CHALLENGES OF IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN LIMURU DISTRICT, KIAMBU COUNTY

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DECLARATION

I Gladys B. Kefa hereby declare that this research project is my original work and has

not been submitted to any other University for award of any degree.

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Supervisors' Approval

This research project has been submitted for examination with my approval as the

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Signature-- Date------------------------------------

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DEDICATION

This study is dedicated to my family. Their prayers, support, encouragement and patience during the entire period of my study contributed to the completion of this project. To my children, may you go beyond this! May the almighty God bless you.

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First, I give glory to God for enabling me come this far. Secondly, my heartfelt gratitude goes to my husband James for his patience, understanding and support, my beloved daughters Esther, Evelyn and Florence for releasing me to carry out the study and my parents for their prayers and encouragement. I also wish to express my sincere thanks to my supervisor, Dr. James Gathungu for the immense contribution, guidance and patience during the course of the project. Last but not least, I wish to express my sincere appreciation to my colleagues, classmates and friends whose support was overwhelming.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

BOM : Board of Management

KNUT : Kenya National Union of Teachers

KUPPET : Kenya Union of Post-Primary Education Teachers

PTA : Parents Teachers Associations

TSC : Teachers Service Commission

ABSTRACT

Strategic planning has been used as a management tool to help improve performance by ensuring that members are working towards the same goals and continuously adjusting the direction of the organization to the changing environment on the basis of obtained results. Implementation of strategic planning covers the entire managerial activities including such matters as motivation, compensation, management appraisal and control processes. However lack of fully implementation of strategic plans is due to the fact that there are several challenges that have to be addressed the concerned parties. The objective of the study was to determine the challenges of implementation of strategic plans in Public Secondary Schools in Limuru District, Kiambu County. The study adopted a descriptive research design. The study used census survey in which all the 18 public secondary schools were selected. Simple random sampling was then used to select 72 respondents. The study used questionnaires to collect data. Before analysis, data was edited first to identify and eliminate any errors made by the respondents. The data was then taken through the statistical package for social sciences after being coded then analyzed and results presented using frequency tables, pie charts and bar graphs. The study established that despite the embraced strategic planning there the plans under implementation in most schools encountered various challenges as Public Secondary Schools in Limuru District, Kiambu County had low strategic plan implementation. The study found that political changes and economic changes physical environmental changes, social cultural factors, management policies and competitor's actions cause the alteration of the school strategic plan. Based on the research findings, it is concluded that strategic planning is a management tool that helps an organization to focus its energy, to ensure that members of the organization are working towards the same goals, to assess and adjust the organization's direction in response to a changing environment. The study recommends that Principals / Deputies should be equipment with the necessary managerial skills to help them successfully implement strategic plans in their respective schools. There is need for public secondary schools to form strategic alliances with development partners so as to enhance their performance and there is also need to form strategic collaborations which will enhance strategic plan implementation. Future research should also focus on both public and private secondary schools in Kenya in order to find out the relationship between strategic planning and their performance. Schools should embrace institutional policies which they should enforce strictly to ensure they help in the successful implementation of the school's strategic plans.

Key words: Strategic planning, Strategic Plan Implementation, Public Schools

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Implementation of strategic plans is vital to any organization because it determines the success or failure of the organization. Organizations use strategy to determine goals and objectives identify necessary courses of action and allocation of resources necessary to achieve the set goals Alexander (1991). Organizations often fail to operationalize their strategies in ways that improve the likelihood that they will be implemented effectively. Strategic plans are considered to be very important in the management and success of organizations. Kaplan & Beinhocker (2003) stated that challenges in strategic plans implementation mainly rotate on individual barriers such as too many and conflicting priorities, insufficient top team functions, a top down management style, inter functional conflicts, poor vertical communication and inadequate management development. School strategic planning is key to success of a school with regard to achievement of its mission, goals and objectives. However, difficulties of strategic plan implementation have been highly fascinated by the strategic management discourse since the implementation of strategic plans and decisions have not been as successful as their designers expected. Making a decision is accompanied by implementation and assessment. According to Sandelands (1994), the problem of strategic plan implementation lies in successful transformation of strategic plans into action which is a far more complex, difficult and a challenging undertaking and therefore not as straight forward as one would assume.

