

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
STRATEGIC PLANNING ON PERFORMANCE IN PUBLIC DAY
SECONDARY SCHOOLS IN KIAMBAA DIVISION, KIAMBU COUNTY**

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**A Research Project Submitted in Partial Fulfillment for the Degree of Master
of Education in Corporate Governance , University of Nairobi**

2013

DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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This project is dedicated to my dear parents Mr and Mrs Andrew Ndogo for their moral and financial support during the course. My son Alvis Charles Kimani for his endless love for me.

May God bless them all.

ACKNOWLEDGEMENT

First, Glory to the Almighty God for his abundant Grace that enabled me to successfully complete this programme. I am highly indebted to my supervisors, Mr. Kanori and Dr. Imonje for their availability, and also for providing the necessary guidance through each and every stage of this project. Special thanks go to my brother Hiram, my sister Mercy for their moral support. I also acknowledge my friends, James Mwangi, Gladys and Madrine for their help and encouragement throughout the course. To my classmates the Master of Education Group 30. I appreciate every one of you in the support you gave me in your unique ways which made this programme a success.

Am grateful to all my course lecturers in the Department of Education Administration and planning whose dedication and teamwork enabled us to achieve our goals.

God Bless you all.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education science and Technology
PTA:	Parents Teachers Association
SASA	South African School Act
CBE	Curriculum Based Establishment
SPSS	Statistical Package for Social Sciences
F	Frequency

ABSTRACT

This study sought to establish the factors influencing implementation of strategic planning on performance in public day secondary schools in Kiambaa Division, Kiambu County. The objectives of the study were; to establish the extent to which the head teacher's leadership in implementation of strategic planning influences performance in public day secondary schools; to establish the extent to which the number of teachers involved in implementation of strategic planning influence performance; to establish the extent to which availability of teaching and learning resources in implementation of strategic planning influences performance; to determine the extent to which Board of Governors and the Parents and Teachers Association involvement in the strategic planning influences performance in Public Day Secondary Schools in Kiambaa Division, Kiambu County. The study adopted descriptive survey design with both qualitative and quantitative approaches used. The method is suitable for obtaining systematically factual information for decision making, identify the current practices, conditions, opinions and relationships among variables hence ideal for investigating the factors influencing implementation of strategic planning on performance. The target population for this study comprised all the public day secondary schools in Kiambaa Division, Kiambu County, all the 11 head teachers participated in the study while a sample selected through simple random sampling comprised of 21 heads of department, 70 teachers and 20 Board of Governors. Data for this study was collected using questionnaires. The questionnaires were issued to sample schools outside the population of study prior to the actual data collection to ascertain the validity and reliability of the instrument. Quantitative data collected was analyzed using frequencies and percentages. The data collected was presented using frequency tables and pie charts. Qualitative data was put under themes in line with the research objectives. The Statistical Package for Social Sciences was used to aid data analysis. From the study, it emerged that lack of effective leadership led to poor implementation of strategic planning which has led resulted to the schools performing poorly in K.C.S.E. The study established that the number of teachers involved in the implementation of strategic planning greatly influence the performance. The study established that where the number of teachers is adequate the schools relative better than those schools that have teacher shortage. This study also established that most schools lacked teaching and learning resources for implementing the strategic planning which have adversely affected the performance in the public day secondary schools. The study established that the BOG members were rarely involved in the implementation of strategic planning which has negatively influenced performance. The study recommends that for the strategic planning to be implemented more teachers should be posted to these schools to participate in the implementation good performance to be attained. The study recommends that the free secondary schools should be released on time as in order for schools to mobilize teaching and learning resources which greatly influence performance in secondary schools. The study recommends that the BOG and the PTAs should be sensitized on the importance of participating in the implementation of strategic planning to improve performance in schools. Further research should be carried out on factors influencing the implementation of strategic planning on performance in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Strategic planning originated in the 1950's but gained its impact in the mid 1960's and mid 1970's in the private sector. The origins of strategic planning can be traced back in the 1950's and 1960's when the US Department of Defense began to look for better and more useful ways to plan for its long term needs in order to save costs. Dalin (1998) notes that in the mid 1960's focus was on production and dissemination of curriculum materials as a means of improving educational standards. According to Katsioloudes (2002), strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach. It provides an integrative framework for other forms of planning. The planners have to match the activities of the organization to its environment and also the organizations resource capabilities. Strategic planning has been used in schools in developed countries leading to school improvement.

In USA for instance, strategic planning follows a four step process for planning a school wide program, conducting a comprehensive needs assessment, managing the inquiry process, designing the school program, and evaluating the program (Cook, 2006). In developing countries, promotion of school development involves assessing the current state of the school development plan and providing

information about it, by increasing the overall rate of development by carrying out special programs and trying to improve co-ordination between different stages of planning process. Numerous empirical studies have tried to explain the linkage between strategic planning and organizational performance. The seminal early works on formal strategic planning process such as that of Keller (1983) and Steiner (1979) link strategic planning to organizational performance.

In Kenya school planning involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans. School Management Guide (1999). In order to justify their existence, schools need to develop strategies that embrace changes by anticipating challenges sufficiently in advance and by planning timely response, increasing speed of implementing of response, being flexible and respond on time to surprises which could not be anticipated in advance. Okumbe (2001) defines strategy as a broad statement showing where an organization as a whole is going to achieve its long-term objectives. It's a definition of overall means to achieve ends which calls for the development and implementation of action plans. Brown and Marshal (1989) defines strategic planning as a process that is designed to move an educational organization through the steps of understanding changes in the external environment, assessing the internal environment strengths and weakness of the organization, developing a vision of the desired future for the institution and ways

to achieve the mission developing specific plans to the institution from where it is to where it want to be implementing these plans and monitoring that implementation so that modifications can be made where necessary. Cawelti (1997) defines strategic planning as a process deliberately designed to help leaders have an idea of what kind of institution they would like to create to serve their students. Okumbe (2001) defines Strategic planning as a systematic approach to planning which reviews the organization in relation to its environment. Strategic planning helps an organization to develop an integrated, coordinated and consistent view of the path it wants to follow in order to achieve its objectives within the context of a dynamic environment. Strategic planning is concerned with the formulating of strategies within the context of organizational policies. Verspoor (2008) notes that, many schools in sub-Saharan Africa operate with inadequate resources due to poor funding. Saitoti (2003) argues that, the major determinants of quality of education includes, curriculum content, relevant instructional materials and equipment, physical facilities, conducive learning environment the quality of teaching force and assessment and monitoring of learning achievements.

Most schools do not have enough textbooks, classrooms sanitation facilities teachers and learning materials. Schools are expected to plan with whatever is available because when schools become too ambitious in planning process the

implementation of strategic plans may prove to be an uphill task for them which in turn affect performance. Swiderskar (2001) states that stakeholder participation at all levels is critical in ensuring that the strategic planning efforts are successful and avoid problems which may occur at the implementation stage. Head teachers should seek to promote a good working relationship with the BOG and PTA.

According to Franklin, (2002) an effective and effective manager must possess the technical, human and conceptual skills in order to be good managers. He must be equipped with knowledge and skill to perform administrative duties in the school which include planning the daily routine among other duties. Fullan (1992) notes that school improvement can be most effective when teachers and administrators frequently observe each other, teaching and provide each other with useful evaluation of teaching. This reduces resistance to change which is a barrier to successful implementation of strategies. Shortage of teachers who assist the head teacher in preparing school program is a major challenge. The success of strategic planning is largely influenced by the number teachers who play an important role in assessing the schools development plans. Schools in Kiambu District, Kiambu County have posted poor results as acknowledged by District Education Officer in the analysis of K.C.S.E results for 2012. The District registered a mean score of 5.2305 which was a slight improvement of 5.1963 posted in 2011. However, only 8 (32%) of the schools registered an improved

performance while 17 (68%) registered a decline. 7 (28%) of the schools had a mean score of 6.000 and above while 18 (78%) had mean score below 6.000% as shown in appendix I. In the day secondary school category in Kiambaa Division, only 3 (27.27%) schools registered an improvement and 8 (72.73%) schools registered decline as shown in table 1.1. Previous studies such as Mwangi (2012) and Gitonga (2013) ignored how implementation of strategic planning influence performance and focused mostly on factors that affect the implementation of the strategic planning.

Table 1.1: KCSE results analysis for day secondary school in Kiambaa Division Kiambu county- 2012

Secondary School	M/S 2010	M/S 2011	M/S 2012	DEVIATION
Karuri	4.4286	5.5549	5.1429	-0.4120
Muthurwa	3.9783	3.9463	4.5536	0.06073
St Joseph Gathanga	3.4348	3.9463	3.8986	-0.0622
Gachie	3.6264	3.8295	3.8586	0.0291
Kihara	4.2656	4.6692	3.8261	-0.8431
Ting'ang'a	3.7522	3.8650	3.7677	-0.0973
Muongoiya	2.9630	3.7980	3.6957	-0.1023
Cianda	2.7347	3.3333	3.2826	-0.0507
Gacharage	2.5273	2.400	3.2656	0.8356
Wangunyu	2.9565	3.0964	3.0133	-0.0831
Riara	3.8947	3.2805	3.0458	-0.2349

Source DEO, Kiambu District KCSE results analysis 2012.

1.2 Statement of the problem

Kiambu District has two divisions namely Kiambu Municipality and Kiambaa. Kiambaa Division performed poorly compared to Kiambu Municipality where most of the schools are boarding schools. Kiambaa has only 2 boarding schools which also performed dismally. The DEO emphasized that all schools should fully internalize and effectively implement strategies that will improve performance in the schools. Therefore, this study sought to investigate the institutional factors influencing implementation of strategic planning on performance in public day secondary schools in Kiambaa Division, Kiambu County. The dependent variable in this study is the performance and the independent variables are factors influencing implementation of strategic planning.

