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**STRATEGIC PLANNING PRACTICES IN PUBLIC
SECONDARY SCHOOLS IN NAIROBI** 17

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By

Emily Moraa Kimemia

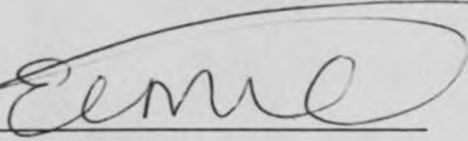
**A Management Research Project Report Submitted in Partial
Fulfillment of the Requirements of the Degree of Master in
Business Administration, School of Business
University of Nairobi**

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DECLARATION

This management project is my original work and has been presented for a degree in any other university

Signed



Date

26/10/06

EMILY MORAA KIMEMIA

This management research project report has been submitted for examination with my approval as the University supervisor

Signed



Date

27/10/06

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DEDICATION

To my loving husband and children, for their perseverance and patience throughout the duration of the M.B.A. course.

ACKNOWLEDGEMENT

I wish to acknowledge the Almighty God who guided me during the period of my M.B.A.

I would also wish to recognize a number of persons for my success

First my supervisor, Dr Martin Ogutu, whom I would like to thank for his support, effort and contribution in reviewing my work.

Secondly I would like to thank my husband Mr.G.K.Ngugi who always gave support and his participation in the whole process through discussion and encouragement and my children Owen and Natasha.

Last but not least my dear friend and classmate Jane, who was by my side even when the tides were rough for the moral support and comfort.

ABBREVIATIONS

1. **MOES&T:** Ministry Of Education, Science and Technology
2. **KCSE:** Kenya Certificate of Secondary Education
3. **PDE:** Provincial Director of Education
4. **TIQET:** Totally Integrated Quality Education and Training
5. **SMT:** Senior Management Team
6. **BOG:** Board of Governors
7. **PTA:** Parents Teachers Association

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ABSTRACT

The objective of the study was to establish the strategic planning practices public secondary schools in Nairobi have adopted .A questionnaire was used to collect data to achieve the objective. A census study was done from a population of forty two (42) public schools, twenty five (25) responded to the questionnaire. The data collected was checked for consistency and then analyzed to arrive at various conclusions.

The study concluded that strategic planning is a new phenomenon in most of the schools although majority had started using the plans to be able to, establish their mission and establish their objectives for better performance. The strategic planning practices that are being adopted by the public secondary schools in Nairobi are similar to those proposed in strategic management theory and also reported in the literature from studies conducted in other industries or other institutions of higher learning.

From the findings of the study, it is recommended that further research be carried out in the area of strategic planning practices that public secondary schools in Kenya have adopted and their impact on the K.C.S.E. performance. The research could also extend to look at other players offering secondary education for example private schools.

CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 Strategic Planning Practices

The uncertainty in the business environment has made strategic planning an important tool in facilitating for development. Hax and Majluf (1991) define strategy as a coherent unifying and integrated pattern of decision that determines and reveals the organizational purpose in terms of long term objectives actions programs and resources allocation priorities. A firm's strategy selects the businesses the organization is in or is to be in, attempts to achieve a long-term sustainable advantage in each of its business by responding properly to the opportunities and threats in the firms' environment and the strengths and weaknesses of the organization.

A strategic plan therefore serves as an avenue to provide a focused plan for positive change by facilitating tenacious linkages between an organization's goals and objectives and the resources available, thus facilitating consistent work programmes and an agreed direction.

All business firms exist in an open system, they impact and are impacted by external conditions largely beyond their control (Pearce and Robinson 2002). Therefore if a firm is to succeed in positioning itself in future competitive situations its strategic managers must both beyond the limits of the firms own operations. They must consider what relevant others (competitors customers, suppliers, creditors government and labour) are likely to do.

Strategic planning processes introduces a discipline for long term thinking in a firm by enforcing upon the organization a logical process of thinking with a clearly defined sequence of tasks, planning raises the vision of all key manager encouraging them to reflect creativity on strategic direction of the business (Hax and Majluf 1991). Strategic planning process begins from the stage of formulation then proceeds through the implementations stage and lastly the evaluations stage. Only organizations that correctly follow this process and implementation of the strategic plan correctly will be able to achieve the organizational goals and objectives successfully.

1.1.2 Secondary Education Institutions in Kenya

Since independence in 1963 the number of students enrolled at various levels of education has substantially increased. This has led to an increase in public secondary schools and registered private secondary schools. According to Session Paper No. 1 of 2005 on policy framework for education training and research the secondary level enrolment grew from 30,000 students in 1963 to 862 908 students in 2003.

The national education has evolved overtime with major changes having been instituted in 1980s. In 1984, the 7-4-2-3 structure and system was replaced with the 8-4-4 structure and system, which introduced a broad based curriculum at all levels. The 8-4-4 system was intended to make education more relevant to the world of work and thus produces skilled and high level manpower to meet the demands of the economy. The 8-4-4 structures provide 16 years of schooling and an emphasis that the content of the curriculum be combined with the quality and relevance of education are more important than a structure.

The scope of the 8-4-4 structure and system was expanded to incorporate technical skills. The primary cycle caters for learners of between 6-13 years and secondary targets 14-17 years while university targets 18 years and above. Secondary education which lasts four (4) years leads to the Kenya certificate of secondary education (KCSE).

