

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF  
STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI  
SOUTH SUB COUNTY, NAIROBI CITY COUNTY, KENYA**

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Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

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

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I dedicate this project to my beloved husband Felix Mutua and our dear departed son.

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## **ABBREVIATIONS AND ACRONYMS**

FPE	Free Primary Education
GOK	Government of Kenya
IMF	International Monetary Fund
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MOE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
STI	Science Technology Innovation
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United States of America
USAID	United States Agency for International Development

## ABSTRACT

The purpose of this study was to investigate factors influencing implementation of strategic plans in public secondary schools in Dagoretti South Sub-County in Nairobi City County, specifically assessing influence of timely allocation of resources by school management board, incentives given to teachers, involvement of stakeholders in implementing the strategic plans, and monitoring and evaluation of the implementation process by the school managers. The objectives of this study were supported by synoptic theory. The study adopted descriptive research design using both the qualitative and quantitative approach. The target population was 291 comprising of 273 teachers, 9 principals and 9 chairpersons of board. A sample size of 90 teachers, 8 principals and 8 chairpersons of boards of management respondents was drawn using stratified random sampling. Primary data were collected using questionnaires and interviews. The collected data were edited and analysed using SPSS Stata14. Descriptive statistics were used to describe both dependent and independent variable. Using a t-test, a mean difference of 0.58 on resource allocation, which was statistically different from 0.05 was realized. This implies that, resource allocation was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, resource allocation has a significant influence of implementation of strategic plans. With regards to teacher incentives a computed mean difference of 0.09, which was not statistically different from 0.05 was established, indicating, teacher incentives was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, teacher incentives have no significant influence on implementation of strategic plans. For stakeholder involvement, a mean difference of 0.27 was statistically different from 0.05 was deduced. This implies that, stakeholder involvement was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, stakeholder involvement has a significant influence of implementation of strategic plans. A computed mean difference of 0.62 for monitoring and evaluation was not statistically different from 0.05. This implies that, monitoring and evaluation was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, monitoring and evaluation has no significant influence on implementation of strategic plans. The study recommends the government, government agencies, financial institutions, nongovernmental organizations and well wishers need to finance and allocate enough resources the implementation; the BoM and PA should be committed and fully take charge especially when it comes to mobilization of funds; and close monitoring, follow up and periodic review to all stakeholders and providing a realistic time frame for implementation.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

In management, strategic planning has been internationally acclaimed as an effective way of improving the performance of organizations. MacLennan (2012) simply defines strategy as the realization of intentions. According to Demirkaya (2015), a strategy is a set of coordinated actions that fulfils firms' intentions. A strategic plan sets out intended aims of an organization over a specified time period. Ferlie and Ongaro (2015), consider strategic plan as a guide that spells out the institution's way forward. Schools' strategic plans in particular focus on short term goals and are medium in terms of span (3-5 years).

According to Nandwa (2010) strategic planning entails resolutions and activities undertaken to frame and execute policies that yield a predominant fit between the organization and its environment to necessitate attainment of organizational goals in a dynamic economy worldwide. Eden and Ackermann (2013) as well as Demirkaya (2015) view strategic planning as a structured method of involving factors and techniques to attain certain tasks. It promotes coordination and controls review of performance and progress towards the objectives, enables identification of threats and opportunities which are external, as well as internal strengths and weaknesses and improves internal communication between employees which boost favourable attitude towards change (Griffin, 2013; Hrebiniak, 2013).

Following its recognizable input towards realization of good results in organizations, execution of master plans is by and large accepted across all sectors globally (Gebhardt & Eagles, 2014). Strategic planning is of significance in public institutions and its significance is hinged on the reality that it generates prerequisites to prompt the growth process of not only the institutions' performance but also the country's economy as well as ensures its significance by showing, dispensing, putting into use and growing the institutions' capabilities (Tuncikiene, Raudeliūniene & Stankeviciene, 2010). Kipkorir (2013) concurs that strategic planning is crucial in the public institutions. Arguments of these scholars are supported by the fact that the challenge of managing public institutions efficiently and effectively has been debated over a prolonged period in public administration discipline. Literature mentions that the concept of strategic planning could bring another dimension on how to eliminate inefficiencies in the Public Institutions (Caymaza, Akyonb & Erenel, 2013).

Important to note, however, is that a strategic plan will serve no purpose if there is no better way of adopting it in an organization (Lorette, 2016). A survey conducted by an Economist discovered that a disappointing 57 percent of firms failed in putting their master plans into action, as stated in a 2004 study of 276 top operating executives (Allio, 2005; Nyandeje 2014). The implementation process could be affected by a numbers of factors emanating from the authority and the management, the resources, structural arrangement,

coordination of activities and organizational traditions, the organizational politics, staff motivation, the inclusion and participation of staff, perception and opposition by staff and other partners (Okumus, 2003) . Moreover, failure to gain strategic advantage could also be a hindrance to fruitful execution (Porter, 2004, Awino et al, 2012, Machuki & Aosa, 2011).

According to the Republic of Kenya (2017/18 - 2019/20 Education Sector Report) published in September 2016, many schools at secondary school level are faced with various challenges such as understaffing, inadequate funding, inadequacy of learning facilities, ICT integration challenges and emerging issues such as new curriculum reforms. This is despite the existence of Education Sector Strategic Plan developed by the government in 2003 that aimed at providing quality basic education. Targets of this plan were detailed in the Sessional Paper No.1 of 2005 which has since then been revised to Sessional Paper No.14 of 2012 with reference to a new Basic Education Act 2013 and the new MoE's Strategic Plan 2012-2017. The greatest hindrance to fruitful use of the educational initiatives has been failure by schools to put them into action (MoEST, 2016). Schools in Nairobi City County are not exceptional in this case. According to the Nairobi City County Report (2014), huge population growth coupled with FPE program have led to raised demand for education at all levels hence exerting pressure on educational resources in Nairobi City County.

## **1.2 Statement of the Problem**

Concerns have been raised by civil servants, politicians and a large part of the citizenry over what is considered as inadequate planning and implementation of policies in institutions. Further, the public has been lamenting about deterioration in academic achievement in secondary schools which is an implication of schools inability to offer services to the learners and stakeholders' satisfaction (Kevogo & Waiganjo, 2015). A Working Party Report on marching of education to the 2010 Constitution revealed that secondary education faces challenges (Republic of Kenya, 2012) More emphasis on the problems affecting secondary education is outlined in the National Education Sector Plan (NESP, 2015) which indicate that though expanding access to secondary education has been on the increase, access remains challenging and especially at the regional levels (MoEST, 2015)

Nairobi City County is the 47<sup>th</sup> county of Kenya. Although it is the smallest, it has the highest population. According to the Nairobi City County Report (2014), huge population growth coupled with FPE program have led to raised demand for education at all levels hence exerting pressure on educational resources in Nairobi City County. This is because few schools have been put up especially secondary schools. In Dagoretti South Sub County, most schools have failed to realize their goals and this is reflected through low academic performance, variations in supporting infrastructure, infrastructural inequalities and disparity in resource allocation especially teachers of different categories. These issues are attributed to challenges hindering implementation



of strategic plans (Dagoretti South Sub – County Education Report, 2018). It is against this background that this study sought to investigate how timely and adequate allocation of resources, provision of incentives, involvement of stakeholders and monitoring and evaluation impact on execution of master plans in government-owned secondary schools in Dagoretti South Sub County in Nairobi City County.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate factors influencing implementation of strategic plans in public secondary schools in Dagoretti South Sub-County in Nairobi City County.

### **1.4 Objectives of the Study**

The study sought to achieve the following objectives;

- i) To assess influence of the adequacy of the allocated of resources by school management board on implementation of strategic plans in public secondary schools.
- ii) To determine influence of incentives given to teachers on the level of implementation of strategic plans in public secondary schools.
- iii) To establish influence of involvement of stakeholders in strategic planning process on implementation of strategic plans in public secondary schools.
- iv) To determine the extent to which the frequency of monitoring and evaluation of the implementation process by the school managers influence implementation of strategic plans in public secondary schools.

### **1.5 Research Questions**

This study was guided by the following research questions;

- i) To what extent does timely and adequate allocation of resources influence implementation of strategic plans in secondary schools?
- ii) To what extent do provision of incentives influence implementation of strategic plans in public secondary schools?
- iii) To what extent does active involvement of stakeholders influence implementation of strategic plans in public secondary schools?
- iv) To what extent does timely and frequent monitoring and evaluation by the school managers influence implementation of strategic plans in public secondary schools?

### **1.6 Significance of the Study**

School stakeholders may find this study significant in understanding challenges schools encounter in the implementation of strategic plans and further help them explore ways of overcoming them. Furthermore, the findings of the study may enable decision makers in the education department in framing possible policies that successfully deal with problems that may hinder schools' attempts to put strategic plans into action. Most importantly, it will enrich the existing body of knowledge in strategic management and thus will be vital to both researchers and academicians who seek to explore and carry out further investigations.

### **1.7 Limitations of the Study**

The study's attention was on public secondary schools in Dagoretti South Sub County in Nairobi City County and not the entire County or country and therefore the findings can only be generalized to the rest of the sub- counties as well as the country with caution. In addition, it was not possible to influence the attitudes of the respondents who may portray only their positive responses. In a bid to address this challenge, the researcher established a good relationship with the respondents to gain their confidence and took time to make them clearly understand the importance of the research.

### **1.8 Delimitations of the Study**

The research was only carried out in Dagoretti South Sub County, Nairobi County. The sub county is situated to the west of Nairobi within Nairobi City County area. The study particularly investigated impact of allocation of resources, incentives, involvement of stakeholders and monitoring and evaluation on execution of strategic plans. These are a few of the many other factors that influence implementation like organizational structure, professional development of teachers as well as school managers' management techniques among many others which may not be covered in this study. Moreover, the study only focused on principals, teaching staff and chairpersons of management boards. It also restricted itself to the 9 public secondary schools in Dagoretti South Sub-County.

## **1.9 Basic Assumptions**

The study assumed that the respondents would be a representative of the whole population and that factors influencing enactment of strategic plans in public secondary schools would be measured by use of a survey questionnaire. It is also assumed that timely and adequate allocation of resources, provision of incentives, active involvement of stakeholders and frequent monitoring and evaluation are factors that would impede or enhance fulfillment of strategic plans in schools.

## **1.10 Definition of Significant Terms**

**Allocation of resources:** Refers to timely provision of adequate resources to accomplish the schools' goals.

**Involvement of stakeholders:** Refers to the act of incorporating the parents, members of school boards, teaching personnel and principals in the execution of school strategic plans for the purpose of achieving acceptable outcome.

**Incentives and:** incentives entail the financial inducements that the schools avail to the personnel in acknowledgement of their contribution to quality performance.

**Recognition programmes:** Refers to the identification of a job well done; thus it is a non-monetary way of appraising and incognizance of good performance, for example, promotions.

**Monitoring and evaluation:** refers to frequency of assessment of selected end result measures that have direct connection to the school's performance of its mission and attainment of its vision.

**Resources:** entails adequate provision of facilities such as land, structures, equipment, finance as well as human capital needed in the teaching and learning processes.

**Stakeholders:** means anyone interested in the well-being and prosperity of a school and its students for instance parents, government, school managers, school board and the teaching personnel in public secondary schools.

**Strategic plan:** refers to documentation that stipulates the school's intents and the way to attain them in a determined time frame (3-5 years).

**Strategy:** entails correlated set of actions that fulfills a school's objectives, purposes and goals in this case timely allocation of resources, active involvement of stakeholders, provision of incentives and frequent monitoring & evaluation.