1.3 Purpose of the study

The purpose of this study was to investigate the institutional factors influencing the implementation of strategic planning on performance in public day secondary schools in Kiambaa division, Kiambu County.

1.4 Objectives of the study

The study had the following objectives.

- i. To establish the extent to which the head teacher's leadership in implementation of strategic planning influences performance in Day secondary schools in Kiambaa Division, Kiambu County.
- ii. To establish the extent to which the number of teachers involved in implementation of strategic planning influence performance in Day secondary schools in Kiambaa Division, Kiambu County.
- iii. To establish the extent to which availability of teaching and learning resources in implementation of strategic planning influences performance in Day secondary schools in Kiambaa Division, Kiambu County.
- iv. To determine the extent to which Board of Governors and the Parents and Teachers Association involvement in the strategic planning influences performance in Day Secondary Schools in Kiambaa Division, Kiambu County.

1.5 Research questions

The study sought to answer the following questions.

- i. How does the head teacher's leadership in implementation of strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?
- ii. How does the number of teachers involved in implementation of strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?
- iii. How does availability of teaching and learning resources in implementation of strategic planning influence performance in Day secondary schools in Kiambaa Division, Kiambu County?
- iv. To what extent are Board of Governors and Parents and Teachers Association involvement in the strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?

1.6 Significance of the study

This study of influence of implementation of strategic planning on performance will be of great significance to day public secondary schools since this is an important process to help principals achieve their targets in KCSE. The findings will be of great benefit to all the stakeholders charged with the responsibility of

promoting academic excellence in secondary schools. Implementation of strategic planning enhances accountability among the heads of institutions, influences job satisfaction among the teachers and reduces staff turnover. Conclusions of this study will institute further research in the areas of influence of implementation of strategic planning on performance.

1.7 Limitation of the study

According to Mugenda and Mugenda(2003) limitation is an aspect that may influence the results negatively but the researcher has no control over. The study relied heavily on the respondent's attitude. Some of the respondents may have over rated their level of involvement in the implementation of strategic planning while others may feel apprehensive about their identity being revealed since the research dealt with factors which influence performance which some of them are supposed to be enhancing.

1.8 Delimitation of the study

The study sought to investigate the factors influencing the implementation strategic planning on performance Day Secondary schools in Kiambaa Division, Kiambu County. The factors investigated included head teachers leadership, adequacy of learning and teaching resources, number of teachers and the BOGs involvement in strategic planning.

1.9 Assumptions of the study

The study was carried out on the following assumptions

- i. It assumes that the sample is representative of the population of the study.
- ii. That the respondents will answer the questions in the study truthfully.
- iii. That the data collecting tool has validity and will measure the desired variables.

1.10 Definition of significant terms

Implementation refers to the execution of a strategic plan so that it guides the daily activities of the school.

Leadership refers to the process of social influence in which one gets support of others in the accomplishment of a common task.

Resources refer to facilities such as classrooms, laboratories, school grounds and equipment needed in instruction and implementation of strategies.

Stakeholders refer to the people who influence or are influenced by institution's actions.

Performance refers the standard to which the students succeed in their KCSE examination.

Strategic planning refers to the organizations process of defining it's direction and strategy and making decisions for allocating resources to pursue identified strategies.

Head teacher refers to an officer in charge of a daily learning of a secondary school.

1.11 Organization of the study

The study is organized into five chapters. Chapter one constitutes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitations of the study and delimitation of the study. Chapter two constitutes the literature review. The review consists of institutional factors that influence the implementation of strategic planning in performance in Public Day Secondary Schools in Kiambaa Division, Kiambu County. This includes how head teachers' leadership skills, adequacy of teaching and learning resources, number of teachers and Board of Governors involvement in the implementation of strategic planning influences performance in Public Day Secondary Schools in Kiambaa Division, Kiambu County. Chapter three describes the research methodology that was used in the study. This includes research design, the target population, sample and sampling procedures, research instruments, validity, data

collection procedures and analysis techniques .Chapter four presents the data obtained from the respondents and the interpretation of the findings. Chapter five contains summary, conclusions and recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on institutional factors influencing strategic planning on performance. This includes how head teachers' leadership skills, adequacy of teaching and learning resources, number of teachers and Board of Governors involvement in the implementation of strategic planning influences performance in Public Day Secondary Schools in Kiambaa Division, Kiambu County.

2.2 Influence of the head teachers' leadership in the implementation of strategic planning on performance.

According to Kenny and Zaccaro (1983) effective leadership is the ability to successfully integrate and maximize available resources within internal and external environment for the attainment of organizational or societal goals. Effective leadership is accepted by many as a central component in implementing and sustaining school improvement. Literature from seminal studies in United States by Edmonds (1982) and United Kingdom by Mortimore (2000), Southworth (1995) highlights that effective leaders exercise a direct or indirect but powerful influence in school's capacity to implement reforms and improve

students levels of achievement. The head teacher is an agent of supervision on behalf of the ministry of education at school level in Kenya. The Koech Report (1999) pointed out that the school head requires to be well versed with administrative skills for the school to be successful. The report says that most head teachers had not been trained in administration and this made them inefficient, ineffective and lacked accountability. Eshiwani (1993) and Maundu (1986) in their separate studies recommended that it is necessary to determine the minimum level of experience for a teacher to be promoted to headship. According to Graham and Bennett (1998), the official leader motivates subordinates to work towards goals that are regarded desirable and possible to the organization. The leader must be able to control and initiate or set pattern of behavior for others to ensure attainment of school objectives. According to Steiner (1969), effective leaders should therefore embrace change, initiate action and influence the organization environment. They should be flexible in the way they interact with the subordinates to be able to adjust to the people they lead and also achieve the objectives they set.

2.3 Influence of the adequacy of teaching and learning resources in the implementation of strategic planning on performance.

In 1997, Uganda experienced an increased enrolment in school due to the introduction of Universal Primary Education which led to a strain of existing

teaching resources such as classrooms teachers, chalk and furniture among others. The inadequacy of resources attributes to the low quality of education. Olembo and Cameroon (1986) states that school principals face increasing administrative difficulties which includes inadequate and badly constructed building, shortage of books and equipment, lack of proper school furniture such as desks, untrained and poorly trained teachers, overcrowded classrooms, poor communication and few supporting services such as health services. MOEST (2006) acknowledges that the education subsection, especially secondary education is still facing challenges that include overstretched facilities, shortage of teachers and overcrowding. Lumiti (2007), Obare (2006), Aleng (2006) all agree that scarcity of resources, poor managerial skills and lack of finances are the major obstacles to strategic planning implementation. Delayed disbursement of funds by the government to secondary school to cater for free day secondary school education leads to delays in implementation of programmes which lowers the performance of the students.

2.4 Influence of the Number of teachers involved in implementation of strategic planning on performance.

Teachers are the most important staff in the school. Countries like Togo, Niger and Mali have adopted such measures as teacher recruitment programmes while at the same time employing teachers on contract bases to cater for teacher shortage. This is because as cited by Odhiambo (2005) the most important purpose of a

school is to promote students with equal and enhanced opportunities for learning and the most important resource a school has for achieving this purpose is teachers. The increased enrolment in day secondary schools has led to overcrowding of classrooms, leading to teachers feeling overworked and more so demoralized. This means that teachers fail to implement strategies which eventually lead to poor performance in these schools. Nyatuka (2002) notes that most schools experience shortage of teachers. He points out that the shortage of teachers continues to hinder the provision of quality education in schools. Olembo, Wanga and Karangu (1992) points out that the teachers' role involves curriculum planning and implementation, classroom management, arrangement of instructional programme, general school organization and out of school activities. Lack of teachers means the translation of curriculum objectives' into instructional activities in school setting lacks implementers which eventually lead to poor performance.

2.5 Influence of the Board of Governors and Parent Teachers Association involvement in the implementation of strategic planning on performance.

BOG is comprised of members of the school community which is the supreme school management of finances, physical resources, discipline and ensuring the implementation of policies relating to school's education. The PTA is committee

of selected parents and teachers to discuss and inform parents the matters arising within school activities. In USA, Lin, (2010) notes that PTA are involving parents in classroom decisions, promoting communication, social events and fundraising and lobbying the state and national legislation on behalf of the students. According to Heystek (2006), the South African School Act (SASA-chapter 4) the general Notice(section 49-53) the school governing body is charged with the responsibility of administrating, planning and management of everything related to school funds assets and the budget of the school.

The involvement of stakeholders in the form of BOG in the management of secondary schools in Kenya came into being after independence in 1963. BOG and PTA constitute an integral part of the school governance and management structure. They make a significance contribution to the teaching and learning process of a school. These two bodies are considered as a key stakeholder in the education of a student. Over time and through legislation, school Governors responsibilities have expanded tremendously such that they are now involved in almost everything about schools. In Kenya PTAs are involved in monitoring implementation of school programmes, monitoring education services and mobilizing additional resources (Republic of Kenya 2005). Besides, they are also involved in curriculum implementation, staff recruitment, looking after the welfare of the school community, quality standard assurance, improving school

performance, dealing with discipline matters, raising funds and managing school finances. Strategic planning has been used in schools in developed countries leading to school improvement. The school administration should co-operate with teacher agencies or organizations in the community that renders important services to the school. Meaningful stake holders' involvement takes place when the stakeholders are empowered to make decisions that influence organizational practices, directions and policies.