The Ministry of Education, Science and Technology (MoES&T) has the overall responsibility to manage all aspects of education and training with the assistance of semi autonomous government agencies at the provincial level Provincial Director of Education (PDE) co-ordinates education activities in their respective provinces. At the district level education management, planning, registration and monitoring of schools and teacher management fall under District Education Boards (DEBs) with the District Education Officer (DEO). The Board of Governors are responsible for management of human and other resources so as to facilitate smooth operations structure development and the provision of teaching and learning materials

Since independence secondary education has faced challenges which the government sought to respond to through commissions committees and task forces so as to fit to the endlessly changing environmental conditions. The Ominde Report (1964) proposed an education system that would foster national unity and creation of sufficient human capital for national development. The Mackay Report (1981) led to the removal of the advanced level of secondary education and the expansion of other post secondary training institutions; this led to the establishment of the 8.4.4.system of education. The current 8-4-4 structure and system does not prepare

secondary level graduates well to enter to the sub-sector, the country needs a critical mass of Kenyans with technical skills for technological take off and economic sustainability. The Kamunge Report (1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials through the national Textbook Scheme was insufficient and therefore adversely affected the quality of teaching and learning. This led to the policy of cost sharing between the government, parents and communities. The Koech Report (2000) recommended Totally Integrated Quality Education and Training (TIQET). The Government did not adopt the Report due to cost implications.

Education management would be more effective where Efficient Management Information System (EMIS) provides a smooth flow of information to policy makers, planners, managers and other stakeholders at all levels of education and training (Session Paper No. 1 2005). The MOES&T lacks an effective EMIS while electronic networking is weak and most officers require training to use of computers. As a result, information and communication to and from headquarters to the provincial, district and school levels is normally through letters and circulars sent by post or by faxes, thus causing delays in decision making and follow-up actions. The management capabilities have poor collaboration between department's hence inadequate consultation on whole school matters of curriculum implementation and evaluation. The curriculum rationalization according to the Koech report (2000) where some subjects have been combined, it's difficult to cover the syllabus within the stipulated time, teachers were also never taken for in-service courses before the implementation example in

business studies which is a combination of commerce, economics and accounting.

There is also a decline in enrolment due to high cost of learning and teaching materials, school uniforms, and transport and development levies, extra expenses for private tuition, unfriendly school environment negative effects of HIV/AIDS pandemic and rising repetition rates. The cost of secondary boarding is higher than day schools.

Secondary education has also been characterized by poor performance in national examination especially in core subjects such as mathematics and sciences. The pupil textbook ratios are also high especially in rural areas and urban slums. The teacher factor is also important in explaining the poor performance in that although the majority of the teachers are graduates, they are art oriented which results in shortages especially in mathematics, sciences, English and Kiswahili teachers. Teaching methodology also contributes to internal inefficiencies.

Therefore the major challenges facing secondary education relates to access, equity, quality, relevant, efficiency in the management of educational resources, education gender and regional disparities and teacher quality and utilization (MoES&T Sessional Paper 1 2005). A strategic planning process is needed to help prepare the secondary schools to face these emerging challenges. For any secondary school to find its competitive advantage and fit into the environment strategy is the tool.

Secondary schools have engaged in strategic planning due to the numerous changes in their external and internal environment. Strategic plan is seen as a tool of effective strategic management .Ugboro and Obeng (2005) link strategic planning with improved financial performance effective organizational mission definition, competitive advantage and organization-environment alignment critical to creating and sustaining superior advantage.

Strategic planning model in the business world is usually 2 to 3 years but in most educational institutions it usually takes 5 years or more. Secondary schools do not have clear defined customers like in the business world. Their customers include students, employer, communities, religious organizations, and other government institutions, development partners and the private sector.

1.2 Statement of the Research Problem

The education system must always address ~~on~~ emerging challenges such as environmental concerns technology as well as management framework which is critical for efficient and effective implementation of educational enterprise. The secondary education is more of a community and political affair. management decisions are increasingly complicated and demanding. for a country to achieve desired economic growth targets and zonal development, a high priority needs to be placed on the development of human capital through education and training. The cost of secondary education is rising, technology expanding and resources more limited there is mounting pressure to optimize the outcome resource link.

Secondary schools need a strategic plan to be able to cope with the ever changing environment challenges in order to ensure that they continuously sustain and enhance the educational excellence.

A school strategic plan serves as a road map that ensures envisioned changes are planned for and effectively managed and that all stakeholders are involved. Kaufman (1996) viewed strategic planning as a way of creating the future rather than waiting for the reality of changes to overtake the organization. Most important a strategic plan helps illuminate a competitive educational pathway by helping consolidate staff members and stakeholders' vision, ideas and efforts. This way the strategic plan facilitates for everyone to work towards the same goals thus ensuring the schools educational effort does not get fragmented or pulled apart in different directions.

Where as various studies have been carried out in university education in Kenya (Oketch, 2003; Monyoncho, 2004; Omae, 2005) none has touched on strategic planning in secondary Schools in Kenya if there is any they have not been documented in as much as this is important. The research problem undertakes to investigate the state of strategic planning in secondary schools using Nairobi secondary schools as case study

1.3 Objective of the Study

The study is aimed at: Determining the strategic planning practices Nairobi Secondary Schools have adopted.

1.4 Significance of the Study

The study is expected to be of value to various stakeholders in the secondary education. It will benefit the management and staff of secondary schools as it will be a source of information and reference material on strategic planning practices. The study will be useful to policy makers (government, ministries/PDE) and will provide pertinent information for policy making and planning in the secondary institutions.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Strategy

Strategy is a broad program and goals that help an organization to achieve success. Strategy is the match between organization resources and skills, the environmental opportunities and risks it faces and the purposes it wishes to accomplish (Schendel and Hofers (1979). The external environment of a firm which comprises the whole range of economic, social and ecological factors is changing rapidly and it is important for an organization to constantly adapt its activities to reflect the new requirements of the environment.

