

**STRATEGIC PLANNING AND PERFORMANCE OF SELECTED
PUBLIC PRIMARY SCHOOLS IN KAJIADO NORTH SUB-
COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been submitted to any other university or institution of higher learning for examination for any award.

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This Research Project has been submitted for examination with my approval as the university Supervisor.

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DEDICATION

I dedicate this research project to my wife Felimar for her unwavering support and encouragement. My children Spencer, Tiffany and Gabriella for their support during my time of studies.

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ACRONYMS AND ABBREVIATIONS

BoG: Board of Governors

DEO: District Education Officer

DQUASSO: District Quality Assurance Officer

EFA: Education For All

ERS: Economic Recovery Strategy

FPE: Free Primary Education

GoK: Government of Kenya

KCPE: Kenya Certificate of Primary Education

KESSP: Kenya Education Sector Support Programme

MDGs: Millennium Development Goals

MoE: Ministry of Education

NESSP: National Education Service Support Program

NGO: Non-Governmental Organizations

PTA: Parents and Teachers Association

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ABSTRACT

Many scholars and authors argue that the correlation between strategic planning and performance has not been clearly established and that although strategic planning is not the sole contributor to high firm performance, firms with meticulously executed strategic plans perform better than their counterparts that do not. Issues of contingency and dynamic, complex environment have necessitated strategic planning and thus the Government being concerned to provide quality education has made strategic planning a policy through the MoE to all public schools in Kenya. The objectives of this study were to establish whether public primary schools in Kajiado North Sub-County undertake Strategic Planning and to determine the influence of strategic planning on performance. Using cross-sectional descriptive survey design and structured questionnaires the researcher collected primary data from 12 public primary schools in Kajiado North Sub-County. The data was analysed using both inferential and descriptive statistics to determine the strength of linear relationship. The key findings of the study were: all schools (100%) practice formal strategic planning and strategic planning is positively correlated to performance. Besides this, it was also established that management regularly carry out thorough environmental analysis and often involve stakeholders to a large extent as required and more still, the strategic plans developed are fully implemented. The board of management and MoE were found to be more involved in strategic planning than all the other stakeholders. This in turn leads to better academic performance as well as performance in other co-curricular activities. All the independent variables were found to have a significant statistical relationship with performance ($p < 0.05$). It therefore suffices to say that strategic planning is an important practice and all public primary schools should engage in formal strategic planning. The main recommendation in this study is for the policy developers through MoE to enhance strategic planning in public primary schools and the top school management to invest resources and time in implementation of the strategies. Finally, future researchers should endeavour to establish the challenges of strategic implementation and how strategic planning can be implemented to enhance its contribution particularly to academic performance.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

A number of studies have attempted to bring out the relationship between organisational performance in regards to the formal planning practices. Consequently, both public and private organisations are increasingly embracing the practice of Strategic Planning with an anticipation of improved performance as a result. Correlation analysis results from previous studies indicate the existence of a strong relationship between Strategic Planning and firm performance. Furthermore, the Strategic Planning steps which include definition of a firm's corporate purpose, scanning of business environment, identification of a firm's strategic issues, choice of strategy and setting up of implementation, evaluation and control systems; were found to have a positive impact on an organisation's performance. Porter (1985) noted that despite the criticism levelled against Strategic Planning in the 1970s and 80s, it was still very useful and it only needed to be improved and recast. Greenley (1986) further noted that Strategic Planning had potential advantages and intrinsic values that eventually translated to improved firm performance. Therefore, Strategic Planning is a vehicle that facilitates improved performance.

The contingency theory postulates that organizations are open systems and there is no one best way of managing an organization (Burnes, 2000). This is because rapid environmental changes present them with various opportunities, threats and constraints (Barney, 2007). Various organizational and economics theories have addressed firm performance, cementing the fact that performance is the main goal of

every organization. In the 1960s, a firm's resource-base stood out as the most popular explanation as to why one firm could perform better than another. However, during 1970-80s, economists analyzed problems of the firm and the industry under the Industrial Organization Economics theory whose key framework is Structure-Conduct-Performance paradigm. The paradigm sought to identify the correlation between an industry's performance, conduct of its firms and industry structure, (Barney, 2007). The equivalent of the Structure-Conduct-Performance paradigm of the Industrial Organization Economics theory is the Environment Strategy Performance framework in which performance is shaped by strategic choices based on 2 environmental dynamics. This is anchored on Ansoff (1993) proposition that all organizations are Environmental Serving Organization (ESO) which is within the premise of the open systems (Haines, 1972). After 1980, the input of behavioural scientists focusing on optimization and role of organizational behaviour became profound, (Albanese and Van Fleet, 1983). Therefore, the essential question is whether or not strategic planning improves performance levels of firms. This study is narrowed down to the following theories; resource bases theory, open system theory, dynamic capability theory and contingency theory. A detailed review of these theories is discussed in Chapter Two: Literature Review.

Strategic Planning emerged in public education as a management tool in mid 1980s. Mintzberg and Quinn (1999) defined strategy as direction and scope of an organisation over the long term which achieves advantage of the organisation through its configuration of resources within a changing environment to meet the needs and fulfil stakeholders' expectations. Setting a strategy becomes the core business of planning. In Kenya, education helps push the government's economic and social agenda by providing a skilled workforce, generating a civilised society and promoting active

citizenship (Basic Education Act, 2013, Constitution of Kenya, 2010). The Directorate of Basic Education is responsible for the formulation of the pre-primary education policies; implementation of primary education; primary teachers training; and Primary Special Needs Education. According to Onkundi (2011) on a study, Effectiveness of Strategic Planning In Primary Schools: A case of Suneka Division, Kisii County, Kenya 48.5 percent of respondents prepared strategic plans with a conclusion that schools in the study area were ineffective in Strategic Planning. Moreover, educational stakeholders do not understand the framework compositions of strategic plans and not all schools formulate strategic plans.

1.1.1 The Concept of Strategic Planning

Various writers and scholars have defined Strategic Planning in different but contemporary ways. Drucker (1954) explains Strategic Planning as management by plans, an analytical process and focused on making optimal strategic decisions. Ansoff (1970) conceptualises Strategic Planning as the process of seeking a better match between a firm's products or technology and its increasing turbulent markets. According to Pearce and Robinson (1997), Strategic Planning process results in better decisions as a result of group interaction which generates a greater variety of strategies consequently reducing resistance to change.

Strategic Planning, in a school set up, gives it a focus and a direction for the future. A strategic plan articulates the vision, mission and values of the school to keep all stakeholders posted on how they are contributing to the achievement of these goals. In addition, strategic planning helps organize the schools and their staff, aids in governance decisions and provides direction for the future, increases communication and engagement, helps in holding each staff accountable and provides a framework for

ensuring that the educational achievement of its learners is taken care of (Cara, 2016) This is achieved by continuously adjusting to academic direction in response to changing academic circumstances (Bryson, 1989).

1.1.2 Organisational Performance

Organisational performance comprises the actual results of an organisation as measured against its intended goals or objectives. The concept of performance is vital in all organizations whether commercial; profit making or non-profit making organisations, private or public sector (Johnson, et al, 2008). Kotler (2003) defines performance as the process of putting plans into action for the accomplishment of set objectives. Measurement of performance in a school set-up will therefore include academic excellence, land, infrastructure development, discipline and school culture, stakeholder satisfaction, financial stability and excellence in non-academic activities. March and Sutton (2007) assert that performance is an essential aspect of a firm in the sense that comparisons become a basis for evaluating executives, making decisions about allocation of resources, writing history and stimulating arrogance and shame.

