

**STAKEHOLDER-RELATED FACTORS INFLUENCING
IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY
SCHOOLS IN MACHAKOS SUB-COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been submitted for any award in any other university.

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DEDICATION

I dedicate this work with respect and appreciation to my beloved wife Eunice and my parents who relentlessly inspire me in my journey to realize my academic dreams.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESSHA	Kenya Secondary School Heads Association
MOEST	Ministry of Education, Science and Technology
U.S	United States
SP	Strategic Plans
SWOT	Strength Weakness Opportunities and Threats
PESTEL	Political, Economic Social Technological Environmental and Legal

ABSTRACT

The purpose of this study was to investigate stakeholder related factors influencing implementation of strategic plans in public secondary schools in Machakos Sub-county in Kenya. It was based on four research objectives namely establishing influence of how stakeholder involvement in formulating school strategic plans; exposure of stakeholders to training on strategic planning; assessing the influence of communication among stakeholders; and establishing the influence of resource allocation on implementation of strategic plans in public secondary schools in Machakos Sub-county. Using a t-test, a mean computed difference of 0.67 was statistically different from zero, implying that, stakeholder involvement was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. A positive and statistically significant coefficient of 0.1162 on stakeholder involvement was established which indicated that influence on implementation of strategic plans. A mean difference of 0.1875 was obtained on stakeholder exposure to training, which was statistically different from zero, implying that, stakeholder exposure to training was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Upon controlling for other factors, a positive coefficient of 0.0559 on stakeholder training was realized though it was statistically not significant. This shows that an increase in stakeholder training is positively related to implementation of strategic plans, although its associated coefficient is statistically different from zero. Hence, stakeholder training does not have an influence on implementation of strategic plans. A t-test produced a difference of 1.10, which was statistically different from zero, implying that, communication among stakeholders was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, communication among stakeholders had a statistically significant influence on implementation of strategic plans. After, controlling for other factors, a positive coefficient of 0.3551 was obtained for communication among stakeholders, which is statistically significant at the five percent level of significance. This shows that an increase in communication among stakeholders positively influences implementation of strategic plans. A computed difference of 0.50 was statistically different from zero, implying that, resource allocation was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, resource allocation had a statistically significant influence on implementation of strategic plans. The coefficient on resource allocation by stakeholders had a value of 0.0771 and was statistically significant, showing that an increase in resource allocation by stakeholders positively influences implementation of strategic plans. Based on the findings the study recommends that; all key stakeholders to the school should be actively and fully involved in the process of strategic planning; all stakeholders should be brought on board in planning and they should also be actively engaged in implementation process; and that there is need for more allocation of resources and mobilization of more resources to be done.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Strategic plan implementation is a focal point of any business organization and operation. Strategic plans offer direction on resource targeting and implementation of programs (MOEST- Kenya Strategic Plan, 2006-2011). Implementation of strategic plans has been given less attention. Alexander (2011) gives several reasons for this; implementation of strategic plans is overlooked by people because of a belief that anyone can undertake it and that people are not certain on what it entails and where it begins and ends. Many studies across the world have focused more on the area of strategy formulation but less on the implementation process.

Globally, high quality execution of strategic plans is among the key contributors of success in reforming schools (Cooper & Slavin, 1998). In the United States, understanding the factors that have impact on implementation of strategies in schools has become increasingly important considering the rising cases of unlawful behaviors, truancy among students and many more (Miller, 2002). Miller further notes that organizations in U.S have only succeeded in implementing less than 30 per cent of their strategic plans. Several barriers are well known in the U.S when strategic plans are getting implemented.

In Africa, implementation of strategic plans in secondary schools is also influenced by a number of factors, some resembling those experienced in the countries in the advanced economies. Most of these factors are stakeholder-related. For example, a study by Deventer (2009) in South African schools, revealed that some barriers to implementation of strategies were poor attitude of stakeholders especially teachers, poor management of education and political interference. Another study conducted by Ikediugwu and Chukuma (2015) in Nigeria disclosed that principals had inadequate understanding of strategic planning process. The study, which examined how proper implementation of strategic plans and monitoring by principals, contribute to provision of quality secondary school education further recommended that principals should work closely with relevant stakeholders to enhance capacity building for teachers.

The situation in Kenya is similar since various stakeholders tasked with the responsibility of implementing strategic plans continue to fail. A study carried out by Omboi (2011) in the County of Meru, revealed that resource allocation, managerial behavior among others have effect on the implementation of strategic plans in schools. Amukowa (2017) noted on the need for school managements to take keenness on activities that support implementation in schools. A study conducted by Mulefu (2017) in Khwisero sub-county revealed a number of school resources factors that had high influence on the way strategic plans are implemented which included; funding from parents, training of staff, acquisition of skills, development, and expending of funds for

the Free Day Secondary Education. It further revealed that communication of strategic decisions and involvement of strategic process affected strategic plan implementation. A study conducted by Onyango (2018) in Gem sub-county indicated a strong positive relationship between allocation of resources and the implementation of strategic plans on infrastructure development in schools. It also revealed a positive relationship between involvement of senior executives in implementation of such strategic plans.

Overall findings have indicated a positive and significant influence of schools' strategic plan implementation on students' academic performance. A poor strategic planning effort cannot make a good execution (Hambrick, 2006). Several studies show that how a strategy is formulated affects the implementation. A good strategic input naturally leads to a sound strategy implementation (Allio, 2005). A study conducted by Weyama (2018) showed that as a process, strategic planning in public secondary schools involved key stakeholders to a minimal extent. This raises the question of stakeholder participation in formulating strategic plans for secondary schools.

The quality of people who take part in strategic management greatly affect the implementation. In this case quality means skills, capabilities, attitudes, experiences among other characteristics required for a specific task or position (Peng & Littlejohn, 2001). Research findings depict that a successful implementation of a strategy is influenced by the human resource in report management, especially of top management (Schmidt & Brauer, 2006).

Middle level managers are very important in the implementation of strategies. If middle management is not equipped with necessary skills to implement it, they are likely to subvert the strategy (Heracaceous, 2000). Alexander (1985) opines that among the large number of problems which more than 50%) of the corporations experience often are employees with inadequate capabilities to carry out their jobs, inadequate leadership and direction by departmental managers and inadequately trained low level managers.

Inadequate communication can be a great hinder the implementation of a strategy. Alexander (1985) asserts that communication is referred to more times than all other factors contributing to a successful strategy implementation. Rapert, Velleiquette and Garretson (2002) state that communication and common awareness play a vital role towards the implementation of a strategy. New duties, tasks and responsibilities to be performed need to be clearly explained to the affected employees. Anyieni and Areri (2016) note that even though communication is significant, it does not greatly affect the way strategic plans are implemented. The standard of education in secondary schools is highly influenced by adequacy of resource allocation. The adequacy and quality of resources like equipment, teaching and learning materials and physical amenities are key determinants on how effectively a curriculum is carried out. Human, material and financial resources are key drivers towards implementation of strategic plans in schools.

1.2 Statement of the Problem

The National Education Sector Plan (2014) revealed that educational attainment at secondary level was low. 75 per cent of candidates were not scoring the minimum grades considered as requirement for admission in middle level colleges or university (C- for middle level colleges and C+ and above for university education). This casts doubts on the effectiveness of implementation of strategic plans in secondary schools. A 2018 KCSE record by Machakos County Education office revealed that Machakos sub-county was ranked among the lowest performing sub counties with a mean of 2.990 out of 12, and a -0.01 deviation from 2017. Neighboring sub counties within the county scored a mean of more than 3.0 with a positive deviation. During strategic planning, schools set among others, academic targets which form part of the measure on whether strategic plan implementation has been successful or not. Considering that academic grades is one of the measures of success in Kenyan education system, it seems the implementation of strategic plans is an issue that has affected performance negatively.

Shortage of teachers is an indicator of how poor strategic plans are implemented. A report by TSC indicated that Machakos County has a shortage of 1,978 secondary school teachers (Daily Nation, March 2, 2019). As the national government makes efforts to achieve 100% transition from primary schools to secondary schools, schools countrywide have been hit by congestion crisis. This means the infrastructural facilities are strained by the increased enrollment which could be a contributor to the dwindling

performance in Machakos sub County. This is further supported by study conducted by Mokaya (2013) in Kajiado County, which revealed that adequate and improved school infrastructure led to improved academic performance.

The national government has put measures to ensure efficiency in education system. Some of the interventions include provision of funds to expand infrastructure in secondary schools, hiring more teachers and providing textbooks to schools. However, based on the indicators available, there is no remarkable improvement on the academic outputs in Machakos Sub County.

1.3 Purpose of the Study

The purpose of this study was to investigate stakeholder related factors influencing implementation of strategic plans in public secondary schools in Machakos sub-county, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

- a) To establish how stakeholder involvement in formulating school strategic plans influences implementation of strategic plans in public secondary schools in Machakos Sub-county.
- b) To ascertain how exposure of stakeholders to training on strategic planning influences the implementation of strategic plans in public secondary schools in Machakos Sub-county.

- c) To assess the influence of communication among stakeholders about matters of strategic planning on successful implementation of strategic plans in public secondary schools in Machakos Sub-county.
- d) To establish the influence of resource allocation on implementation of strategic plans in public secondary schools in Machakos Sub-county.