Strategy is a long-term direction and scope of an organization that facilitates the achievement of an advantage, for the organization through the mode of arrangement of resources within a changing environment. This would enable the organization to meet the needs of market and fulfill stakeholder expectations. Thus strategy is viewed as matching of activities of an organization to the environment in which it operates.

Strategy can also be the determination of basic long-term goals and objectives of an organization and adoption of the courses of action and the allocation of resources necessary for carrying out those goals (Chandler 1962) strategy therefore is as much about defining goals and objectives as it is about providing the means of achieving them. All organizations have some underlying purpose at work and some goals and objectives that must be followed. The success of these organizations is achieving the stated purpose goals and objectives.

The changes in the environment constantly influence what these organizations do, since they have to constantly adjust to these changes to remain successful. David (1999) articulates the view that an environment constantly upsets a plan, should demand for more planning and constant monitoring to keep the organizational performance ready to respond to environmental changes. Thus strategy becomes the mediating force between the organization and the environment.

Mintzberg (1985) defines strategy as a pattern in a stream of decisions and actions that may be deliberate at times, emergent at other times, mixed and mostly based on management intuitions and creativity. He concludes that though formal strategic planning only gives rise to deliberate strategies, realized strategy is the outcome of both deliberate and emergent strategy.

2.2 Evolution of Strategic Planning

The word strategy may have arisen from the Greek word *stratego* meaning 'to plan' the destruction of one's enemy through the effective use of resources (Chandler 1962). The idea of historical planning has historical roots in the military concept of strategy and to the need for victory in war after which it found its way into the business circles. According to Webster's New World Dictionary, strategy is the science of planning and directing large scale military operations of maneuvering forces onto the most advantageous position prior to actual engagement with the enemy (Guralnic 1986).

Sutton (1988) advocates that modern concept of strategy bears little resemblance to Military strategy and that the origins of business strategy are

largely untraceable. Also this can be viewed in the early literature of strategic planning for organization emerged in 1960s through writers like Chandler (1962) and Ansoff (1987).

From the 1950s, the post effects of war brought with it an expansion in business forcing many companies particularly in America, to reconsider their business planning systems (Wilson, 1998). This led to long range planning techniques which basically involved plotting trends and planning the action required to achieve the identified growth targets as formulated, while reducing the gap between the levels of demand the company expects (as planned) and the actual demand finally realized or observed. Strategic planning has gone through a period of growth and changes as well, in the 1950s companies had long range planning which was extrapolation of historical growth. Companies projected into the future, set goals, budgets, profit targets and action programmes. This was an era when the environmental turbulence was low (David 1997).

In the 1960s, companies found that it could be dangerous to plan their future based on extrapolation of the past trends. They began to take into account threats and opportunities. Strategic planning up till then was very much cut off from operation. Organizations adapted strategic planning after realization that the environment was not stable any longer.

From 1970s companies realized that the environment was not stable and therefore they could not plan their future based on extrapolation of past trends. The need to adapt to these changes and deal effectively with everything that affects the growth, profitability and survival led to managers

to employ a management process that they felt will position the organization optimally in their competitive environment by maximizing the anticipation of environmental changes (Hatch, 1997; Mintzberg et al, 1998; Stacey, 2003)

The 1990's saw the revival of strategic planning process with particular benefits in particular context (Mintzberg 1994) where new models of rational perspective on strategy, which are focused on adaptability to change, flexibility and importance of strategic thinking and organizational behaviour. This new concept focused on environmental assumptions that underlie market trends and incorporates the possibility that changes in trends can and do take and is not based on the assumption that adequate growth can be assumed (Mintzberg and Quinn 1991). This concept thus directs effort towards such actions like winning market share from competitors rather than relying on market growth

Mintzberg and Quinn (1991) identified strategy as a plan that puts together an organization's major goals, policies and action sequence. Planning is essential to provide direction and to help ensure that the appropriate resources are available where and when they are needed for pursuit of objectives

Strategic choice involves understanding the underlying bases guiding future strategy, generating strategic options for evaluation and selecting from among them (Pearce and Robinson 2002; Johnson and Scholes 2003). This allows an organization to think about where they are with the business and what they want to be as an organization and then implement programmes

and policies to get from where they are to where they want to be in a reasonable period of time and successfully.

2.3 Strategic Planning Process and Practices

Several views have been advanced regarding strategic planning. Mintzberg and Waters (1985) view strategic planning as a pattern in a stream of decisions. This view is similar to that of Johnson and Scholes (2002) identified three approaches to strategy development as a deliberate and planned managerial process; these are the planning view, the command view and the logical incremental view. The logical incremental view sees strategy to develop through small stepwise responses to a gradually changing environment. Mintzberg and Quinn (1978) on the other hand advance the view of logical instrumentalism whereby strategy making is characterized by economic and behavioral factors. The behaviour of the manager is thus important in strategy development.

Strategic planning could be formal or informal. Formality in strategic planning refers to the degree to which participants, responsibilities, authority and discretion in decision making are specified (Pearce and Robinson 2002). Formal analytical processes are characterized by the use of analytical tools and methodologies to help managers reach a corporate success (Hofer and Schendel 1978). Formal strategic planning usually ends up with a document, the strategic plan. A strategic plan is a comprehensive statement about the organization's mission and future direction near-term and long-term performance targets and how management intends to produce the desired results to fulfill the mission, given the organization's situation (Thompson and Strickland 1993).

The informal approaches to strategy are characterized by executive bargaining and negotiation, building of coalition and practices of muddling through (Hax and Majluf 1991). Informal planning is usually intuitive and under the influence of a visionary figure.