Primary schools in Kenya are required to prepare strategic plans that run between 3-5 years out of which they identify key strategies that are relevant for their existence. The strategies set by schools include formulation of mission statement, continuous assessments, benchmarking and syllabus coverage and how these affect students' performance in both academic and extra-curricular activities.

1.1.3 Primary Schools in Kenya

The Kenyan education system starts from early childhood to the primary level, to secondary and finally to tertiary level. The government of Kenya aims at providing quality education to every Kenyan child irrespective of their socio-economic status through the Free Primary Education (FPE), Universal Primary Education (UPE) and Education for All (EFA) initiatives (Basic Education Act No. 14 of 2013). According to the Ministry of Education, Kenya, primary schools in Kenya fall into two categories; Public or Government sponsored and Private primary schools. Private schools do not receive funding from the government and are run by private organizations or individuals. Primary school education in Kenya has undergone numerous changes which have always necessitated the need for continuous planning. Primary education is free and compulsory in Kenya through the public primary schools (UNESCO & World Bank,2009) As a result, public primary schools in Kenya face a number of challenges including lack of adequate infrastructure and inadequacy of permanent classrooms, lack of clear legal guidelines on implementation of inclusive education and non-formal education programs, high pupils to teacher ratios in densely populated areas, high drop-out rate of girls due to pregnancies and early marriage practices among some Kenyan communities, frequent changes and revision of curriculum with serious ramifications on financial resources and the changes render the education system discontinuous (UNESCO, 2005). These challenges require apt managerial skills of schools managers by drafting strategic plans and ensuring seamless implementation (Orora, 1997). Public primary schools in Kajiado North Sub-county are no exception to the afore listed challenges that need to be addressed to improve on performance. The Ministry of Education has put strategies in place to address some of the challenges facing education in Kenya through the establishment of

the national policy on Early Childhood Education (ECE) to provide guidelines on the implementation of ECE programs. These guidelines form the basis from which schools develop their strategic plans aligned to the Ministry of Education policy.

1.1.4 Public Primary Schools in Kajiado North Sub-County

Kajiado North Sub-county is one of the sub counties within Kajiado County of Kenya. There are 14 public primary schools in Kajiado North Sub-county. According to the 2009 census survey, Kajiado county has a population of 687,312 covering an area of 21,292.7 square kilometres. Some of the public primary schools lack resources which has affected their overall performance in national examinations and Kajiado North sub-county is no exception. This lack of resources can be addressed by putting strategies in place by the school administration in collaboration with relevant stakeholders.

Kajiado county has been recording trivial performance in National Examinations in the past with low transition rates to secondary schools. As one of the marginalised counties, Kajiado county public primary schools face a number of challenges including high pupils to teacher ratios in densely populated areas, late disbursement of Free Primary Education (FPE) funds, inadequate teacher-learning facilities (Okwach& George, 1997), pupils' mobility from public to private schools citing poor quality of education as an issue (UNESCO, 2005), high drop- out rate of girls due to pregnancies and early marriage practices among some Kenyan communities, frequent changes and revision of curriculum with serious ramifications on financial resources and the changes render the education system discontinuous (UNESCO, 2005) as well as lack of effective managerial skills; both technical, human and conceptual skills (Ngaroga,

2001). All these challenges have a negative impact on performance of schools in the region both academically and in extra-curricular activities.

This study aims at establishing the correlation between Strategic Planning and performance of Public Primary Schools within Kajiado North Sub-County and how the process can be hastened to improve performance. An in-depth study in this area aims at addressing these challenges from a strategic planning point of view. According to Ngaroga (2001), a school manager accepts the fact that successful implementation of policies and changes incorporates being cognizant of the barriers that people place between themselves and the changes required. School managers have the responsibility of interpreting educational policies to parents and other stakeholders; they also have a responsibility for obtaining, directing and utilizing resources available for successful implementation of education policies and programs (Wideen, 1987). This study is therefore designed to explore the impact of Strategic Plans on performance of public primary schools in Kenya, a case of Kajiado North Sub-County.

1.2 Research Problem

In education, strategic alignment between the school and its environment to maintain strategic consistency is essential (Ariew, 2007). Strategic Management Practices have gained importance in recent years (Cole, 2003). Cole further asserts that during the past years, organisations focused on long term planning. There has been concern expressed by government bureaucrats, professionals and even politicians that lack of Strategic Planning has lead to poor performance of public schools. A study conducted in secondary schools within Kajiado North sub-county asserts that schools that undertake Strategic Planning perform better compared to those that do not (Onkundi, 2015).

This study is geared towards establishing the link between strategic planning and performance with main focus on public primary schools in Kajiado North Sub-County. Performance in this context refers to the extent to which a learner, teacher or school has achieved their educational goals both short term and long term. How well a school is performing can be measured in terms of ranking in national examinations, rate of enrolment, acquisition and expansion of school physical facilities as well as levels attained in games and sporting activities (Okwako, 2013). As mentioned above, schools face many challenges which create uncertainties that present opportunities, threats and constraints to the education system in Kenya (Barney, 2007). Schools are required to formulate strategic plans in tandem with the Ministry of Education (MoE) strategic plan aimed at fostering the government's agenda of providing every child in Kenya with the right to quality education and training (Birgen, 2007). This makes Strategic Planning inevitable in Public Primary schools in Kajiado North Sub-County in order to meet the acceptable standards of performance.

A number of studies on influence of strategic planning on performance on similar area in other parts of the country have been carried out. Among such studies include; Ayieko (2009), Gode (2009), Akinyi (2010) who studied the influence of strategic planning in Public Secondary Schools in Kisumu city, Kisumu East and Kisumu West district respectively. Based on the above review, there is no study, to the knowledge of the researcher that focused on strategic planning and performance in public primary schools in Kajiado North Sub-County. This demonstrates a clear presence of a knowledge gap to be explored in this study. Does strategic planning correlate with performance in public primary schools in Kajiado North Sub-County, Kenya?

1.3 Research Objectives

The objectives of this study were to:

- (i) Determine whether public primary schools in Kajiado North Sub-county formulate strategic plans
- (ii) Establish whether Strategic Planning has any correlation with performance in both academic and non-academic activities.

1.4 Value of the Study

This study established a positive correlation between strategic planning and performance. It thus contributes to theory building by narrowing the gap in controversy that surrounds the issue of whether or not strategic planning leads to improved performance. Its contribution to theory building can also be realised through the theoretical propositions under study. For example, resource based theory and contingency theory may be supported by findings of this study since no two schools are identical; each is endowed uniquely in terms of resources, strategies formulation and implementation is done relative to their own situations and resources. The open systems theory is also supported since within a school various departments interact with a common goal of contributing to overall performance.

This study will provide valuable information to policy developers in formulation of relevant and viable policies. The study will contribute to the growth of knowledge that strategic plans can be used as a reference point in all day to day operations of the school. The policy makers in the Ministry of Education and planners may gain from the information on the need to re-strategize the strategic plans in order to make education more effective and efficient to its users. Additionally, it can help head

teachers and school boards of management to develop better policies in the management of schools.