2.6 Summary of the literature review

School strategic planning is key to success of a school in regard to its achievement of its mission, vision and objectives. Pearce and Robinson (2003) asserts that strategic planning employs making decisions about the future of the organization and therefore institutions that do not practice strategic planning have no focus. Yaye (2011) noted that strategy implementation has attracted much less attention in strategic research than formulation of strategy or strategic planning. Strategies fail not because of inadequate strategy formulation but because of insufficient implementation. Most researchers dwell much on factors affecting the implementation of the strategic planning whereas Strategic planning cannot be separated from academic performance. It is against this background that a research need arose to investigate the influence of implementation of strategic

planning on performance in day secondary schools in Kiambaa Division, Kiambu County.

2.7 Theoretical framework

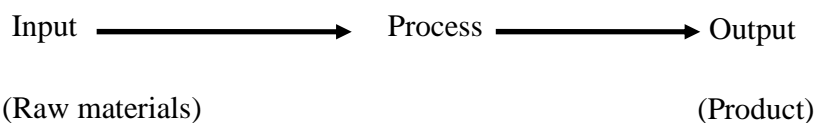
Theoretical framework of this study is derived from the systems theory which was advocated by Katz and Kahn (1996). A system as defined by Forajalla is a sum total of individual but inter-related parts which if put together according to specific scheme or plan will achieve pre-stated objectives. A system functions towards achieving set goals and objectives. A system has a number of parts or systems which when put together in a specific manner form a whole system. In the systems theory an organizations can be split into three phases where raw materials are fed into the organization where they undergo several processes after which the result comes out as output. There are two types of systems namely, open systems and closed systems. Closed systems are self-sufficient and self regulatory and have no interaction with the environment in which they exist. An open system is one which interacts with the environment inputs for the discharges of its system output Ayot and Patel (1992).

A school organization is an example of an open social system. The school admits students from the society, receives teachers and financial resources in order to function. Within the school teaching takes place. To complete the cycle students

go out as graduates having acquired knowledge and skills which they use for themselves and for the community. The school is a social system and the different parts in the system can be seen as the different people who form the entire community. All different members of the school are assigned different roles. When members play their roles well, harmony is achieved and good performance will be realized and the school will be perceived to be providing quality education.

The systems theory is useful to this study as the head teacher, teachers, resources and stakeholders in this case BOG and PTA must all work together in the implementation of the schools' strategic planning so as to achieve their goals and maintain academic excellence in all the years thereby, sending out to the society students with quality grades.

Basic model of an open system



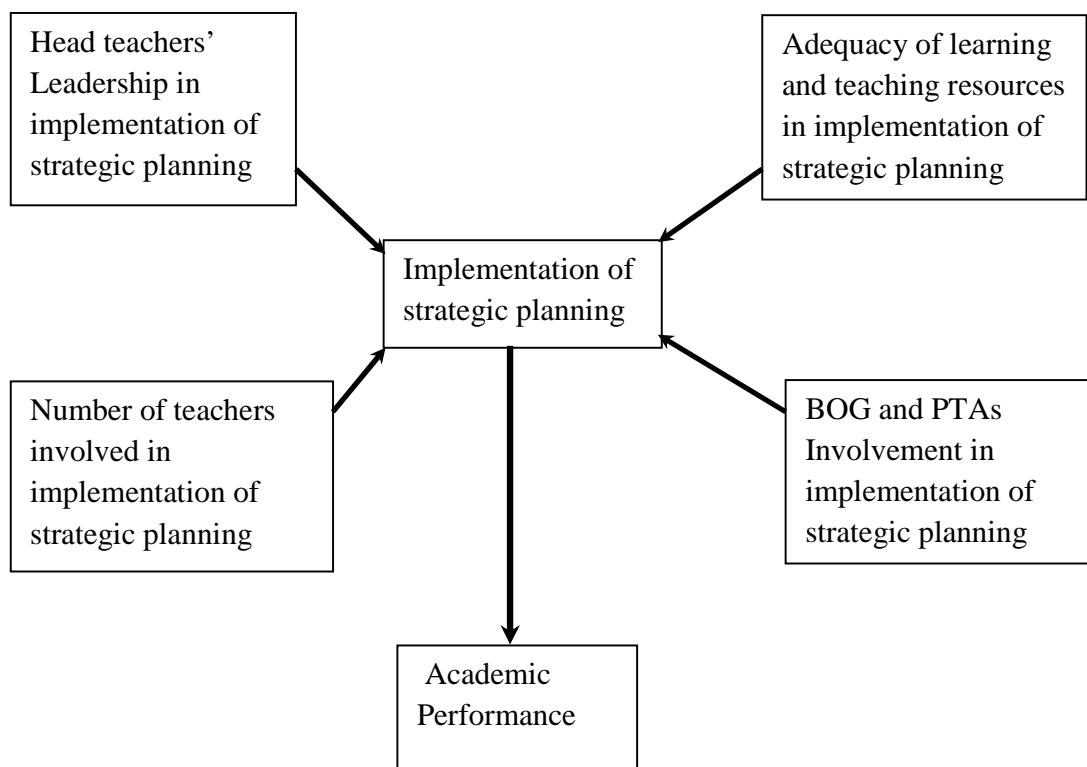
Source Ayot H.O and Patel M.M (1992)

2.8 Conceptual framework

In this study the implementation of strategic planning is hypothesized to be influenced by four factors as follows, head teacher's leadership, adequacy of

learning and teaching resources, number of teachers, and BOG and PTA involvement. The figure below shows the relationship between the independent variables and dependent variables which will be used in this study.

Figure 1.1 **Institutional factors influencing the implementation of strategic planning on performance in Public Day Secondary in Kiambaa Division, Kiambu County**



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were used in conducting the study. This includes the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design.

Borg and Gall (1989) defines research design as the procedures used by researchers to explore relationships between variables to form subjects into groups, administer measures apply treatment conditions and analyze data. The research design used in this study was a descriptive survey design. According to Orodho (2002) Descriptive surveys designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Descriptive survey was appropriate because it would help the researcher identify the standards and compare the present conditions in order to plan the next step. It helps planners to identify the logistics based on where they are and where they want to go.

3.3 Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects sharing a common observable characteristic. The study population comprised of all 11 Day public secondary schools in Kiambaa Division, Kiambu County. The target population includes 11 Head teachers, 70 heads of departments, 210 teachers, 66 BOG members in these Schools.

3.4 Sample size and sampling techniques.

Best and Kahn (2000) defines sample as a small proportion of a population selected for observation and analysis. They define sampling as a deliberate rather than hampered method of selecting subjects for observation, to enable scientists to infer conclusion about a population of interest from the observed characteristics of a relatively, small number of cases. The sample size was determined by using the simple random sampling method since the population is homogeneous and that means all the respondents selected were representative. According to Mugenda & Mugenda (1999) a sample of between 10-30% is adequate. However all the Head teachers in the day schools participated in the study. Therefore, study sample comprised of 11 day secondary school Head teachers, 21 HODs, 70 teachers and 20 BOG members. All the day secondary schools had been in existence for about four years.

3.5 Research instruments

The main tools of the data collection for this study were questionnaires.. A questionnaire is a carefully designed instrument for collecting data directly from people. The head teachers' questionnaire was designed to gather their background information on gender, academic qualifications, duration of service in the current school and their views on the factors influencing implementation of strategic planning in their schools which included adequacy of learning and teaching materials and number of teachers involved in implementation of strategic planning influence the performance in their schools. The HODs questionnaires gathered information their gender, teaching experience and views on factors influencing implementation of strategic planning on performance in their schools. The teachers' questionnaire consisted of demographic information including gender and teaching experience. The questionnaire included views on how leadership, adequacy of learning and teaching materials and number of teachers involved in implementation of strategic planning influence the performance in their schools. The BOGs questionnaire comprised questions on their involvement in the implementation of strategic planning and ways in which their involvement influenced performance in their schools.

3.6 Instrument validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness in inferences which are based on the research results. Once the questionnaires were constructed, they were pre-tested in 2 schools outside the division of the sample population but identical to it. The questionnaires were collected. The purpose of the pilot study was to test the validity and reliability of the instrument by identifying any items in the questionnaire that were unclear to the respondents and clear out ambiguity. The pilot study also enabled the researcher to familiarize herself with administration of the instrument.

3.7 Instrument reliability

Mugenda and Mugenda (2003) defines the reliability of a instrument as the measure of the degree to which a research instrument yields consistent results or data after repeated trials .The test-retest method where the same instrument is administered twice to the same group of respondents were used to test the instrument reliability. Pilot questionnaires were issued in 2 schools outside the division of the sample population but identical to it and correlation coefficient was obtained using the person-square moment correlation (r).

Piloting enabled the researcher to test reliability of the instruments. Reliability was tested using the test-retest technique. It involved administering the test to one

group selected randomly and after 2 weeks the same was administered to same group. The correlation coefficient (r) between the two sets of scores was calculated using the Pearson's product moment correlation.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]\}}}$$

Where;

X = First set of scores.

Y = Second set of scores.

$\sum X$ = The sum of the first set of scores.

$\sum Y$ = The sum of the first set of scores.

$\sum X^2$ = The sum squared of the first set of scores.

$\sum Y^2$ = The sum squared of the second set of scores.

$\sum XY$ = The sum of the cross product of X and Y.

n = The total number of respondents.

The value of the questionnaires after the correlation was 0.798 indicating a high correlation hence the instrument was found to be reliable for the study by the researcher. According to Mugenda and Mugenda (1999) a reliability coefficient of

above + 0.6 is satisfactory. The correlation was highly positive indicating high correlation. The instrument was therefore found to be reliable in this study.