From a theoretical view, synoptic theory view strategic plan as substance concentrated on the consideration of current decision options based on available data and taken in the light of their possible effects and consequences over time. From a systems theory

point of view, strategic leaders need to learn to set goals that are worthy of commitment to create a shared vision for the organization strategic plans. Without involvement of people throughout the organization, the strategic plan implementation may not come alive. An example of the strategic plan implementation counters resistance from managers for implementation (Miller, 2002).

In Kenya, the demand for high quality education continues to grow as citizen's expectations about the value of education rise. The policy makers and stakeholders in the education sector are increasingly under pressure to provide more and better quality services. This has influenced adoption of strategic planning in public schools in Kenya which is regarded as a tool to influence improvement in school performance. However despite the public school in Limuru having elaborated and well developed and designed strategic plans, their performance has not improved as expected. This scenario has mainly been attributed to strategic plan implementation challenges. The study sought to determine the challenges facing strategic plan implementation in the public secondary school in Limuru District.

1.1.1 The concept of strategic planning

According to Liedtka, (1998) strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. Strategic planning typically involves a process of planning which results in the organization's strategic plan. Within management research; strategy making is indisputably the core business process of any organization. It is hard to imagine a firm without any business strategy. Strategic planning remains the most popular and widely analyzed tool of strategic management (Robinson, 1982). Furthermore, most organizational processes tend to be designed around the

organization's strategy. Planning is a process that cannot be outsourced. Outside help can be brought in but ultimately only the firm itself possesses enough inside knowledge to set a strategy and take steps to achieve its goals. Speculand, (2006) find that while companies over the years have devolved operational control, they have maintained a high level of strategic control. Essentially, strategy making and strategic planning are at the core of every organization.

Strategic planning attempts to combine short term and long term planning, Organizations conducting strategic planning commit themselves in a formal process in which a group of planners articulate a mission statement, sets goals and objectives, audits the organization for strengths and weaknesses, assesses the external environment for opportunities and threats, evaluates strategic options, and then selects and operationalizes an organizational strategy. In this regard, the basic aim of strategic planning is to link daily organizational decisions with a vision of where the organization wants to be at some point in the future, usually five rears (Atkinson, 2006).

Strategic planning is a management tool that helps an organization to improve its performance by ensuring that its members are working towards the same goals and continuously adjusting the direction of the organization to the changing environment on the basis of obtained results. According to Covin, Slevin & Schulz, (1994), strategic planning is sensitive to the environment and therefore it should be based on the belief that the successful development of an organization is the result of finding the right fit between its internal strengths and weaknesses and the external opportunities and threats stemming from the environment. Barney, (1991) states that monitoring strategic planning policy implementation has to do with making sure that the necessary inputs are being provided as foreseen and that the different activities are

being carried out as scheduled. This is often referred to as compliance monitoring that is checking whether inputs and activities comply with original plans and budgets. Strategic planning considers compliance monitoring as not good enough and prefers to concentrate on whether the expected results have been obtained. In other words, the main emphasis is shifted away from compliance monitoring to performance monitoring.

In order to be able to measure the different types of results obtained correctly, the overall broad policy goals have to be translated into more precise objectives that must be reached during medium-term plan. According to Bell (2002) implementation of strategic planning policy cannot succeed without commitment of the implementers and the stakeholders. Implementation of strategic planning policy should therefore not be carried out in isolation by experts alone, but rather as an inclusive process in which the implementers and stakeholders are actively involved in one way or another. It creates a privileged moment for opening avenues of communication and dialogue, for promoting understanding and ownership of what is being planned for and disseminating a spirit of strategic thinking throughout the organization. Strategic planning is based on the belief that no neat, final plan can be prepared, simply because situations have become complex and environments too unpredictable, and the impossibility to see every possible consequence of future decisions that will be made.