1.5 Research Questions

The study was guided by the following research questions:

- a) What is the influence of involvement of stakeholders in strategy formulation on implementation of strategic plans in public secondary schools in Machakos Sub-county?
- b) How does exposure of stakeholders to training on strategic planning influence the implementation of strategic plans in public secondary schools in Machakos Sub-county?
- c) How does communication among stakeholders about matters of strategic planning influence the successful implementation of strategic plans in public secondary schools in Machakos Sub-county?
- d) How does resource allocation influence the implementation of strategic plans in public secondary schools in Machakos Sub-county?

1.6 Significance of the Study

Through this study, stakeholders in charge of ensuring that strategic plans in secondary schools in Machakos Sub-County and beyond are implemented, especially principals may be in a position to put correct measures such as more

involvement of stakeholders in formulating strategies, adequate training among stakeholders in strategic planning, enhanced communication among stakeholders and adequate allocation of resources. The TSC may also utilize the recommendations of this study to enhance supervision as public secondary schools implement their strategic plans in Machakos Sub-County and other regions with similar problems are implemented. Kenya Secondary School Heads Association Machakos Sub-County may also be able to come up with decisions on how to streamline the whole process of strategic plan implementation by their members, based on the recommendations of this study. Kenya Education Management Institute may also find this study useful filling in possible gaps in the training programmes with a view of addressing the issues pointed out. The study may also contribute towards filling in of research gaps in the thematic area.

1.7 Limitations of the Study

Limitations are challenges foreseeable by the researcher. They are beyond the researcher's ability. It was not easy to access BOM members for interview since they were not available in schools most of the time. Prior arrangements were made for meetings to have them interviewed. Most principals and teachers were also too busy to fill in the questionnaires immediately. The questionnaires were dropped and picked later in order to allow adequate time for them to respond.

1.8 Delimitations of the Study

This study aimed at finding out how the stakeholder related factors; involvement, training, communication and allocation of resources influence the way public secondary schools in Machakos sub-county in Kenya implement their strategic plans. The researcher selected public secondary schools only since the indicators of poor implementation of strategic plans were stronger in them compared with private schools within the same area. Machakos Sub-county was selected because it portrayed stronger indicators of poorly implemented strategic plans in their schools in relation to other sub counties within Machakos County. One of the indicators was low academic performance in KCSE between 2017 and 2018. The target population was 44 principals, 44 board of management representatives, and 570 teachers within the study area. This is because as key stakeholders they are charged with implementation of strategic plans in schools.

1.9 Assumptions of the Study

The researcher assumed that all respondents were honest when giving information to the researcher. It was also assumed that the schools had proper records on student enrollment, academic performance and number of teachers.

1.10 Definitions of Significant Terms

This sub section provides contextualized meanings of key terminologies used in the study.

Communication is the clarity in the exchange of information on strategic implementation in schools by stakeholders in terms of the language used, modes and context.

Resource allocation is the process of determining the best way to utilize potential and available resources for schools in order to achieve strategic goals.

Stakeholder refers to any persons or parties involved towards school obligations such are board of management, head teachers and teachers.

Stakeholder training refers to imparting of knowledge and skills on strategic planning process.

Stakeholder involvement refers to increased participation in strategic planning by board of management members, head teachers and teachers.

Strategic plan implementation refers to the activities meant to put strategic goals of schools into action to achieve the set objectives in areas such as academic performance, infrastructural development and student enrollment.

Strategic planning refers to the process of defining the future prospects of a school and creating steps to achieve the objectives and goals.

1.11 Organization of the Study

This study is organized in five chapters. Chapter one is the introduction which covers background to the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, definitions of significant terms and organization of study. Chapter two is literature review

that had the introduction, concept of strategic implementation, summary of literature review, theoretical framework and conceptual framework. Chapter three is on research methodology which covered research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis techniques and ethical considerations. Chapter four is on the findings of the study whereby both descriptive and inferential statistics was used. Chapter five contains a conclusion for the study capturing discussion on study findings recommendations as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a detailed literature review focusing on stakeholder factors affecting implementation of strategic plans in schools under the sub headings; strategic implementation as a concept, stakeholder involvement in formulating strategies, stakeholder training, communication among stakeholders and resource allocation. A summarized review of related literature, theoretical and conceptual frameworks was also provided.

2.2 Concept of Strategic Planning and Implementation

Strategic planning is an activity by which the leaders of an organization form a vision to its future and come up with the essential steps and operations to reach that future (Wirth, 2010). As a process, strategic planning entails a mission statement of an organization, objectives, scanning of the environment, formulation of strategy, implementation, control and evaluation (Mugambi, 2014). Strategy implementation is one of the parts of strategic planning process.

Strategic implementation is a series of steps that change strategies and plans into activities in an aim fulfill strategic objectives and goals. Implementation is crucial to institutional performance because unless strategies are not implemented properly, they only bear little value (Raps, 2009). Grant (2016)

argues that organizational strategies may be formulated using the best practice, yet these excellent strategies may fail if not executed in the right way.

Implementation of strategies is done through the development of specific policies and actions meant to achieve the goals created by leaders in organizations (Nyadeje, 2014).

It is important that stakeholders establish the content of a strategic plan and the steps involved in its implementation. Bryson & Wiley (2018) asserts that the survival of an organization depends on the far it contents its principal stakeholders. Therefore, involving of stakeholders in the implementation strategy offers a stronger foundation in the implementation of organizational strategies (Weyama, 2018). In a school context, various stakeholders affect the implementation of the implementation process. The way in which these entities relate has effect on the smooth running of the school routine, hence implementation of strategy (Sang, 2015).

2.3 Stakeholder Involvement in Strategy Formulation and Strategic Plan Implementation

Dvarioniene, Gorauskiene, Gecevicius and Trummer, (2015) conducted a study on stakeholders involvement for energy conscious communities. Study results showed that energy laboratories gave a sound basis for a long-standing co-operation among the different stakeholders as an investment in the future community. The study demonstrated that at interregional level, the comparison

of the various experiences among several countries helped to emphasize the different aspirations and motivations within different communities which was the common barrier in the implementation of renewable energy and strategies that are energy efficient (Dvarioniene et al, 2015).

Elbanna, Andrews and Pollanen (2016) sought to establish the role played by formal strategic planning in the determination of success of strategy evidenced in Canada. Their study established that formal strategic planning had a strong positive relationship with implementation. The intervening variable was managerial involvement. The strength of relationship was revealed to be more noticeable in the face of stakeholder uncertainty.

Gustafsson, Ivner and Palm (2015) conducted a study in Sweden on participation of stakeholders in planning of strategies for local energy. In the study Gustafsson, Ivner and Palm (2015) concluded that limited participation in the process of planning had an influence on the impact and legitimacy of the strategies in the organisation. Stakeholders are very important group in any organization or institution where a strategy is to be implemented (Abdikadir, 2015). Abdikadir further notes that stakeholder participation is among the crucial factors affecting the way strategic plans are implemented. Stakeholders' interests are always inconsistent and not every strategic decision affects the various stakeholders in the same way (Weyama, 2018).

Implementation of a successful strategy begins with a good strategy formulation and if the strategy is not well formulated, it is going to fail from the beginning (O' Brien 2009). It is therefore important to involve various stakeholders from different levels of the organization in the formulation process (Pearce & Robinson, 2010). Involving key personnel in strategy formulation process creates ownership and support by all players which is crucial for the success during the implementation stage (Wilson, 2013).

2.4 Stakeholders' Exposure to Training and Strategic Plan

Implementation

Cancedda, Farmer, Kerry, Nuthulanganti, Scott, Eric and Binagwaho, (2015) narrowed down to four initiatives financed by the United States of America. The study looked at the Nursing training partnership initiative (NEPI), Rwanda human resources for Health program (HRM program) medical education training partnership initiative (MEPI), , and the Global health service partnership (GHSP). The study concluded that the best practices that were assumed by these initiatives were: alignment to local concerns, possession by the country of operation, competency-based training, capacity building for institutions and the establishment of cooperation with stakeholders internationally.

Cancedda et al, (2015) sought to establish how to maximize the influence of training initiatives for professionals in the health sector in developing economies. The study observed that training of health professionals in low-

income economies was limited by paying little attention on a small group of diseases, poor use of funds from donors, lack of stress on the investment in practical skills, failure to align with local priorities and poor coordination of resources. The study revealed that several innovative training initiatives had been developed in sub-Saharan Africa in the recent past.

Jepter, Kombo and Kyalo (2015) study targeted teachers, students and principals. The study revealed that Nandi County had well trained and qualified and teachers despite registering poor academic results consistently. The study established that teachers needed refresher courses to build their capacity. The study further established that teacher capacity development greatly influenced students' performance in national exams. The study recommended on the strengthening teachers' capacity development so as to promote professional growth among teachers.