The findings of this study may be used by the school administrators to formulate effective strategies to improve both academic performance and embrace Strategic Planning as a tool for planning and provision of quality education. The school management can take into consideration the strategic planning practices to ensure better school performance. Involvement of stakeholders and environmental analysis, for example, can be adopted in the strategic planning process to make it highly effective and attainable.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter examines the various theories that support the study as well as reviewing the existing literature on Strategic Planning and organisational performance. The theoretical foundation of the study, Strategic Planning process and aspects of organizational performance are examined. Additionally, the Strategic Planning and performance relationship is highlighted.

2.2 Theoretical Foundation of the Study

Strategic Planning is a multi-dimensional discipline as it borrows widely from other fields such as sociology, psychology, economics and marketing. Theories are analytical tools for understanding, elaborating and making predictions about a given subject matter (Cone, 2011). Various theories explain both the internal and external environments in which an organization operates and acts as a means by which the strategies can be aligned for such an organization to remain competitive. This study is narrowed down to the following theories; resource based theory, open system theory, dynamic capability theory and contingency theory.

2.2.1 Resource Based Theory

This theory was propagated by Birger Wernerfelt (1984) who asserts that firms are viewed differently based on resources they are endowed with. The resource based theory stipulates that firms perform better when they assemble resources that are

valuable, durable, rare, difficult to imitate, non-substitutable and superior to the competitor's resources. Moreover, these resources must be bundled with unique capabilities in order to generate competitive advantage and superior performance (Penrose, 1995).

The resource based theory was popular in the 1960's when adoption of Strategic Planning practices was on the increase both in the USA and other overseas countries. In resource based theory display, assets are the fundamental supporters of an organisation's performance. Anstine (2013) emphasizes on the role of resource integration and routines. The teaching and learning process in learning institutions reflect on budgetary allocation and allocation of personnel resources to realise improved performance. Educational resources are generally auditable and assumed to be sufficiently reliable. Resources in this case may be considered as inputs that enable firms to carry out its activities. In this study therefore, it is crucial for the researcher to take into consideration the fact that schools are endowed differently in terms of resources which may impact strategic planning and eventually reflect on performance of the schools in focus.

2.2.2 Open Systems Theory

Organizations are strongly influenced by their environment. The environment provides key resources that sustain the organisation and lead to change and survival (Bastedo, 2004). The environment in this case consists of other organizations that exert various forces of an economic, social or political nature.

Schools are open systems. Within the school setting, various inputs are received from the environment which are then transformed in some way and exported as outputs. Open frameworks comprise of five essential components; inputs, outputs, a

transformation process, feedback and the environment (Scott, 2008). A school as a framework should have a deeper understanding of the interrelatedness of the influencing factors in the environment when using the open systems theory to the Strategic Planning model (Haines (1972). As a result, a richer and better appreciation of the sub systems that build up to a larger synergistic general system is realised.

2.2.3 Dynamic Capability Theory

The dynamic capability theory takes the perspective of the resource based argument by addressing how valuable, rare, difficult to imitate and imperfectly substitutable resources can be created or refreshed in a rapidly changing environment. According to this theory, strategic decision making is at the centre of the organisation-environment co-alignment process as emphasized in business policy literature. Jon & Gregory (1992) put emphasis on the fact that organisations must be aware of external changes in order to maintain their top capability standards to ensure survival in a highly competitive environment. In the school context, the administrators must be well equipped to understand how to use their resources while accounting for depreciation of those resources at the same time.

Mintzberg (1998) affirms that dynamic capabilities are part of the resource base of a firm. Managers are considered as agents and reflexive decision makers who are limited by cognitive and organizational restrictions that they can partly repair (Heath, Larrick&Klayman, 1998). Head teachers in public primary schools in Kajiado North Sub-county in this context can be effective if they understand the full range of available strategy choices, appreciate the variable competencies of organisation members and above all make strategic decisions based on this knowledge at the same time being cognisant that all competitive advantages are inherently transient.

2.2.4 Contingency Theory

There is no one best way of managing organizations (Burnes, 2004). Organizational factors such as organizational structure and culture size, type and complexity of the organization as well as situational factors have a great impact on the industry landscape. Scott (1981) states that the best way to organize depends on the nature of the environment to which the organization must relate to. Management and organization is an open system which embraces challenges often times and is required to adapt find solutions to overcome or solve the problem or issue encountered.

The theory affirms the complexity and dynamism of the environment as well as its unpredictable nature. Traditional approaches to strategic management may not be appropriate. According to the contingency theory, the best practice or strategy in one organisation in a given industry at any given time may be rendered irrelevant or obsolete in another set of situation. In this context, schools must draft strategic plans that address various aspects to aid in management and realisation of desired performance taking into consideration the environmental turbulence.

2.3 Strategic Planning Process

Chiuri and Kiumi (2005) define Strategic Planning as a tool to determine the mission, vision, values, goals, objectives, roles and responsibilities, timelines and personnel responsible for moving an organisation from the current to the desired state in future. Strategic Planning is the systematic process of envisioning a desired future and translating this vision into broadly defined goals and sequence of steps to achieve them (Gouillart, 1995).

Organizations engage in Strategic Planning in order to achieve clarity of future direction, make proper choices and priorities, deal effectively with organizational changes and uncertainties in external environment, build teamwork and expertise based on resources, processes and people and develop effective strategies to improve organizational performance (Cole, 2004 and Peng, 2009). Any firm that wants to gain a sustainable competitive advantage must engage in Strategic Planning (Goodstein, Nolan and Pfeiffer, 1993).

Roney (2004) likens Strategic Planning to athletics. First, an athlete must be in good shape. Then, there must be adequate equipment and other resources, a well aligned organisation and sufficient motivation of both individual and the entire team. In this case, an institution or school must be well endowed in the Strategic Planning process in order to effectively convert strategy into effective action. Strategic Planning takes various approaches in different organizations depending on their size. The approach can either be formal, semi-formal or informal. Formal Strategic Planning defines the extent to which a strategy is deliberate, documented, communicated as well as degree of involvement of participants and specification of the process, resources and responsibilities (Gode, 2009).

According to Ansoff (1990), a deliberate and systematic Strategic Planning process was introduced in the 1960s until mid 1970s, a period in which people believed it was the solution to all problems. Corporate America was obsessed with Strategic Planning then. An oil crisis in 1973 worldwide necessitated the need to develop strategic plans in order to remain competitive during the shortage of the crucial commodity. In the late 1970s, however, there was dissatisfaction with Strategic Planning due to the challenges the process faced such as increased environmental challenges, reduced

business opportunities owing to the oil crisis, increased global competition, lack of action oriented and too much emphasis on planning at the expense of implementation.

A decade thereafter, Strategic Planning was abandoned and did not seem to influence then business operations any more. In the early 1990s, Strategic Planning resurfaced as a revamped process with particular benefits in particular contexts (Mintzberg, 1994). In the year 2007 however, Johnson et al reported that formal Strategic Planning can lead to misunderstanding of the purpose of planning, problem in design and the Strategic Planning system may fail to gain ownership of a strategic plan resulting in loss of innovativeness and authenticity.

Currently, strategy and development of Strategic Planning constitutes an important weapon in the armoury of the modern manager (Bell, 2002).

2.4 Organisational Performance

Every organization has well defined mechanisms of measuring performance which enable it to evaluate current and past achievements relative to expected standards. The methods used to measure performance are relative to the context in which the organization operates and the strategic objectives pursued (Akinyi, 2010). The area of focus in performance measurement is normally what varies from organization to another and from time to time.