Strategy should be managed through planning process as in the form of a sequence of steps. This is supported by among them Ansoff (1990), Andrews (1987) and recently in the later 1980s Michael Porter. The view assumes some degree of consensus among decision makers.

According to Johnson and Scholes (2003), this involves objective setting analysis of environmental trends and resource capabilities, evaluation of different options and careful planning of implementation of the strategies. Strategy is then communicated to the organization and implanted through successive organizational layers.

Mintzberg (1994) views planned strategy as precise intentions that are formulated and articulated by central leadership and backed up by formal controls to ensure their surprise free implementation in an environment that is controllable or predictable. In planning view, strategies are proposed to develop through a rational and formalized sequence of analytical and evaluative procedures. The command view is where strategy develops through the direction of an individual or group but not necessary through formal planning. The strategy would be an outcome of an autocratic leader or dominant leader who becomes personally associated with strategy development of the organization.

Such individuals may be the owner or co-founder or a political appointee of the organization. Usually such organizations are small enterprises or public sector organizations.

Herold (1972) observed that planners were better than non-planners at identifying opportunities, setting goals and objectives, and setting proper strategies and effective tactics to achieve them as evidenced by their higher growth rate and higher operational efficiency ratios. He also points out that planners are more aggressive than non-planners in pursuit of business objectives. Imposed strategy the external environment dictates patterns in actions either through direct imposition or through implicating preempting or bounding organizational choice (Mintzberg 1998)

Strategic planning processes will be designed to fit the specific need of the organization. It's argued by (Morrison et al, 1984; Mccarty, 1996; Arthur, 1989) that every successful model must include vision and mission, environmental analysis, setting objectives and strategic analysis choice.

Identification of the institutions vision and mission is the first step of any strategic planning process. What is our business and what will it be? (Thompson 1989). This help in infusing the organization with a sense of purpose and direction and giving it a mission. A mission is a statement broadly outlines the organizations future course and serves as a guiding concept Once the vision and mission are clearly identified the institution must analyze its external and internal environment. (Harrisson and St. John 1998) The environmental analysis performed within the framework of the SWOT analysis, analyses information about organization's external

environment (economic, social, Demographic, political legal technological) and internal organizational factors.

The act of setting formal performance objectives converts the organizations mission and direction into specific performance targets to be achieved and protects against drift confusion over what to accomplish and toleration undemanding results (Arthur 1989).The organization is able to draw short range objectives which draw attention to what immediate results to achieve while long range objectives consider what to do now to have the organization in position to produce results later. The institution then evaluates the difference between their current position and the desired future through Gap analysis. To close up the gap and achieve its desired state the institution must develop specific strategies.

Strategic evaluation and control involves not only evaluating strategy for deviations from intended course but also for flexibility towards responding to new challenges and determining the effectiveness and the pace of the implementation (Johnson and Scholes 2003) The institution should measure current performance against previously set expectations, and consider any changes or events that may have impacted the desired course of actions. The revised plan must take into consideration emergent strategies and changes affecting the organization's intended course.

This ongoing stream of new and revised strategic moves and approaches some big in scope and some little some applying to one part means that an organizations prevailing strategy almost is almost never the result of a singles strategizing effort rather the pattern of moves approaches and decisions that establish an organizations . Strategy assumes its shape over a period of time.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter describes the research design, data collection and the analysis of research data.

3.1 Research Design

The research problem was conducted through a census survey since the targets were all public secondary schools in Nairobi. A census therefore afforded the basis for a more comprehensive exploration and collects data from relatively large number of cases.

3.2 Population

According to the registration by the commission of education (2005) there are forty two (42) public secondary schools in Nairobi. The issue of strategic planning is relatively a new venture in schools setting this fact drew my attention to public secondary schools in Nairobi.

3.3 Data Collection

Data collection was carried out through the use of a structured questionnaire (see appendix 1).The questionnaires were delivered by the researcher using the "Drop and pick later 'system. The questionnaire contained four sections vision/ mission, environmental analysis, objectives and choice strategy. The questionnaire contained both structure and unstructured questions.

3.4 Data Analysis

The data was sought to establish the practices that Nairobi public secondary schools have adopted. Each individual piece of data was checked for both consistency and completeness with the other data obtained from the questionnaire in order to eliminate misleading data which can arise due to misinterpretation of questions in the questionnaire or otherwise. Open ended question content analysis was done to determine when and why some practices were adopted. The data was analyzed using descriptive statistics to summarize, organize and simplify the findings in a systematic way and also provide facts and suggestions on major connections between variables and their apparent causes. Rating scales mean scores were used to show which practices have been adopted and percentages were also used.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

The chapter constitutes the analysis of data and presentation of the findings of the research study. Of the forty two (42) public secondary schools in Nairobi contacted only twenty five (25) responded which was a rate of 59.52% which the researcher found it adequate for the purpose of the study.

4.2 Profile of the Public Secondary Schools in Nairobi

For the purpose of mapping out a profile of the respondents in the public secondary schools in Nairobi was done. The respondents were requested to provide information on the position held and the number of years of service held in the school.

Table 1: Profile of the respondents

Years	Frequency	Percentage
2 years	2	8.0
4 years	5	20.0
5 years	10	40.0
More than 5 years	8	32.0
Total	25	100

From the above table 1, forty percent 40% of the respondents have been in the station for five (5) years and above and eight percent (8%) have been in the institution for two years.

4.3. Strategic Planning Practices adopted by Public Secondary Schools in Nairobi

4.3.1 Vision and Mission statement

Most of the public secondary in Nairobi when asked whether they have a mission and mission statements twenty four (24) out of twenty five (25) admitted having a vision and mission statement, which they could identify with.