**Strategy implementation:** process by which the school's objectives and initiatives are executed.

### **1.11 Organization of the study**

This study was organized in five chapters which include: the introduction, literature review, research methodology, data analysis interpretation and findings, conclusions and recommendation. Chapter One was introduction covering background to the study, statement of the problem, purpose of the study, the objectives of the study, the research questions, the significance of the study, the limitations and delimitations of the study, the basic assumptions and definition of terms. Chapter two was the literature review in relation to the objectives on the themes allocation of resources, incentives and recognition programs, involvement of stakeholders and monitoring and evaluation.

Summary of literature review, theoretical and conceptual framework was also presented.

Chapter three was research methodology covering research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis and presentation and ethical considerations. Chapter four dealt with data presentation and discussion. Lastly, chapter five addressed summary, conclusions, recommendations and suggestions for further research

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature available on strategic planning and implementation. The attention was on the concept of strategic planning, impact of adequate and timely allocation of resources, incentives and recognition programs, involvement of stakeholders and monitoring and evaluation on execution of strategic plans. Other areas covered were summary of the literature review, theoretical and conceptual framework of the study.

#### **2.2 The Concept of Strategic Planning and Implementation**

Strategic planning follows a series of steps, including mission, objectives, environmental analysis, strategy selection, implementation and control of the strategy (Gebhardt & Eagles, 2014; Venance, 2018). Historically, strategic planning in management began back in the 1950s, originating from profit-making firms (Ferlie & Ongaro, 2015; Venance, 2018). According to Joyce and Drumaux (2014), the source of all strategic management designs in use today is the private sector. Later in the 1960s, the Defence Department of the US, under a plan referred to as Planning-Programming-Budgeting Systems (PPBS), championed the introduction of these management models into the public sector. (Poister, Edwards, Pasha & Edwards 2013; Venance, 2018). In the early 1970s, it became key to the agendas of the UK, the US and France governments, geared towards attainment of more reasonable and strategic formulation of policies. Its growth championed changes in public management in the US and other multinational

reforms in Canada, New Zealand as well as Australia in the 1980s and 1990s (Hill & Jones, 2013; Demirkaya, 2015; Venance, 2018).

Currently, private as well as public institutions have taken the strategic planning initiative seriously as a move for improving performance (Demirkaya, 2015; Venance 2018). Strategic planning is of significance in public institutions and its significance is based on the fact that it creates prerequisites to prompt the growth process of the institutions' activities and the nation's economy as well as ensures its purposefulness by exhibiting, disseminating, utilizing and growing the organization's capacity (Tuncikiene, Raudeliūniene & Stankeviciene, 2010). Kipkorir (2013) concurs that strategic planning is crucial in the public institutions. Arguments of these scholars are supported by the fact that the challenge of managing public institutions efficiently and effectively has been debated over a prolonged period in public administration discipline. Literature mentions that the concept of strategic planning could bring another dimension on how to eliminate inefficiencies in the Public Institutions (Caymaza, Akyonb & Erenel, 2013).

The main purpose of the formulation and implementation of strategies is to enable the firm to attain its long-term and short-term mission (Elbanna, Andrews & Pollanen, 2016; Venance, 2018). Strategic execution is the exercise that translates strategies and plans into actions in a bid to realize the strategic goals. According to Nyadeje (2014), Strategies are executed through the generation of particular policies and techniques tailored to accomplish the



goals devised by organizational executives. Process of implementing strategies encompasses a system-wide approach that guides effective and efficient resource use (Schaap, 2012; Hill & Jones, 2013; Venance, 2018). It entails proper management of the resources and motivation of the staff to realize objectives (Ramesh, 2011). There are four determinants of implementation which include; recognition of strategic objectives, formulation of specific plans, assigning of resources, drawing of budgets and assessment and controlling the approaches. In the implementation process, there are three major approaches: comprehensive, incremental and selective approach. In comprehensive approach, plans are carried out despite the changes in the environment. Through incremental approach, plans are implemented in undetermined conditions while concessions are made when selective approach is used (Lynch, 2012; Maina & Omwenga 2017)

Strategy implementation is broadly recognized as a key management challenge in any organization (Lynch, 2012; Lares-Mankki, 2014). Best-formulated strategic plans at times fail to attain the strategic fit for the organization if they are not successfully executed, as Noble (1999b) points out. Remarkably, about 70 percent of organizations fail to implement their new strategies (Lynch, 2012; Gebhardt & Eagles, 2014; Venance 2018). This is as a result of a number of factors that can hinder the process by which strategic plans are translated into action. Poor execution of strategy has caused about 70% of planned strategy to fail, whereby managers lacked commitment

and were indecisive of strategic content or decisions itself (Lynch, 2012; Wanjiku & Ombui, 2013; George & Desmidt, 2014; Venance 2018)).

The greatest determinant of success with school reforms globally is increased quality implementation of strategic plans (Cooper & Slavin, 1998; Venance, 2018)). Therefore, getting to know the issues that influence the implementation exercise has been taken seriously in the United States given the rise in the reported cases of absenteeism and delinquency among students. In strategic plan implementation exercise in both public and private schools, mere formulation of a good plan or strategic initiative is meaningless without effective implementation (Miller, 2002; Nyadeje, 2014; Abdikadir, 2015). It has also been observed that more than 70% of firms' strategic plans and objectives in the US have not been successfully executed (Miller, 2002; Nyandeje 2014) This signifies how challenging it is even for institutions of learning to thrive in putting their strategies into action. As cited by Beer and Eisenstat (2000) there are six elements that hinder strategy implementation. These are; top executive's top-down or laissez free enterprise strategy, uncertain strategy of incompatible prime concerns, non-successful top executive team, defective hierarchical relations, faulty collaboration among activities, limits and insufficient down-the-line leadership skills and development ( Beer & Eisenstat, 2000; Nyandeje, 2014) These too, are matters of great concern in the United States in matters of strategic planning.

In Africa as well, such factors influence the implementation of strategic plans in learning institutions. In South African schools for instance, a study by

Deventer (2009) indicated that some strategies could not be implemented because of faulty perspectives of the stakeholders, especially teaching staff, mismanagement and political intrusion among other factors. In another study by Nkosi (2015) on 'Factors affecting strategy implementation in a local municipality in Mpumalanga Province, South Africa,' lack of adequate financial resources was a remarkable challenge in strategy implementation (Venance, 2018)

In Kenya the state is no different as pertinent authorities charged with the responsibility to oversee effectuation of several strategies have not been successful. Some of the determinants of successful implementation of strategic plans in Kenyan secondary schools according to Omboi (2011) include, 'reward management systems, resource allocation, managerial behavior, managerial decision making and managerial philosophy.' Nyagemi (2017) conducted a similar study that focused on 'organizational factors that affect implementation of strategic plans in private secondary schools in Nairobi County.' The study established that factors such as resource constraints, overlapping activities, meddling from the local government, work pressure, conflicting interests, negativism, overlapping plans and fixed frameworks affected realization of tactical plans in Private Schools (Nyagemi, 2017)

Similarly, in their study, 'Factors Affecting Strategy Implementation in Private Universities in Kiambu County, Kenya' Gachua and Mbugua (2016) discovered that the accomplishment of strategies in private universities is to a great extent affected by management's dedication and handiness of resources

for policy development. This signifies how challenging it is even for secondary schools to thrive in putting their strategies into action

### **2.3 Resources Allocation Influence on Implementation of Strategic Plans**

Resources are the basis for the sustainable realization of an organization's competitive advantage (Singh & Mahmood, 2014; Gebhardt & Eagles, 2014). Resource allocation is the process of ascertaining the optimal way to put to use the available materials to accomplish organizational goals. That is, how resources including human resources, financial, capital and information resources are shared amongst the diverse divisions of the organization to help with tactical plans implementation. The allocated resources must have the capacity to exploit opportunities and reduce threats in the organization's outer environment, while offering something unique, which cannot be easily emulated or substituted by rivals within similar industry (Lynch, 2012; Okioga, 2012).

Untimely provision of resources is a factor that could derail the implementation process. Nkosi (2015) in his study on, 'factors influencing strategy implementation in a local municipality in Mpumalanga Province, South Africa,' pointed out the critical part played by resources where insufficiency of funds was a notable challenge in strategy enactment. According to Ngware, Wamukuru and Odebero (2006) in their study 'Total Quality Management in Secondary Schools in Kenya: Extent of Practice, Quality Assurance Education'. The findings were that standard and sufficiency of resources such as buildings, apparatus and instructional materials have direct impact on

quality as they influence how successful the curriculum is implemented (Ngware, Wamukuru & Odebero, 2006).

In another study conducted by Mumbua and Mingaine (2015) on ‘Factors Influencing Implementation of Strategic Plans in the Municipal Council of Machakos, Kenya’, findings were that the resources were not well positioned with the blue prints of the Council. However, the study only focused on human information resources leaving out other resources such as financial and material resources (Mumbua & Mingaine, 2015)

Also, a study conducted by Nyadeje (2014) on ‘Factors influencing implementation of strategic plans in public secondary schools in Homabay County in Kenya’ revealed that most surveyed schools did not have sufficient funds to implement strategic plans. It further revealed that majority of the schools depend on the government for funds (Nyadeje, 2014).

Abdikarir (2015) did a related study that revealed that many schools did not have adequate finances to put into action their strategic plans, an indication that lack of financial resources seriously affected the implementation of strategic plans in schools ( Abdikarir, 2015). Similarly, Gachua and Mbugua (2016) in their study, ‘Factors Affecting Strategy Implementation in Private Universities in Kiambu County, Kenya’ confirmed that implementation of strategies in private universities is highly influenced by management’s commitment and availability of resources for strategic decision making (Gachua & Mbugua, 2016).

## **2.4 Incentives Influence on Implementation of Strategic Plans**

As a worthwhile sign of acknowledgement, a successful reward system used to reward employees plays a critical part in enhancing realization of plans of the strategy implemented (Yanadori & Marler, 2006). Reward structures comprise of both inducements and recognition programs. Incentives are the financial inducements that organizations offer employees in exchange for contributing to quality, customer service and sales figures. On the other hand, recognition refers to the acknowledgement of a job well done; thus representing a non-monetary means of cherishing and recognizing a sales associate's input to sales figures, quality and customer service (Brown, 2005).

Organizations can employ varied incentive schemes as a crucial administrative tool that can promote a firm's success by impacting on individual and group behavior towards performance (Lawler & Cohen, 1992). In addition, reimbursement mechanisms deliver other objectives such as labor cost control, legal assent, justice towards employees and improvement of employee performance to gain high levels of productivity and customer fulfillment (Cruz et al., 2011). Recognition programmes touch on externally triggered behavior that occurs when an activity is honoured but the reward is not ingrained in the task (Deci, 1971) Akanbi (2010) argues that there has been a productive relationship between recognition and organizational achievement. Tippet and Kluvers (2010) argue that rewards can be executed in different forms within an organization; however, they always have to be linked to organization's strategic and performance objectives. In order to maintain people's attention

on strategic objectives and realizing them throughout the organization, the only dependable way is to award persons who achieve targets and deny prizes to those who do not.

Doing a good job, for strategy implementers, means attaining the set performance targets. Any other standard compromises implementation of the strategic plan and condones direction of time and energy into meaningless practices. Insistence to realize the target and performance should be continual (Peters & Austin, 1985). The formula used to reward the employees should be in line with the components that are crucial for the implementation of these strategies. This contention is in agreement with the argument that systems of an organization would enable or hamper the effective implementation of organizational strategies (Wei & Atuahene-Gima, 2009).