Khaled (2015) noticed that organizational performance is tied in with making an incentive for the essential recipients. Richard et al (2009) noted that organizational performance incorporates three particular zones of firm results: market performance of the product, shareholder returns and financial performance. Akinyi (2010), states that each organization has very much characterized systems of measuring performance and

the strategies utilized are with respect to the setting in which the organization works and the goals sought after. Performance can be measured by utilization of objective measures, for example, work fulfilment, modern relations, collaboration, organization practices, representative and partner fulfilment or by quantitative strategies, for example Return On Investment, net and gross profit, among others. The concept of performance is vital in all organizations whether commercial, profit-making or not-for-profit organizations, private or public sector, (Johnson, et. al. 2008)

2.5 Strategic Planning and Performance

Performance is the end result of activities while Strategic Planning aims to improve the quality of these results. It can be measured by quantitative methods (net or gross profit, return on investment, equity or capital, return on equity employed et cetera) or qualitative methods (absenteeism levels, job satisfaction, industrial relations, team work, best management practices, corporate social responsibility, new product development, operational sufficiency, employee and stakeholder satisfaction, among others (Foster, 1993).

Stoner (1994) and Viljoen (1995) argue that Strategic Planning tends to make an organization more systematic in terms of its development and this can lead to a greater proportion of the organization's efforts being directed towards the attainment of those goals established at the planning stage, that is, the organization become more focused.

Kotter (1996) argues that the Strategic Planning process can be used as a means of repositioning and transforming the organization. Thompson, Strickland and Gamble (2007), postulate that the essence of good strategy making is to build a market position strong enough and an organization capable enough to produce successful performance despite unforeseeable events, potent competition and internal difficulties.

In his study of Aspects of formulation and implementation of strategic plans in Kenya, Aosa (1992) surveyed 51 large private manufacturing firms through a survey. Using questionnaires and a drop and pick method, Aosa concluded that management was the key factors that influenced strategic plans formulation and implementation. The scholar also noted that an effective implementation process required a collective approach to culture and communication while keeping clear communication channels and realigning firm resources so that strategic plans are not halted by lack or inadequate implementation resources. Therefore, strategies to be implemented must be consistent with organizational culture to realise the desired organizational performance results. Further, conflict management also plays an integral role within the implementation process.

Aosa (1992) noted that participating in the implementation of strategic plans varied with some companies exhibiting high participation while others had low participation as dictated upon by their leadership style.

Thus in general, greater formality in Strategic Planning positively correlates to high firm performance. However, Wheelen and Hunger (2008) cautions that some studies have found out that too much formalization of the Strategic Planning process may actually result in reduced performance. Ansoff (1990) notes that deliberate and systematic preplanning of acquisition of strategy produces significantly better financial performance than unplanned opportunistic, adaptive approach. Sababu (2007) also has the same views that, a formal strategic management system significantly influences organizational performance.

In the public sector, a multi-dimensional conceptualization of Strategic Planning effectiveness (its internal organizational success) that is focused on its capabilities,

objectives or intent is often used. This is because public agencies are not-for-profit organizations and their performance and the effectiveness cannot be measured by the traditional financial measures of private sector organizations. The measures of Strategic Planning effectiveness based upon this conceptualization include Strategic Planning's ability in help organizations develop their missions, foresee major future opportunities and threats, properly appraise strengths and weaknesses, clarify priorities and develop long range useful plans (Ugboro, 1991).

Strategic Planning has been used in schools in developed countries leading to school improvement. In Kenya, school planning involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans (School Management Guide, 1999). Okwako (2013) noted that majority of the public secondary schools in Rarieda District (73 percent) practice formal Strategic Planning and secondly, Strategic Planning is positively correlated to performance, it is not the sole contributor to performance. Other contributors included low level stakeholder involvement in development of strategic plans, only moderate environmental analysis during Strategic Planning process and implementation levels are only moderate.

Also Strategic Planning practices have varied contribution to the variance observed in each of the indicators of performance. Therefore, there is an inherent knowledge gap in the relationship between Strategic Planning and firm performance. This is the basis on which this study is designed; to establish whether practice of Strategic Planning in public primary schools influences performance in Kajiado North Sub-County, Kenya.

2.6 Summary of Literature and Knowledge Gaps

There have been studies on influence of strategic planning on performance and related areas in other parts of the country. This chapter has dwelt on review on existing literature on correlation between strategic planning and performance and a number of studies indicate a positive correlation though no consensus since performance can also be attributed to other factors including the implementation process.

For instance, Gode (2009), studied influence of strategic planning on the performance of public secondary schools in Kisumu East, Ayieko (2009), studied strategic planning practices and performance of manufacturing firms in Kisumu city, Akinyi (2008), studied challenges facing private secondary schools in implementation of strategic plans in Kisumu West district but did not single out effect of strategic plans on performance, Mula (2009), studied strategic planning, environment and firm performance but did not focus on public secondary schools. Akinyi (2010), studied influence of tangible and intangible resources on performance in public secondary schools in Bondo district but did not address strategic planning. Kinya (2017), studied strategic planning and performance of secondary schools in Limuru Sub-County but did not focus on primary schools. Onkundi (2015) studied strategic planning and performance of secondary schools in Kajiado North Sub-County but did not focus on primary schools. There is no study, to the knowledge of the researcher, that focused on strategic planning and performance of public primary schools in Kajiado North Sub-County and this clearly illustrates presence of a knowledge gap addressed in this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint for the collection, measurement and analysis of data. Specifically the following subsections have been included; research design, population of the study, data collection and finally data analysis.

3.2 Research Design

The study adopted a cross-sectional description survey design. Kothari (2003) describes descriptive survey design as a rigid design which focuses attention on formulation of objectives, designing methods of data collection, selecting the sample, collecting the data, processing, analyzing the data and reporting the findings. A descriptive research determines and reports the way things are, besides attempting to describe such things as possible behaviour, attitudes, value and characteristics (Mugenda and Mugenda, (2003). Like Kothari, (2004), they also outline similar steps involved in descriptive survey design.

Wangila (2011) states that a survey study is conducted to collect detailed descriptions of the existing phenomena with the intent of employing data justify the current conditions and practices or to make more intelligent plans for improving them. Thus, this research design was chosen because the aim of the research was to collect information from respondents on their attitudes and opinions in relation to Strategic Planning and performance in their schools.

The cross-sectional survey used variables towards establishing the Strategic Planning practices used in public primary schools within Kajiado North Sub-county and

whether they had an effect on performance. In a survey, data is collected by interviewing or administering questionnaires to sampled individuals with the aim of studying their attitudes, opinion and habits (Orodho, 2005). Most studies in social sciences such as Gode (2009) Akinyi, (2010) Wangila (2011), Okwako (2013), Njeru (2014) and many more, targeting to collect quantitative data from a variety of respondents have employed this research design.

3.3 Population of the Study

A targeted population are all people under consideration in any field of inquiry. The population of this study consisted of Public Primary Schools in Kajiado North Sub-County. As of August 2019, Kajiado North Sub-county consisted of 14 public primary schools (Sub-county education officer, Kajiado North Sub-county, 2019. The schools are grouped into two zones; Ongata Rongai and Ngong.