Table 2: Vision and Mission Statement

Vision and Mission	Frequency	Percentage
Exists	24	96.0
Does not exist	1	4.0
Total	25	100

Source: Questionnaire

From table 2 above ninety six (96%) respondents admitted having a vision and mission statement which they identify with.

Table 3: Means of communication of Vision and Mission Statement

Means of Communication	Frequency	Percentage
Posters/word of mouth and circulars	22	88.0
Staff meetings/ Assemblies	7	28.0
Total	25	100

Source: Questionnaire

All the respondents indicated that their mission and vision statements were communicated across the school .The most popular means was by posters, word of mouth, and circulars with eighty eight percent (88.0%) staff meetings and assemblies with twenty eight percent (28.0%) as indicated in table 3.

When the researcher sort to establish to what extent the vision and mission statement is communicated , using the scale of 1 to 5 where 1=no extent, 2= a little extent,3=moderate extent, 4=great extent, 5=very great extent.

Table 4: The extent to which Vision and Mission is communicated

Extent of communication of vision mission	n	Mean	Standard Deviation
S.M.T	19	2.21	1.62
Teachers	17	2.18	1.24
Students	19	2.71	1.40

Source: Questionnaire

From the above table 4 the extent can be analyzed as senior management team (mean=2.21), teachers (mean =2.18), and students (mean = 2.71).This shows that the vision and mission is communicated to the schools at a moderate extent.

When asked when the vision and the mission statements were formulated, the respondents responded as below in table 5.

Table 5: Formulation of the Vision and Mission statements

Duration/ Year	Frequency	Percentage
2005	10	40.0
2004	8	32.0
2003	6	24.0
2001	1	4.0
Total	25	100

Source: Questionnaire

The result in table 5 above indicates that the respondents have a vision and mission statement formulated between 1 and 5 years ago but 40.0% formulated their statements one year ago.

Table 6: Main participants in the formulation of the mission statement

Participants	Frequency	Percentage
S.M.T.	8	32.0
Teachers	7	28.0
Stakeholders	5	20.0
Others(students/ consultants)	5	20.0
Total	25	100

Source: Questionnaire

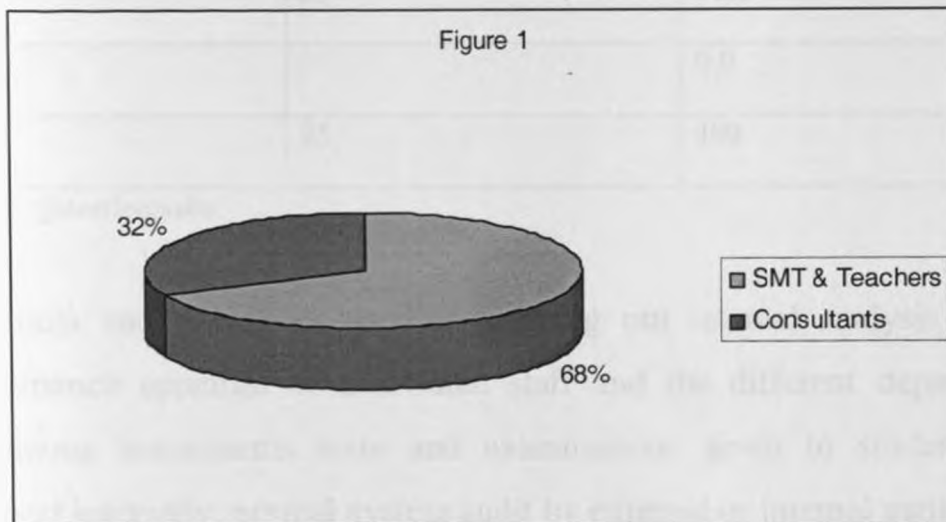
Table 6 indicate that 32% of the respondents in the public schools in Nairobi have a mission statement which was formulated by the senior management team, while there was minimal participation by students 4%.

The existence of a vision and mission statement is a good indicator of whether strategic planning exists in the schools. The vision statement provides an insight as to where the schools would like to be in the future, while the mission defines the business of the school. The statements are the starting point in the development of strategic plans.

4.3.2 Environmental Analysis

All respondents indicated that they gather information on the external environment. When asked who are involved in the environmental analysis 68% indicated senior management team and teachers while 32% indicated using consultants

Figure 1: Environmental Analysis



Source : Questionnaire

4.3.3 Competitor Analysis

All respondents described the level of competition to be high and stiff. The result show that the information commonly collected on strengths on their competitors was the high entry points from standard eight performances,

financial support, strong tradition, catchments area, self discipline, good performance in science and language subjects, boarding and other facilities. The competitor's weaknesses included large enrollment, external or political interference during admission and lack of team work for good results.

4.3.4 Internal Analysis

The survey carried out showed that out of the twenty five respondents ninety one percent (91%) indicated that they carry out internal analysis while nine percent (9%) indicated they do not as shown on table 7 below.

Table 7: Internal Analysis

Internal Analysis	Frequency	Percentage
Yes	23	91.0
No	2	9.0
Total	25	100

Source: Questionnaire

The tools and techniques used in carrying out internal analysis include performance appraisal of individual staff and the different departments, continuous assessments tests and examinations given to students then analysed internally, normal system audit by external or internal auditors and quality inspection by government teams like the Provincial Director of Education and Ministry of Education Science and Technology.

The internal forces identified included commitment of teachers and parents, time management and thorough coverage of the syllabus, discipline of the

students, pressure groups e.g. Board of governors, parents teachers association and fee problems.