## **2.5 Stakeholder Involvement Influence on Implementation of Strategic Plans**

Successful execution of strategic changes in an organization is determined by various issues and significant among them is stakeholder collaboration and acceptance for change dynamisms (Rajasekar, 2014). Freeman (2007) contends that regards of each key stakeholder group are multilateral and linked to each other and those stakeholders' interests are shared. Therefore it is important to establish and incorporate chief stakeholders in the strategic implementation process since their exclusion leads to limitation of the significance and expected benefits from the strategy, (Pedersen, 2006). Hughes and Demetrious (2006) hold the view that a firm's success is supported by

healthy interactions among its various stakeholders ( Hughes & Demetrious, 2006).

Noland and Phillips (2010) differentiate between firms simply interrelating with stakeholders and engaging with them. They noted that interrelating with stakeholders is essentially necessary, but pointed out that a firm may interrelate with stakeholders without ever involving them as people. Engagement is interaction that involves, at a minimum, acknowledgement and consideration of common humanity and being conscious of the ways in which one's deeds may have effect on others (Noland & Phillips, 2010).

A research by Swiderska (2001) reveals that stakeholders' contribution is principal in making sure that strategic planning attempts are fruitful and in eliminating possible drawbacks at the implementation phase. Njenga (2014) asserts that the extent of inclusion of key participants in the strategy configuration and implementation exercise is a crucial factor in today's strategic management process as it brings about substantial benefits as regards creating an enabling environment to facilitate smooth implementation of strategic plan. Macharia, (2011) notes that productive stakeholder involvement in an organization translates into collaborative problem solving, promotion of partnerships and wider endorsement of resolutions which leads to fruitful execution of strategies thus realization of goals. Stakeholders for the case of a secondary school can mean the administration, teaching staff, learners, support



staff, board of managers (BOM), well-wishers and the entire community served by the school. All these categories must be involved at various levels. The involvement can be right at the point of strategy formulation to the evaluation period. In this way then strategic implementation would be easy to realize.

At times, however, stakeholders are found to be a hindrance for being accountable for time delays hence impeding implementation of possible sustainable solutions. For instance, Gelter (2009) carried out a study in the United States to examine the negative influence of shareholders by reexamining the autonomy of the management and stakeholder orientation in comparative corporate governance. The study sought to advance the argument that increased shareholder influence on managerial decision making aggravates holdup problems regarding other constituencies, specifically employees. Despite the fact that the development of policies, strategies and patterns that prove to be sustainable in the social, ecological and economic dimensions can only be realized by involving all the affected parties, inclusion of stakeholders remains difficult for varied reasons which may include: varying interests, different professional approaches of actors, the need to maintain status quo due to fear of the unknown and the complexity of stakeholder interactions, (Donaldson and Preston, 1995).

Internationally, Smith, Ansett and Erz (2011) examined the significance of stakeholder participation in strategic administration of the organization to

organizational performance. Their findings were that involvement of producers, clients, shareholders and personnel in strategic change facilitates strategy implementation by minimizing the degree of opposition to strategic implementation process (Smith, Ansett & Erz, 2011). Bordean, Borza and Maier (2011) found out that the extents to which stakeholders are able to affect the intents of an organization differ and their different power and interests underline these differences. Rajablu, Marthandan & and Yusoff (2015) note that the part played by stakeholders in influencing organizational policy making on moral and social aspects appears a paradox in a global economy underpinned by a neo-liberal philosophy owing to the varied and complicated nature of the issues, stakeholders and organizations.

Among the studies done in Kenya is that of Mwikuyu (2009), who researched on ‘The extent of stakeholder involvement in strategy formulation and implementation in the National Social Security Fund.’ He found out that stakeholders input was in terms of suggestions, assessment, reviews and formulation of policies during all phases of the programme ( Mwikuyu, 2009) Macharia, (2011) did a study on ‘Stakeholders’ involvement in the success of strategy implementation among public secondary schools in Nairobi, Kenya.’ He discovered that stakeholders are a crucial component of strategy implementation process. Their contribution in the school programmes facilitate achievement of wider support in the execution of the school’s strategies, collaborative problem solving during the implementation phase and the success of the strategies had been realized since the school incorporated

the stakeholders. Wanyama (2013) carried out a study on ‘Stakeholder involvement in change management at Kenya Ports Authority (KPA).’ The study found out that KPA had incorporated stakeholders in its plans though this was not being done at all levels of the process.

## **2.6 Monitoring and Evaluation Influence on Implementation of Strategic Plans**

Developing monitoring plan follows next step in the strategic planning process after the pre-planning and strategic planning stages. Strategic planning involves examining the organization’s extraneous and internal environments, establishing a vision and mission, formulating overall goals, developing and identifying general strategies to be pursued, and availing resources to attain the organization’s objectives (Raps, 2005). Every organization is always in a unique position taking into account internal strengths and weaknesses, there is therefore no single strategy used by organizations even though the outcome might be the same.

Monitoring and evaluation is a very useful tool but if not applied well might not produce the desired results. Wells (1996); Issah (2016), states that for monitoring and evaluation to be a reliable viewpoint to measure performance, it must meet some basic requirements; it must be linked in that, the measurements at one point in an organization should be applicable in the next level; monitoring and evaluation must be experimental because measurements are organization’s best guess as to the best indicator of mission effectiveness;

monitoring and evaluation is useful when there is involvement of the people whose work is being measured in the development of the measurement not only for accountability purposes, but also to create a sense of responsibility. If people are part and parcel of the development of the measures, they take responsibility in implementing initiatives to achieve outcomes. Sorting of monitoring and evaluation data is another crucial thing that must be done to determine the most useful information for decision making. This is made easier in the process of developing strategic measures.

There have been few studies on control mechanisms; a principal component of administrative systems (Drazin & Howard, 1984; Nilsson & Rapp, 1999; Yang, Sun & Martin, 2008). Drazin and Howard (1984) discuss the contribution of formal control mechanisms in the process of strategy execution, and suggest that the smooth flow of control system impact on strategy implementation (Noble, 1999b). Nilsson and Rapp (1999) conducted a similar study in attempts to find out how control systems are developed and practiced at the management and operational levels with respect to implementing a given business strategy. The findings of their study were that control systems at management and operational levels are grounded on different logics and should have a different model. Furthermore, it is essential to establish purposeful conversation between the two organizational levels to promote the choice for a strategic inclination and its implementation (Nilsson & Rapp, 1999)

Ngware, Wamukuru, and Odebero (2006) conducted a study in secondary schools in Kenya with the aim of determining total quality management in such institutions. The study established that many schools had no strategic plans. This was despite the many gains linked with strategic planning. The few schools where strategic planning appeared to take place, however, lacked structured follow-up mechanisms to determine the implementation of the plans. Moreover, there seemed to be no intentional efforts to do a formal internal evaluation with a view to find out the extent to which qualitative and or quantitative targets have been met. Lack of such an evaluation denies the organization the chance to reflect on the quality planning and inculcate a culture of quality assurance in schools. According to the Republic of Kenya Education Report (2016) there is a significant number of projects and programmes that are being implemented in the sector. However, there is ineffective Monitoring and Evaluation system. The report recommends that Strengthening of Monitoring and Evaluation is pivotal to ensure the assigned funds are utilized accordingly.

## **2.7 Summary of Literature Review**

The literature reviewed has demonstrated that strategic planning and implementation is an area of major interest and therefore it is necessary to explore elements that affect implementation of strategic plans. From the literature reviewed, influence of allocation of resources has received some attention. Ngware et al., (2006), Lynch and Okioga (2012), Gebhardt and Eagles (2014) Nyadeje(2014), Singh and Mahmood (2014) Abdikarir

(2015)Nkosi (2015)Gachua and Mbugua (2016) and Mulefu (2017) are in agreement that lack of adequate resources renders implementation of resources almost impossible. David (2003), Awino et al., (2009) and Wanjiku (2013), however, hold the view that allotting resources to specific sections and segments is no guarantee that strategies will be implemented as numerous factors bar successful resource allotment.

On stakeholder involvement, Swiderska (2001), Hughes and Demetrious (2006) Perderson (2006), Freedman (2007), Mwikuyu (2009) Ansett and Erz(2011) Macharia (2011) Lynch and Okioga (2012), Nyadeje(2014), Mumbua and Mingaine (2015), Nkosi (2015) and Gachua and Mbugua(2016) all agree that engagement of all key stakeholders in the execution exercise is necessary. On the other hand, Donaldson and Preston (1995), Gelter (2009) Noland and Philips (2010), Maier (2011), Wanyama (2013) and Rajabluet., (2015) hold the view that stakeholders at times can cause significant time delays.

Few studies have addressed impact of monitoring and evaluation on fulfillment of strategic plans. In the few that were reviewed, Drazillin and Howard (1984), Ngware et., (2006) agree that liquidity of control mechanisms is instrumental to strategy implementation. Nilsson and Rapp (1999) however, contend that control mechanisms at operational and management levels are grounded on different dialectics and ought to have a different model. They

emphasize that the two levels create of a purposeful conversation to guide the choice for a strategic inclination and execution.

The reviewed literature has demonstrated that various factors that inform implementation of strategic plans such as allotting of resources, stakeholder participation, reward systems as well as monitoring and evaluation among many others. These studies, however, have been conducted in other counties and in private institutions some do not demonstrate the extent of the variables impact on implementation of strategic plans. In addition, there are minimal studies on influence of monitoring and evaluation. Furthermore, none has been conducted in Dagoretti South Sub-County. This study therefore hopes to take a broader focus in considering influence of timely and adequate allocation of resources, active involvement of stakeholders, provision of incentives and timely and effective monitoring of implementation exercise and evaluation as well on implementation of strategic plans in public secondary schools in Dagoretti South Sub- County in Nairobi City County.

## **2.8 Theoretical Framework**

A theory entails a system of ideas, supposition or acceptable facts that attempts to provide a laudable or sensible explanation of causal effect relationships among a set of studied case (Wilson, 2014). The theoretical foundation for this study is informed by the Synoptic Theory of Strategic Planning by Hudson (1979), which resembles to the rational model. It encompasses four classical dimensions: determination of goals, consideration