3.4 Data Collection

In this study, emphasis was on primary data. Primary data was collected through the administration of a structured questionnaire. A questionnaire is an instrument used to gather data which allows measurement for or against a particular viewpoint (Orodho, 2008). He adds that a questionnaire has the ability to collect a large amount of information in reasonably quick space of time. (Mugenda and Mugenda, 2003) recommended the use of questionnaires as the most commonly used instruments in social sciences research.

The data was collected from either the headteacher or the deputy headteacher of the public primary schools within Kajiado North Sub-county. The questionnaires were administered to the headteachers or deputy headteachers through a drop and pick

system since they are directly in charge of developing and implementing a school's strategic plan. The respondents were given a period of two weeks to fill in the questionnaires and then the researcher went back to pick them. This is aimed at allowing ample time for the respondents to answer all the questions with valid answers. Secondary data such as academic performance records for the last five years and enrolment records were obtained from sub-county education office. Documented strategic plans were also collected from individual schools that had them.

3.5 Data Analysis

Data was analyzed using both descriptive and inferential statistics. Descriptive statistics was done using overall frequently distribution and percentages. These are used to do presentation and describing the variables in the study. Inferential statistics on the other hand involved Analysis of Variance (ANOVA) which was used to compare the mean academic performance, infrastructure development, discipline, students and parent satisfaction, staff motivation within the schools that practice Strategic Planning and those that do not check whether Strategic Planning had any influence on performance. Pearson's Correlation was then be used to establish the degree of influence of the Strategic Planning practices on performance in order to establish which Strategic Planning practice has the most influence on performance.

Linear and multiple regressions were also done to establish the significance of influence of Strategic Planning practices on the various aspects of performance. Data was coded, entered and analyzed using Statistical Package for Social Sciences (SPSS). Regression analysis emphasizes estimation of an equation that describes the relationship between two variables while correlation helps to determine the strength of linear relationship that is, how strongly correlated these variables are (Mutai, 2000).

The regression equation applied is as shown below:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + \epsilon$$

Where: a is the constant and terms b₁, b₂, b₃, b₄, b₅ and b₆ are co-efficients of X₁, X₂, X₃, X₄, X₅, which are the indicators of strategic planning. X₁ is the strategic direction, X₂ is environmental analysis, X₃ is stakeholder involvement, X₄ is strategic objectives and goals and X₅ is implementation. Y- is the dependent variable. The dependent variable has a number of indicators namely; Y₁- academic excellence, Y₂- discipline and school culture, Y₃ non-academic activities.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data collected in this study, interpretation as well as a discussion of the same.

4.2 School Category and Number of Pupils

Table 4.1 summarises the background information on the category of the school and number of pupils in each school.

Table 4.1 Category of the School

		School Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mixed Day School	12	100.0	100.0	100.0

Source: Research Findings

Table 4.2: Number of Pupils

		Number of pupils in the school			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	501- 1000	5	41.7	41.7	41.7
	Over 1000	7	58.3	58.3	100.0
	Total	12	100.0	100.0	

Source: Research Findings

Table 4.2 shows summary of the background information on the number of pupils. The study focused on strategic planning and performance of public primary schools in

Kajiado North Sub-County. The researcher collected data from 12 out of 14 public primary schools in Kajiado North Sub-County. No response was received from two schools. It was established from the study that all public primary schools in Kajiado North Sub-County are mixed day schools. Majority of the schools have a population of more than 1000 pupils as shown in table 4.2.

4.3 Descriptive Statistics

Measurement of independent variable (Strategic Planning) was done using a number of indicators including; presence of vision, mission, presence of strategic plan, presence of objectives, environmental analysis, stakeholder involvement as well as strategy implementation. The dependent variable (Performance) was measured using three indicators namely; academic performance, discipline and excellence in co-curricular activities.

The researcher used regression analysis to establish the relationship between independent and dependent variables. Regression analysis yields the terms R, R-square, F,B and Sig. R is the correlation between the observed and the predicted value of the dependent variable, R-square gives the proportion of variance in the dependent variable explained by the independent variables entered in the model whereas a high F-ratio and a low sig- value indicates the significance of the independent variable in the model.

4.3.1 Presence of Vision, Mission and Objectives

The study sought to establish whether the target schools had a vision, mission or both. The responses showed that all the schools had a vision and mission. The results are shown in Table 4.3;

Table 4.3 Presence of vision, mission and objectives

Presence of Vision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	100.0	100.0	100.0

Presence of Mission Statement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	100.0	100.0	100.0

Source: Research Data (2019)

Presence of vision, mission and objectives generally defines the strategic direction for a given organisation. In this case, public primary schools in Kajiado North Sub-County engage in this exercise. It is evident that all schools in this study have set their strategic direction.

It is evident that these schools have displayed the vision and mission on the notice boards and gates. From the data, all public primary schools in Kajiado North Sub-County have strategic plans. Presence of documented strategic plans is an indication of formal strategic planning. Formality of strategic planning is further depicted through environmental analysis and stakeholder involvement in the development of the strategic plans.

It was further noted from the responses that the vision, mission and objectives are used by teachers for curriculum development and enhancement teamwork among school staff.

4.3.2 Stakeholder Involvement

From Table 4.4, only 16.8% of the schools involve all the stakeholders to a very large extent, 34.6% involve them to a great extent, 35.5% to a moderate extent and 12.1% to a small extent. It is therefore clear that majority of the schools involve stakeholders in the strategic planning process to a large extent as advocated for in the strategic management discipline.

Table 4.4 Stakeholder involvement in the development of strategic plans

An action plan is set and adhered to				
	Frequency	Percent	Valid Percent	Cumulative Percent
Small Extent	2	16.7	16.7	16.7
Moderate Extent	5	41.7	41.7	58.3
Large Extent	5	41.7	41.7	100.0
Total	12	100.0	100.0	

Source: Research Data (2019)

Table 4.5: Stakeholder Involvement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experts	12	2	4	3.17	.835
Headteacher	12	3	5	4.00	1.044
Teachers	12	3	5	3.67	.651
Support Staff	12	2	4	2.75	.754
Parents	12	3	4	3.58	.515
Pupils	12	1	4	2.83	.835
BoM	12	4	5	4.58	.515
MoE	12	4	5	4.33	.492
Community	12	1	4	2.75	.866
Valid N (list-wise)	12				

Source: Research Data (2019)

The results in Table 4.5 show that the board of management and the ministry of education are more involved in strategic direction in the schools than all other stakeholders. They had a mean response of 4.58 and 4.33 respectively. Support staff are the least involved with a mean response of 2.75.

4.3.3 Environmental Analysis

The study sought to find out the extent to which the schools carry out environmental analysis. Table 4.5 shows that majority of schools carry out environmental analysis to a great extent.

Table 4.6: Analysis of External Environment Policy

Analysis of External Environment policy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Extent	2	16.7	16.7	16.7
	Large Extent	6	50.0	50.0	66.7
	Very Large Extent	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Source: Research Data (2019)

Table 4.7 shows the frequency and percentage of implementation of strategic plans in the public primary schools in Kajiado North Sub-county. Majority of the schools implement their strategic plans to a great extent. Some schools may implement their strategic plans to a small extent while others may implement theirs to a very great extent. The key observation here, however, is that most schools implement their strategic plans to a very great extent as it should be.

4.3.4 Implementation

The study sought to find out the level of implementation of strategy among the schools.