The respondents identified the following as their strengths they include adequate and stability of the teaching staff

4.3.5 Objectives

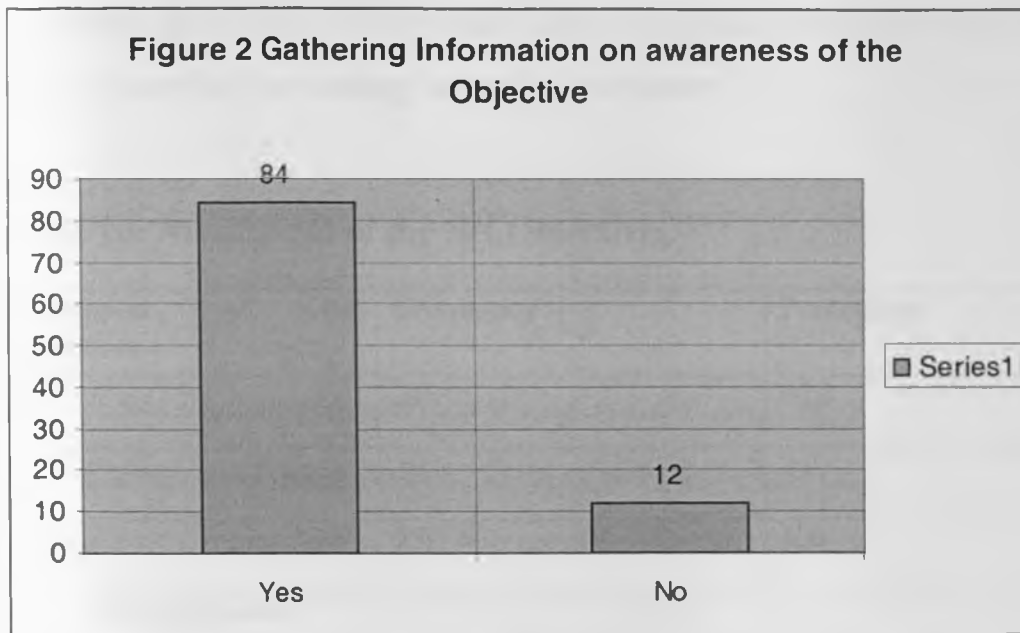
The results on table 8 of the study show that eighty eight percent (88%) of the respondents have set objectives of the school while twelve percent (12%) did not have.

Table 8: Objectives

Objectives	Frequency	Percentage
Yes	22	88.0
No	3	12.0
Total	25	100

Source: Questionnaire

On the aspect of awareness of the objectives in the school eighty four percent (84%) indicated that they were aware of the objectives and sixteen percent (16%) indicated that they were not aware.



When the researcher sort to establish how often the public secondary schools in Nairobi revise their objectives the response is as indicated in the table 9 below.

Table 9: How often the Objectives are revised

Period	Frequency	Percentage
Monthly	1	4.0
Quarterly	5	20.0
Half Yearly	3	12.0
Yearly	16	64.0
Total	25	100

Source: Questionnaire

The response showed that the objectives are generally reviewed on a yearly basis which had a percentage of sixty four percentages (64%). It is probable that these objectives are reviewed after the Kenya Certificate of Secondary

Education (K.C.S.E) results which come on a yearly basis and most schools rely on them for forecasting or predict the future.

Table 10: Attainment of the Set Objectives.

Attainment of the Objectives	Frequency	Percentage
Yes	24	96.0
No	1	4.0
Total	25	100

Source: Questionnaire

From table 10 above the results show that ninety six percent (96%) had attained their objectives and one percent (1%) had no attained their objectives.

Using the scale of 1 to 5 where 1= not at all influence, 2= Very little influence, 3= little influence, 4= great influence, 5= very great influence, to determine how influential the following are in attainment of their present objectives; M.O.E.S.T. (mean =4.06), B.O.G. (mean =4.14), P.T.A. (mean =3.86), Teachers (mean = 4.14), non- teaching staff (mean = 2.74), Students (mean = 3.29).

Table 11: Peoples influence in setting Objectives

Influence	n	Mean	Standard deviation
M.O.E.S.T	17	4.06	0.748
B.O.G.	21	4.14	0.964
P.T.A.	21	3.86	1.28
Teachers	21	4.14	0.88
Non-Teaching Staff	19	2.74	1.45
Students	21	3.29	1.23

Source: Questionnaire

From above table 11 the Board of Governors and the teachers have a great influence in setting the objectives with a mean of 4.14 while the non teaching staff with a mean of 2.74 has little influence in setting the objectives.

4.3.6 Strategic Plans

The table 12 below indicates that eighty eight percent (88%) of public secondary schools in Nairobi have strategic plans while twelve percent (12%) do not have.

Table 12: Strategic Plans

Strategic Plans	Frequency	Percentage
Yes	22	88.0
No	3	12.0
Total	25	100

Source: Questionnaire

The researcher also sort to find out who develops the strategic plans and the results from the respondents from the table 14 below show that strategic plans were mainly developed by the senior management team with others who are the consultants with 31% . There is minimal participation in the development by the P.TA. B.O.G. and M.O.E.S.T.

Table 13: Participants in Development of Strategic Plans

Participants	Frequency	Percentage
S.M.T.	8	31.0
H.O.D	6	28.0
B.O.G, P.T.A, M.O.E.ST	3	10.0
Others (consultants)	8	31.0
Totals	25	100

Source Questionnaire

Using a scale of 1 to 5 where 1= not at all, 2= very little extent, 3= little extent, 4=great extent, 5= very great extent, the respondent gave the extent to which the following are involved in strategic planning process, Political and Legal development (mean= 2.68), Competitors (mean=4.47), Technological Changes (mean=3.37), Social Cultural Trends (mean= 3.76), Pressure groups (mean= 3.48).From the respondents competitors have a great extent in strategic planning process, while political and legal have very little extent as shown on table 14 below.