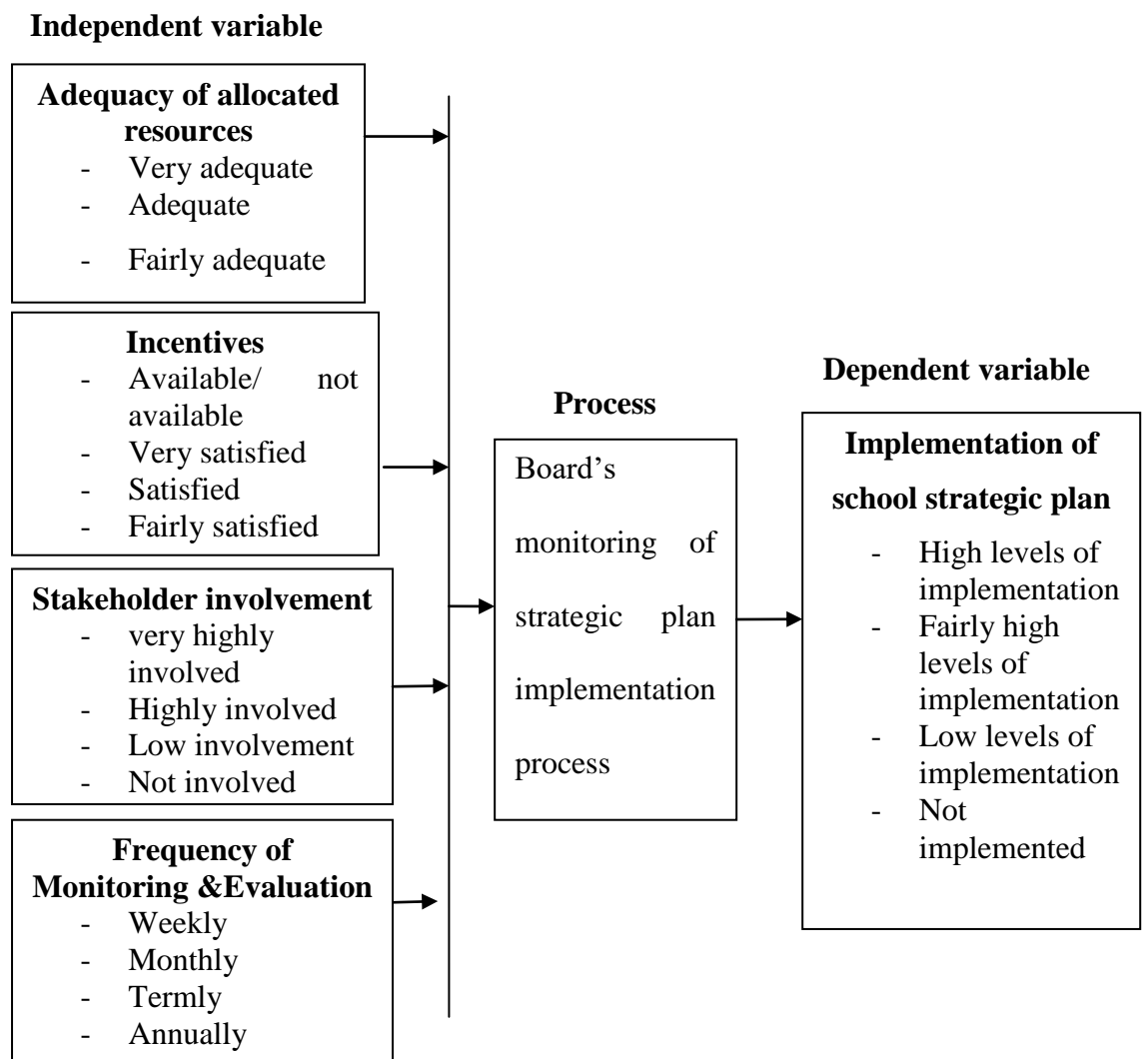
of alternatives, and examination of means against ends and execution of decisions. This theory emphasizes interplay and relational conversation as well as interactive learning in planning which usually involves explaining missions and values, establishing a vision, scrutinizing challenges and opportunities from outside, determining internal strengths and weaknesses, initiating and assessing other plans of action and generation of action steps.

Presently, the Synoptic Theory supports strategic planning in institutions of learning and involves content, inclusion, participation and procedure. In this study therefore, its relevance is in the sense that it will guide in the identification of the available resources as well as inform allocation of the same to various departments on timely basis. In addition, it will not only encourage inclusion of stakeholders in the execution of the schools' tactical plans but also guide implementers on generation and assessment of other strategies and action plans.

## **2.9 Conceptual Framework**

The conceptual framework of any study is an intermediate theory in diagrammatic form that attempts to connect and show the relationship of the variables under study. It is a map that gives consistency to empirical enquiry (Sounders, et al, 2012; Creswell, 2015; Gibson, 2017).





**Figure 2.1: Conceptual Framework**

In this study, fruitful execution of tactical plans is conceptualized as the experimental variable to timely and adequate allocation of resources, provision of incentives, participation of stakeholders and monitoring and evaluation of the implementation exercise. The predictors (timely allocation of resources, provision of incentives, involvement of stakeholders and monitoring and evaluation) enhance or impede successful accomplishment of the strategic plans (dependent variable) in government-run secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, data collection methods, data analysis approaches and ethical considerations.

#### **3.2 Research Design**

Research design is the representation for data collection, quantification and evaluation so as to achieve objectives of a given study (Kothari, 2013; Gibson, 2017). Cohen, West and Aiken (2013) argue that, it is a blueprint that stipulates the approach, data collection methods and analyzing the required information. This research adopted the descriptive survey design approach. This was suitable because it ascertains and describes the way things are (Gibson, 2017). This is supported by Creswell (2015) who argues that descriptive research designs are more typically structured and formalized with evaluative questions which are clearly stated. Hence, the study selected this design due to its ability to warranty the increased objectivity and reliability of the evidence collected.

Since it entails collecting primary data with a view to test or respond to queries as regards the present condition of the issue being studied, the design made it possible for the researcher to conduct research among teachers, principals and BOM members from different schools so as to establish the effect of institutional factors on effective fulfillment of tactical plans.

### **3.3 Target population**

Creswell (2015) describes population as the total enumeration of components that form the focus of a scientific enquiry. It is further argued to be a group of events, things and people of interest and having features which are commonly observed (Kothari, 2013). Target population thus is a set of individuals, objects or events having observable common features of interest in the study (Gibson, 2017). The target population for this study was all the nine 9 public secondary schools in Dagoretti South Sub County as per the County Education Office (2019) Report. The 9 Principals, 9 chairpersons of the managing board and 273 members of the teaching staff formed the target population.

### **3.4 sample size and sampling procedures**

According to Kothari (2013) a sample is a subgroup of a large population and contends that a good sample should have the characteristic of the population. Wilson (2014) confirms that a sample may be more accurate than a census, since a census increases the volume of work which may result in the introduction of tabulation errors.

This study applied a descriptive survey design approach. Mugenda and Mugenda (2003) formula for calculating sample size was used:

$$n = (z^2pq)/d^2$$

Where n= required sample for a target population exceeding 10,000.

Z = normal standard deviation (1.96) equivalent to 95% level of confidence

P = anticipated frequency of proportion,

$$n = (1.96^2 \times 0.1 \times 0.9) / 0.05^2 = 138$$

Formula;

$$n_f = n / (1 + n/N)$$

Where;  $n_f$  = the sample size desired for the target population below 10,000

N = estimated population size.

Thus;

$$\text{Teachers' sample size} = 138 / (1 + 138/273) = 90$$

$$\text{Principals' sample size} = 138 / (1 + 138/9) = 8$$

$$\text{BoM chairpersons' sample} = 138 / (1 + 138/9) = 8$$

The study adopted stratified random sampling given the fact that the study population is not similar as it comprises of teachers in various academic fields and working in different departments. The motive of the adopted sampling procedure was to warrant adequately representation of the teachers in various departments in the sample (Mugenda & Mugenda, 2003). A further random sample of the curriculum instructors in these departments was conducted using the list of teachers before arriving at the overall number of interviewees.

### **3.5 Research instruments**

The instrument for data collection was a questionnaire based on Naoum (2006) assertion that it promotes the accuracy of observations and enhances duplication as a result of the innate systemized measurement and sampling techniques. A questionnaire is a research instrument that comprises of pre-planned questions that vary from highly to relatively loose scripted, designed

to yield specific research information. A structured questionnaire was designed and presented to the respondents (principals and teachers) to obtain the required data pertaining to all issues of the topic under study. Interview guides were also used to guide the telephone interviews that were conducted with the chairpersons of Boards of Management.

### **3.6 Instrument Validity**

Validity is the correctness and relevance of deductions determined by research outcomes. It shows the extent to which the outcome of the data analysis indeed amount to the case under investigation (Mugenda & Mugenda, 2003). A pilot study aided to boost the instruments' content and face validity. The researcher used face validity to evaluate and form an informal opinion on the transparency and relevance of the test. Through content validity, the researcher was able to confirm the suitability of the items in the questionnaire in responding to the research objectives. Validation of the instruments was done by the supervisors, who are experts in the area of study (Kirk & Miller, 1986).

### **3.7 Instrument Reliability**

Reliability means the determination of the extent to which an instrument of research produces same outcome after numerous attempts (Mugenda & Mugenda, 2003). Reliability of the instruments of research instruments adopted in this study was performed through test- retest technique. The questionnaires were issued twice within an interlude of two weeks. Further, split half method for measuring reliability of a test as recommended by Mugenda and Mugenda

(2003) was used. This entailed dividing the instruments into two groups; one with even-numbered items and the other with odd-numbered items then the scores of the two categories for each of the respondents in the study were calculated separately. The coefficient stability was then established through the Pearson Product Moment formula. This helped in determination of the extent to which the questionnaire generated the same responses every time it was used.

### **3.8 Data Collection Procedure**

An introduction letter was sought from the University of Nairobi, Department of Educational Administration and Planning. This was taken to the National Commission for Science, Technology and Innovation in-order to get a Research permit. This permit together with a self introduction letter was presented to the relevant authorities of the schools from which data was collected from. Once permission was granted, a visit was paid to the institutions to establish affinity with the respondents after which the researcher clarified on the objective of the inquiry and then distributed the questionnaires to the respondents. The completed questionnaires were collected once they have been filled.

### **3.9 Data Analysis Techniques**

Data analysis entails evaluating what has been collected in a research and drawing conclusions (Kombo& Tromp, 2009). After the collection of data, there were cross-examination of the questionnaires to verify their correctness,

proficiency and identification of items not addressed accordingly. Data from the questions was then keyed in the computer for analysis using the Statistical Package for Social Sciences (SPSS) Stata 14. Using t-test, differences between schools with adequate and inadequate resources, involvement and lack of involvement, provision and lack of incentive and frequent and lack of monitoring and evaluation of implementation were determined.

The processed data was used to come up with the frequencies and percentages which were used to analyze the findings. Tables and pie charts were used to present the information. The presentation was in a narrative form describing the research's objectives. Descriptive analysis enabled the researcher to encapsulate and assemble data in an effectual and consequential way.

### **3.10 Ethical Considerations**

This study involved people as respondents (heads, teachers and chairpersons of boards). The researcher, being aware of the fact that taking part in research is non-mandatory, took time to make the respondents understand the importance of the study and therefore requested them to do so by giving information appropriate to the study. To make the exercise a success, the researcher strove to develop good rapport with them. The researcher moreover assured the respondents of confidentiality of their identity.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter gives an analysis, presentation, and explanation of the findings. Descriptive analysis technique was utilized which involved use of descriptive statistics and tabulations in percentages and tables form respectively.

#### 4.2 Questionnaire Return Rate

The study targeted 90 teachers. All the 90 questionnaires were handed back signifying a 100 per cent return rate. The study also targeted eight principals, eight of which returned the correctly completed questionnaires. This represented a 100 per cent response rate which was informed by establishment of good rapport with the respondents.

#### 4.3 Demographic Characteristics

This section presents the gender of the respondents as shown in Table 4.1. The female teachers comprised 60 percent while 40 percent were male teachers. Thus majority (60 percent) of the teachers were female.

**Table 4.1: Teachers' Distribution by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	54	60.00
Male	36	40.00
<b>Total</b>	<b>90</b>	<b>100.00</b>



Involvement of teachers in the preparation of schools' strategic plans is presented in Table 4.2. The table indicates that 35.56 percent of the teachers took part in the preparation of school tactical plans; however 64.44 percent of them said they were not involved. This study has revealed that eight (100 percent) of the principals noted that school strategic plan is being implemented in their schools, and that the implementation happens within the anticipated time frame. They further added that the plans are reviewed every five years.