The table below shows the analysis of responses.

Table 4.7 Implementation

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
An action plan is set and adhered to	12	2	4	3.25	.754
Time lines are set and met	12	3	5	3.75	.622
Objectives are set and met	12	3	5	3.75	.754
Changes Established are implemented	12	3	5	4.33	.651
Valid N (listwise)	12				

Source: Research Data (2019)

From Table 4.7, the highest mean was exhibited by the statement: Changes established are implemented. The lowest mean response was exhibited by the statement; An action plan is set and adhered to.

4.3.5 Influence of Strategic Planning on Performance

The performance variable (dependent variable) was measured using three indicators namely; academic performance, discipline and extra-curricular activities. Additionally, the independent variable (strategic planning) was measured using various indicators including presence of vision, mission and objectives, environmental analysis, stakeholder involvement, presence of strategic plans and implementation of the strategic plans. The relationship between the independent and dependent variables was then established using regression analysis model. The regression analysis model yields the terms R, R-Square, F, B and Sig. R is the correlation between observed and predicted value of the dependent variable, R-square gives proportion of variance in dependent variable explained by the independent variables entered in the model. A high F-ratio and a low sig- value indicates the significance of the independent variable in the model.

4.3.6 Academic Performance

The study also sought to establish academic performance of the schools targeted. A question of marks ever attained in the last five years was posed. Table 4.8 shows the descriptive statistics of the responses.

Table 4.8: Academic Performance**Highest Score ever attained in the last five years**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 201-300 Marks	3	25.0	25.0	25.0
Above 300 Marks	9	75.0	75.0	100.0
Total	12	100.0	100.0	

Source: Research Data (2019)

From Table 4.8, 9 out of the 12 schools had 300 marks and above. Only 3 schools had never reached above the 300 marks in the last five years.

4.3.7 Extra-curricular Activities and Strategic Planning

The study sought to establish the performance of the schools in co-curricular activities.

The table below summarises the responses;

Table 4.9: Performance in Co-Curricular Activities**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Football	12	1	4	2.25	.866
Netball	12	0	5	1.75	1.215
Volleyball	12	0	5	1.92	1.165
Music Festival	12	2	4	3.25	.754
Drama	12	0	4	2.42	1.084
Athletics	12	0	5	2.83	1.467
Valid N (listwise)	12				

Source: Research Data (2019)

Music festival had the highest mean of 3.21 followed by Athletics with a mean response of 2.83. The least mean response was exhibited by netball with a mean of 1.75. R-value is the variance between the observed and the predicted performance in co-curricular activities implying that the variables used are the most statistically significant in determining co-curricular activities.

4.4 Inferential Statistics

4.4.1 Academic Performance and Strategic Planning

As a dependent variable, academic performance (Y1) was determined by obtaining the KCPE scores achieved within the strategic planning period up to a maximum of 5 years (2014-2018). Its regression against the independent variable yielded results outlined in the table below;

Table 4.10: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.688	.427	.34227

a. Predictors: (Constant), Environmental Analysis, Strategic Objectives and Goals, Stakeholder Involvement, Implementation, Strategic Planning

Source: Research Data (2019)

Table 4.8 shows that 68.8% of performance in schools in Kajiado North is explained by the five elements/components of strategic planning which include; Environmental Analysis, Strategic Objectives and Goals, Stakeholder Involvement, Implementation and Strategic Planning. The other 32.2% is explained by other factors not investigated in this model.

4.4.2 Analysis of Variance

The study further sought to establish the combined effect of the variances and their level of significance in the model. The table below shows the results of analysis of variance

Table 4.11: Analysis of Variance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.547	5	.309	2.641	.001 ^b
	Residual	.703	6	.117		
	Total	2.250	11			

a. Dependent Variable: Y1

b. Predictors: (Constant), Environmental Analysis, Strategic Objectives and Goals, Stakeholder Involvement, Implementation, Strategic Planning

Source: Research Data (2019)

The sig value of 0.01 implies some significant association between the dependent and independent variables. This shows a high degree of association between the variables hence a good model to use in predicting performance.

4.4.3 Regression Model

Table 4.12: Coefficients

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.161	1.322		3.148	.020
	Stakeholder Involvement	.221	.281	.211	.786	.046
	Strategic Planning	.438	.635	.316	.690	.516
	Implementation	-.761	.291	.869	-2.618	.040
	Strategic Objectives and Goals	-.204	.186	.301	-1.092	.032
	Environmental Analysis	-.279	.263	.443	-1.064	.328

a. Dependent Variable: Performance

Source: Research Data (2019)

The table above shows that all the study variables are significant at $p > 0.05$. All the independent variables were therefore retained in the model. The resultant regression equation is as follows:

$$Y = 4.161 + 0.211X_1 + 0.316X_2 + 0.869 X_3 + 0.301X_4 + 0.443X_5$$

The results imply that a unit change in stakeholder involvement results in 0.21 units change in performance. Similarly, a unit change in strategic planning results in 0.316 units changes in performance. Consequently, a unit change in implementation results in 0.869 change in performance. Additionally, a unit change in setting strategic objectives and goals results in 0.301 units change in performance. Finally, a unit change in environmental analysis results in 0.443 units change in performance. In a nutshell, all the coefficients are positive implying a positive relationship with performance. In conclusion, implementation has the greatest effect on performance with a coefficient value of 0.869.

4.5 Discussion of Findings

From the analysis of data in this study, it was established that majority of public primary schools in Kajiado North Sub-County have a population of above 1000 pupils. Moreover, all public primary schools in Kajiado North Sub-County practice formal strategic planning which is in line the MoE directive that all schools prepare strategic plans. The extent of involvement of stakeholders and environmental analysis is great. Implementation of strategic plans is also done to a very great extent. It was also established that the board of management and the ministry of education are more involved in strategic planning than all the other stakeholders.

In addition, the study established 4 key findings. First, all schools practice formal strategic planning. This means that they have a robust vision and mission statements and they practice strategic planning in one way or the other through the school management and the ministry of education. Secondly, the extent of stakeholder involvement and environmental analysis during strategic planning is to a great extent. Thirdly, the extent of implementation of the strategic plans is only moderate. The fourth finding is that strategic planning is positively correlated with performance although the extent of contribution to each of the performance indicators (academic, discipline and non-academics) is different. Similarly, each indicator of strategic planning (strategic direction, stakeholder involvement, environmental analysis, strategic objectives, strategic choices and implementation), contribute to various extents to each of the performance indicators above.

These findings are largely in agreement with the theories of strategic management discipline including open systems theory, contingency theory, resource-based theory, dynamic capabilities theory among others. For instance, it is evident that schools, like

other organizations, are open systems in continuous evolution and interaction and also operate in a dynamic, complex and turbulent environment that is highly competitive (Albanese and Van Fleet, 1983). This has necessitated the upholding of strategic planning in order to set strategic direction, define competitive moves, compete successfully and achieve targeted levels of performance (Thompson et al 2007). This is evident from the high number of schools striving to conform to the MoE's requirement that each school should draft a strategic plan in tandem with the current (Basic Education Programme Rationale and Approach 2013 – 2018, 2015) strategic plan. This is based on the argument that schools like any other organizations in Kenya struggle with environmental challenges thus need to develop competitive advantage against their competitors in order to survive.