Table 14: Factors in Strategic Planning Process

Extent of Factors	n	Mean	Standard Deviation
Political and Legal Development	19	2.68	1.38
Competitors	19	4.47	0.51
Technological Changes	19	3.37	0.96
Social and Cultural changes	17	3.76	0.67
Pressure Groups (e.g.P.T.A)	19	3.48	0.70

Source Questionnaire

CHAPTER FIVE: SUMMARY, DISCUSSIONS AND CONCLUSIONS

This chapter entails the summary and conclusion made from the study including limitations of the study, recommendations for further research, and recommendation for policy and practice in public secondary schools in Nairobi.

5.1. Summary, Discussions and Conclusions

The research objective of his study was to establish strategic planning practices that public secondary schools in Nairobi have adopted. The main areas assessed were vision and mission, environmental analysis, objectives and strategic choice.

There are forty two (42) registered public secondary schools in Nairobi and the research were able to get response from twenty five (25) representing a percentage of 59.52%. There was also stability of the staff since majority had stayed in their respective schools for at least five years or more. The result from the data analysis and findings is evident that most of the public secondary schools in Nairobi use Strategic plans to be able to achieve their mission, achieve their set objectives be able to use their strengths and counter their weakness so as to adapt to the ever changing environment. Majority of the respondents indicated that the vision and mission is communicated to them by posters/ word of mouth and circulars.

It was also found out that the plans from majority of the public schools in Nairobi were developed one year ago and had been communicated to the

schools at a moderate extent. The senior management team and the teachers play a great role in the formulation of the vision and mission statement which is a new phenomenon to many in the schools in Nairobi.

All the public secondary schools in Nairobi gather information from both the external and internal environment the knowledge of which would be used in planning in schools for future course of action In the external environment that deals with their competitors the information collected is basically on their good performance on their Kenya Certificate of Secondary Education, discipline and their strong standing tradition. The information is usually gathered by senior management team and the teachers.

There was a clear indication from the respondents that 88% have written objectives, which the respondents indicated that they were aware of and were reviewed annually. The respondents also indicated that they have attained the objectives which are greatly influenced by the Board of Governors and the teachers in setting.

There was also a clear indication that most of the public secondary schools in Nairobi have strategic plans which are developed by the senior management team and consultants who are hired. The strategic plans are reviewed annually. Regular review of the strategic plans ensures they are relevant to the objectives of the school and also to ensure control of the plans. The competitors are considered to have a great extent in strategic planning process

The studies carried above indicate that most of the public secondary schools in Nairobi have a vision and mission statement. The statements are communicated to them by the word of mouth or by circulars and majority of the respondents can identify themselves with the statements. It was also clear from the findings that Strategic planning is a new phenomenon in the secondary schools in Nairobi.

A vision gives the organization an aspiration or desired future state while a mission defines the business the school is in. Johnson and Scholes (2003) view strategy as the direction and scope of an organization over the long term which achieves advantage for the organization through the configuration of resources within a changing environment and to fulfill stakeholders expectations. With a mission and vision statement which are the starting point in development of strategic plans the schools are able to define their business and be able to provide an insight as to where they want to be in the future.

The study also revealed the secondary schools in Nairobi do environmental analysis in order to avoid surprises, identify threats and opportunities, gain competitive advantage and improve long term and short term planning (Sutton 1988). This can be deduced from the study that the schools gathered both internal and external information. Internal evaluation was done on students and teachers. Competitor analysis was also carried out which helped the schools identify their position in the K.S.C.E. performance in relative to the other schools.

Most of the schools which participated in this study have objectives where the Board of Governors and the teachers have great influence in setting them. This is because the two are the ones charged with the responsibility of managing the schools and this is where strategic objectives are set (Mintzberg 1994)

All schools also have strategic plans which are developed by the senior management team with the assistance from the consultants who are hired. From the findings above it is evident that most public secondary schools in Nairobi use strategic planning to establish and clarify their mission, be able to achieve their set objectives, identify their strengths and weaknesses that are relevant to the school. Strategic plans are also used as a tool in improving the student's performance. The development of strategic plans is an appropriate first step towards institutional change (Sutton 1988)

From the findings above it is evident that most public secondary schools in Nairobi use strategic planning to establish and clarify their mission and vision, be able to achieve their set objectives, identify their strengths and weakness that are relevant to the school. Strategic plans are also used as a tool in improving the student's performance. Strategic planning is also the responsibility of the senior management team and the teachers.

5.2 Limitations of the Study

Some difficulties were encountered in the process of carrying out the study. The main problem was that some of the respondents were reluctant to provide the information, out of the forty two (42) registered public secondary schools only twenty five (25) agreed to give information.

Some of the respondents left some of the questions unanswered and this did not make the analysis easy. Others delegated the assignment to the other teachers who were not familiar with strategic planning practices.

5.3 Suggestion for further Research

From the findings of this study it is recommended that further research be carried out in the area of strategic planning that public secondary schools in Kenya have adopted and their impact on the Kenya Certificate of Secondary Education (K.C.S.E.). The research could also be extended to cover other players who provide secondary education for example private schools who are their major competitors.

5.4 Recommendation for Policy and Practice

It can be stated that strategic planning and management is anew phenomenon in the public secondary schools in Nairobi. Although majority have a mission and vision statement, they are not communicated widely to the stakeholders. Most of the schools the concept of strategic planning is not well adopted, most of them it is informal although they are aware that formal strategic planning is important for their performance and in achieving their set objectives.