1.1.2 Challenges of Implementation of strategic plans

Implementation is the process that turns strategies and plans into action to accomplish the set objectives according to Ogunmokun et al. (2005). However, how the plans are implemented matters in determining organizational performance. Both strategic planning and implementation are critically important to the success of an organization. When trying to assess the reasons for failure of organizations, one of the

possible reasons is poor planning and the other is poor implementation. According to Pearce & Robinson (2005), the implementation process covers the entire managerial activities including such matters as motivation, compensation, management appraisal and control processes which entail cascading strategy to all functional areas in such a way as to achieve both vertical and horizontal logic and enhance implementation of policies.

Most of the studies in strategic planning give only scant attention to implementation of plans. Implementation is defined as carrying out the decisions made and controlling subsequent performance (Ackoff, 1981). The studies on strategic planning deal largely with the processes involved in arriving at the strategic plan. Limited attention has been given to actions taken to implement plans, favoring instead the thought processes involved in developing thorough strategic plans Ansoff et al (1998), state that the real value of a decision surfaces only after implementation of the decision. In other words, it will not be enough to select a good decision and effective results is obtained unless the decision is adequately implemented.

1.1.3 Public Secondary Schools in Kenya

In Kenya, secondary schools fall into two categories, public and private. The public secondary schools are funded and are managed through a board of management (BOM) and Parents Teachers Associations (PTA). The private schools on the other hand are established and managed by private individuals or organizations. The public schools are divided into national, extra county, county and sub- county levels.

The objectives of secondary school education are to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability and a sense of purpose and self-discipline (Sifuna, 1990). Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to the students and the community.

At the moment, public secondary schools in Kenya are faced with many challenges especially increasing competition from private schools. Bryson (2004) posited that strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programs in provision of Education (Bell, 2002). It is a ministerial requirement that public organizations including educational institutions develop strategic plans as a means of enhancing result based management and efficiency in their operations. The plans provide direction in regard to resource targeting and program implementation (MOE, 2005).However, there have been concerns expressed by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate implementation of strategic plans in schools (Burnes, 2004). Despite the rationale for the introduction of strategic plans in public schools in Kenya, the recent escalation of public protests concerning poor performance in secondary schools is a reflection of challenges affecting implementation of strategic plans.

1.1.4 Public Secondary Schools in Limuru District Kiambu County

In Limuru District- Kiambu County, there are eighteen Public Secondary Schools. Out of the eighteen, two are National Schools and the remaining sixteen are Sub-County schools. The population in the National Schools ranges between one hundred

and fifty to three hundred students with six streams in these schools. The National Schools take the students with the highest marks from all over the country. They have better resources than the Sub- County Schools. The sub- County schools on the other hand have a smaller population because of the inadequate resources and the students mostly are from the neighboring primary schools.

The performance in the National Schools is normally much better compared to the Sub- County schools. For instance, looking at the 2013 Kenya Certificate of Secondary School Education results, the two National Schools had better mean grades than the county sub- County schools. The highest was 10.317 by Loreto High School Limuru followed by Limuru Girls' School with a mean of 9.829. The rest of the schools had mean grades of 7 and below with the least having a mean grade of 2.831. The low performance in most of the Sub- County schools is an indication of the poor implementation of strategic plans which leads to the schools inability to achieve the set goals and objectives. This does not mean that the national schools have implemented their strategic plans fully. The lack of fully implantation of strategic plans is due to the fact that there are several challenges that have to be addressed   the concerned parties.

1.2 Research Problem

The cost of failed implementation efforts to the organization is enormous. Apart from wasting significant amounts of money and time, they result in a diminished trust and faith in senior management as well as end up creating an even more inflexible organization Heracleous (2000).There have been however, concerns expressed by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate planning and implementation practices in

schools (Burnes, 2004). Heracleous, (2008) notes that limited attention has been given to actions taken to implement plans, favoring instead the thought processes involved in developing thorough strategic plans. Even the learning institutions with strategic plans rarely implement them and the result has been haphazard planning techniques, poor prioritization and failure to use the meager resources for the right projects.