The findings of this study are also in agreement with findings from other studies. For instance similar to the study by Gode (2009) in Kisumu East District, it established that strategic planning is positively correlated with performance. It also agrees with the findings of Okwako (2013) that strategic planning correlates with performance in her study of Strategic Planning and Performance of Public Secondary Schools in Rarieda District, Kenya. Similarly, the extent of strategy implementation which is a challenge to the impact it has on performance was also reported by Akinyi (2008) studying the challenges facing private secondary schools in implementation of strategic plans in Kisumu West District.

This study has therefore contributed to the body of knowledge and to theory building. For example, it affirms that organizations indeed need to engage in strategic planning because it is positively correlated with performance and it is a tool to combat the ever changing internal environment and the turbulent external environment; partly because a strategic plan can be made contingent to an organization's resources and other

organizational factors like size, structure and leadership. The findings have helped to narrow the gap on controversy concerning influence of strategic planning on performance.

The findings of this study have also provided significant information to policy developers. For instance, the MoE is hereby informed of the extent of strategic planning in public primary schools in Kajiado North Sub-county and also the extent of implementation of the same. It can therefore put the appropriate policies and remedies in place to enhance the practice through its implementers such as NESSP and Quality Assurance Officers.

Similarly, the school management has been furnished with information on the limitations in the development and implementation of strategic plans leading to dismal contribution to performance. They can henceforth purpose to improve on the processes of strategy development (especially stakeholder involvement and environmental analysis) and also step up implementation efforts to realize the full potential of strategic plans.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations drawn from the findings in connection with the research carried on Strategic Planning and Performance of Public Primary Schools in Kajiado North Sub-county. The study was anchored on two objectives; establish whether public primary schools in Kajiado North Sub-county undertake strategic planning and determine whether strategic Planning correlates with performance.

5.2 Summary

The researcher targeted 14 public primary schools in Kajiado North Sub-county but obtained responses from 12 schools since the other two schools did not return the questionnaires. Based on the data collected and analyzed from the 12 schools, the researcher established that majority of the public primary schools are mixed day schools (74%), with 67% of the schools having a population of more than 1000 pupils each.

There are two key findings in this study based on the study objectives. First, all the schools (100%) practice formal strategic planning and secondly, strategic planning is positively correlated to performance. The other important finding is that although strategic planning is positively correlated to performance, it is not the sole contributor to performance. Other significant findings include the observation that there is moderate level stakeholder involvement in development of strategic plans, only

moderate environmental analysis during strategic planning process and implementation levels are to a great extent.

The study also established that each of the strategic planning practices employed have varied contribution to the variance observed in each of the indicators of performance. For instance to determine academic performance in a school, establishing strategic direction contributes 9%, environmental analysis 4%, stakeholder involvement 3%, setting strategic objectives 1.2%, strategic choices 0.8% and implementation 6.7%.

Cumulatively, strategic planning can explain about 25% of the variance in the dependent variable (academic performance). Similarly each of the strategic planning indicators was observed to contribute to various extents to each of the performance indicators as illustrated in data analysis in chapter 4 above.

5.3 Conclusion

One of the key findings established by the researcher is that most of the public primary schools in Kajiado North Sub-county practice formal strategic planning and that strategic planning is positively correlated to performance. It is thus a surmise to say that strategic planning is an inevitable practice in today's businesses (Schools) and must be enhanced. This is more so because it is positively correlated to each performance indicator in the school set up making it a significant tool in creating competitive advantage since schools struggle with many challenges such as attracting and retaining the best students, competing with other public and private primary schools, improving performance and maintaining high standards of discipline among others.

It could also be argued that the large extent of formal strategic planning observed is attributed to the MoE policy requiring every school to formulate a strategic plan in the overall Government's endeavour to improve quality of education and achieve the MDGs the vision 2030. It could also be due to the dynamism and complexity in the environment presenting numerous opportunities and threats to schools hence the need to determine individual strength and weaknesses and channel the scarce resources in meaningful strategies to develop competitive advantage against competitors in the education sector.

The other key finding of the study was that strategic planning is positively correlated to performance in public primary schools in Kajiado North Sub-county. This finding is supported by other findings of earlier studies as indicated in section 4.4 above. This further establishes strategic planning to be an inevitable management tool. However, in spite of the finding that strategic planning is positively correlated to performance, it is also noted that it is not the sole contributor to performance. For instance, it was established that strategic planning can only explain 25.4% of academic performance, 49.4% of discipline and 64.7% of non-academic performance. Its noteworthy that the above percentages represent regression variances (variance in dependent variable explained by strategic planning) while the remaining percentage is residual variance (proportion that cannot be explained by strategic planning) which can be accounted for by the other organizational factors.

Finally, it is also evident that for a strategic plan to have a meaningful impact on performance, it should be well developed and implemented to a very great extent. However, it was established that stakeholder involvement in the development of strategic plans and environmental analysis are only carried out to a moderate extent. Similarly, implementation of strategic plans is only moderate and this could possibly

explain why its impact on performance is reportedly low. Theory stipulates that implementation is the cornerstone in strategic planning because brilliantly formulated strategic plans that are not implemented do not add any value to a firm.

5.4 Recommendations for Policy and Practice

It was established that all the schools practice formal strategic planning. It is recommended that all public primary schools should engage in formal strategic planning because not only is it a policy requirement but also its ability to help establish strategic direction and align resources to meaningful strategies to develop competitive advantage and compete successfully.

Secondly, it was established that each aspect of strategic planning has a different effect on performance. Management should thus take keen interest in each of the aspects of strategic planning in order to ensure that the cumulative and multiple effects are enhanced and harnessed in the entire strategic planning practice. For instance, the analysis established that implementation is the most significant aspect of strategic planning to all the dependent variable indicators but is only carried out to a moderate extent. The management should therefore invest heavily to ensure that the strategic choices in the strategic plan are implemented to the later.

Similarly, stakeholder involvement was established to be significant to all the other performance indicators with only little effect to academic performance. Management is thus compelled to ensure intensive stakeholder involvement in the endeavour to excel in discipline and other non-academic activities besides their academic excellence. This is because stakeholder involvement creates unity of purpose and ownership of the whole process and fosters the implementation process leading to multiplicative effect of strategic planning.

Environmental analysis was also observed to be consistently significant to most of the performance indicators such as stakeholder satisfaction and academic performance. Management should therefore endeavour to carry out elaborate and extensive environmental analysis to ensure formulation of acceptable, economical and rewarding strategies. The policy developers should organize for workshops and seminars to train and sensitize management on importance of stakeholder involvement in development of strategic plan, significance of intensive environmental analysis during strategic planning and the importance of striving to implement the agreed upon strategies. Strategic planning requires top management commitment to be able to channel resources into strategy implementation in order to realize the impact of strategic planning on performance otherwise; brilliantly formulated strategies that are not implemented do not add any value to a firm.

Finally, based on the findings of this study, the researcher recommends that future studies should endeavour to find out the challenges of strategy implementation, significance of stakeholder involvement in strategic planning, significance of environmental analysis during strategic planning, challenges of strategy implementation and the possible remedies to improve the percentage of contribution of strategic planning to performance besides the other performance indicators.