3.8 Data collection procedure

The researcher obtained a permit to carry out research from the National Council of Science and technology. Then she visited to the D.E.O and the County Commissioner in Kiambu County to discuss research modalities before embarking on the search to the schools. The researcher then requested permission from the Head teachers to be allowed in the schools as well as familiarize herself with the schools under study. Finally the researcher administered the questionnaires to the Head teachers, H.O.Ds, BOGs, and the teachers. Responses were collected after four days by the researcher.

3.9 Data analysis techniques

The data collected was both qualitative and quantitative. Qualitative and quantitative techniques were used to analyze the data. Qualitative analysis considered inferences made from the opinions of the respondents. This analysis was thematically presented in narrative form and tables. Quantitative data was analysed using descriptive statistics. Mugenda and Mugenda (2003) notes that the purpose of descriptive statistics is that it enables the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics.

Frequency distribution tables were used to show the distribution of scores in a sample for a specific variable. This included use of frequencies and percentages. Frequency tables and pie chart were used to enhance data presentation. The data analysis was done using the statistical package for social sciences (SPSS) as it is able to handle large amount of data and very efficient.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of was study to investigate the institutional factors influencing the implementation of strategic planning on performance in public day secondary schools in Kiambaa division, Kiambu County. The findings of the research are presented based on the four research questions:

- (i) To what extent does the head teacher's leadership in implementation of strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?
- (ii) To what extent does the number of teachers involved in implementation of strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?
- (iii) How does availability of teaching and learning resources in implementation of strategic planning influence performance in Day secondary schools in Kiambaa Division, Kiambu County?

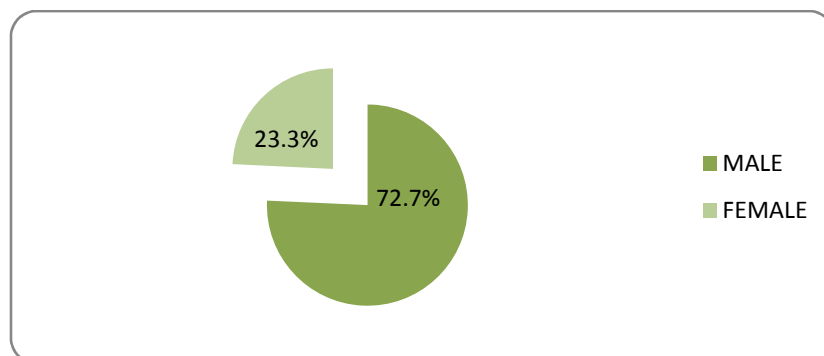
(iv) To what extent are Board of Governors and Parents and Teachers Association involvement in the strategic planning influence performance in Day Secondary Schools in Kiambaa Division, Kiambu County?

The demographic data of the respondent is given first, followed by the presentation, analysis and discussion of findings on each of the four research questions.

4.2 Demographic Information

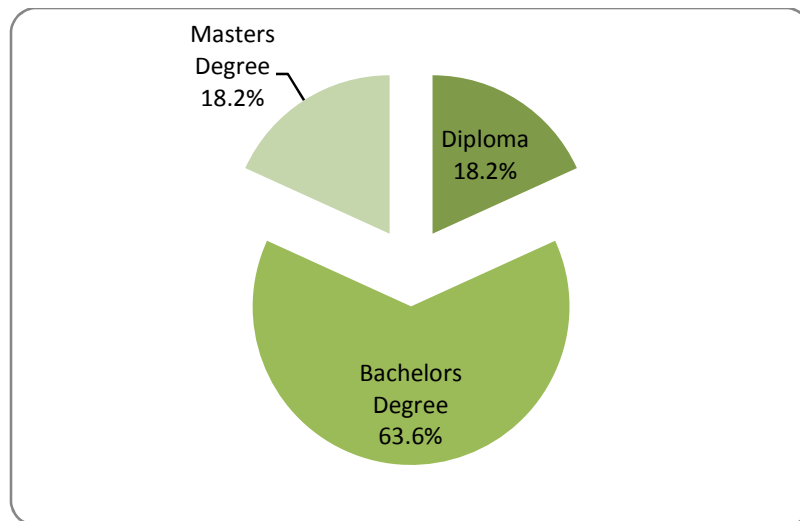
The study targeted 11 Head teachers, 21 HODs, 70 Teachers and 20 BOGs from 11 Day Secondary Schools in Kiambaa Division, Kiambu County. The demographic data of Head teachers, HODs, teachers, and BOGs focused on their gender, academic qualifications, and duration of service for Head teachers, HODs and the teaching experience for teachers.

Figure 4.1 Gender composition of Head Teachers



The analysis of Head teachers' gender composition reveals that 72.7% were male while the remaining 27.3% were female as shown in figure 4.1. The Head teachers were further asked to indicate the highest academic qualifications. Their responses were as presented in figure 4.2

Figure 4.2 Academic qualifications for head teachers



Data on the analysis of the head teachers' highest academic qualifications indicated that 18.2% of the head teachers were Diploma holders, 63.6% had Bachelor's degree while 18.2% were masters' degree holders. The data shows that head teachers had achieved qualifications which may influence how their leadership skills and this influences how they relate with other members of the teaching staff in implementation of strategic planning which can contribute positively or negatively towards performance in KCSE. The researcher further

wanted to find out the duration of service of the head teachers in the school and the responses were as shown in table 4.1.

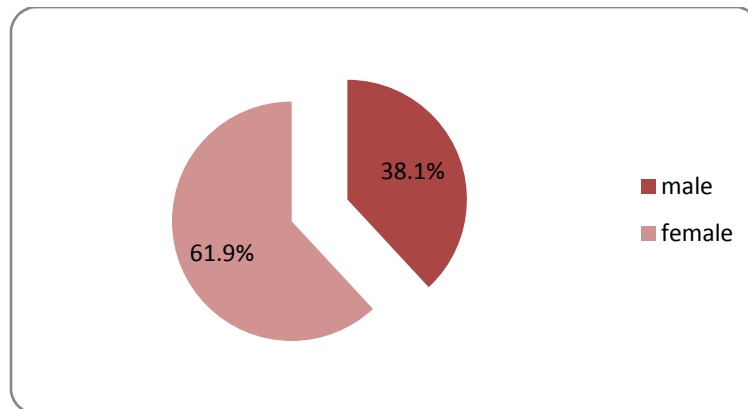
Table 4.1 Head teachers' length of stay in the current school

Length of stay for	F	%
head teachers		
0-5 years	2	18.2
6-10years	7	63.6
11-15years	2	18.2
Total	11	100.0

The analysis on duration that the head teachers had served as heads as presented in table 4.1 showed that 18.2% of the head teachers had served as heads in their schools for a period less than 5 years, 63.6% of the head teachers had served for a period between 6-10 years, and 18.2% of the heads for a period between 11-15 years. This indicates that 81.8% of the head teachers had served for more than 5 years in their schools and they were able to engage in activities which influence the implementation of strategic planning and therefore were able to give opinion

on how implementation of strategic planning influenced KCSE performance in their schools. The researcher also explored the demographic information of HODs the demographic data focused on gender and teaching experience, as shown in the figure 4.3 and table 4.2 respectively

Figure 4.3 HODs composition by Gender



From figure 4.3 61.9% of the HODs were female while 38.1% of the HODs were male.

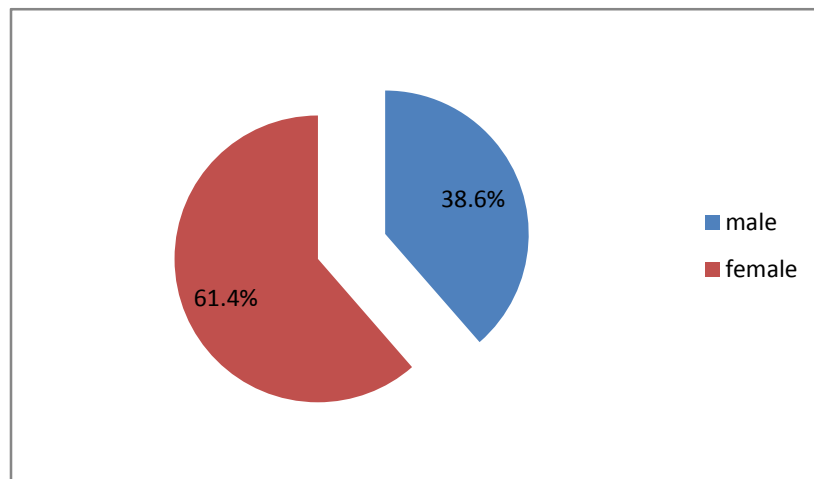
Table 4.2 HOD teaching experience

Teaching experience in years for HODs	F	%
11-15	6	28.6
16-20	10	47.6
Above 20	5	23.8
Total	21	100.0

The analysis on the HODs teaching experience shows that 28.6% of the HODs had a teaching experience of 11-15 year, 47.6% of the HODs had a teaching experience of 16-20 years and 23.8% had teaching experience of above 20 years. This means that the HODs had enough experience in teaching profession for effective implementation of strategic planning.

The researcher explored the demographic data of the teachers. The demographic data focused on gender and teaching experience. The researcher asked the teachers to indicate their gender and teaching experience as shown in figure 4.4 and table 4.3

Figure 4.4 Teachers composition by Gender



The data analysis shown that 61.4% of teachers who participated in the study were female while 38.6% were male.