Public schools in Limuru have always adopted strategic plans as directed by the Ministry of Education but the schools continue experiencing low performance. It is common knowledge that school's five year planning cycles have not been effectively implemented according to the adopted strategic plans (Lewa, Mutuku & Mutuku, 2009). Most public schools fail to achieve their goals and objectives, and this is reflected through poor academic performance attributed to challenges hindering implementation of strategic plans (Ngware & Kosimbei, 2006). Despite adoption of strategic plans in public secondary schools, implementation of the strategic plan has not been successful.

Most of the studies in strategic planning give only scant attention to implementation of plans. Heracleous, (2008) noted that strategic planning deal largely with the processes involved in arriving at the strategic plan. Limited attention has been given to actions taken to implement plans, favoring instead the thought processes involved in developing thorough strategic plans. There is little research on challenges of implementation of strategic plans in public secondary schools. This study hopes to enrich the limited research in the field, to identify the challenges in strategic planning. By identifying the challenges, it is hoped that the public secondary schools will be able to break down these obstacles, thereby encouraging more widespread use of strategic planning in these institutions.

Researchers hold implicit and divided perspectives when they are examining various challenges facing implementation of strategic plans. Each of these perspectives has some empirical evidence to support it. However, without comparing these challenges in one single study, it remains unknown whether these perspectives are valid. Examining these perspectives is important as questionable conclusions could be drawn if underlying assumptions do not hold, and the intellectual development on implementation of strategic plans could be seriously affected as a result. This study sought is to investigate the challenges of implementation of strategic plans in public secondary schools in Limuru District, Kiambu County by answering the question what are the challenges of implementation of strategic plans in public secondary schools in Limuru District, Kiambu County?

1.3 Research objective

The objective of the study was to determine the challenges of implementation of strategic plans in Public Secondary Schools in Limuru District, Kiambu County.

1.4 Value of the study

The findings of the study will be invaluable to public school's top management in that it will provide insights on challenges in implementation of strategic plans. The study will also help in highlighting the reasons for high failure rate of implementation of strategic plans and how to counter these challenges. The knowledge gained will thus be useful in improving the performance of public secondary schools and point out the areas of difficult in resource allocation to address priority areas.

The study will be significant to policy makers in the ministry of education who will gain insight on the role of implementation of strategic plan as a tool to produce fundamental decisions and actions that shape and guide management of public

schools. This will enable them to formulate policies that will enhance effective implementation of strategic plans to achieve better performance in public schools The stakeholders such as the teachers union KNUT, KUPPET, TSC agents in the field, policy makers within educational and public sectors, Government and its Development partners gaining insight on importance of implementing strategic plans in schools.

The study is expected to contribute to the existing literature in the field of implementation of strategic plans. The study will provide a useful basis to the scholars and researchers upon which further studies on implementation of strategic plans in public secondary schools could be conducted.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature available on strategic planning and implementation. The specific areas covered are, theoretical foundation of the study, strategic planning, the process of strategic planning, challenges of strategic plan implementation and the measures to mitigate these challenges. Empirical studies on these areas shall also be reviewed.

2.2 Theoretical Foundation

This section addresses the theoretical foundations for research in strategic planning. Theoretical foundations are the basis for conducting research in an area. Two theories related to this study are reviewed in this section. These theories include Synoptic theory of strategic planning and Systems theory. Past work in these two areas can be viewed as providing a theoretical foundation for further research and development in strategic planning.

2.2.1 Synoptic Theory of Strategic Planning

The synoptic theory of strategic planning was developed by Hudson, (1979) which is pretty much identical to the rational model, includes four classical elements, namely goal setting, identification of alternatives, evaluation of means against ends, and implementation of decisions. Over the years, a conventional strategic planning process has evolved, based on approaches developed by Bryson (1995), Nutt & Backoff (1992). The theory emphasizes interaction and interpersonal dialogue and the process of mutual learning in planning. 1989), which typically involved clarifying missions and values, developing a vision of the future, analyzing external challenges

and opportunities, assessing internal strengths and weaknesses, developing strategic goals and objectives, identifying strategic issues, developing and evaluating alternative strategies, and developing action plans. Currently, the synoptic theory support strategic planning in learning institutions and concerns content, involvement, participation and approach (Toft 1989). The more important issue, however, concerns putting plans into action. Mintzberg (1994) is one of the most vocal critics of strategic planning, precisely because organizations' planning activities are too often completely divorced from performance measurement and resource allocation.