5.5 Limitations of the Study

The limitations in this study are basically conceptual, contextual and methodological. First and foremost, this study focuses on strategic planning and schools performance. The findings of this study can only be interpreted within the above concepts such that generalization of strategic management concepts in the interpretation of the findings of this study would yield erratic conclusions. For instance the study did not encompass

other concepts such as corporate governance, organizational behaviour and other organizational factors that would otherwise vary the findings of impact of strategic planning and performance. Similarly, the study was confined to a school set in which organizational performance is measured in terms of grades in national examinations and performance in other co-curricular and extra-curricular activities as opposed to commercial organizations that measure performance using financial indicators like gross and net profit.

Secondly, the research was carried out in public primary schools in Kajiado North Sub-county in the year 2019. The findings of this study are thus within this confines such that another similar study in a different sub-county in Kenya, or in Kajiado North Sub-county but studying private primary schools or studying public primary schools but at a different period in time is likely to yield different results.

Finally, the researcher used cross-sectional descriptive survey design and structured questionnaires as instruments. The structured contained closed ended items that measure objective responses only. As such, the subjective opinions of respondents were not captured. It is thus evident that a similar research employing the same design but using a different research instrument like interview schedule is likely to put forth different findings. Similarly, a similar research employing a different research design would yield different results.

5.6 Suggestions for Future Research

Future research should endeavour to focus on other concepts of strategic management that affect organizational performance. For instance, a research on governance or organizational behaviour and performance of public primary schools would shed more light on performance in public primary schools. Similarly, such concepts determine

the extent of formal strategic planning in an organization as well as the extent of implementation of strategic plans. Such studies in addition to the findings in this study can help determine whether the whole concept of strategic planning and strategic management in general is relevant in public primary schools.

Secondly, there is also need to conduct a similar study in private primary schools in Kajiado North Sub-county as well as in public primary schools in other counties in Kenya. This would enable a comparison of the findings to other past findings from similar studies to establish a common stand on the relationship between strategic planning and performance in both private and public primary schools in Kenya which would in turn justify the energy, time and financial resource invested in the strategic planning practice.

Finally, future researchers should consider conducting a similar research using different methodological approach. For instance, use of open ended questionnaires or interview schedules to capture the respondents' subjective feelings and responses or alternatively employ a different research design.

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APPENDICES

APPENDIX I: University Letter of Introduction



UNIVERSITY OF NAIROBI SCHOOL OF BUSINESS

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Telegrams: "Varsity", Nairobi
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Tel: 020 8095398
Nairobi, Kenya

DATE: 12th September, 2019

TO WHOM IT MAY CONCERN

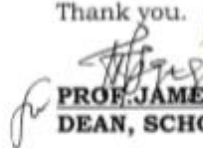
The bearer of this letter **Joash M Nyamache** of Registration Number **D61/5011/2017** is a Master of Business Administration (MBA) student of the University of Nairobi, specializing in Strategic Management option.

He is required to submit as part of his coursework assessment a research project report

We would, therefore, appreciate if you assist him by allowing him to collect data within your organization for the research.

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

Thank you.


PROF. JAMES NJIRIA
DEAN, SCHOOL OF BUSINESS



APPENDIX II: List of Schools Visited

1. KERARAPON PRIMARY SCHOOL
2. OLOOLUA PRIMARY SCHOOL
3. OLKERI PRIMARY SCHOOL
4. NALEPO PRIMARY SCHOOL
5. KISERIAN PRIMARY SCHOOL
6. ARAP MOI - NKOROI PRIMARY SCHOOL
7. ONGATA RONKAI PRIMARY SCHOOL
8. NGONG BOYS/ GIRLS PRIMARY SCHOOL
9. NAKEEL PRIMARY SCHOOL
10. UPPER MATASIA PRIMARY SCHOOL
11. ENOOMATASIAN PRIMARY SCHOOL
12. EMBULMBUL PRIMARY SCHOOL
13. OLEKASASI PRIMARY SCHOOL
14. NKAIMURUNYA PRIMARY SCHOOL

APPENDIX III: Research Questionnaire

This questionnaire consists of three sections namely:

Section A- Background information,

Section B- Strategic Planning Practices and

Section C- Performance.

The responses in this questionnaire are exclusively for academic purposes. Kindly fill it as honestly as possible by ticking according to the key provided.

SECTION A: BACKGROUND INFORMATION

1. Name of the school.....

2. Please tick all the categories representing your school.

a) Mixed day school []

f) Mixed boarding school []

c) Girls boarding []

g) Girls day and boarding []

d) Boys boarding []

h) Boys day and boarding []

e) Mixed day and boarding []

3. How many pupils does your school have? Please tick appropriately

Below 100 [] 101 – 500 []

501 – 1000 [] Over 1000 []

SECTION B: STRATEGIC PLANNING PRACTICES

1. Does your school have a vision?

Yes []

No []

2. Does your school have a mission?

Yes []

No []

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

By an expert []

Strategic planning team []

By the headteacher []

Consultant and selected teachers []

Other (specify).....

4. If yes in (1 and 2) above, how are they communicated to stakeholders? (You tick more than one if applicable).

Notice board []

Strategic plan []

School gate []

Newsletter []

Internet []

Other (specify).....

5. Does your school have a strategic plan?

Yes []

No []

6. Since when did your school commence strategic planning?

Last year [] 2 years ago []

3 years ago [] 4 years ago []

More than 5 years ago []

7. What is the time horizon of the school's strategic plan?

Less than 1 year [] 1 year []

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

Other (specify).....

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

	1	2	3	4	5
Experts					
Head teacher					
Teachers					
Support staff					
Parents					
Pupils					
Board of Management members					
Ministry of Education					
The community					

9. What is the frequency of review of the strategic plan?

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

3 - 4 years [] 5 years []

Other (specify).....

10. Using the same scale as in (8) above, tick to indicate the extent to which the following activities are undertaken during strategic planning in your school.

	1	2	3	4	5
Resources analysis					
Analysis of leadership skills and abilities					
Need assessment					
Problem analysis					
Analysis core competencies					
Analysis of adequacy of staff members					
Analysis of external environment such as Ministry of Education policy					

11. Are there set objectives for your school?

Yes [] No []

12. If yes in (11) above, are they informed by analysis in (10) above?

Yes [] No []

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

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
An action plan is developed and adhered to					
Timelines are set and met					
Objectives are set and met					
Changes established are in					

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

- a. Academic performance []
- b. Discipline []
- c. Co-curricular excellence []
- d. Other (specify).....

SECTION C: PERFORMANCE

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

- 1 year 2-5 years
5-10 years More than 10 years

2. What is the highest score ever attained within the last 5 years? (Tick one which represents your school)

- Below 100 marks 101 – 200 marks
201 – 300 marks Above 300 marks

3. When was the above mean achieved?

- Before strategic planning commenced
After strategic planning commenced

4. Does your school participate in co-curricular activities?

- Yes No

5. Within the last 5 years, indicate the number of pupils who scored the below range of marks;

Marks \ Year	2014	2015	2016	2017	2018
Below 200 marks					
201-300 marks					
301-400 marks					
Above 400 marks					

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

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

7. In a scale of 1-5 shown below indicate the extent to which you rate the following aspects in your school, 1- Not at all, 2- small extent, 3- moderate extent, 4- large extent, 5- very large extent.

	1	2	3	4	5
Construction of tuition blocks					
Construction of sanitation blocks					
Water system development					
Acquisition of main electricity					

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

	1	2	3	4	5
Construction of tuition blocks					
Construction of sanitation blocks					
Water system development					
Acquisition of main electricity					

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

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

Thank You

-END-