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APPENDIX I : QUESTIONNAIRE

SECTION I : RESPONDENT PROFILE

1. Position held -----

2. Number of years of service at the School-----

SECTION II: VISION AND MISSION

1. Does the school have a vision statement? Tick

Yes ()

No ()

If yes state-----

A) How is the vision statement communicated across the school?

a) Posters ()

b) Word of mouth ()

c) Circulars ()

d) Others specify-----

B) Does your school have a mission statement?

Yes ()

No ()

If no, why not-----

If yes what is it-----

C) How is the mission statement communicated across the school?

a) Posters ()

b) Word of mouth ()

c) Circulars ()

d) Others specify-----

D) To what extent is the vision and mission communicated to each of the following

	Very great Extent	Great Extent	Moderate Extent	A little Extent	No extent at all
S.M.T	()	()	()	()	()
Teachers	()	()	()	()	()
Students	()	()	()	()	()
Stakeholders	()	()	()	()	()

Others (Specify -----

E) Who formulated the mission statement? Tick

- i) Senior management team ()
- ii) Teachers ()
- iii) Stakeholders. ()
- iv) Others specify-----

F) When was the mission statement formulated? -----

SECTION III: ENVIROMENTAL ANALYSIS

1. Does the institution gather information from the external environment?

Yes ()

No ()

2. If yes who collects the information?

- a) S.M.T. ()
- b) Head of department ()
- c) Teachers ()
- d) Others specify-----

3. Which schools do you consider to be your four major competitors?
(Please list them starting with the most important)

- i)-----
- ii)-----
- iii)-----
- iv)-----

4. What do you consider to be their
Strengths / Capabilities

- i) -----
- ii) -----
- iii) -----
- iv) -----

b) Weaknesses

- i)-----
- ii)-----
- iii)-----
- iv)-----

5. Does the school carry out internal analysis?

Yes ()

No ()

6. What do you consider to be your internal forces?

- i)-----
- ii)-----
- iii)-----
- iv)-----

7. What do you consider to be the schools?

a) Strengths /Capabilities

- i)-----
- ii)-----
- iii)-----
- iv)-----

a) Weaknesses

- i)-----
- ii)-----
- iii)-----
- iv)-----

SECTION IV: OBJECTIVES

1 Do you have any set objectives for the school?

Yes ()

No ()

2 If yes please list them down in order of importance

- a)
- b)
- c)
- d)
- e)
- f)

3) Is everyone in the school aware of the objectives?

Yes ()

No ()

4) If yes how many objectives have been communicated to you?-----

5) How often are the objectives revised?

- a) Monthly ()
- b) Half yearly ()
- c) Yearly ()
- d) Others specify -----

6) Who participates in setting the objectives? List them below

7) When was the last time there was a significant change in your objectives?

8) What was changed at that time? -----

9) Please give reasons that brought about these changes

10) Has the school been successful in attaining its objectives?

Yes ()

No ()

11) How influential are the following people in setting your present objectives

(Use a 5 point scale, where 1= not at all influence, 2= very little influence, 3=little influence, 4= great influence, 5=very great influence)

	1	2	3	4	5
M.O.E.S.T	()	()	()	()	()
B.O.G	()	()	()	()	()
P.T.A	()	()	()	()	()
Teachers	()	()	()	()	()
Non- Teaching staff	()	()	()	()	()
Students	()	()	()	()	()

SECTION V: STRATEGIC CHOICE

1. Does the school have a strategic plan?

Yes ()

No ()

2. If yes what types of plan have been developed?

a) Long term range (3 – 5) years ()

b) Short term range (1 – 2) years ()

c) Strategic plans (0 – 5) years ()

d) All ()

e) Others specify -----

3. Who participates in the development of these plans?

a) SMT (principal, senior master, and Boarding master) ()

b) Heads of Departments ()

c) BOG, PTA, MOEST ()

D) Others specify -----

4 Are these plans written once they are developed?

a) Yes ()

b) No ()

5. Indicate whether the following features characterize your planning process.

a) Informal planning meetings Yes () No ()

b) Timetables for the preparation of plans Yes () No ()

c) Clear out responsibilities for planning Yes () No ()

d) Existence of a planning departments Yes () No ()

6. How frequent is the process reviewed?

a) Annually ()

b) After two year ()

c) After three years ()

d) Others specify -----

7. Indicate the extent to which the following factors are considered in the strategic planning process of your school? (1=not at all, 2= very little extent, 3= little extent, 4= great extent, 5= Very great Extent)

	1	2	3	4	5
a) Political and legal developments	()	()	()	()	()
b) Competitors	()	()	()	()	()
c) Technological changes	()	()	()	()	()
d) Social cultural trends	()	()	()	()	()
e) Pressure groups (P.T.A; B.O.G ;)	()	()	()	()	()
f) Others Specify-----					

8. Which of the following does your school consider the most important factors in strategic planning (Tick the relevant ones)

a) Ideas ()

b) The Numbers or Figures ()

c) The Deadlines ()

d) Others (specify) -----

APPENDIX II: LETTER OF INTRODUCTION

August 2006

Dear Respondent,

This questionnaire is designed to gather information on **Strategic Planning Practices adopted by Public Secondary Schools in Kenya**: The study is being carried for a management project paper as a requirement in partial fulfillment of the degree of Master of Business Administration (MBA), Faculty of Commerce, of the University of Nairobi.

The information in this questionnaire will be treated with confidentiality and into no instance will your name be mentioned in this research. Also, the information will not be used for any other purpose other than for this research.

Your assistance in facilitating the same will highly be appreciated. A copy of this research paper will be made available to you upon request.

Thank you in advance.

Yours truly,

Emily M. Kimemia
MBA Student

Dr. Martin Ogutu
(Supervisor)