The synoptic theory view strategic planning as substance concentrated on the consideration of current decision options based on available data and taken in the light of their possible effects and consequences over time. In other words, it views strategic planning as concerned with identifying foreseeable thrusts and weaknesses to avoid and strengths and opportunities to pursue.

2.2.2 Systems Theory

From a systems theory point of view, strategic planning should be a bastion of long-term thinking, but instead is often short-term and reactive in scope, for instance maximizing near-term profits at the expense of long-term shareholder value (Senge, 1990). Systems thinkers view the organization as an organism, with each part dependent on the others to function, and the organism as a part of the larger system which includes its external environment. Organizational activity is understandable in terms of its relation to the external environment which provides the resources and conditions on which the organization depends for its survival or the realization of its purposes (Ansoff et al, 1998). There is emphasis of the necessity of achieving visions which are shared by all in the organization, not created by top management alone.

According to Senge (1990), strategic leaders need to learn to set goals that are worthy of commitment to create a shared vision for the organization. Without involvement of people throughout the organization, the strategic vision cannot come alive, or reflect personal ownership by all whom it affects. An example of the strategic planning style endorsed by systems thinkers is Interactive Planning, In this system, planning is defined as the design of a desired future, and the invention of ways to bring it about. This counters the notion of other strategic planning models that require managers to predict the future and prepare for it. The notion here is that the future is subject to creation (Hill & Jones, 1992). The premise of interactive planning is that your organization was destroyed last night and your job is to design the ideal system you would put into place today to replace it.

Unique attributes of interactive planning include a system where by every employee as the opportunity to be involved in making decisions which affect him or her. Involvement is accomplished by a network of interlocking boards composed of the manager, the manager's manager, and the people reporting to the manager. These boards are used for creating the vision of all management levels in the organization, developing policy which guides the manager in making management decisions, integrating activities and policy decisions with boards above and below, coordinating activities and decisions horizontally with other units, and evaluating the effectiveness of the manager (Hrebiniak, 2005).

2.3 Strategic Planning

Strategic planning is a term which includes a variety of formal or informal efforts organizations engage in to improve their chances to survive and prosper. Robert Atkinson (2006) describes strategic planning as decision making which results in actions which have enduring effects, are broad in scope and are difficult to reverse. Strategic Planning is defined by Peter (1974) as thinking through the mission of the business, asking the question 'what is our business and what should it be?' This leads to the setting of objectives, the development of strategies and plans, and the making of today's decisions for tomorrow's results. This can be done only by an organ of the business that can see the entire business, make decisions that affect the entire business, that can balance objectives and the needs of today against the needs of tomorrow and that can allocate resources of men and money to key results.

According to George Steiner (1979), strategic planning is the systematic and more or less formalized effort of a company to establish basic company purposes, objectives, policies, and strategies and to develop detailed plans to implement policies and strategies to achieve objectives and basic company purposes. Steiner emphasizes that strategic planning does not attempt to make future decisions. Decisions can only be made in the present. Strategic planning looks at the alternative courses of action that is open in the future. When choices are made among the alternatives, they become the basis for making current decisions.

Mintzberg & Quinn, (1991) acknowledge that strategic planning is still relatively new as a management practice. The authors identify the period of time between 1950 and 1970 as the time when strategic planning emerged and note that the last several decades have been a boom period for strategic planning. As strategic planning has

grown in popularity, researchers have devoted more time and attention to defining strategic planning. Bryson (2004) defines strategic planning as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. Ansoff, (1991) says the key to understanding planning is the concept of formalization. He defines strategic planning as "a formalized procedure to produce an articulated result, in the form of an integrated system of decisions. Noble, (1999) define strategic planning as a method used to position an organization, through prioritizing its use of resources according to identified goals, in an effort to guide its direction and development over a period of time.

