   5 years   [ ]

Other (Specify).....................................

13 Using the same scale as in 11 above, tick to indicate the extent to which the following activities are undertaken during strategic planning in your school.

	1	2	3	4	5

Resources analysis					
Analysis of leadership skills and abilities					
Need assessment					
Problem analysis					
Analysis of core competencies					
Analysis of adequacy of staff members					
Analysis of external environment e.g. MOE policy					

14 Are there set objectives for your school?

Yes   [ ]   No   [ ]

15 If yes in (14) above, are they informed by the analysis in (13) above?

Yes   [ ]   No   [ ]

16 Please, tick to indicate the extent to which the strategic plan is implemented in your school

	Not at all	Less extent	Moderate extent	Large extent	Very large extent
An action plan is developed &adhered to					
Timelines are set and met					
Objectives are set and met					
Changes established are implemented					

17 Which objectives does your school set? (please tick all the applicable)

a) Academic performance   [ ]

b) Discipline   [ ]

c) Co-curricular excellence   [ ]

d) Other (specify)   ....

SECTION C: PERFORMANCE

1   For how many years has your school sat for the K.C.S.E exams?

   1 year   [ ]   2-5 years   [ ]

   5-10 years   [ ]   More than 10 years   [ ]

2   What is the highest mean score ever attained? (Tick one which represents your school)

   1-4   [ ]   5-8   [ ]

   9-12   [ ]

3   When was the above mean achieved?

          Before strategic planning commenced [ ]

          After strategic planning commenced [ ]

4   Does your School participate in co- curricular activities?

                    Yes   [ ]   No   [ ]

5   If yes in (4) above, please tick to indicate the highest level ever participated in each of the following co- curricular activities:

	Zonal	Sub county	County	Regional	National	Not participated
Football						
Netball						
Volleyball						
Music festivals						
Drama						
Athletics						

6   In a scale of 1-5 shown below indicate the extent to which you rate the following aspects in your school.

1-Not at all, 2- less extent, 3- moderate extent, 4- large extent. 5- very large extent,

	1	2	3	4	5
Student truancy					
Student response & adherence to instruction					
Student drop-out rates					
Student self-drive & positive reading culture					
School reward or motivation system					

7   From the following tick one or more which your school has acquired in the last five years. Kindly refer to the scale in (6) above.

	1	2	3	4	5
Acquisition of more school land					
Construction of tuition blocks					
Construction of ICT room or laboratory					
Construction of sanitation blocks					
Water system development					
Acquisition of main electricity					
Acquisition of school bus or van					

8   By ticking, indicate the extent to which you rate the following attributes in your school within the last 5 years:

	Not at all	Less extent	Moderate extent	Large extent	Very large extent
Increases enrolment rates					
Increased support by PTA					
Increased responsiveness by BOM					
Increased partnership with NGOs					
Increased support by community and sponsors					
Communication and dedication by staff					

APPENDIX III: LETTER OF ACCEPTANCE

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Basic Education

Telephone: Limuru (office) 020-3537080
EMAIL: deolimuru@yahoo.com
EMAIL: deolimuru@gmail.com

SUB.COUNTY EDUCATION OFFICE
LIMURU SUB.COUNTY
P. O. Box 970, LIMURU

When replying please quote

Date: October 11, 2017

Ref. No: REF: LMR/MOE/RESEARCH/GEN/114/32

The PRINCIPAL(S)
LIMURU SUB - COUNTY

RE: STRATEGIC PLANNING AND PERFORMANCE OF SECONDARY SCHOOLS IN LIMURU SUB - COUNTY

The bearer of the letter is a student at the University of Nairobi and doing the research on the

above.

Kindly accord her with the necessary information for her research.

Thank you in advance

FOR DISTRICT EDUCATION OFFICER
LIMURU

MIRIAM NJUGI
FOR: SUB-COUNTY EDUCATION OFFICER
LIMURU SUB-COUNTY

APPENDIX IV: LIST OF SECONDARY SCHOOLS IN LIMURU SUB COUNTY

1. Loreto High School
2. Limuru Girls
3. Highland Boys
4. St. Marys
5. Stephjoy High School
6. Ngarariga Girls
7. St. Thomas Girls
8. Ngenia High School
9. Kamandura Girls
10. Tumaini High School
11. Uhuru Academy
12. Tigoni International
13. Kisra Girls
14. Thigio Boys
15. Bishop Ranji Boys
16. Tigoni Secondary
17. Kinyogori Secondary
18. Ndungu Girls
19. Gatuura Secondary
20. Manguo Secondary
21. Ndungu Boys
22. Gichuru High School
23. Ngecha Girls
24. Rironi Secondary
25. Kiambu West
26. Makutano Secondary
27. Bishop Kamau
28. Green Valley
29. Mukoma Secondary
30. Ngurubi
31. Nyanjenga
32. Angaza Leaders Secondary
33. St. Peter Mithiga
34. Limuru Elite
35. Elyon
36. Bibirioni Boys
37. Mirithu Girls Secondary