**Table 4.2: Involvement of Teacher in the Preparation of Strategic Plans**

<b>Teachers were involved in the preparation of SSP</b>	<b>Frequency</b>	<b>Percent</b>
No	58	64.44
Yes	32	35.56
<b>Total</b>	<b>90</b>	<b>100</b>

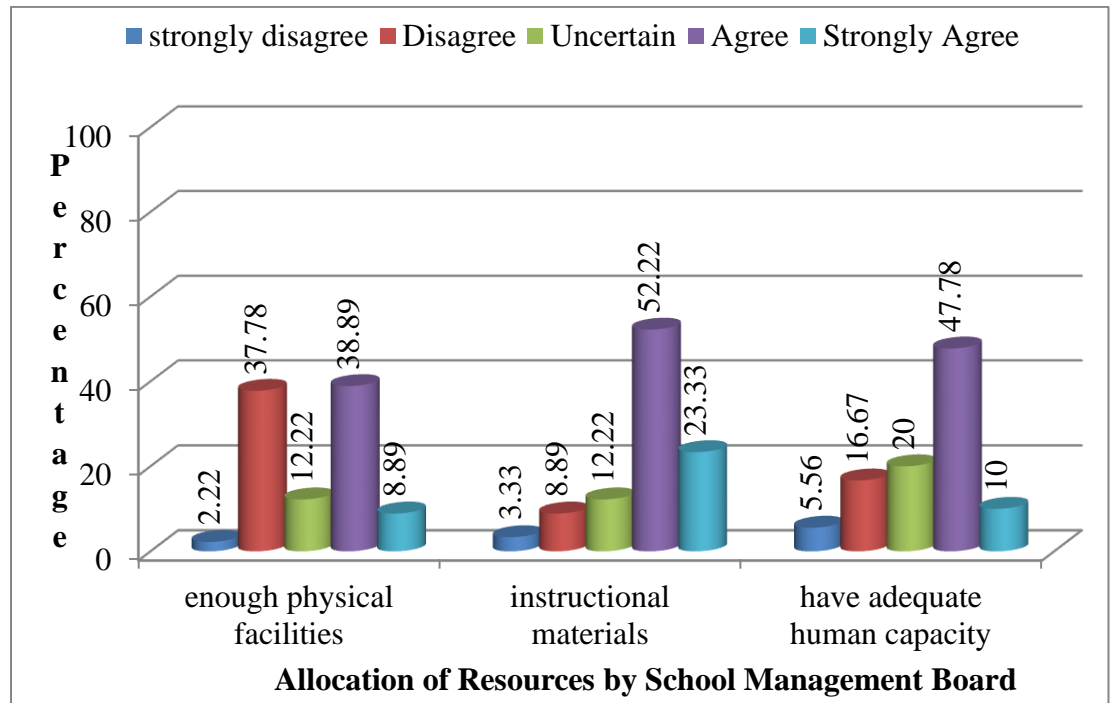
Pertaining to what extent the enactment of the school strategic plan has enhanced academic achievement quality of students, 50 percent of the principals stated that it was to a small extent while 50 percent said it was to a large extent. In implementing the school strategic plans, the school principals face some challenges. According to Table 4.3, 62.50 percent of the principals, they said that they face financial constraints or limitations, 12.50 percent said that they face inadequate parental support, while an equal percentage (12.50 percent) said they face inadequate physical facilities. Hence, financial constraints or limitation is the major (62.50 percent) challenge.

#### **4.4 Influence of Allocation of Resources by School Management Board on implementation of strategic plans**

The first objective aimed at establishing the influence of allocation of resources by school board on execution of strategic plans as presented in figure 4.2, figure 4.3 and Table 4.3. The perception of teachers on allocation of resources is shown in figure 4.2. With regard to availability of enough physical facilities, (40 %) of the teachers disagreed, 12.22 % were uncertain and 47.78 % agreed that there are enough physical facilities in their secondary schools. Pertaining instructional materials, 75.55 % of the teachers agreed that there are instructional materials for teaching their subjects in their secondary schools, 12.22 % were uncertain while 12.22 percent disagreed there are instructional materials for teaching their subjects in their secondary schools. Hence, based on majority (75.55 %) of the teachers agreed that there are instructional materials for teaching their respective subjects. Moreover, 57.78 percent of the teachers agreed that they have sufficient human workforce to implement school tactical plan, 20 percent were uncertain and 22.22 percent of them disagreed there is adequate human capacity. Given this therefore, there is adequate human capacity to implement school strategic plan according to majority (57.78 %) of the teachers.

Based on a summary of the three indicators of resource allocation presented in figure 4.2, 24.82 percent of the teachers disagreed that adequate allocation of resources by school management board influence implementation of strategic plans; 14.81 percent were uncertain; and 60.37 percent agreed that allocation

of resources by school management board do influence implementation of strategic plans.



**Figure 4.2: Teachers Views on Influence of Allocation of Resources on Implementation of Strategic Plans**

The principals' perception on influence of resource allotment is given in Table 4.3. The table shows that 37.5 percent of the principals agreed that there are enough physical facilities in their secondary school while 62.5 percent were uncertain. Thus physical facilities in their secondary school are not enough. Table 4.3 shows that 25 percent agreed that there are adequate and qualified teachers in their secondary school for the implementation of curriculum, 25 percent were uncertain and 50 percent disagreed to the statement. Hence, there are no adequate and qualified teachers in their secondary school for the

implementation of curriculum. In addition, 12.5 percent disagreed that presence of school finances have determined the implementation of strategic plans, 37.5 percent strongly disagreed, with 50 percent being uncertain. This indicates that handiness of school funds has not impacted on the fulfillment of strategic plans.

Hence, in summary 33.33 percent of the principals disagreed that allocation of resources by school management board influence implementation of strategic plans, 45.84 percent were uncertain while 20.83 percent agreed to the statement. This indicates that the principals were indifferent regarding resource allocation by school management board influence on effecting of strategic plans.

**Table 4.3: Principals’ Views on Influence of Resource Allocation on Implementation of Strategic Plans**

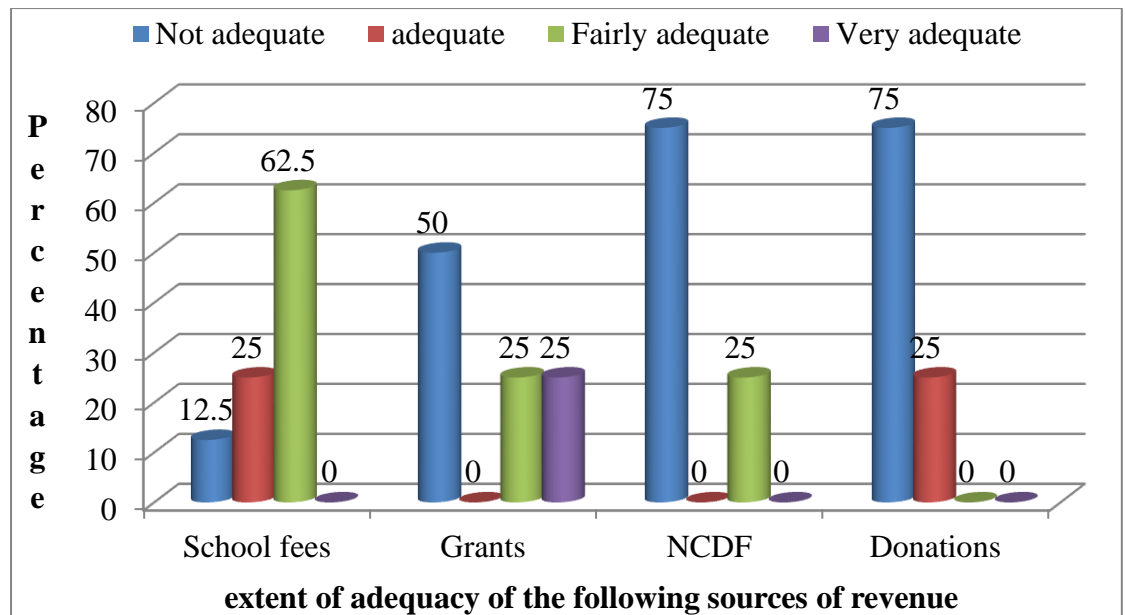
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly Agree</b>
There are enough physical facilities in my secondary school	0	0	62.5	37.5	0
There are adequate and qualified teachers in my secondary school for the	0	50	25	25	0

---

implementation of curriculum					
Availability of School finances has impacted on execution of strategic plan	37.5	12.5	50	0	0

---

As pertains the adequacy of different sources of revenue as given by the principals in Table 4.3, majority (62.5 percent) of them said school fees is fairly adequate with 25 percent saying the school fees was adequate. Regarding grants, their response was as given; 25 percent said it was very adequate, 25 percent fairly adequate and 50 percent said it was not adequate. Thus for grants the principals' response was indeterminate. Pertaining NCDF 75 percent said it was not adequate with 25 percent saying it was fairly adequate. This shows that NCDF was not adequate based on the majority (75 %) of the principals. Similarly, 75 percent of the principals said that donations were not adequate with 25 percent saying it was adequate. Hence, donations were inadequate according to majority (75 percent) of the principals.



**Figure 4.3: Principals Views on Adequacy of Sources of Revenue**

Thus whereas majority (60.37 percent) as presented in figure 4.2, agreed that allocation of resources by school management board do determine execution of strategic plans, the institutional heads were indifferent on the contribution of resource allocation by board on putting of tactical plans into action.

**Table 4.4: Effect of Resource allocation on Execution of strategic plans**

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
no	23	3.028986	.125587	.6022939	2.768534	3.289437
yes	67	3.606965	.0893678	.7315069	3.428537	3.785394
combined	90	3.459259	.0782273	.7421294	3.303823	3.614695
diff		-.5779797	.1695156		-.9148563	-.2411031

diff = mean(no) - mean(yes) t = -3.4096  
Ho: diff = 0 degrees of freedom = 88

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0  
Pr(T < t) = 0.0005 Pr(|T| > |t|) = 0.0010 Pr(T > t) = 0.9995

After computing the descriptive statistics, the researcher proceeded in ascertaining the determination of assigned resources on execution of strategic plans using a t-test as shown in Table 4.4. A mean resource allocation of 3.03 in schools where implementation of strategic plans was not done within the anticipated time period, whereas a mean stakeholder involvement of 3.61 was deduced in schools where implementation takes place within the expected time frame. Hence, a difference of 0.58, whose absolute t-value is 3.4096 and the associated p-value is 0.0010. Since the computed P-value is less than 0.05, it indicates that the computed difference is statistically different from zero. This implies that, resource allocation was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, resource allotment has a remarkable impact on tactical plans execution process. These findings are in tandem with those of Ngware et al., (2006), Vespoor (2008), Nyadeje (2014), Abdikarir (2015) and Mulefu (2019) who are

in agreement that lack of adequate resources renders implementation of resources almost impossible.

#### **4.5 Influence of Incentives Given to Teachers on Implementation of Strategic Plans**

The second objective entailed establishing the impact of incentives given to curriculum instructors on execution of strategic plans. The researcher looked at whether there are any incentives given to the teachers. This was ascertained from both the teachers and the principals. The findings are presented in table 4.5 and Table 4.6. Pertaining to how teachers are motivated to ensure quality grades in examination, the various ways as given by teachers presented in Table 4.5 are through tokens (2.22 percent), tours and parties (64.44 percent), and encouragement (33.33 percent). Hence majority (64.44 percent) of the teachers said that they are motivated through tours and parties.