Consensus seems to exist that the purpose of strategic planning is to maximize the ability of an organization to survive by focusing its actions and allowing it to adapt to the rapidly changing external and internal environment. Other purposes for planning include obtaining funds to run the operation, as in business plans, focusing business efforts and resources to maximize shareholder value (Steiner, 1979), or to help organizations achieve mandated or discretionary objectives in the most effective and efficient way, while balancing stakeholder interests'. Many planning systems are said to be good at getting staff organized around guiding principles (visions, ideals and missions), and setting broad organizational agendas (Steiner, 1979).

A major component of a strategic plan is the vision. Vision is an orientation that guides an organization's movement in a specific direction (Mintzberg, Quinn & Goshal, (1999). Sometimes referred to as the ideal the vision allows the people at the very top of an organization to clearly state where they want to take the organization. It is often inspiring, appealing to both the emotions and the intellect of the employees. It serves as an organizing principle, allowing all in the organization to see how their

daily efforts contribute to creating a desired future. Depending on the size of an organization, a distinction may be made between the vision and a more formal statement of mission. According to Mintzberg, et al. (2007), a vision is a picture of the desired future of an organization, in terms of its impact on the environment, the major roles it plays, and its image while a mission is a straightforward description of the current organization, in terms of its broad goals, customers and clients, products and services, and the functions it performs in delivering the products and services.

Developing the mission or vision is usually the first step in creating a strategic plan. The other steps in strategic planning vary with the technique chosen, but most authors include some version of the steps outlined by Hax & Majluf, (1996). First perform a scan of the external and internal environment. Externally look at political, economic, legal, technological, social, demographic trends and conditions that could have an impact on the organization. Internally examine the organization's strengths and weaknesses in terms of human, financial and technological resources and performance as compared to stated goals. Second, based on the scan, identify strategic issues, in the form of threats and opportunities. Thirdly, fashion action strategies to address the strategic issues that demand attention because of their potential impact upon the organization, or because they represent new directions top management wishes to take the organization.

2.3.1 Challenges of Strategic Plans Implementation

Strategic planning is an involving, intricate, and complex process that takes an organization into the uncharted territory. It does not provide a ready to use prescription for success instead, it takes the organization through a journey and helps develop a framework and context within which the answers will emerge. Literature

and research has documented extensively the possible problems that may arise during the process. Being aware of these issues and prepared to address them is essential to success. Organization's strategic planning effort may fail if these potential pit falls are ignored limitations (Johnson, 2002).

One of the major challenges of strategic planning is ensuring commitment at the top, because in some ways, strategic planning reduces executive decision-making power. It encourages involvement throughout the organization, and empowers people to make decisions within the framework defined by the strategic planning process. As a result, this shifts some of the decision making from the executive office to the participants. Commitment of the people throughout the organization grows out of a sense of ownership of the project (Mintzberg, 1994). Such commitment is essential to success of the organization. Strategic planning implies organization-wide participation, which can only be achieved if people believe that their involvement counts, and that they will benefit from the process.

Strategic planning might inhibit changes, and discourage the organization from considering disruptive alternatives (Mintzberg, 1999). Planning might inhibit creativity, and does not easily handle truly creative ideas. A conflict lies with a desire to retain the stability that planning brings to an organization while enabling it to respond quickly to external changes in the environment. Strategic planning, if misused, might become a tool for gaining control over decisions, strategies, present and future actions, management, employees, markets, and customers rather than a comprehensive and integrated instrument for bringing the organization to its desired future. Strategic planning may be used as a tool to impress influential outsiders or to comply with requirements for strategic planning imposed from the outside, such as accreditation requirements.

Organizations use different resources to accomplish different goals. According to Burnes, (2004), organizational resources refers to the organizational aspects of a job that are functional in achieving work goals, could reduce job demand and their associated physiological and psychological costs and could stimulate personal growth, learning and development. The major resources used by organizations may include human resources, financial resources, physical resources and information resources. Financial allocation is central management of activities that allows for strategy implementation (David, 2005). Insufficient financial resource allocation can quickly result in user indifference or implementation abandonment. The organization should match resource allocation to its environment in order to achieve its objectives. Implementation of strategic plans in organizations may be adversely affected by scarcity of resources, presence of idle capacity due to poor flow of resources and inadequate funding of capacity building. The ability of an organization's resources and capabilities to support a sustainable competitive advantage is essential to the time frame of its strategic planning.