Table 4.3 Teachers' teaching experience

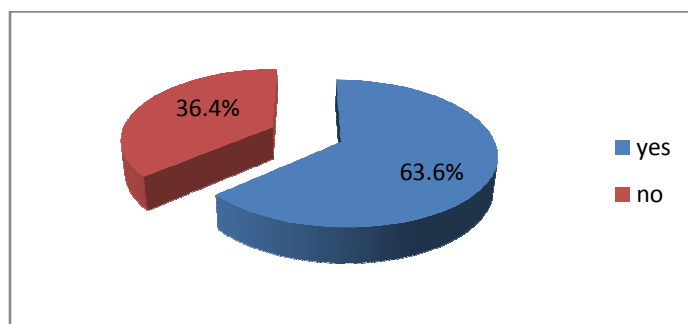
Teaching experience	F	%
for teachers		
0-5 years	8	11.4
6-10 years	20	28.6
11-15 years	14	20.0
16-20 years	11	15.7
Above 21 years	17	24.3
Total	70	100.0

The data as presented in table 4.3 shows that 11.4% of the teachers have a teaching experience of below 5years, 28.6% have a teaching experience of have a between 6-10 years, 20.0% have a teaching experience of between 11-15 years, 15% of the teacher have an experience of between 16-20 years and 24.3% have a teaching experience of above 21 years. This teaching experience was found good to be able to establish whether implementation of strategic planning influences performance in day secondary school and ascertain the factors which influence the implementation of strategic planning.

4.3 Influence of head teachers leadership in implementation of strategic planning and performance.

The first research question sought to investigate the influence of head teachers' leadership in implementation of the strategic planning on performance. To answer this question the head teachers were asked to indicate if their schools had a vision statement and a strategic plan for vision statement 100% of the head teacher said they had. The response for whether the schools had strategic plan were as shown in figure 4.5

Figure 4.5 Number of schools with strategic plan



The analysis shows that 63.6% of the schools had a strategic plan while 36.4% did not have. This shows that most of the head teacher in the day secondary schools understood the meaning of strategic planning. To establish if the head teachers had attended any managerial course, 100% of the head teachers responded

positively showing that all the head teacher are aware of their administrative duties in the schools. Franklin (2002) supports the need for managers to have financial, human and conceptual skills.

Further the researcher set to establish if the head teachers were committed to implementing the strategic planning in their schools. The head teachers were asked to state their level of agreement on whether implementation of strategic planning influenced performance of K.C.S.E. in their schools and the responses were as shown as in the table 4.4

Table 4.4 Influence of implementation of strategic planning on KCSE performance

Level of agreement	F	%
Strongly agree	5	45.5
Agree	2	18.2
Disagree	3	27.3
Not sure	1	9.1
Total	11	100.0

The analysis shown that 45.5% strongly agreed that implementation of strategic planning positively influenced the KCSE performance, 18.2% agreed that

implementation of strategic planning positively influenced the KCSE performance. This means that those schools with strategic planning had a better understanding on the importance of strategic planning and if properly implemented the performance in KCSE would certainly improve. This is supported in a study by Mwangi (2012) on the implementation of strategic plans in secondary schools which noted that effective leadership in strategic planning plays the role of making plans for the future and defining overall mission of the organization and focuses on the objectives providing a sense of direction and continuity. The researcher further went on to establish whether head teachers offered leadership to his subordinates' and if he was influential in facilitating the school to achieve its goals and objectives. The HODs and teachers were asked to state if the leadership was adequate or inadequate and the response was as shown in table 4.6 below

Table 4.6 HODs and Teachers responses on Head teachers' leadership

Responses of HODs and teachers	HODs		Teachers	
	F	%	F	%
Adequate	5	23.8	32	45.7
Inadequate	16	76.2	38	54.3
Total	21	100.0	70	100.0

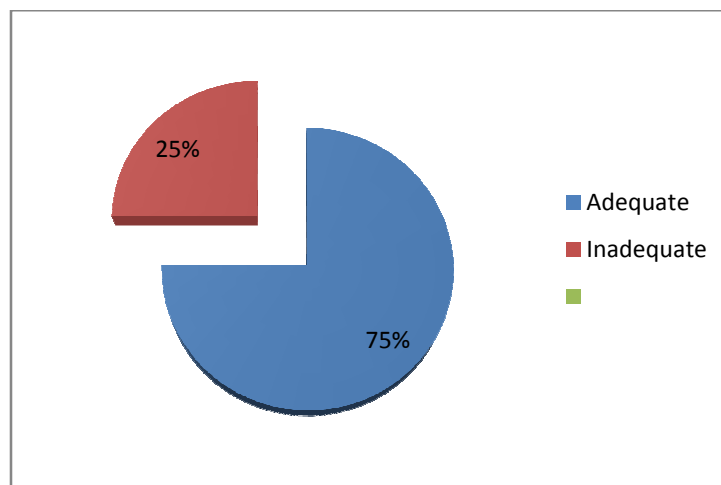
In the above analysis 76.2% of the HOD stated that the leadership was inadequate and 54.3% of the teachers stated that leadership was inadequate. This did not agree Graham and Bernnet (1998) that effective leaders motivate the subordinates to work towards goals of the organization. This means that leadership is lacking in most day schools in Kiambaa and this leads to poor performance as most schools cannot implemented the strategic planning if the leadership is not working towards achieving the goals. The HODs and teachers were asked to state if the head teachers accepted change or not. The responses were as shown in table 4.7

Table 4.7 HODs and Teachers responses on Head teachers' acceptance to change.

Acceptance to change	HODs		Teachers	
	F	%	F	%
Yes	7	33.3	17	24.3
No	14	66.7	53	75.7
Total	21	100.0	70	100.0

In analysis of head teachers acceptance to change 66.7% of HODs indicated that the head teachers did not accept change while 75.7% of the teachers indicated that the head teachers did not accept change. This is in contrast with Steiner (1969) who noted effective leaders should embrace change, initiate action and influence the organization environment. The BOGs were asked to state if the Head teachers' leadership was adequate or inadequate in the implementation of strategic planning in their school. The results were as shown below in figure 4.6

Figure 4.6 responses of BOG on Head teachers' leadership



The analysis shows that 75% of the BOG members felt that the head teachers' leadership of the Head teachers was adequate while 25% felt that the leadership is inadequate. This agrees with Bradley (2011) that the head teacher would have

difficulties demanding for performance if he/she is not able to uphold his/her management function as indicated in the strategic plan.

Finally the HOD and the teachers were asked to state whether the head teacher supported the implementation of strategic planning in their school. The responses were as shown in table 4.8

Table 4.8 HODs and Teachers responses on Head teachers’ support on the implementation of strategic planning

Support implementation	HODs		Teachers	
	F	%	F	%
Yes	7	33.3	21	30.0
No	14	66.7	49	70.0
Total	21	100.0	70	100.0

The analysis shows that 66.7% of the HODs and 70% of teachers that the head teachers do not support the implementation of strategic planning in their schools. This is a contrast to Speculand (2009) who stated that leaders are responsible for identifying a framework to guide the organization through the implementation phase of strategic planning.

4.4 Influence of the number of teachers involved in implementation of strategic planning on performance

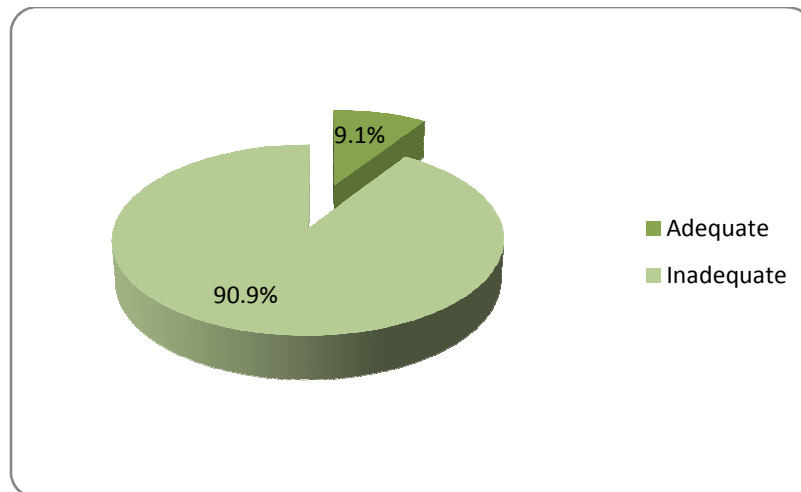
The second research question of the study sought to find out the extent to which number of teachers involved in the implementation of strategic planning influence performance in day secondary schools in Kiambaa division, Kiambu County. To establish this, teachers and HODs were asked to state their workload per week. The CBE states that the HOD should have at least 18 lessons per week and the teachers should have at least 26 per week. The responses were as shown in table 4.9

Table 4.9 HODs and Teachers responses on their number of lessons per week

Number of lessons per week	HODs		Teachers	
	F	%	F	%
14-18 lessons	5	23.8	10	14.3
19-25 lessons	13	61.9	20	28.6
26-30 lessons	3	14.3	30	42.9
Above 30 lessons	0	0	10	14.3
Total	21	100.0	70	100.0

The data analysis in table 4.9 shown that, 23.8% of the HODs and 14.3% of the teachers had 14-18 lessons, 61.9% of the HODs and 28.6% of the teachers had 19-25 lessons, 14.3% of the HODs and 42.9% of the teachers had 26-30 lessons and 14.3% of the teachers had above 30 lessons per week. The high workload according to Odhiambo (2005) leads to teachers feeling overworked and demotivated and they fail to implement strategies leading to poor performance. The head teachers were asked to state the adequacy of teachers in their school and they gave the following data in figure 4.7

Figure 4.7 Head teachers' response on number of teachers involved in the implementation of strategic planning.



From the data presented in figure 4.7, 90.9% head teachers indicated that the number of teacher in their schools was inadequate while only 9.1% stated that they had adequate teachers in their schools. This agrees with a study done by Nyatuka (2002) which noted that most schools experience shortage of teachers.