Wang (2017) observed that flipped classroom teaching was a significant trend in the education sector in the recent past. The study attempted to come up with the obstacles to the adoption of flipped classroom teaching strategy in Hong Kong public secondary schools. The study explained that since teachers could not be willing to embrace technology in the classroom, they needed to be sensitized well to accept technological innovative practices in teaching. The study concluded that since teachers are agents of change, their capacities needed to be built to minimize their tendency to resist change when attempts to introduce new learning and teaching paradigms in schools are made. This

agrees to a study by Kevogo and Waiganjo, (2015) Thika West sub-county which revealed that one of the key constraints to successful implementation of strategic plans in public secondary schools was shortage of knowledge, abilities and skills among staff.

Owino and Oloko (2015) in their study of Uriri District in Migori county, revealed that training on strategic planning aspects in public secondary schools in Kenya affects strategic plans implementation to a very high extend. From such studies it comes out clear that a successful strategic implementation process requires some knowledge and skills on the relevant participants, which can be acquired through training.

2.5 Communication among Stakeholders and Strategic Plan

Implementation

Scully, Stites, Roberts-King and Barbour, (2015) observed that the challenges in the world of the 21st century America presented a new development that had emerged and was affecting learners work. The study demonstrated that effective linkages and collaborations among families, schools and communities make learning experiences very fruitful for all stakeholders. Rabah (2015) sought to investigate the perceptions by teachers and education specialists with regard to information and communications technology integration in English schools in Quebec. The study results revealed that higher levels of student engagement, promotion of the learning process and

globalizing education of the 21st century were the major strengths of the integration of ICT in English in Quebec schools.

Eshet (2004) explained that digital literacy included a large variety of complicated cognitive, motor, sociological, and emotional skills that were necessary for users to function effectively. The study reveals that digital literacy provides scholars with a very effective means of communication in the design of more user-friendly environments. Eshet (2004) proposed a framework for digital literacy that included photo-visual literacy, branching literacy, information literacy and lastly, socio-emotional literacy. Durek, Redep and Divjak (2017) opined that digital technologies were potential catalysts for quality education in schools.

Various stakeholders exhibit different attitudes, priorities and interests. Effective communication enhances reception of information that is important to their needs and promotes positive attitudes in them (Gedi & Muturi, 2016). According to Aosa (1992), communication should not be made a single practice but some follow up should be undertaken through various means that management considers ideal to access the workers of an institution. A steady message effectively communicated will give people energy that will enable them to participate fully in the firm's activities (Anyieni & Areri, 2016).

A common understanding between the sender and the receiver makes communication possible (Wolfgan, 2006). Pearce and Robinson (2010) noted that communication is a key contributor towards success in strategic plans

implementation. The leadership team should therefore develop a comprehensive communication strategy to coordinate key elements of the program (Bett, 2018). The leadership team has a role to facilitate effective communication between management and translating strategy into periodic implementation plans (Takeuchi et al. 2008). Pearce & Robinson (2010) have observed that lack of communication takes place between the two points where communication begins and where it is received. Rapert, Lynch and Suter (1986) find that institutions where staff can easily reach the management through an encouraging communication mechanism usually perform better than those working under more confining environments.

A study conducted by Nyadeje (2014) revealed that majority of the schools surveyed lacked a clear communication on implementation of strategic plans. It further disclosed that most principals did not discuss the progress of strategic plans with staff members and other implementers. However, Anyieni & Areri (2016) in their study revealed that even though communication was significant, it did not have great effect the implementation of strategic plans. (Gedi, 2016) indicated that improvement in communication to stakeholders did not greatly affect strategy implementation.

2.6 Resource Allocation and Strategic Plan Implementation

Adequate resource allocation is a key step towards achieving strategic goals. Accessibility of resources in the area of finance, time and staff is thought to be an important part of implementation of a strategy (Miller, 2002). Allocation of

resources could involve allocation of financial resources through budgeting, training and development of enough staff and availability of physical materials or amenities in an organization (Miller, 2002).

Garcia-Perialv, Rees, Hughes, Jormanainen, Toivonen and Vermesh, (2016) conducted a survey to establish the resources necessary for the introduction of coding in schools. This is aimed at assisting teachers initiate programming in pre-university studies. The study revealed that it was necessary to supply teachers with material items and knowledge necessary to teach coding effectively.

Garcia-Perialvo et al. (2016) concluded that it was important to provide in-service courses and other staff development events that could assist in the development of competencies for teaching coding, both nationally and internationally. Supovitz, Fink and Newman (2016) explain that the development of instructional room in schools was a major obstacle to the common core movement. The study opined that the conceptualization of capacity building focused on the infusion of externally generated professional development in schools. The study explored the professionals that existed within schools that could be used to develop instructional capacity. The study revealed that there were abundant resources within schools but that the resources were not evenly distributed across and within schools. Supovitz, Fink and Newman (2016) further revealed that coaches and administrators received requests for assistance but had knowledge that is more common and understanding of the crucial subject content on average than teachers. The

study established that seeking for resources externally was highly related to common core knowledge and with those who received requests for advice from colleagues.

Li, Hallinger and Ko (2016) conducted a study on principal leadership and effects of schools' capacity on learning of teachers in Hong Kong. The authors observed that previous studies had focused mainly on the identification and validation of the ways in which principal leadership influenced major teaching and learning processes in schools. Li, Hallinger and Ko (2016) sought to examine the relationship between principal leadership, aspects of school capacity and professional learning among teachers in Hong Kong schools. The study results revealed that multiple aspects of principal leadership made remarkable contributions to capacity in schools professional learning among teachers. Klingebiel and Adner (2015) studied on the performance effects of alternative resource allocation regimes. The study described three behavioral features of allocation of resources that allowed the authors to separate real options logic from alternative regimes on resource allocation such as the initial commitment, sequencing, and reallocation.

Klingebiel and Adner (2015) revealed that sequencing was related to product sales while low initial commitment and reallocation increased performance significantly. The study concluded that inadequate recognition of real options logic had surprising outcomes. Farrell (2015) sought to design school systems that could encourage the use of data and instructional improvement. The study

concluded that school based systems wholesomely played a major role in supporting schools and educators in using data in both district and charter systems.

Kithuka (2016) in her study of Machakos sub County revealed that school fees defaulters affected the financial aspect of implementing school strategic plans. According to the study, this was further complicated by the changing trends of student enrollment in the schools. Shortage of financial resources can cripple implementation of strategic plans. The TSC (2015) in its strategic plan (2015-2019) projected a 76,752 shortage of post-primary school teachers in 2019. According to the commission, this has been occasioned by increased learner enrollment due to implementation of 100 per cent transition policy and also more number of secondary schools that continue to be established under the Constituency Development Funds. Teacher shortage can be a hurdle in syllabus coverage that can cause poor academic performance among students in schools.

Resources allocation is an important activity by managers that promotes for execution of strategies (Nyadeje, 2014). Shortage of resources could affect the way strategic plans are implemented. In Sub-Sahara Africa for instance, most secondary schools operate without adequate resources since they are poorly funded (Vespoor, 2008). It is not possible to attain education goals without adequate resources.

2.7 Summary of Literature Review

The reviewed literature showed how attributes of stakeholders such as involvement in formulating strategies, exposure to training, communication and resource allocation, have effects on the way strategic plans are implemented. On stakeholder involvement, different studies agree that stakeholder involvement in strategy formulation is crucial for a successful strategy implementation. On stakeholders' exposure to training, the studies reviewed concur that stakeholder exposure to training affects strategic implementation to a very high extent.

On communication among stakeholders, a study conducted by Nyadeje (2014) revealed that most schools lack effective communication on implementation of strategic plans. This is however contrasted by other studies, which revealed that communication does not have great effect on the implementation of strategic plans. On resource allocation, reviewed studies agree that shortage of resources constitute to poor state on the way strategic plans are implemented in public secondary schools.

Previous studies on the influence of stakeholders on implementation of strategic plans in public secondary schools have tackled either of the variables, but in a very different environment from Machakos Sub-county. Kithuka (2016) for instance, focused on relationship among stakeholders. The study recommended offering training to stakeholders and equitable allocation of resources. This study aimed at establishing the stakeholder related factors that

influence the way strategic plans are implemented in public secondary schools in Kenya as witnessed in Machakos Sub-county.

2.8 Theoretical Framework

The study was anchored on Stakeholder Theory as suggested by Freeman (1984) in his book “Strategic Management: A stakeholder approach”. The theory defines stakeholder as any person or group that has interest in the firm’s objectives. Managers in an organization should put forth associations with the suppliers, employees and business partners (Sundaram & Inkpen, 2004). Accountability of the organization externally and internally as business entity activities affects the external environment. However, this theory is condemned based on assuming a single-valued objective this is where gains that accrues to a firm’s constituencies (Jenson, 2001).

Jenson (2001) further states that there are other ways to measure how a firm has performed besides by benefits got by stakeholders. These measures include information flow from senior management to subordinate staff, working organization environment and interpersonal relations within the organization. Stakeholder theory is closely connected to this study because it is aimed at ensuring that the diverse needs of all the stakeholders in school context are well represented. This is achieved through establishing a network of stakeholder relationships within the organization, which include the members of BOM, employees and the learners. In this study, the school executives aspire to successfully implement school strategic plans. To achieve

this goal; they should engage the other key stakeholders who are vital in the strategic management process.

2.9 Conceptual Framework

Kelley and Knowles (2016) explain that the conceptual framework potrays the relationship between all the variables of the study. The framework is shown in figure 2.1.