**Table 4.5: Teachers responses on how they are motivated**

<b>How teachers are motivated to ensure</b>		
<b>quality grades in examination</b>	<b>Frequency</b>	<b>Percent</b>
Tokens	2	2.22
Tours and parties	58	64.44
Encouragement	30	33.33
<b>Total</b>	<b>90</b>	<b>100</b>

With regards to principals on how teachers are motivated to ensure quality grades in examination, their response is presented in Table 4.6, which shows



that according to the principals motivation for the teachers is done through tokens (12.50 percent), tours and parties (50 percent), and encouragement (37.50 percent). This indicates that based on teachers and principals, majority of the motivation is done through tours and parties. Hence, it is clear that the teachers were motivated through various incentives which positively influence putting of strategic plans into action.

**Table 4.6: Principals feedback on how teachers are motivated**

How teachers are motivated to ensure quality		
grades in examination	Frequency	Percent
Tokens	1	12.50
Tours and parties	4	50.00
Encouragement	3	37.50
<b>Total</b>	<b>8</b>	<b>100</b>

**Table 4.7: Impact of Teacher Incentives on Execution of Strategic Plans**

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
no	23	2.304348	.116517	.558796	2.062706	2.545989
yes	67	2.313433	.0609326	.4987547	2.191777	2.435089
combined	90	2.311111	.053921	.5115397	2.203971	2.418251
diff		-.009085	.1243197		-.2561442	.2379742

diff = mean(no) - mean(yes) t = -0.0731  
 Ho: diff = 0 degrees of freedom = 88

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0  
 Pr(T < t) = 0.4710 Pr(|T| > |t|) = 0.9419 Pr(T > t) = 0.5290

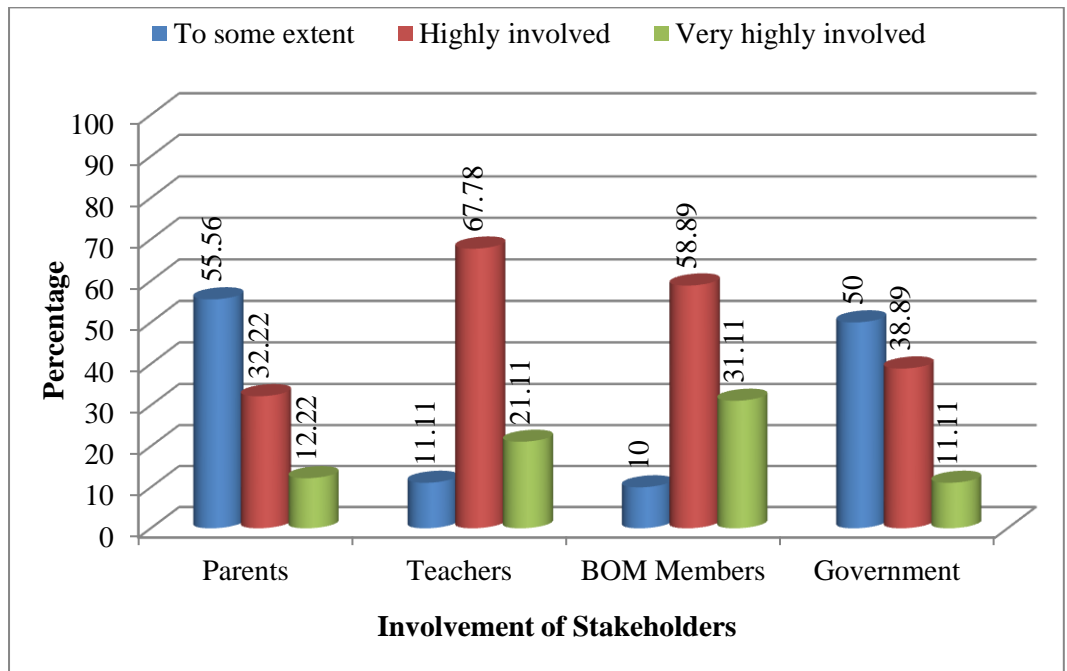
Based on a t-test as shown in Table 4.7, a mean teacher incentives of 2.30 in schools where implementation of strategic plans was not done within the anticipated time period, whereas a mean teacher incentives of 2.31 was deduced in schools where implementation takes place within the expected time frame. Hence, a difference of 0.09, whose absolute t-value is 0.0731 and the correlated p-value is 0.9419. Since the computed P-value exceeds 0.05, it indicates that the computed difference is not statistically different from zero. This implies that, teacher incentives was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, teacher incentives have no significant determination on enactment of strategic plans.

Findings of this inquiry are in tandem with those of Ochanda (2005) in his research on challenges of strategy execution at Kenya Industrial Estates. He discovered that reward mechanism in addition to organizational structure, leadership, organizational traditions and organizational strategies are crucial determinants of effective implementation of blueprints.

#### **4.6 Influence of Active Involvement of Stakeholders on Implementation of Strategic plans**

The third objective of the inquiry was to establish the contribution of stakeholder involvement on accomplishment of tactical plans. The various stakeholders for this study were parents, teachers, BOM members and the government. Figure 4.4 gives teachers response on stakeholder involvement. The figure shows that parents are highly involved (32.22 percent), very highly involved (12.22 percent) and to some extent (55.56 percent). Thus according

to 44.44 percent of the respondents, parents are highly engaged in execution of strategies. Teachers are highly involved (67.78 percent), very highly involved (21.11 percent) and to some extent (11.11 percent). Based on the respondents' majority (88.89 percent) of the teachers are highly involved in strategic plans execution process. The teachers further stated that BOM members are highly involved (58.89 percent), while 31.11 percent said that BOM members are very highly involved, with only 10 percent noting that the BOM members are involved to some extent. Thus based on the teacher respondents' majority (90.00 percent) of the BOM members are highly involved in execution of master plans. 38.89 percent of the teachers added that the government is highly involved, 11.11 percent said they are very highly involved, and 50.00 percent said the government was involved to some extent.



**Figure 4.4: Teachers Perceptions on Stakeholders Involvement**

Table 4.8 gives principals response on stakeholder involvement. The table shows that parents are highly involved (37.50 percent), very highly involved (37.50 percent) and to some extent (25 percent). Thus according to majority (75.00) percent of the principals, parents are highly involved in execution of strategies. Teachers are highly involved (62.50 percent), and very highly involved (37.50 percent). Based on the principals' majority (100 percent) of the teachers are highly involved putting strategic plans into action. Similarly, principals further stated that BOM members are highly involved (62.50percent) and 37.50 percent said that BOM members are very highly involved. Thus based on the principal respondents' majority (100.00 percent) of the BOM members are highly involved in implementation exercise. Lastly, 25 percent of the principals added that the government is highly involved, and 75.00 percent said the government was involved to some extent.

**Table 4.8: Principals' Views on Stakeholders' Impact on Execution of Strategies**

<b>extent of stakeholders involvement in the implementation of the strategic plans</b>	<b>Not involved</b>	<b>To some extent</b>	<b>Highly involved</b>	<b>Very highly involved</b>
Parents	0	25	37.5	37.5
Teachers	0	0	62.5	37.5
BoM members	0	0	62.5	37.5

Government	0	75	25	0
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Hence in summary, according to 44.44 and 75.00 percent of the teachers and principals, parents are highly involved in execution of strategic plans. Teachers are highly involved in implementation exercise of based on majority (88.89 and 100 percent) of the teachers and principals respectively. Likewise, BOM members are highly involved in strategies implementation according to majority (90 and 100 percent) of the teachers and principals. However, 50 and 25 percent of the teachers and principals added that the government is highly involved.

So as to establish the impact of stakeholder involvement on implementation exercise, t-test was conducted as depicted in table 4.9.

**Table 4.9: Influence of Engagement of Shareholders on Implementation of Master Plans**

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
no	23	2.673913	.0531488	.2548928	2.563689	2.784137
yes	67	2.940299	.0550198	.4503567	2.830448	3.050149
combined	90	2.872222	.0447361	.4244038	2.783333	2.961112
diff		-.2663855	.0991602		-.4634455	-.0693254

diff = mean(no) - mean(yes) t = -2.6864  
 Ho: diff = 0 degrees of freedom = 88

Ha: diff < 0  
 Pr(T < t) = 0.0043

Ha: diff != 0  
 Pr(|T| > |t|) = 0.0086

Ha: diff > 0  
 Pr(T > t) = 0.9957

Based on the t-test presented in table 4.9 it gives a mean stakeholder involvement of 2.67 in schools where implementation of strategic plans was not done within the anticipated time period, whereas a mean stakeholder involvement of 2.94 was deduced in schools where implementation takes place within the expected time frame. Hence, a difference of 0.27, whose absolute t-value is 2.6864 and the correlated p-value is 0.0086. Since the computed P-value is less than 0.05, it indicates that the computed difference is statistically different from zero. This implies that, stakeholder involvement was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, stakeholder involvement has a direct determination on accomplishment of tactical plans.

Discoveries of this inquiry are complemented by that of Mburu (2013) who identified determinants of strategic plans execution exercise as stakeholders' engagement, regulatory environment, availability and utilization of resources, strategy coordination, internal work systems, and alignment with outside environ. The findings concurs with those by Swiderska (2001); Hughes and Demetrious (2006); Perderson (2006); Freedman (2007); Mwikuyu (2009); Ansett and Erz (2011); Macharia (2011); Lynch and Okioga (2012); Nyadeje (2014); Mumbua and Mingaine (2015); Nkosi (2015) and Gachua and Mbugua (2016) who all agreed that inclusion of all key stakeholders in the implementation process is necessary.

#### **4.7 Influence of Frequency of Monitoring and Evaluation of the Implementation Process by the School Managers on Implementation of Plans**

The fourth objective attempted to determine the level to which monitoring and evaluation impact on accomplishment of strategic plans. In regards to time frame, table 4.9 indicates that 75.56 percent of the teaching staff said that the SSP implementation was undertaken within the expected time frame, while 24.44 percent said it doesn't happen within the anticipated time frame. Hence according to majority (75.56 percent) of the teachers SSP implementation takes place within the anticipated period of time.

**Table 4.10: Timely Execution Impact on Strategic Plans Implementation**

<b>Timely Execution of Strategic Plans</b>	<b>Frequency</b>	<b>Percent</b>
No	22	24.44
Yes	68	75.56
<b>Total</b>	<b>90</b>	<b>100.00</b>

The teachers who said that SSP implementation does not happen within the anticipated time frame, they noted it was due to various reasons including; change of administration such as BoM members' low KCSE performance, shortage of funding, inconsistency of all stakeholders, reintroduction of government policies that are not in line with the implementation process, time is a constraint, and unmet set goals due to unrealistic targets.

In regards to how often monitoring and evaluation process take place as shown in Table 4.11, it shows that 65.56 percent of the teachers stated that

monitoring and evaluation of the process is done termly while 34.44 percent noted that it yearly. For the principals 50 percent of them said that it is done termly while an equal percentage (50 percent) said it is yearly.

**Table 4.11: Frequency of Monitoring and Evaluation Impact on Strategic Plan Execution**

<b>Frequency of Monitoring and Evaluation</b>	<b>Frequency</b>	<b>Percent</b>
Termly	59	65.56
Yearly	31	34.44
<b>Total</b>	<b>90</b>	<b>100.00</b>

Table 4.12 gives the various indicators on monitoring and evaluation as given by the principals. The table shows that 37.5 percent of the principals disagreed with the statement that the goals and objectives of the implementation process distinctly clarify the activities that will be performed, with 37.5 percent strongly disagreeing while 25 percent were uncertain. Hence, majority (75 percent) of the principals disagreed that the goals and objectives of the execution exercise distinctly explain the activities that will be performed. In addition, 75 percent of the principals disagreed that the objectives and aims of the implementation exercise are assessable and attainable while 25 percent were uncertain.