The researcher further sought to find out the extent to which the number of teachers involved in implementation of strategic planning influence performance in the day secondary schools. The responses were as shown in table 4.10

Table 4.10 HODs and Teachers responses on the influence on number of teachers involved in the implementation of strategic planning on performance

Rating	HODs		Teachers	
	F	%	F	%
Highly influence implementation and performance	14	66.7	25	35.7
Influence implementation and performance	4	19.0	39	55.7
Does not influence performance	3	14.3	2	2.9
Not sure	0	0	4	5.7
Total	21	100.0	70	100.0

From above analysis 66.7% of the HODs stated that the number of teachers involved in the implementation of strategic planning highly influence performance in KCSE, while 55.7% of the teachers stated that the number of teachers involved in the implementation of strategic planning highly influence performance in KCSE. This concurs with Olembo, Wanga et al (1992) who pointed out that lack of teachers means the translation of curriculum objectives into instructional activities in school setting lacks implementers which eventually leads to poor performance. From this analysis it means that more than 50% of the respondents agreed that inadequate teaching staff highly influences the implementation of strategic planning and this translates to poor performance. Education is labour intensive and requires human resources who are directly or indirectly involved in carrying out all related activities of teaching and learning.

A study by Onyango (2001) noted that human resources is the most important resource in a school organization stating that teachers are the most important staff in the school. The increased enrolment in day secondary schools has led to overcrowding of classrooms, leading to teachers feeling demoralized and the teachers fail to implement strategies which lead to poor performance in these schools.

4.5 Adequacy of learning and teaching materials in the implementation of strategic planning and performance

The third research question sought to find out how the availability of teaching and learning resources in the implementation of strategic planning influenced performance in Day Secondary schools in Kiambaa Division, Kiambu County.

The principals, HODs and teachers were given a table of learning and teaching resources and were asked to state their assessment; their responses are listed in table 4.11

Table 4.11 Head teachers, HODs and teachers responses on adequacy of teaching and learning resources.

Adequacy of Teaching and Learning resources	Head teachers		HODs		Teachers	
	F	%	F	%	F	%
Adequate	2	18.2	3	14.3	13	18.6
Inadequate	9	81.8	18	85.7	57	81.4
Total	11	100.0	21	100.0	70	100.0

From table 4.11 81.8% of the head teachers, 85.7% of HOD and 81.4% of the teachers indicated that there were inadequate teaching learning resources, in Day Secondary schools in Kiambaa Division, Kiambu County. They were further asked to state their level of agreement on whether the adequacy of learning and teaching resources in the implementation of strategic planning influenced performance in Day Secondary schools. The results were as shown in table 4.12

Table 4.12 Head teachers and HODs responses on effect teaching and learning resources

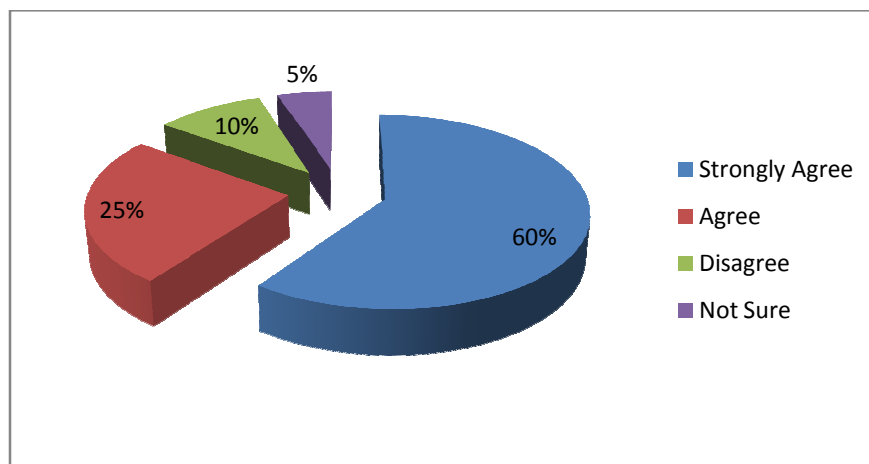
Rate	Head Teachers		HODs		Teachers	
	F	%	F	%	F	%
positively	11	100.0	20	95.2	68	97.1
not sure	0	0	1	4.8	2	2.9
	11	100.0	21	100.0	70	100.0

The study revealed that 100.0% of the head teachers, 95.2% of HOD and 97.1% of the teachers indicated that adequacy of teaching and learning resources in implementation of strategic planning influenced performance positively in day secondary schools under study. Studies done by Lumiti (2007), Obare (2006) and

Aleng (2006) cites scarcity of resources as one of the major obstacles to strategic planning implementation. Lack of funds due to the delayed disbursement of funds by the government to cater or free day secondary school education leads to delays in implementation of programmes which lowers the performance of the students. Verspoor (2008) noted that many schools in sub-Saharan Africa operate with inadequate resources due to poor funding, which concurs with this study.

The head teacher and HODs stated that inadequate resources has led to stalled projects which made some head teachers to be accused of embezzlement of school funds. The study provided a table of teaching and learning where the head teachers were asked to rate their adequacy. The study revealed that most schools do not have adequate textbooks, electricity, computers, laboratories and classrooms. This has rendered learning difficult, and has contributed to the low performance in the schools under study. A study by Ngware, Wamukami and Odebero (2006) concludes that if resources are not adequate then quality and quantity education cannot be achieved. The BOGs were also asked if they thought adequacy of teaching and learning resources in the implementation of strategic planning influence performance. Their responses were as indicated in figure 4.8

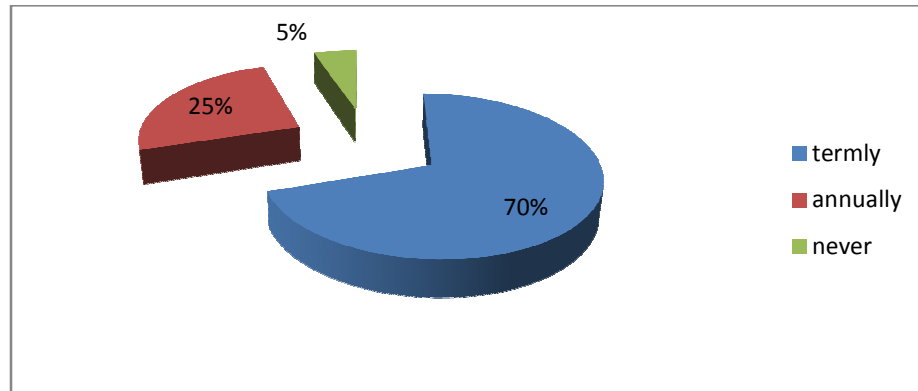
Figure 4.8 BOG responses on influence of teaching & learning resources



4.6 Board of Governors and the Parents and Teachers Association involvement in the influences of implementation of strategic planning on performance

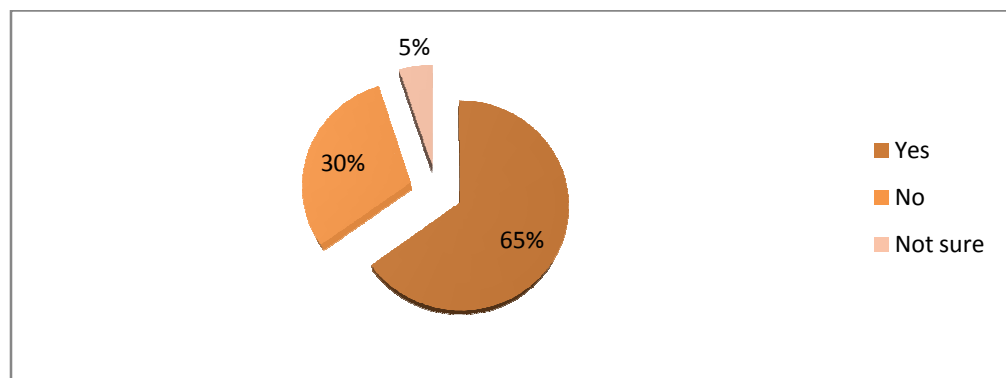
The fourth research question of the study sought to find out to the extent into which involvement of the BOGs and PTAs in the implementation of strategic planning influenced performance in Day Secondary schools in Kiambaa Division, Kiambu County. To establish the BOGs and PTAs involvement in the implementation of strategic planning influence on performance, the BOGs were asked the frequency with which they meet to discuss performance of KCSE in their schools. The responses were as shown in the figure 4.9

Figure 4.9 BOG responses on frequency of meetings



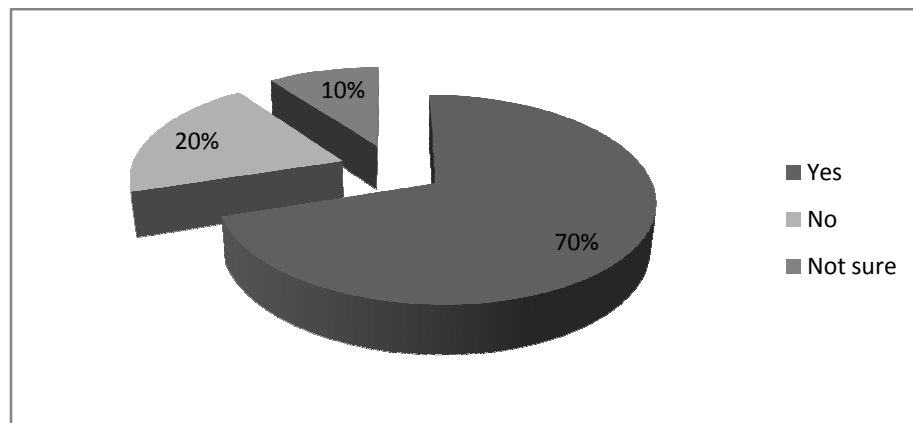
The figure shows that the majority 70% of the BOG indicated that they meet termly with the PTA members and the head teachers to discuss their school performance, 25% meet yearly but only 5% said that BOG and PTA never discuss performance. The BOGs were asked if they found it necessary to have strategic planning in their schools. Their responses were as shown in figure 4.10