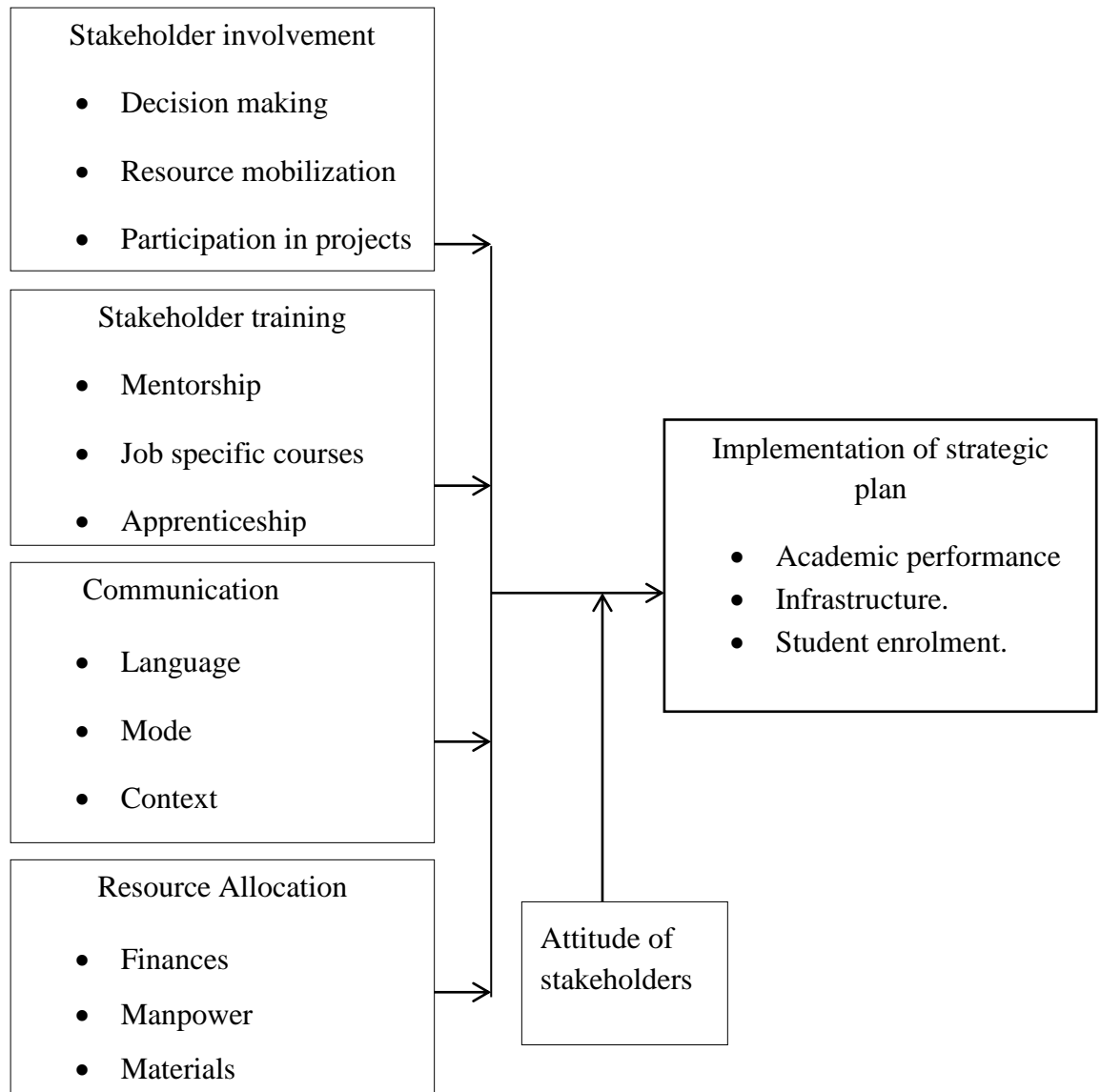


Figure 2.1: Stakeholder-related factors and strategic plan implementation

The independent variables are stakeholder involvement, stakeholder training, communication and resource allocation. The dependent variable is implementation of strategic plans. Independent variables can influence the dependent variable (strategic plan implementation) positively or negatively.

The intervening variable (attitude of stakeholders) can also modify the independent variables hence influence by either increasing or decreasing the effect.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails the research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, procedures for data collection, techniques for data analysis and ethical consideration.

3.2 Research Design

A research design is the technical plan for collection, measurement and analysis of data. Creswell and Creswell (2017) assert that descriptive survey design includes quantitative and qualitative methods. Pattern and Newhart (2017) describe quantitative research design to involve testing of objective theories by examining the relationships among variables using statistical methods. Qualitative research involves the exploration of meaning attached by individuals and groups to a social or human issue.

The study took on a descriptive survey design in order to describe characteristic of the stakeholders in public secondary schools in Machakos sub-county. Descriptive research design was adopted in this study since it entails describing, recording, analyzing and providing report on the existing conditions (Kothari, 2009). It was therefore considered ideal since it would capture opinions and attitudes of respondents about the way strategic plans are implemented in schools.

3.3 Target Population

The target of the study was the 44 public secondary schools in Machakos sub-county. The target respondents were 44 principals 44 BOM representatives each from the 44 schools and all the 570 teachers from the 44 schools in the year 2019. The data was obtained from TSC Machakos County headquarters.

3.4 Sample Size and Sampling Procedures

A sample was drawn from the target population of 658 persons. Anderson, Sweeney, Williams, Camm and Cochran (2016) suggested the following formula for sample size determination:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$

Where;

N = size of population

n = size of sample

e = acceptable error (the precision)

z = standard variance at a given confidence level

p = sample proportion

q = $1-p$

Here;

$N = 658$, e = at 95% confidence level is 0.05, $z = 1.96$, $p = 0.5$, $q = 0.5$

$$n = \frac{(1.96)^2 \cdot (0.5) \cdot (1-0.5) \cdot (746)}{0.05^2 (658-1) + (1.96)^2 \cdot (0.05) \cdot (1-0.05)}$$

$n = 243$

The researcher came up with a sample size of 243 respondents which was drawn from the total population of 658 respondents. The target population was therefore divided into strata and random sampling technique used to pick a sample of 243 respondents as shown below.

Table 3.1: Sampling Procedure

Group	Total Number	Proportion %	No. of respondents
Principals	44	6.6%	16
BOM representatives	44	6.6%	16
Teachers	570	86.8%	211
Total	658	100%	243

3.5 Research Instruments

Structured questionnaires and interview guides were the main data collection tools. Questionnaires were used since they are effective and affordable way of gathering details from a small sample within a short time. The questionnaires contained both closed-ended questions and open-ended questions that assisted in gathering both qualitative and quantitative data. The researcher also used interview schedules to collect data from BOM representatives while the questionnaires were issued to the principals and teachers. Every randomly selected respondent filled one questionnaire or interviewed once where applicable.

3.6 Instrument Validity

Validity is the accuracy and meaningfulness of deductions, which are obtained from the research results (Mugenda, O. & Mugenda. A, 2003). The researcher conducted content validity of the questionnaires and interview guides using expert opinion. In this case, the expert is the research project supervisor.

3.7 Instrument Reliability

Heale and Twycross (2015) ascertain that reliability relates to the consistency of a measure. The study opines that for a respondent completing the research instrument, the responses should be the same each time the test is completed. Cronbach alpha was employed in this study to test the internal consistency of the research instrument. Cronbach Alpha α is frequently used test to determine the internal consistency of a research instrument (Bolarinwa, 2015). Dikko (2016) explains that for Cronbach Alpha test, an average of all correlation in every combination of split-halves is established. The Cronbach alpha gave a figure between 0 to 1. Dikko (2016) concludes that Cronbach values of 0.7 and above are acceptable.

3.8 Data Collection Procedure

The questionnaires were dropped to the teachers and principals in the sampled schools. After the respondents filled them in, the researcher picked later from them. BOM members were interviewed and their responses captured in the interview guide for analysis. The researcher kept a register of all questionnaires issued and received.

3.9 Data Analysis Techniques

This study collected data, tabulated it and analyzed data using SPSS software version 22. Frequency distribution tables, pie charts and histograms were then used to show the attributes of both the dependent and independent variables as descriptive statistics. The dependent variable was implementation of strategic plans while the independent variables consisted of: stakeholder involvement, stakeholder training, stakeholder communication, and resource allocation by stakeholders. Data presentation was done using using pie charts and frequency distribution tables. Multiple linear regressions was used to establish whether the cluster of independent variables together predict the dependent variable (Dew & Wilcox, 2011). The multiple linear regressions equation that was employed in this model is:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y= Strategic plan implementation

X₁= Involvement of stakeholders

X₂= Stakeholder training

X₃= Stakeholder communication

X₄= Allocation of resources by stakeholders

In the model, β_0 = is the constant term while the coefficients $\beta_i = 1 \dots \dots 4$ were used to assess the sensitivity of the dependent variable (Y) to unit change in the predictor variables X₁, X₂, X₃ and X₄. ε is the error term which captured the variations in the model that cannot be explained.