Table 4.12 further shows that 50 percent of the principals disagreed that the goals and objectives are result-focused with 25 percent strongly disagreeing to



the statement and 25 percent being uncertain. Hence majority (75 percent) of the principals disagreed that the goals and objectives are result-focused. Further analysis indicates that majority (75 percent) of the principals disagreed that a time span is determined for the attainment of the objectives and goals while 25 percent were unsure. However, only 25 percent disagreed that the objectives and goals put in place can be attained within the stipulated period of time and 75 percent were uncertain. Finally, 100 percent of the principals were uncertain that the implementation will be completed within the set budget.

**Table 4.12: Principals’ responses on Frequency of Monitoring and Evaluation of the Implementation Process of Strategic Plans**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly Agree</b>
The goals and objectives of the implementation exercise clearly define the activities that will be performed.	37.5	37.5	25	0	0
The goals and objectives of the execution exercise are measurable and attainable.	0	75	25	0	0
The goals and objectives are result-oriented.	25	50	25	0	0
A time span is set for the achievement of the goals and objectives.	0	75	25	0	0
The goals and objectives put in place can be attained within the stipulated period of time.	0	25	75	0	0
The implementation will be completed within the set budget.	0	0	100	0	0

The researcher proceeded to establish the principals' perception on the factors hindering master plan formulation and implementation. According to the principals these factors include change in school administration, inadequate resources such as human resources and finances for the successful implementation of the plan, student's academic indiscipline, lack of local community support and government interference especially changing the school from day to boarding, lack of commitment and involvement of all the stakeholders, unmet set goals due to unrealistic unachievable targets, knowledge and information and expansion of the school which overstretches the resources due to increased number of students due to 100% transition.

**Table 4.13: Influence of Frequency of Monitoring and Evaluation on Execution of Tactical Plans**

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
no	23	2.478261	.3969726	1.903814	1.65499	3.301532
yes	67	1.858209	.1846544	1.511461	1.489535	2.226883
combined	90	2.016667	.172048	1.63219	1.674811	2.358522
diff		.6200519	.3911382		-.157253	1.397357

diff = mean(no) - mean(yes) t = 1.5853  
 Ho: diff = 0 degrees of freedom = 88

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0  
 Pr(T < t) = 0.9418 Pr(|T| > |t|) = 0.1165 Pr(T > t) = 0.0582

Based on a t-test as shown in Table 4.13, a mean evaluation and monitoring of 2.48 in schools where execution of strategic plans was not done within the anticipated time period, whereas a mean monitoring and evaluation of 1.86

was deduced in schools where implementation takes place within the expected time frame. Hence, a difference of 0.62, whose absolute t-value is 1.5853 and the associated p-value is 0.1165. Since the computed P-value exceeds 0.05, it indicates that the computed difference is not statistically different from zero. This implies that, monitoring and evaluation was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, supervision and evaluation has no notable impact on execution of strategic plans.

**CHAPTER FIVE**  
**DISCUSSION OF FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

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

**5.2 Summary of the Study**

The motive of this study was to look into factors influencing implementation of strategic plans in secondary schools run by the government in Dagoretti South Sub-County in Nairobi City County. Four research objectives guided the study which were; assessing influence of allocation of resources by the school board ,determining influence of incentives given to teachers, establishing influence of involvement of stakeholders determining the extent to which monitoring and evaluation determine execution of strategic plans in secondary schools run by the government.

**5.3 Discussion of the Study Findings**

With reference to the data collected majority (64.44 percent) of the teachers said they were not involved in the preparation of SSP, eight (100 percent) of the principals noted that school strategic plan is being implemented in their schools, and that the implementation takes place within the anticipated time frame and that the plans are reviewed every five years. Putting of the school strategic plans into action has improved the quality of academic performance

of students to a large extent based on 50 percent of principal's and financial constraints or limitation is the major (62.50 percent) challenge faced.

### **5.3.1 Allocation of Resources on Implementation of Strategic Plans**

With regard to availability of enough physical facilities 47.78 percent of the teachers agreed that there are enough physical facilities in their secondary schools while 62.5 percent were uncertain, indicating that physical facilities in their secondary school are not enough. Majority (75.55 percent) of the teachers said there are instructional materials for teaching their respective subjects. Moreover, there is adequate human capacity to implement school strategic plan according to majority (57.78 percent) of the teachers. In summary, whereas majority (60.37 percent) of the teachers agreed allocations of resources by school management board do influence implementation, the heads were indifferent on the impact of resource assigned by the board on execution of strategic plans. 50 percent of the teachers cited that there were no adequate and qualified teachers in their secondary school for the implementation of curriculum and handiness of school finances have not impacted on the implementation of strategic plan. Majority, (62.5 percent) of principals said school fees are fairly adequate: grants were indeterminate, NCDF was not adequate based on the majority (75 percent) of the principals, and donations were inadequate according to majority (75 percent) of the principals.

A mean resource allocation of 3.03 was deduced in schools where implementation of strategic plans was not done within the anticipated time period, whereas a mean stakeholder involvement of 3.61 was deduced in schools where implementation takes place within the expected time frame. The computed difference of 0.58 was statistically different from zero. This implies that, resource allocation was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, resource allotment has a remarkable influence of implementation.

### **5.3.2 Teachers Incentives on Implementation of Strategic Plans**

Teachers are motivated to ensure quality grades in examination, through tokens (2.22 percent), tours and parties (64.44 percent), and encouragement (33.33 percent). Hence majority (64.44 percent) of the teachers are motivated through tours and parties. According to the principals motivation for the teachers is done through tokens (12.50 percent), tours and parties (50 percent), and encouragement (37.50 percent). Hence based on teachers and principals, much of the motivation is done through tours and parties. Thus, teachers were motivated through various incentives which positively determine execution of strategic plans.

A mean teacher incentives of 2.30 was deduced in schools where enactment of strategies was not done within the anticipated time period, whereas a mean teacher incentives of 2.31 was deduced in schools where implementation takes place within the expected time frame. Hence, a difference of 0.09, whose

absolute t-value is 0.0731 and the correlated p-value is 0.9419. Given that the computed P-value exceeds 0.05, this indicates that the computed difference is not statistically different from zero. This implies that, teacher incentives was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, teacher incentives have no remarkable impact on strategies implementation.

### **5.3.3 Stakeholders Involvement on Implementation of Strategic Plans**

According to 44.44 percent of the respondents, parents are highly involved. Based on the respondents' majority (88.89 percent) of the teachers are highly involved. Based on the teacher respondents' majority (90.00 percent) of the BOM members are highly involved and so was the government is highly involved (50 percent) of teachers. According to majority (75.00) percent of the principals, parents are highly involved in implementation exercise. Teachers are highly involved (62.50 percent). Based on the principals' majority (100 percent) of the teachers are highly involved in the exercise as well. Similarly, (100.00 percent) of the BOM members are highly involved. Lastly, 75.00 percent said the government was involved to some extent.

Thus according to 44.44 and 75.00 percent of the teachers and principals, parents are highly involved in implementation exercise. Teachers are also highly involved in based on majority (88.89 and 100 percent) of the teachers and principals respectively. Likewise, BOM members are highly involved in implementation according to majority (90 and 100 percent) of the teachers and

principals. However, 50 and 25 percent of the teachers and principals added that the government is highly involved. This shows that in descending order of stakeholder involvement BOM members, teachers, parents and the government are highly involved and hence, do have influence on execution of master plans.

A mean stakeholder involvement of 2.67 in schools where execution of strategic plans was not effected within the anticipated time period, whereas a mean stakeholder involvement of 2.94 was deduced in schools where execution takes place within the expected time frame. The computed difference of 0.27 was statistically different from zero. This implies that stakeholder involvement was on average significantly higher in schools where implementation takes place within the expected time frame. Thus, stakeholder involvement has a remarkable influence on accomplishment of strategic plans.

#### **5.3.4 Monitoring and Evaluation on Implementation of Strategic Plans**

According to majority, (75.56 percent) of the teachers, Strategic Plan implementation happens within the anticipated time frame. In regards to how often monitoring and evaluation process takes place, 65.56 percent of the teachers stated that monitoring and evaluation of the process is done termly while 34.44 percent noted that it performed yearly. For the principals, 50 percent of them said that it is done termly while an equal percentage (50 percent) said it is done yearly.



Majority, (75 percent) of the principals disagreed that the objectives and goals of the process of implementation undoubtedly define the programmes that will be carried out, and that the objectives and goals of the exercise are attainable and measurable. Majority, (75 percent) of the principals disagreed that the objectives and aims are result-bound, and that a period is set for the realization of the objectives and goals. However, principals were doubtful that the goals and objectives set can be arrived at within the given period of time and were uncertain that the implementation will be completed within the drawn budget based on 75 percent and 100 percent of the principals respectively.

Schools' Strategic Plans implementation does not happen within the anticipated time frame due to various reasons including; change of administration such as BOM members' low KCSE performance, shortage of funding, inconsistency of all stakeholders, reintroduction of government policies that are not in line with the implementation process, time is a constraint, and unmet set goals due to unrealistic targets.

A number of factors hinder Strategic Plan formulation and implementation. Similar to findings by David (2003), Awino et., (2009) and Wanjiku (2013), allocating resources is no guarantee that strategies will be accomplished as a number of factors hinder effective assigning of resources. The hindrances could be change in school administration, inadequate resources such as human resources and finances, student's academic indiscipline, lack of local community support and government interference especially changing the

school from day to boarding, unmet set goals due to unrealistic unachievable targets, knowledge and information, expansion of the school which overstretches the resources due to increased number of students due to 100% transition and lack of commitment and involvement of all the stakeholders.

A mean monitoring and evaluation of 2.48 in schools where implementation of strategic plans was not done within the anticipated time period, whereas a mean monitoring and evaluation of 1.86 was deduced in schools where implementation takes place within the expected time frame. The computed difference of 0.62 was not statistically different from zero. This implies that, monitoring and evaluation was on average the same irrespective of whether the schools carried out the implementation within the stipulated time or not. Thus, monitoring and evaluation has no significant influence on implementation of strategic plans.

#### **5.4 Conclusions of the Study**

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

- i. Resource allocation was on average significantly higher in schools where implementation takes place within the expected time frame and hence, resource allotment had a remarkable influence on strategic plans implementation.
- ii. Teachers incentives was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, teachers' incentives have no remarkable influence.

- iii. Stakeholder involvement was on average significantly higher in schools where implementation takes place within the expected time frame and thus, stakeholder involvement had a significant determination on execution of tactical plans.
- iv. Monitoring and evaluation was on average the same irrespective of whether the schools carried out the implementation within the expected time frame or not. Thus, monitoring and evaluation had no remarkable impact on implementation.

### **5.5 Recommendations of the Study**

Following the findings of the study, the following were the recommended recommendations;

- (i) The government, government agencies, financial institutions, non-governmental organizations and well - wishers to finance and allocate enough resources the implementation for example injecting more personnel to help school in the path.
- (ii) The BoM and PTA should be committed and fully take charge especially when it comes to mobilization of funds.
- (iii) Close monitoring, follow up and periodic review to all stakeholders on the proceed covered in the implementation and setting way forward such as providing a realistic time frame for implementation.
- (iv) Ensuring that all stakeholders including teachers and parents are highly and actively involved in SSP execution and the process of strategic planning in equal measures.

## **5.6 Suggestions for Further Research**

Considering the limitations and delimitations of the study, the following areas were suggested for further research

- (a) The study need to be generalized to the entire county to assess the robustness of the findings.
- (b) The specific influences of each of the stakeholders or other factors need to be investigated.
- (c) There is need for establishing the influence of each of the incentives on implementation of strategic plans.