Figure 4.10 BOG responses on the need of strategic planning



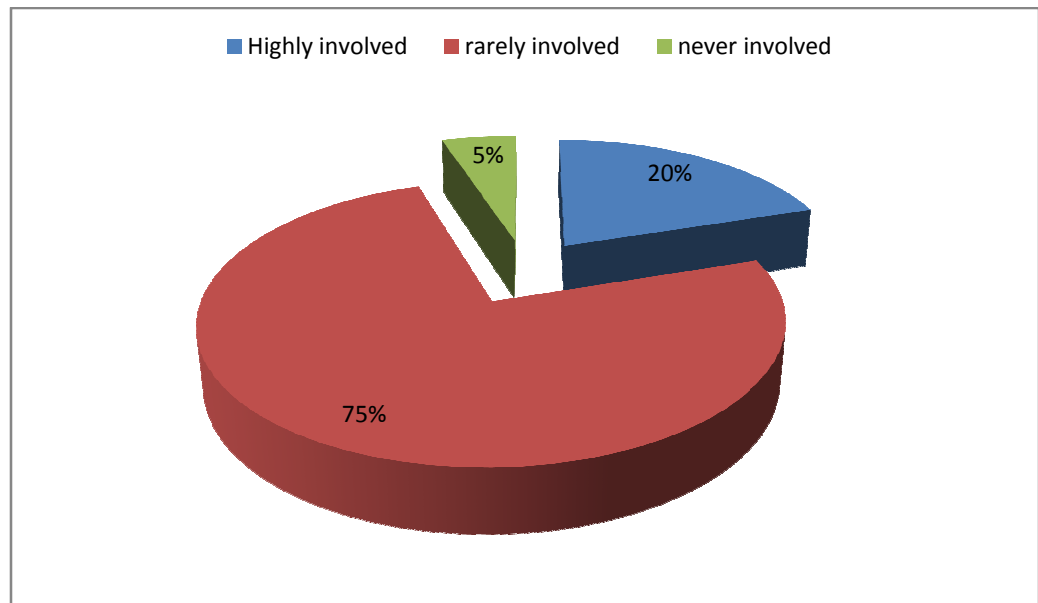
According to the analysis in figure 4.9, 65% of the respondents indicated that it was necessary to have the strategic planning. They explained that strategic planning was key to success in any institution to help achieve targets for the institution. They also said it is a guide to day-to-day activities of the school. The BOGs were asked if the thought implementation of strategic planning influenced performance in their schools. 70% of the respondents indicated that strategic planning influences performance positively, 20% indicated that it didn't have any effect while 10% were not sure as indicated in figure 4.11 below.

Figure 4.11 BOG responses on the influence of implementation of strategic planning on performance



On the involvement of the BOG and PTA on the implementation of strategic planning, they were asked to indicate their level of involvement in the strategic planning. The BOGs responses were as shown in figure 4.12

Figure 4.12 BOG responses on the level of involvement in implementation of strategic planning on performance



The analysis in figure 4.12 shows that 20% of the BOG said that they were highly involved, 75% rarely involved and 5% said are rarely involved. This is a sharp contrast to a study done by Mwangi (2012) on factors affecting the implementation of strategic planning in secondary schools in Gatundu south noted that BOG member actively took part in the development and improvement of strategic planning in their schools.

On how the BOG and PTA are involved on the implementation of strategic planning, they were asked to indicate ways in which the participate in the

implementation of strategic planning on performance. The BOGs responses were as shown in table 4.13

Table 4.13 Ways in which the BOGs are involved in implementation of strategic planning in influencing performance

Statements of the BOG involvement	Yes		No	
	F	%	F	%
Employment of BOG teachers	13	65.0	7	35.0
Dealing with students discipline	1	5.0	19	95.0
Fundraising	2	10.0	18	90.0
Sponsoring teachers for teambuilding activities	3	15.0	17	85.0
Sensitizing parents to participate in improving school performance	18	90.0	2	10.0

On the involvement in the implementation of the strategic planning, the BOG indicated that 65% employ BOG teachers, 10% said they partner with organization to raise funds to offer financial support, 5% said they were involved in discipline the students, 15% said they supported teachers teambuilding

activities and 90% said that they had meetings to sensitize the parents on the implementation of strategic planning and performance.

According to Swiderskar (2001) stake holder participation at all levels is critical in ensuring that the strategic planning efforts are successful. If they are fully involved implementation will not be a problem and hence improvement of performance in their schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to examine the institutional factors influencing the implementation of strategic planning on performance in public day secondary schools in Kiambaa division, Kiambu County. The research objective were; To establish how the head teacher's leadership in implementation of strategic planning influences performance in Day secondary schools in Kiambaa Division, Kiambu County, to establish how the number of teachers involved in implementation of strategic planning influence performance in Day secondary schools in Kiambaa Division, Kiambu County, to establish how the availability of teaching and learning resources in implementation of strategic planning influences performance in Day secondary schools in Kiambaa Division, Kiambu County, to determine the extent to which Board of Governors and the Parents and Teachers Association involvement in the strategic planning influences performance in Day Secondary Schools in Kiambaa Division, Kiambu County.

The study employed a descriptive survey design. The total sample size was 11 Head teachers, 21 HODs, 20 BOGs and 70 teachers giving a total of 122 respondents. Data was gathered by use of questionnaires.

Findings indicated that the Head teachers were inadequate in the implementation of strategic planning therefore affecting the performance in the schools negatively. 76.2% of the HODs and 54.3% of the teachers indicated that the Head teachers' leadership was inadequate. On the Head teachers acceptance to change 66.7% of the HODs and 75.7% of the teachers indicated that the Head teachers were resistant to change.

The findings also indicated that the number of teachers involved in the implementation of the strategic planning greatly influenced the performance of KCSE. This was indicated by the responses given as follows, 66.7% of HODs and 55.7% of teachers agreed that the number of teachers highly influenced the implementation of strategic planning which in turn influences the performance. Therefore the lower the number of teachers the lower the performance as it was indicated by all the head teachers who cited inadequate number of teachers as a reason for failure to implement strategic planning on performance.

The findings indicated that inadequate teaching and learning resources in the implementation of strategic planning on performance influenced performance

negatively as reported by 100% Head teachers, 95.2% of the HODs and 97.1% of the teachers.

The BOGs were asked to indicate how they are involved in the implementation of strategic planning. They indicated, they recruit and employ teachers to cater for the shortages, organize fund raisings for financial support of the school projects, and sensitize the parents on the need to discuss performance of the school through meetings. However 75% of the BOG members said that they are rarely involved in the implementation of strategic planning.

5.3 Conclusions

Based on the findings of the study, it can be concluded that most of the Head teachers lacked leadership qualities in implementation of strategic planning on performance. Though the Head teachers were committed to the implementation of strategic planning, they were unable to influence their subordinates towards achieving the goals of the school.

The study established that inadequate teaching and learning resources in most schools that had strategic plans hindered the implementation of the strategic planning on performance. Most schools do not have enough textbooks, classrooms, laboratories and computers.

The study established that there is a shortage of teachers in the public day schools in Kiambaa Division, Kiambu County, who are the main implementers of the

strategies on performance in schools. Inadequate number of teachers translates to poor performance as content delivery is not adequate.

The study established that though most of the BOGs meet at least once per term, they are rarely involved in the implementation of the strategic planning on performance. This is a major cause of the poor performance in their schools as they are the ones who are supposed to mobilize the community and parents in the implementation of the strategic planning on performance. The BOGs and PTAs commitment to school improvement can go a long way in improving the quality of education in Kiambaa division, Kiambu County.

5.4 Recommendations

1. Head teachers should be innovative enough to adjust to new challenges in order to understand and implement strategic planning with limited teaching and learning resources.
2. The study recommends that for the strategic planning to be implemented more teachers should be posted to these schools to participate in the implementation good performance to be attained.
3. The study recommends that the free secondary schools funds from the government should be released on time in order for schools to

mobilize teaching and learning resources which greatly influence performance in secondary schools.

4. The study also recommends that the BOG and the PTAs should be sensitized on the importance of participating in the implementation of strategic planning to improve performance in their schools as good performance can only be realised when supported by all the stakeholders as it creates ownership of the programmes.