3.10 Ethical Consideration

The researcher obtained a letter of authorization from the University of Nairobi that was uploaded onto the National Commission for Science, Technology and Innovation website for issuance of a research permit before proceeding to the field. After getting permission from the County Commissioner's office Machakos County, the researcher proceeded to collect information from the respondents. Data collected from individuals was made confidential as no personal identity information was sought. All respondents were assured the information they would give was only used for academic research.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF
FINDINGS

4.1 Introduction

This chapter provides an analysis, presentation, and interpretation of the findings. Descriptive analysis technique was employed through the use of descriptive statistics and tabulations. Descriptive statistics used was comprised of frequencies, percentages and tables.

4.2 Instrument Return Rate

The study targeted 211 teachers out of which 200 questionnaires were handed back constituting a 95 per cent return rate. The study also targeted 16 principals and 16 BOM representatives, 15 principals returned the duly completed questionnaires and 15 BOM representatives were able to respond to the interview questions. This represented a 93.75 per cent response rate for principals and 93.75 percent for BOM representatives. This was considered adequate for analysis.

4.3 Demographic Characteristics

This section looked at the gender of the respondents.

Table 4.2: Distribution of Teachers by Gender

Gender	Frequency	Percent
Female	120	60.00
Male	80	40.00
Total	200	100.00

Table 4.2 gives the gender of the respective teachers who took part in the study, It shows that 60 percent of the teachers were females and 40 percent were males. This indicates that a greater number of female teachers took part in the study compared to the number of males.

4.4 Implementation of Strategic Plans

In this section the researcher looks at the characteristics of the dependent variable namely: implementation of strategic plans. The dependent variable was measured by two indicators namely improvement in school academic performance and achievement of set academic targets. Table 4.3 on the first indicator shows that only 20 percent of the teachers said the school academic performance improved in the period 2018-2019, while the majority (80 percent) said there was no improvement.

Table 4.3: Improvement in School Academic Performance

Has the school academic performance improved in the period 2018-2019	Frequency	Percent
No	160	80.00
Yes	40	20.00
Total	200	100

On the second indicator illustrated in Table 4.4, 35 percent of the teachers said that they have achieved their academic targets as stipulated in the strategic plans, while 65 percent have not achieved their set targets. The teachers had various reasons for not achieving the set targets; these included heavy workload (25 percent), shortage of teaching and learning resources (five percent) and constrained physical facilities (five percent).

Table 4.4: Achievement of Set Academic Targets

Have you achieved your academic targets as stipulated in the strategic plans	Frequency	Percent
No	130	65.00
Yes	70	35.00
Total	200	100

According to the principals the main challenges they face in efforts to implement the school strategic plan include shortage of teaching staff; slow rate of project implementation due to shortage of funds; straining of resources

due to high enrolment brought about by 100 per cent transition; and late disbursement of finances from government affects implementation of projects. However in trying to address such challenges principals stated that they put in place measures such as hiring teachers through BOM which affects school expenditure; looking for other means of funding; and strengthening ties with other development partners.

4.5 Stakeholder Involvement in Formulation of School Strategic Plans and Implementation of Strategic Plans

The first study objective was on stakeholder involvement in formulating school strategic plans and implementation of strategic plans, which was assessed using three items measured on a likert scale as shown in Table 4.5.

Table 4.5: Teacher Involvement and Implementation of Strategic Plans

Stakeholder Involvement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I have often been involved in setting academic targets for the school	0	10 (5%)	30 (15%)	100 (50%)	60 (30 %)
I have often been involved in meetings to review the strategic plan	0	130 (65%)	20 (10%)	30 (15%)	20 (10%)
I have often been involved in strategic planning for school development projects	40 (20%)	130 (65%)	0	20 (10%)	10 (5%)

On item one 50 percent of the teachers agreed that they have often been involved in setting academic targets for the school and 30 percent strongly agreed to the statement. However, five percent disagreed of being involved in setting academic targets for the school with 15 percent of them being uncertain. Hence, majority (80 percent) of the teachers were often involved in setting academic targets for the school.

On item two, 15 percent of the teachers agreed that they have often been involved in meetings to review the strategic plan with 10 percent strongly agreeing. However, 65 percent disagreed of being often involved in meetings to review the strategic plan while 10 percent were uncertain. Hence majority of the teachers said they were not often been involved in meetings to review the strategic plan.

On item three, 10 percent of the teachers agreed that they have often been involved in strategic planning for school development projects with five percent strongly agreeing to the statement. However, 65 percent of the teachers disagreed of being often involved in strategic planning for school development projects with 20 percent strongly disagreeing to the statement. This shows that according to majority (85%) of the teachers they were not often been involved in strategic planning for school development projects.

Hence on summary, 51.67 percent of the teachers disagreed that stakeholder were involved in formulating and implementing strategic plans, 8.33 percent

were uncertain and 40 percent agreed that stakeholder were involved in formulating and implementation of strategic plans.

However, in respect of what extend principals involve key stakeholders such as BOM members in various activities, 60 percent of the principals said that BOM members were highly involved in mobilization of financial resources for the school with 20 percent saying BOM members are very highly involved. Hence 80 percent of the principals stated that they do involve BOM members in mobilization of financial resources for the school. Similarly 80 percent of the principals said that they involve BOM members in decision making on key aspects of the strategic plan, and 100 percent of the principals said they involve BOM members very highly in planning for infrastructural development.

After carrying the descriptive statistics, the researcher proceeded to perform a t-test to ascertain the influence of stakeholder involvement on strategic plans as shown in table 4.6

Table 4.6: Stakeholder Involvement and Implementation of Strategic Plans

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	160	2.833333	.0494555	.6255676	2.735659	2.931008
1	40	3.5	.1790287	1.132277	3.13788	3.86212
combined	200	2.966667	.0563648	.7971193	2.855518	3.077816
diff		-.6666666	.1330858		-.9291143	-.404219

diff = mean(0) - mean(1) t = -5.0093
 Ho: diff = 0 degrees of freedom = 198

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

Table 4.6 gives a mean stakeholder involvement of 2.83 in schools where implementation of strategic plans was not successful in improving academic performance, whereas a mean stakeholder involvement of 3.50 was deduced in schools where implementation of strategic plans was successful in improving academic performance. Hence, a difference of 0.67, whose absolute t-value is 5.0093 and the associated p-value is 0.0000. Since the computed P-value is less than 0.05, it indicates that the computed difference is numerically different from zero. This implies that, stakeholder involvement was on average significantly higher in schools where strategic plan implementation was successful in improving academic performance. Thus, stakeholder involvement has a great influence on the way strategic plans are implemented. The finding of the study concurs with Pearce & Robinson (2010) who noted that it is important to involve various stakeholders from different levels of the organization in the formulation process.

4.6 Influences of Exposure of Stakeholders to Training and Implementation of Strategic Plans

The second study objective was on exposure of stakeholders to training on strategic planning, which was measured by whether the stakeholder in this case teachers have some training on strategic planning for schools. Table 4.7 shows that only 10 percent of the teachers said they had some training on strategic planning for schools while the majority did not have training on strategic planning for schools. The 20 teachers who said they have some training on strategic planning, 50 percent noted that they have acquired such training through mentorship programmes and another 50 percent stated they acquired the training from college.

Table 4.7: Training on Strategic Planning for Schools

	Frequency	Percent
No	180	90.00
Yes	20	10.00
Total	200	100

The fact that only 10 percent of the teachers had some training on strategic planning for schools, the researcher sought to seek teachers response on what can be done on teacher training for effective strategic plan implementation in schools. The teachers response were teachers should be facilitated with skills on strategic planning (10%), there is need to train teachers in the area on

strategic management (85%), and train teachers and other key stakeholders (5%).

Based on principals opinion on what can be done in the area of stakeholder training for successful implementation of the school strategic plan include BOM and school staff need more training especially teachers need. Similarly, 66.67 percent of the BOM members felt that the skills they have acquired are enough to enable them participate well in strategic planning of the school. However, BOM Members stated that there are some improvement which can be done namely more training would be better; training of BOM members would enhance participation; and if the government would do some formal training then it would be better.

Table 4.8: Influence of Stakeholder Training and Implementation of Strategic Plans

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	160	.0625	.0191967	.2428215	.0245865	.1004135
1	40	.25	.0693375	.438529	.1097516	.3902484
combined	200	.1	.0212664	.3007528	.0580635	.1419365
diff		-.1875	.0516077		-.2892712	-.0857288

diff = mean(0) - mean(1) t = -3.6332
 Ho: diff = 0 degrees of freedom = 198

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0002 Pr(|T| > |t|) = 0.0004 Pr(T > t) = 0.9998

Table 4.8 gives a mean stakeholder exposure to training of 0.0625 in schools where implementation of strategic plans was not successful in improving

academic performance, whereas a mean stakeholder exposure to training of 0.25 was deduced in schools where implementation of strategic plans was successful in improving academic performance. Hence, a variation of 0.1875, whose absolute t-value is 3.6332 and the associated p-value is 0.0004. Since the computed P-value is less than 0.05, it indicates that the computed variation is statistically different from zero. This implies that, stakeholder exposure to training was on average significantly higher in schools where strategic plan implementation was successful in improving academic performance. Thus, stakeholder exposure to training has a significant influence on strategic plan implementation. This study finding concurs with Chewei, Leboo & Koech (2014), Kevogo & Waiganjo (2015) and Owino & Oloko (2015) that stakeholder exposure to training affects strategic implementation.