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## **APPENDICES**

### **APPENDIX 1: LETTER OF INTRODUCTION**

Nzioka Eunice Mukonyo

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 Department of Educational Administration and Planning, University of Nairobi. I am conducting a study on factors influencing implementation of strategic plans in secondary schools. I humbly request for your permission to conduct the study in your school through offering questionnaires to be responded. You are assured that your identity won't be disclosed and that the information given will be for the purpose of academic research only.

Thank you in advance.

Yours faithfully,

Eunice M. Nzioka.

**APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS**

**Introduction**

The researcher would like to gather information about you and your school. Please indicate the correct option as honestly as possible where applicable. For the questions that require your own opinion, fill in the provided spaces. You are kindly requested to respond to all the items.

**Date:** \_\_\_\_\_ **Questionnaire No:** \_\_\_\_\_

**SECTION A: GENERAL INFORMATION**

1) Name of the School: \_\_\_\_\_

2) When the School started: (Year) \_\_\_\_\_

3) School size: (No. of Students): Less than 50 [ ] 50-100 [ ] 100-200 [ ]

Other: (Specify)

4) Is your school strategic plan being implemented? Yes: [ ] No: [ ]

5) Does the implementation happen within the anticipated timeframe? Yes: [ ]

No: [ ] If NO, what factor(s) affect the implementation process

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

6) How often are these plans reviewed? Every \_\_ year(s)/ month(s). Other: \_\_

**SECTION C: Resources allocation influence on implementation of strategic plans**

7) Please indicate the targeted and collected revenue for the years indicated in the table below

	Targeted Revenue	Collected Revenue
2015		
2016		
2017		
2018		

8) Rate the extent of adequacy of the following sources of revenue (Tick as appropriate)

	Very adequate	Fairly adequate	adequate	Not adequate
School fees				
Grants				
NCDF				
Donations				

9) To what extent do you agree to the following statements?

Statement	1	2	3	4	5
1. There are enough physical facilities in my secondary					

school.					
2. There are adequate and qualified teachers in my secondary school for the implementation of curriculum.					
3. Availability of School finances have influenced the implementation of strategic plan					

**SECTION D: Stakeholders involvement influence on implementation of strategic plans**

10) Please indicate the extent to which the following stakeholders are involved in the implementation of the strategic plans (Tick as appropriate)

	Very highly involved	Highly involved	To some extent	Not involved
Parents				
Teachers				
BoM members				
Government				

**SECTION E: Monitoring & Evaluation and Implementation of Strategic Plans in Secondary Schools**

11) To what extent do you agree to the following statements?

Statement	1	2	3	4	5
1. The goals and objectives of the implementation process clearly define the activities that will be					



undertaken.					
2. The goals and objectives of the implementation process are measurable and achievable.					
4. The goals and objectives are result-focused.					
5. A time-frame is set for the achievement of the goals and objectives.					
6. The goals and objectives set can be realized within the project time frame.					
7. The implementation will be completed within the set budget.					

12) How often does the monitoring and evaluation process take place?

Monthly  Termly  yearly

13) To what extent do you think the implementation of the school strategic plan has improved the quality of academic performance of students?

Not at all  small extent  large extent

14) In what ways has implementation of school strategic plan impacted on planned school projects?

15) Give three areas in strategic plan implementation which quality assurance

officers check when they visit

you.....

.....

.....

16) What remedial measures are taken on non-conformities?

.....  
.....

17. Please indicate how teachers are motivated to ensure quality grades in examination.

Tokens       Tours and parties       Encouragement       Any other

18. Give three challenges you face while trying to implement the school strategic plan

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

19. What are some of the ways you have used to counter the challenges stated above?.....

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

**Thank you for your participation.**

**APPENDIX III: QUESTIONNAIRE FOR TEACHERS**

The researcher would like to gather information about you and your school. Please indicate the correct option as honestly as possible where applicable. For the questions that require your own opinion, fill in the provided spaces. You are kindly requested to respond to all the items.

**Date:** \_\_\_\_\_ **Questionnaire No:** \_\_\_\_\_

**SECTION A: GENERAL INFORMATION**

Gender ..... Professional/academic qualifications .....

Teaching experience .....

**SECTION B**

**Answer by putting a tick (√).**

1) Does your school have a school strategic plan? YES [ ] NO [ ]

2) Were you involved in the preparation of SSP? Yes [ ] No [ ]

3) Over what period of time has your School been implementing Strategic Plans? \_\_\_\_years.

4) Does the implementation happen within the anticipated timeframe? Yes:[ ]

No: [ ]If NO, what factor(s) affect the implementation process.....

.....  
.....

5) How often are these plans reviewed? Every \_\_ year(s)/ month(s). Other: \_\_

6) Has the school performance changed since the implementation of the SSP?

Yes [ ] No [ ]

7) 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)

**SECTION C: Resource allocation and Implementation of Strategic Plans in Secondary Schools**

Statement	1	2	3	4	5
1. There are enough physical facilities in my secondary school.					
2. There are instructional materials for teaching my subject in my secondary school.					
3. We do have adequate human capacity to implement our strategic plan					

8) What is the teacher – student ratio per class? (Tick as appropriate)

i. 1:25 [ ] ii.1:45[ ] iii. 1:65 [ ] others (please specify) .....

**SECTION D: Stakeholders involvement influence on implementation of strategic plans**

10) Please indicate the extent to which the following stakeholders are involved in the implementation of the strategic plans (Tick as appropriate)

	Very highly involved	Highly involved	To some extent	Not involved
Parents				
Teachers				
BoM members				
Government				

**SECTION C: Incentives influence on implementation of strategic plans**

17. Please indicate how you are motivated to ensure quality grades in examination.

Tokens  Tours and parties  encouragement  by other

18. To what extent do you feel motivated as a stakeholder in the implementation of your school strategic plan? Large extent

Large extent  some extent  Not at all

11) In your opinion, what needs to be done to make the implementation of strategic plans successful in your school?

.....

.....

.....

**Thank you for your participation**

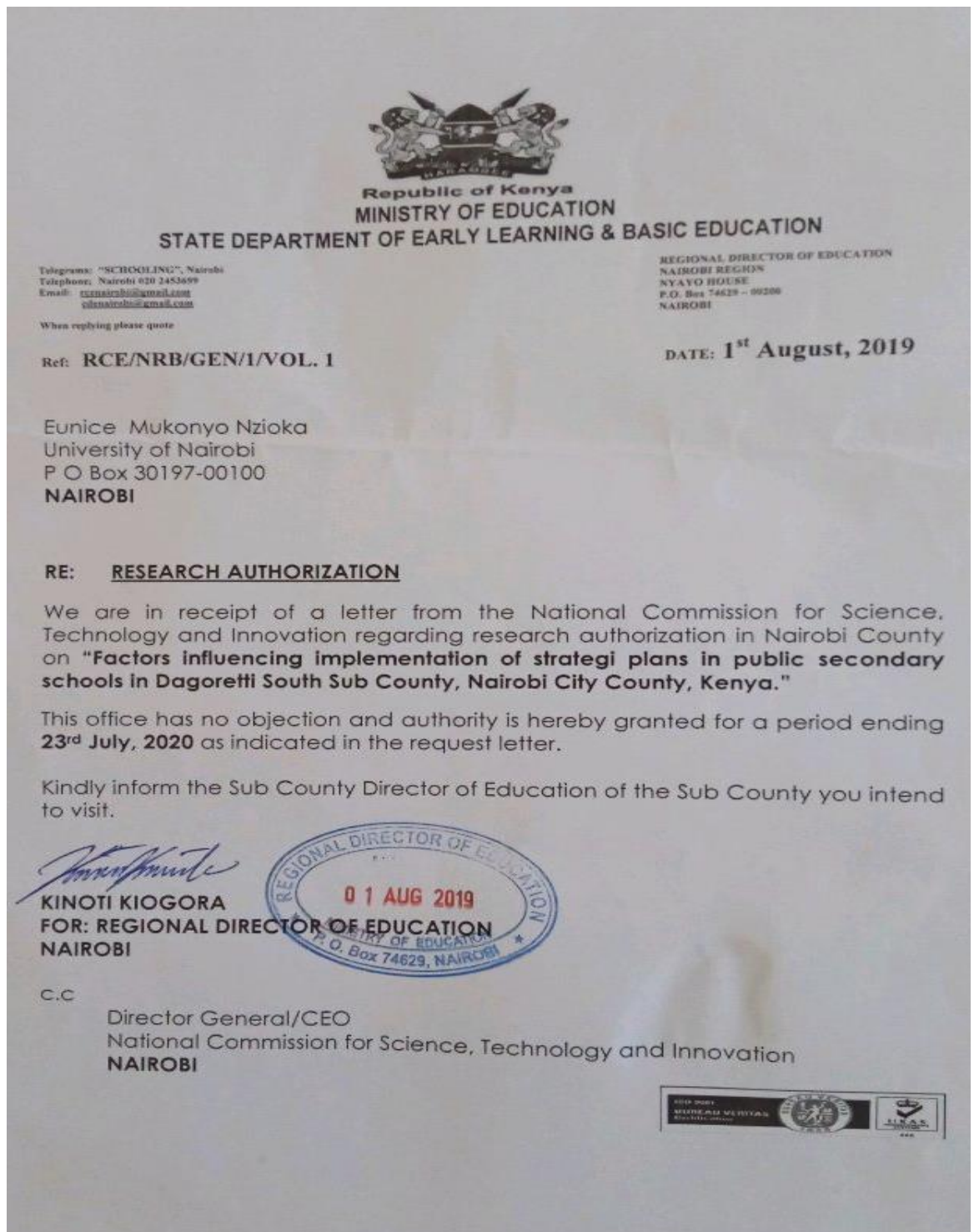
#### **APPENDIX IV: INTERVIEW GUIDE FOR BOM CHAIRPERSONS**

This interview schedule seeks information on governance practices influencing implementation of strategic plans in Public Secondary Schools in Dagoretti South Sub-County. All the information you give will be treated with confidentiality and for academic purposes only.

1. What role do you play in ensuring implementation of strategic plan in your school?
2. In your opinion, what factors do you think hamper implementation of your school's strategic plan?
3. Does the school have adequate resources to facilitate implementation of the strategic plans?
4. How effective is the reward and support systems in your school with regard to implementation of the school strategic plan?
5. How frequent are the monitoring and evaluation practices on strategic plan implementation carried out in your school?
6. How would you rate your school's monitoring and evaluation practices as related to strategy implementation?
7. What areas would you suggest be improved on to ensure effective implementation of the school strategic plan is achieved in your school?

**Thank you for your cooperation and participation.**


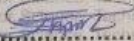
**APPENDIX V: RESEARCH AUTHORIZATION**




**APPENDIX VI: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. EUNICE MUKONYO NZIOKA**  
**of UNIVERSITY OF NAIROBI, 46988-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: FACTORS INFLUENCING**  
**IMPLEMENTATION OF STRATEGIC PLANS**  
**IN PUBLIC SECONDARY SCHOOLS IN**  
**DAGORETTI SOUTH SUB COUNTY,**  
**NAIROBI CITY COUNTY, KENYA**  
**for the period ending:**  
**23rd July, 2020**

**Permit No : NACOSTI/P/19/42187/31776**  
**Date Of Issue : 23rd July, 2019**  
**Fee Received :Ksh 1000**

**Applicant's Signature**



**Director General**  
**National Commission for Science, Technology & Innovation**