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APPENDICES

APPENDIX I

Kiambu District KCSE 2012 Analysis

Secondary School	Category	M/S 2010	M/S 2011	M/S 2012	DEV
St Anns Lioki	Boarding	9.5670	9.338	9.1250	-0.2588
Kiambu High	Boarding	8.8544	8.8492	8.7614	-0.0878
Kanunga High	Boarding	7.0165	7.7310	7.4324	-0.2986
St Anns Gichocho	Boarding	6.0800	7.6842	7.1579	-0.5263
Loreto Kiambu	Boarding	6.900	6.4661	6.9450	0.4789
Maria Immaculata	Boarding	6.1538	5.9474	6.4194	0.4720
Senior Chief Koinange	Boarding	5.7562	6.0400	6.1549	0.1149
Ndumberi	Boarding	4.8791	5.9485	5.3733	-0.5752
Karuri	Day	4.4286	5.5549	5.1429	-0.4120
Muthurwa	Boarding	3.9783	3.9463	4.5536	0.06073
Riabai	Boarding	4.3500	4.7656	4.2267	-0.5389
Kiambu township	Day	4.0105	4.0762	4.1413	0.0651
St Joseph Gathanga	Day	3.4348	3.9463	3.8986	-0.0622
Gachie	Day	3.6264	3.8295	3.8586	0.0291
Kihara	Day	4.2656	4.6692	3.8261	-0.8431
Ting'ang'a	Day	3.7522	3.8650	3.7677	-0.0973
Muongoiya	Day	2.9630	3.7980	3.6957	-0.1023
Cianda	Day	2.7347	3.3333	3.2826	-0.0507
Gacharage	Day	2.5273	2.400	3.2656	0.8356
Riara	Day	3.8947	3.2805	3.0458	-0.2349
Wangunyu	Day	2.9565	3.0964	3.0133	-0.0831
Banana hill	Boarding	2.6296	2.9759	2.7333	-0.2426
Mugumo-ini	Day	3.0769	2.9063	2.1875	-0.7188
Faulu	Day	2.5000	2.0435	-0.4565
St Marks	Day	1.5867	1.6957	1.7931	0.0974
District Totals		5.0341	5.1963	5.2305	0.0342

Source DEO, Kiambu District KCSE results analysis 2012.

APPENDIX II

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,

P.O. Box 92,

Kikuyu.

18th June 2013

Dear head teacher,

RE: REQUEST TO PARTICIPATE IN RESEARCH IN YOUR SCHOOL

I am a post graduate student in the University of Nairobi. I am carrying out a research on *Factors influencing the implementation of strategic planning on performance in public secondary schools in Kiambaa Division, Kiambu County.*

This is an academic research and the information given will help me to achieve my objectives. The identity of the respondents will be treated with great confidentiality.

Yours faithfully,

Pauline Wanjiru Ndogo

APPENDIX III

PRINCIPALS' QUESTIONNAIRE

This questionnaire is designed to gather data on Factors influencing the implementation of strategic planning on performance in public secondary schools in Kiambaa Division, Kiambu County. Kindly complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (—————). Do not write your name or the school name to ensure complete confidentiality.

1. What is your gender Male Female

2. For how long have you been in this school in years

0 - 5 years 6 - 10 years 11 - 15 years

16- 20 years 21 years and above

3. Which is your highest academic qualification: Diploma

Bachelors degree Masters degree

4. Have ever attended any institutional management training? Yes No

5. Does your school have a vision statement?

Yes No

6. Do you have a strategic plan in your school? Yes [] No []

7. Does the implementation of the strategic planning influence the performance of K.C.S.E in this school? (tick appropriately)

Strongly agree	
Agree	
Disagree	
Not sure	

8. Below is a table of learning and teaching resources influencing implementation of strategic planning your school may be having. Tick as appropriate.

Facility/Equipments	Not Available	Adequate	Inadequate
Text books			
Classrooms			
Electricity			
School dining hall			
Playing ground			

School bus			
Laboratory			
Library			
Computers			
Water			

9. Comment on the adequacy of learning and teaching resources in your school.

Adequate []

inadequate []

10. Do you think adequacy of teaching and learning resources in the implementation of strategic planning influence performance positively (tick as appropriate)

Agree	
Disagree	
Not sure	

11. Comment on the adequacy of the number of teachers

Adequate []

Inadequate []

12. How often do you meet the members of the BOG and PTA to discuss strategic planning and performance in your school?

Termly [] Annually [] Never []

13. State ways in which the BOG and PTA involvement in the implementation of strategic planning influence performance in your school.

.....

.....

.....

.....

.....

Thank you for answering the questions

APPENDIX IV

HEAD OF DEPARTMENTS' QUESTIONNAIRE

This questionnaire is designed to gather data about Factors influencing the implementation of strategic planning in public secondary schools in Kiambaa Division, Kiambu County. You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (—————). Do not write your name or the school name to ensure complete confidentiality.

1. What is your gender? Male [] Female []
2. What is your teaching experience in years 0 - 5 years [] 6 - 10 years []
11 - 15 years [] 16- 20 years [] 21 years and above []
3. Comment on the head teacher's leadership in the implementation of the strategic planning on performance (tick as appropriate)

Adequate [] Inadequate []
4. How does the head teacher's leadership on the implementation of strategic planning influences performance in the school?

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

5. Does the head teacher readily accept change? Tick as appropriate

Yes [] No []

6. On average what is each teachers work load per week in your department?

7. Is there a shortage of teachers in your department?

Yes [] No []

8. Based on your answer in question 7 indicate how the number of teachers involved in the implementation of strategic planning influence on performance.

Highly influence	
Influence	
Does not influence	

9. Below is a table of learning and teaching resources influencing implementation of strategic planning your school may be having. Tick as appropriate.

Facility/Equipments	Not Available	Adequate	Inadequate
Text books			
Classrooms			
Electricity			
School dining hall			
Playing ground			
School bus			
Laboratory			
Library			
Computers			
Water			

10. Does adequacy of teaching and learning resources in the implementation of strategic planning influence performance in your school.

Agree	
Disagree	
Undecided	

Thank you for answering the questions.

APPENDIX V

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data on Factors influencing the implementation of strategic planning on performance in public secondary schools in Kiambaa Division, Kiambu County. Kindly complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (—————). Do not write your name or the school name to ensure complete confidentiality.

1. What is your gender? Male Female
2. What is your academic qualification? Masters Degree

Diploma

3. What is your teaching experience in years.

0 - 5 years 6 - 10 years 11 - 15 years 16- 20 years

21 years and above

4. How long have you been in this school?
5. What is your teaching work load per week?

6. How does the teaching work load influence implementation of strategic planning on performance.

Positively []

Negatively []

7. Comment on the head teacher's leadership.

Adequate [] Inadequate []

8. How does the head teacher influence the implementation of strategic planning and how does it influence the performance of the school?

Positively [] Negatively []

9. To what extent does availability or lack of teaching and learning resources in the implementation of strategic planning influence performance?

Highly influence	
Influence	
Does not influence	

10. How does the number of teachers involved in the implementation of strategic planning influence the performance in your school?

Indicate your level of agreement in the table below.

Highly influence	
influence	
Does not influence	
Not sure	

Thank you for answering the question

APPENDIX VI

B.O.Gs' QUESTIONNAIRE

This questionnaire is designed to gather data on institutional factors influencing the implementation of strategic planning on performance in public secondary schools in Kiambaa Division, Kiambu County. Kindly complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks (—————). Do not write your name or the school name to ensure complete confidentiality.

1. What is your gender? Male Female
2. How many times do you meet to discuss performance this school?
Termly Yearly Never
3. Do you find it necessary to have a strategic plan in your school?
Yes No

Give reasons for your answer.....

.....

.....

.....

.....

.....

4. Do you think implementation of strategic planning influences performance in your school? Tick (✓) as appropriate.

Yes []

No []

Not sure []

5. Indicate your level of involvement in the implementation of strategic planning in your school in the table below.

Highly involved	
Rarely involved	
Never involved	

6. How does your participation as a stakeholder influence implementation of strategic planning on performance in your school?

.....

.....

.....

.....

7. Does adequacy of learning and teaching resources on the implementation of strategic planning influence performance in your school? Tick (✓) appropriately.

Strongly Agree	
Agree	
Disagree	
Not sure	

8. Comment on the head teacher's leadership the implementation of strategic planning and its influence performance in the school? Tick(√) as appropriate.

Adequate [] Inadequate []

9. In the table below indicate the ways in which the B.O.G and P.T.A is involved the implementation of strategic planning in your school?

Employment of BOG teachers	
Dealing with students discipline	
Fundraising	
Sponsoring teachers for teambuilding activities	
Sensitizing parents to participate in improving school performance	

Thank you for answering the questions.

APPENDIX VII

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/955**

Date: **10th June 2013**

Pauline Wanjiru Ndogo
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **30th May, 2013** for authority to carry out research on "*Institutional factors influencing implementation of strategic planning on performance in public day secondary schools in Kiambaa Division, Kiambu County.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu District** for a period ending **31st August, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kiambu District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kiambu District.



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VIII

LETTER OF AUTHORIZATION

MINISTRY OF EDUCATION

Telephone: Kiambu (office) 020-2044696
FAX NO. 020-2090948
email:kiambudeo1@gmail.com
When replying please quote



DISTRICT EDUCATION OFFICE
KIAMBU DISTRICT
P. O. Box 9
KIAMBU

KBU/107/11/VOL,11/31


18TH June, 2013

All Principals
Public Day Secondary Schools
KIAMBU DISTRICT

RE: RESEARCH AUTHORIZATION: PAULINE WANJIRU NDOGO

This is to inform you that the above mentioned student at the University of Nairobi has authority to carry out research on "INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLANNING ON PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN KIAMBAA DIVISION, KIAMBU COUNTY".

Kindly accord her the relevant cooperation.


FLORENCE M. NDATHI
For: DISTRICT EDUCATION OFFICER
KIAMBU DISTRICT

Research Permit No. **NCST/RCD/14/013/955**

THIS IS TO CERTIFY THAT:

Date of issue

10th June, 2013

Prof./Dr./Mr./Mrs./Miss/Institution

Fee received

KSH. 1000

Pauline Wanjiru Ndogo

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu.

has been permitted to conduct research in

Location

**Kiambu
Central**

**District
Province**

**on the topic: Institutional factors influencing
implementation of strategic planning on
performance in public day secondary schools in
Kiambaa Division, Kiambu County.**

for a period ending: 31st August, 2013.



**Applicant's
Signature**

**For Secretary
National Council for
Science & Technology**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA

**RESEARCH CLEARANCE
PERMIT**

GPK60553mt10/2011

(CONDITIONS—see back page)