4.7 Influence of Communication among Stakeholders

The third independent variable for this study was communication among stakeholders was assessed using three items measured on a likert scale as shown in Table 4.9.

Table 4.9: Communication among Stakeholders

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
I have clear communication from the school administration on the academic strategic goals	0	20 (10%)	0	150 (75%)	30 (15%)
The critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc) have been clearly communicated to teachers	0	150 (75%)	10 (5%)	40 (20%)	0
Feedback given by teachers on strategic aspects such as resources is acted upon promptly.	0	100 (50%)	10 (5%)	90 (45%)	0

On item one 75 percent of the teachers agreed that they have clear communication from the school administration on the academic strategic goals and 15 percent strongly agreed to the statement. However, 10 percent disagreed of being involved in setting academic targets for the school. Hence, majority (90 percent) of the teachers had clear communication from the school administration on the academic strategic goals.

On item two, 20 percent of the teachers agreed that the critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc)

have been clearly communicated to teachers with 10 percent strongly agreeing. However, 75 percent disagreed of being often involved in meetings to review the strategic plan while five percent were uncertain. Hence majority (75 percent) of the teachers noted that the critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc.) have been clearly communicated to teachers.

On item three, 45 percent of the teachers agreed that feedback given by teachers on strategic aspects such as resources is acted upon promptly. However, 50 percent of the teachers disagreed that feedback given by teachers on strategic aspects such as resources is acted upon promptly while five percent were uncertain to the statement. This shows that according to majority (50 percent) of the teachers feedback given by teachers on strategic aspects such as resources is acted upon promptly.

Hence on summary, 45 percent of the teachers disagreed that feedback given by teachers on strategic aspects such as resources is acted upon promptly, 3.33 percent were uncertain and 51.67 percent agreed that feedback given by teachers on strategic aspects such as resources is acted upon promptly.

Table 4.10: Means of Communicating Critical Aspects of the Strategic Plan

Through which means are critical aspects of the strategic plan communicated	Frequency	Percent
Oral	100	50.00
Memos	50	25.00
Integrated	40	20.00
news letters	10	5.00
Total	200	100

The researcher proceeded to ascertain the various means used in communicating critical aspects of the strategic plan. The teachers responses were 50 percent said oral communication is used, 25 percent said memos, 20 percent said integrated means are used, while five percent noted that news letters were being used for communicating critical aspects.

Table 4.11: Influence of Communication among Stakeholders and Implementation of Strategic Plans

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	160	2.895833	.0415026	.5249705	2.813866	2.977801
1	40	4	.0653721	.4134492	3.867773	4.132228
combined	200	3.116667	.0474209	.6706331	3.023155	3.210179
diff		-1.104167	.0892644		-1.280198	-.9281357

diff = mean(0) - mean(1) t = -12.3696
 Ho: diff = 0 degrees of freedom = 198

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

Table 4.11 gives a mean communication among stakeholders of 2.90 in schools where implementation of strategic plans was not successful in improving academic performance, whereas a mean communication among stakeholders of 4.00 was deduced in schools where implementation of strategic plans was successful in improving academic performance. Hence, a difference of 1.10, whose absolute t-value is 12.3696 and the associated p-value is 0.0000. Since the computed P-value is less than 0.05, it indicates that the computed difference is statistically different from zero. This implies that, communication among stakeholders was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, communication among stakeholders has high influence on strategic plan implementation. Similar findings were deduced by Pearce and Robinson (2010) who noted that communication is a key factor in strategic plans implementation.

4.8 Influence of Resource Allocation

The last and fourth independent variable was on resource allocation, which was assessed using three items measured on a likert scale as shown in Table 4.12.

Table 4.12: Resource Allocation

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
There are adequate teaching/ learning material resources in the school	0	70 (35%)	20 (10%)	110 (55%)	0
Physical facilities in my school have been fairly allocated	0	90 (45%)	80 (40%)	30 (15%)	0
There is enough teaching and non-teaching staff to implement our strategic plan	10 (5%)	110 (55%)	20 (10%)	60 (30%)	0

On item one 55 percent of the teachers agreed that there are adequate teaching/ learning material resources in the school. However, 35 percent disagreed that there are adequate teaching/ learning material resources in the school with 10 percent of them being uncertain. Hence, according to majority (55%) of the teachers there are adequate teaching/ learning material resources in the school.

On item two, 15 percent of the teachers agreed that physical facilities in their school have been fairly allocated. However, 45 percent disagreed that physical facilities in their school have been fairly allocated while 40 percent were uncertain. Hence the teachers were indifferent on physical facilities in their school been fairly allocated.

On item three, 30 percent of the teachers agreed that there is enough teaching and support staff to implement their strategic plan. However, 55 percent of the

teachers disagreed that there is enough teaching and support staff to implement their strategic plan with 10 percent strongly disagreeing to the statement and 10 percent being uncertain. This shows that according to majority (60%) of the teachers there is no enough teaching and non-teaching staff to implement their strategic plan.

Hence in summary, 46.67 percent of the teachers disagreed that resource allocation are adequate for implementation of strategic plans, 20 percent were uncertain and 33.33 percent agreed that resource allocation are adequate for strategic plan implementation.

According to BOM Members since the resources allocated are not adequate, the BOM has put in place measures to address the challenges. The measures BOM has used include seeking funding from other sources such as CDF and NGOs; and school fundraisers (harambees) that sometimes do not materialize.

Table 4.13: Influence of Resource Allocation on Implementation of Strategic Plans

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	160	2.75	.0532816	.6739643	2.644769	2.855231
1	40	3.25	.0693375	.438529	3.109752	3.390248
combined	200	2.85	.0469476	.6639392	2.757421	2.942579
diff		-.5000001	.1121714		-.721204	-.2787961

diff = mean(0) - mean(1) t = -4.4575
 Ho: diff = 0 degrees of freedom = 198

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

Table 4.13 gives a mean resource allocation of 2.75 in schools where implementation of strategic plans was not successful in improving academic performance, whereas a mean resource allocation of 3.25 was deduced in schools where strategic plan implementation was successful in improving academic performance. Hence, a difference of 0.50, whose absolute t-value is 4.4575 and the associated p-value is 0.0000. Since the computed P-value is less than 0.05, it indicates that the computed difference is statistically different from zero. This implies that, allocation of resources was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, resource allocation has a significant influence on strategic plan implementation. The findings are in line with those by Nyadeje (2014), who found that allocation of resources is an important management activity that promotes for strategy implementation.

4.9 Multiple Regression Model

After conducting the descriptive statistics, the researcher proceeded to establish the influence of the various independent variables on the dependent variable (implementation of strategic plans) as presented in the following equation. The regression results are displayed in Table 4.10.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y= Strategic plan implementation

X₁= Involvement of stakeholders

X₂= Stakeholder training

X₃= Stakeholder communication

X₄= Allocation of resources by stakeholders

Table 4.14: Multiple Regression Model on the Influence of Dependent Variables on the Dependent Variable

Implementation of Strategic Plans	Coef	Std. Err.	t-statistic	P-Value
Stakeholder involvement	0.1162*	0.0272	4.28	0.000
Stakeholder training	0.0559	0.0757	0.74	0.461
Stakeholder communication	0.3551*	0.0323	10.98	0.000
Resource allocation by stakeholders	0.0771*	0.0331	2.33	0.021
Constant	1.4768*	0.1290	-11.45	0.000
Number of observations			200	
F (4, 195)			52.52	0.0000
R-squared			0.5186	

- denotes statistical significance at 5 percent level

Table 4.14 gives a statistical coefficient of 0.1162 for stakeholder involvement which is positive and statistically significant at five percent level. This means that an increased stakeholder involvement has a positive and statistically significant influence on implementation of strategic plans. On stakeholder training a positive coefficient of 0.0559 was realized though it was statistically not significant. This shows that an increase in stakeholder training is positively linked to implementation of strategic plans, although its associated coefficient

is statistically different from zero. Hence, stakeholder training has no influence on strategic plan implementation.

Regarding communication among stakeholders, a positive coefficient of 0.3551 was deduced which is statistically significant at the five percent level of significance. This shows that an increase in communication among stakeholders positively influences implementation of strategic plans which agrees with Anyieni & Areri (2016). The coefficient on resource allocation by stakeholders has a value of 0.0771 with an associated p-value of 0.021. Since the computed p-value is less than 0.05, it shows that the coefficient is statistically significance and hence different from zero. This shows that an increase in resource allocation by stakeholders positively has a strong influence on the implementation of strategic plans.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions and recommendations. The chapter also outlines suggestions for further research.

5.2 Summary of the Study

This study aimed at investigating the stakeholder related factors influencing the implementation of strategic plans in public secondary schools in Machakos Sub-county in Kenya. Four research objectives led the study which included; i) establish how stakeholder involvement in formulating school strategic plans influences implementation of strategic plans in public secondary schools in Machakos Sub-county; ii) ascertain how exposure of stakeholders to training on strategic planning influences the implementation of strategic plans in public secondary schools in Machakos Sub-county; iii) assess the influence of communication among stakeholders on successful implementation of strategic plans in public secondary schools in Machakos Sub-county; and iv) establish the influence of resource allocation on implementation of strategic plans in public secondary schools in Machakos Sub-county.

5.3 Discussion of the Study Findings

5.3.1 Implementation of Strategic Plans

Implementation of schools' strategic plans was measured by achievement in school academic performance and achievement of set academic targets. Majority (80%) of the teachers said that there was no improvement in school academic and 65 percent have not achieved their set academic targets as specified in the strategic plans. The reasons for not achieving the set targets include heavy workload, shortage of teaching and learning resources and constrained physical facilities. The main challenges faced by principals in efforts to implement the school strategic plan include shortage of teaching staff; slow rate of project implementation due to shortage of funds; straining of resources due to high enrolment brought about by 100 percent transition; and late disbursement of finances from government affects implementation of projects. However to address the challenges principals have put in place measures such as hiring teachers through BOM which affects school expenditure; looking for other means of funding; and strengthening ties with other development partners.

5.3.2 Stakeholder Involvement in Formulating School Strategic Plans

Stakeholder involvement in formulating school strategic plans was assessed using three measures. The teachers said that majority (80 percent) of them were often been involved in setting academic targets for the school; majority (65 percent) were not often been involved in meetings to review the strategic plan; and majority (85 percent) were not often been involved in strategic

planning for school development projects. Hence, 51.67 percent of the teachers disagreed that stakeholders were involved in formulating and implementation of strategic plans. Majority (80 percent) of the principals stated that they do involve BOM members in mobilization of financial resources for the school; Majority (80 percent) of the principals said that they involve BOM members in decision making on key aspects of the strategic plan, and majority (100 percent) of the principals said they involve BOM members very highly in planning for infrastructural development.

A mean stakeholder involvement of 2.83 in schools where implementation of strategic plans was not successful in improving academic performance was deduced, whereas a mean stakeholder involvement of 3.50 was deduced in schools where strategic plan implementation was successful in improving academic performance. The computed difference of 0.67 was statistically different from zero, implying that, stakeholder involvement was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, stakeholder involvement had a statistically high influence on strategic plan implementation. The finding of the study concurs with Pearce & Robinson (2010) who noted that it is important to involve various stakeholders from different levels of the organization in the formulation process.

A coefficient of 0.1162 on stakeholder involvement which is positive and statistically significant at five percent level was realized. This indicates that an

increased stakeholder involvement has a positive and statistically significant influence on strategic plan implementation.

5.3.3 Exposure of Stakeholders to Training and Implementation of Strategic Plans

Exposure of stakeholders to training on strategic planning was measured by whether the stakeholder in this case teachers have some training on strategic planning for schools. According to the teachers, majority (90 percent) of them did not have some training on strategic planning for schools. Those who had some training on strategic planning noted that they have acquired such training through mentorship programmes and from college. On teacher training for sound strategic plan implementation in schools, majority (85 percent) of the teachers said there is need to train teachers in the area on strategic management.

On stakeholder training, the principals opined that there is need to include BOM and school staff on more training especially teachers for successful strategic plan implementation in schools. Majority (66.67 percent) of the BOM members felt that the skills they have acquired are enough to enable them participate well in strategic planning of the school. However, more training would be better; training of BOM members would enhance participation; and if the government would do some formal training then it would be better.

A mean stakeholder exposure to training of 0.0625 in schools where implementation of strategic plans was not successful in improving academic performance was deduced, whereas a mean stakeholder exposure to training of 0.25 was deduced in schools where implementation of strategic plans was successful in improving academic performance. The computed difference of 0.1875 was statistically different from zero, implying that, stakeholder exposure to training was on average significantly higher in schools where implementation of strategic plans was successful in improving academic performance. Thus, stakeholder exposure to training had a statistically significant influence on implementation of strategic plans. This study finding concurs with Chewei, Leboo & Koech (2014), Kevogo & Waiganjo (2015) and Owino & Oloko (2015) that stakeholder exposure to training affects strategic plan implementation.

On stakeholder training a positive coefficient of 0.0559 was realized though it was statistically not significant. This shows that an increase in stakeholder training is positively linked to implementation of strategic plans, although its associated coefficient is statistically different from zero. Hence, stakeholder training has no influence on strategic plan implementation.

5.3.4 Communication among Stakeholders and Implementation of Strategic Plans

Communication among stakeholders was assessed using three items. Based on the teachers, majority (90 percent) of them had clear communication from the

school administration on the academic strategic goals; majority (75 percent) of them noted that the critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc) have been clearly communicated to teachers; and majority (50 percent) of the feedback given by teachers on strategic aspects such as resources is acted upon promptly. Hence 51.67 percent agreed that communication among stakeholders influences successful strategic plan implementation. Teachers said that various means are used in communicating critical areas of the strategic plan. The means for communicating critical aspects were oral communication (50 percent), memos (25 percent), integrated (20 percent), and newsletters (five percent).

A mean communication among stakeholders of 2.90 in schools where implementation of strategic plans was not successful in improving academic performance was deduced, whereas a mean communication among stakeholders of 4.00 was deduced in schools where implementation of strategic plans was successful in improving performance in academics. The computed difference of 1.10 was statistically different from zero, implying that, communication among stakeholders was on average significantly higher in schools where successful implementation of strategic plans led to improved academic performance. Thus, communication among stakeholders had a statistically significant influence on implementation of strategic plans. Similar findings were deduced by Pearce and Robinson (2010) who noted that communication is essential in strategic plans implementation.

Regarding communication among stakeholders, a positive coefficient of 0.3551 was deduced which is statistically significant at the five percent level of significance. This shows that an increase in communication among stakeholders positively influences implementation of strategic plans, which agrees with Anyieni & Areri (2016).

5.3.5 Resource Allocation and Implementation of Strategic Plans

Resource allocation was assessed using three items. According to majority (55 percent) of teachers there are adequate teaching/ learning material resources in the school; teachers were indifferent on physical facilities in their school been fairly allocated; and based on majority (60 percent) of them there is no enough teaching and non-teaching staff to implement their strategic plan. Hence, 46.67 percent of the teachers disagreed that resource allocation are adequate for implementation of strategic plans. Similar findings were deduced by Vespoor (2008) that shortage of resources could affect implementation of strategic plans in schools. In Sub-Sahara Africa, majority of the secondary schools operate without adequate resources since they are poorly funded. According to BOM Members the resources allocated are not adequate, thus the BOM has put in place measures including seeking funding from CDF and NGOs; and school fundraisers (harambees) that sometimes do not materialize to address the challenges.

A mean communication among stakeholders of 2.75 in schools where implementation of strategic plans was not successful in improving

performance in academics was deduced, whereas a mean resource allocation of 3.25 was deduced in schools where strategic plan implementation was successful in improving performance in academics. The computed difference of 0.50 was statistically different from zero, implying that, allocation of resources was on average significantly higher in schools where strategic plan implementation was successful in improving academic performance. Thus, allocation of resources had a statistically significant influence on implementation of strategic plans. The coefficient on resource allocation by stakeholders has a value of 0.0771 with an associated p-value of 0.021. Since the computed p-value is less than 0.05, it shows that the coefficient is statistically significance and hence different from zero. This shows that an increase in allocation of resources by stakeholders positively influences implementation of strategic plans. The findings are in line with those by Nyadeje (2014), who found that allocation of resources is an important activity by managers that promotes for strategic plan execution.

5.4 Conclusions of the Study

Based on the findings of the study, it was concluded that

- (i). There was no improvement in school academic performance and teachers have not attained their set academic targets as specified in the strategic plans. Such targets were not attained due to heavy workload, shortage of teaching and learning resources and constrained physical facilities.

- (ii). An increased stakeholder involvement has a positive and statistically significant influence on implementation of strategic plans. Majority of the teachers were often been involved in setting academic targets for the school; majority were not often been involved in meetings to review the strategic plan; and majority were not often been involved in strategic planning for school development projects. Hence, according to teachers stakeholders were involved in formulating and implementation of strategic plans. However, majority of the principals do involve BOM members in mobilization of financial resources for the school; majority of the principals involve BOM members in decision making on key aspects of the strategic plan, and majority of the principals involve BOM members very highly in planning for infrastructural development.
- (iii). An increase in training of stakeholders has no influence on implementation of strategic plans. Majority of the teachers did not have some training on strategic planning for schools. For the ones who had some training on strategic planning have acquired such training through mentorship programmes and from college. Majority of the teachers need training in the area on strategic management. Even principals added there is need to include BOM and school staff more training especially teachers for successful implementation of the strategic plans in schools. Indeed majority of the BOM members felt that the skills they have acquired are enough to enable them participate

well in strategic planning of the school, though more training of BOM members would enhance participation.

- (iv). An increase in communication among stakeholders positively influences implementation of strategic plans. Majority of teachers had clear communication from the school administration on the academic strategic goals; majority noted that the critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc) have been clearly communicated to teachers; and majority of the feedback given by teachers on strategic aspects such as resources is acted upon promptly.
- (v). An increase in resource allocation by stakeholders positively influences implementation of strategic plans. There are sufficient teaching/ learning material resources in the school; teachers were indifferent on physical facilities in their school been fairly allocated; and there is no enough teaching and non-teaching staff to implement their strategic plan. The resources allocated are not adequate, thus the BOM has put in place measures including seeking funding from CDF and NGOs; and school fundraisers (harambees) that sometimes do not materialize to address the challenges.

5.5 Recommendations of the Study

Based on the study findings, the following recommendations were made;

- (i) All key stakeholders to the school should be actively brought on board in the entire process of strategic planning.

- (ii) All key stakeholders should be subjected to training and adequately trained
- (iii) All key stakeholders should be brought on board especially teachers should be involved in planning and they should also be actively engaged in implementation process
- (iv) There is need for more allocation of resources and mobilization of more resources should be done, workload should be fairly distributed which can be achieved by hiring more teaching staff, building more classrooms and there is need for more funding on school projects.

5.6 Suggestions for Further Research

Taking into account the limitations and delimitations of the study, the following areas were suggested for further research

- a) The study ought to be replicated to the entire county or even country.
- b) Researchers may establish the effect of heavy workload on students' academic performance.

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APPENDICES

APPENDIX1: LETTER OF INTRODUCTION

Kyai Felix Mutua,

Department of Educational Administration and Planning,

University of Nairobi,

P.O Box 30197-00100,

Nairobi.

Dear Principal,

RE: REQUEST TO PARTICIPATE IN A STUDY

I am a Master of Education student at the University of Nairobi. I am conducting a study on '**Stakeholder-related factors influencing the implementation of strategic plans in public secondary schools in Machakos sub-county**'. I request for your permission to carry out the study in your school. Questionnaires will be given to some teachers, and the Principal.

You are assured that the information given will be used for academic research only. I look forward to your cooperation.

Yours faithfully,

Kyai Felix Mutua

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The researcher is seeking information about your school. Please tick appropriately for statements/questions that require you to choose an option. For questions that require your opinion, fill in the provided spaces. You are kindly requested to be as honest as possible.

Date _____ Questionnaire No: _____

SECTION A: GENERAL INFORMATION

Gender: Male [] Female []

Highest professional qualifications: Diploma [] Degree [] Any other specify
.....

Teaching experience:

1. Does your school have an operational strategic plan? Yes [] No []

SECTION B: Stakeholders involvement and implementation of strategic plans

2. Please indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5= Strongly Disagree

Statement	1	2	3	4	5
I have often been involved in setting academic targets for the school					
I have often been involved meetings to review the strategic plan					
I have often been involved in strategic planning for school					

development projects					
----------------------	--	--	--	--	--

SECTION C: Stakeholder training and implementation of strategic plans

3. Do you have some training on strategic planning for schools? Yes [] No []

4. If yes, how have you acquired such training? Mentorship programmes []
College [] workshops [] Apprenticeship []

5. In your opinion, what more can be done on teacher training for effective implementation of the school strategic plan?

.....
.....

SECTION D: Stakeholder Communication on implementation of strategic plans.

6. Please indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5= Strongly Disagree)

Statement	1	2	3	4	5
I have clear communication from the school administration on the academic strategic goals					

The critical aspects of the school strategic plan (such as launch, objectives, evaluation mechanisms etc) have been clearly communicated to teachers					
Feedback given by teachers on strategic aspects such as resources is acted upon promptly.					

7. Through which means are critical aspects of the strategic plan communicated?
 Oral [] Memos [] SMS [] Integrated [] others specify

SECTION E: Resource allocation and implementation of strategic plans in Secondary schools.

8. Please indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5= Strongly Disagree)

Statement	1	2	3	4	5
There are adequate teaching/ learning material resources in the school					
Physical facilities in my school have been fairly allocated					
There is enough teaching and non-teaching staff to implement our strategic plan					

SECTION F: Implementation of Strategic Plans.

9. Has the school academic performance improved in the period 2018-2019? Yes

[] No []

10. Have you achieved your academic targets as stipulated in the strategic plans?

Yes [] No []

11. If No, what constrained you as a teacher?

.....
.....

12. What improvements can be done in the areas of stakeholder involvement, training, communication and resource allocation, for effective improvement of strategic plans in schools?

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

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

The researcher is seeking information about your school. Please tick appropriately for statements/questions that require you to choose an option. For questions that require your opinion, fill in the provided spaces. You are kindly requested to be as honest as possible.

Date Questionnaire No:

SECTION A: GENERAL INFORMATION

- 1. Name of school.....
- 2. Category of school e.g national, county:
- 3. Year the school started:
- 4. Student enrollment. Write the total number of students in the following table.

YEAR	2018	2019
Total number of students		

5. Does your school have an operational strategic plan? Yes [] No []

If NO, why is it not operational?

.....

SECTION B: Stakeholder involvement and implementation of strategic plans

6. Please indicate to what extend you involve key stakeholders such as BOM members in the following activities. Please tick where appropriate where,

1= Very highly involved, 2= Highly involved, 3= To some extend and 4= Not involved

Activity	1	2	3	4
Mobilization of financial resources for the school				
Decision making on key aspects of the strategic plan				
Planning for infrastructural development				

SECTION C: Stakeholder training and implementation of strategic plans

7. Do you have some training in the following key areas of strategic plan management?

- (a) Strategic planning: Yes [] No []
- (b) SWOT/ PESTLE analysis: Yes [] No []
- (c) Resource mobilization: Yes [] No []
- (d) Strategic plan implementation: Yes [] No []

8. If you have some training, how did you get it?

College [] Seminars and workshops [] Mentorship programme [] other:

9. Do you have well trained BOM members and school staff to support implementation of the strategic plan effectively? Yes [] No []

10. In your opinion, can be done in this area of stakeholder training to enable effective implementation of the school strategic plan?

.....

SECTION D: Stakeholder communication and implementation of strategic plans

13. Please indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5= Strongly Disagree)

Statement	1	2	3	4	5
I usually communicate the critical aspects of the school strategic plan to all key stakeholders promptly					
I regularly convene meetings with BOM managers to discuss the progress on implementation of strategic plan					
Effective communication among stakeholders is a driver to effective strategic plan implementation					

SECTION E: Resource allocation and implementation of strategic plans

14. Please rate the adequacy levels in the following areas of resource allocation. (Tick where appropriate)

	Very adequate	Fairly adequate	Adequate	Not Adequate
School finances				

Teaching staff				
Material resources				
Physical facilities				

15. To what extent do you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3= Uncertain, 4= Disagree, 5= Strongly Disagree

Statement	1	2	3	4	5
Implementation of the school strategic plan has led to improved academic performance in the school					
Implementation of the school strategic plan has impacted of infrastructural projects					
Implementation of the school strategic plan has led to increased student enrollment in the school					

16. What main challenges do you face in your efforts to implement the school strategic plan?

.....

17. What measures have you put in place to address such challenges?

.....

Thank you for your participation






APPENDIX IV: INTERVIEW GUIDE FOR BOM MEMBERS

This interview is designed to gather information on the ongoing research to seek your opinion on the factors influencing completion of construction projects in Public Secondary Schools in Machakos Sub-County. Information received from you will only be used for academic purposes.

1. Does the school you represent have a strategic plan?
 - (a) Are you involved in making decisions on strategic plan goals?
 - (b) In what ways have you been involved in management of school projects?
Though planning, looking for resources or supervision of projects?
2. Do you have some skills and knowledge on strategic planning and implementation?
 - (a) If yes, how have you acquired such? Is it through formal training, a seminar or experience as a BOM member?
 - (b) Do you feel the skills you have acquired are enough to enable you participate well in strategic planning of the school? What improvement can be done?
3. How does the school communicate strategic decisions to other key stakeholders? Is it through e mail, school website, newsletters or meetings?
 - (a) How often are key stakeholders to the school notified on the progress of strategic plan implementation? Is it regularly or not regularly?
4. Are the resources allocated for implementation of strategic plan adequate?
 - (a) If NO, what measures has the BOM put in place to address such challenge?

Thank you for your participation.

APPENDIX V: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 607431	Date of Issue: 14/August/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Mr., Felix Kyai of University of Nairobi, has been licensed to conduct research in Machakos on the topic: STAKEHOLDER-RELATED FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY, KENYA, for the period ending : 14/August/2020.</p>	
License No: NACOSTI/P/19/155	
607431 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

APPENDIX VI: LETTER OF AUTHORIZATION



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 21009 and 21983 - 90100
Email Address: countycommasaku@gmail.com
Fax No. 044-21999

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

When replying please quote:

REF NO.CC/ST/ADM5/9VOL.111/136

DATE: 21st August, 2019

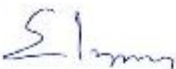
The Deputy County Commissioner
MACHAKOS SUB COUNTY

RE: REQUEST AUTHORITY – MR. FELIX KYAI

The National Commission for Science, Technology and Innovation has authorized the above named researcher to carry out a research on “*Stakeholder-related factors influencing implementation of strategic plans in public Secondary Schools in Machakos Sub County, Kenya*”. For the period ending 14th August, 2020.

Please be notified and accord him the necessary assistance.

COUNTY COMMISSIONER
MACHAKOS
P.O. Box 1 MACHAKOS


ELJAH OMOYO
For: COUNTY COMMISSIONER
MACHAKOS