The way in which a change is presented to employees is of great importance to their acceptance of it. To deal with this critical situation, an integrated communications plan must be developed. Such a plan is an effective vehicle for focusing the employees' attention on the value of the selected strategy to be implemented. When information is not flowing effectively from bottom to top, top management may not be aware of problems jeopardizing the implementation of the plans, and therefore, not able to respond to these problems (Beer et al, 2000). The information flow does not only include people communicating with each other but also information systems through which management is monitoring the implementation efforts. According to Johnson (2004), communication is a key success factor within strategic plans

implementation. Communication with employees concerning issues related to implementation is frequently delayed until changes have already crystalized. It is recommended that an organization institute a two - way communication program that permits and solicits questions from employees about issues regarding the plans in order to ensure smooth implementation.

2.3.2 Measures to Mitigate the Challenges of Implementation of Strategic Plans

Opportunistic planning allows organizations to be flexible and open to making changes to the strategic planning process, if it becomes necessary in the face of unexpected events and changes in the initial assumptions. Organizations need a good combination of formal and opportunistic planning. Organizations that rely exclusively on formal planning could trap themselves in unbearable rigidities. Those whose decision-making capability is entirely opportunistic will be constantly reacting to external forces, without a clear sense of direction (Hax & Majluf, 1996). Planners should not only plan, but also serve as facilitators, catalysts, inquirers, educators, and synthesizers to guide the planning process effectively

Organizations should encourage active participation of as many people as possible, including the faculty, administration, students, and alumni), engaging them in the ongoing dialogue, and involving them in the strategic planning process, to generate a feeling of ownership of the process and the outcomes throughout the organization. Using a series of incremental steps that build strategies and integrating them into the entire organization will help to adjusting the course of action of strategic planning with overall organizational vision and strategic issues, while allowing for creativity and flexibility for change (Hax & Majluf, 1996)

While all types of communication are useful in implementing strategies, oral communication is especially important to implementing enterprise-wise strategies and carrying out the planning effort (Senge, 1990). Oral communication used in conjunction with other forms of communication affects strategic plans implementation directly through its impact on the individuals involved in implementation. It encourages participation in strategy formation, refinement and implementation as well as enables direct communication of corporate strategies once formulated. Open and collaborative dialog helps the strategic management effort in many ways. In addition to reaffirming the personal involvement of top management, it provides a mechanism for clarifying concepts during plan development, adapting overall organization plans to operational needs on a timely and detailed basis, helping those operating managers unfamiliar with strategic planning techniques to acquire strategic planning skills and coordinating and controlling the planning effort. This way greater integration of the overall organization and operating plans can be enhanced through greater reliance on oral communications (Povejsil, 1989). Open and cooperative dialog also enables the strategic management process to foster strategic thinking among key operating managers.

Leadership has been identified as critical to the planning process because knowledgeable and committed leadership is important for balancing the internal and external forces that affect the organization (Pearce & Robinson, 2003). Additionally, an active and supportive leader builds managerial support for the planning process which results in greater support for implementation of the plan (Carter, 1999). Peter (1974) clearly identifies the critical importance of leadership to the planning process by writing that leadership is important, and there is a need for leaders, within an organization to make strategic planning something more than muddling through or an

incremental process. It seems conclusive then, that people play an important part in the planning process –both as leaders (or champions) and as participants.

Past studies have agreed that strong leadership that is committed to strategic planning is important for successful implementation of the plan. If the leader makes strategic planning a priority, it follows then that the organization is more likely to make strategic planning a priority. The challenge, however, comes from the idea that the people in the organization are more likely to be accountable for the plan if they are involved in the development of the plan. In practice, however, it is more difficult because the leader responsible for championing the planning process may also be the one who does not like to relinquish control of the process. Despite this challenge, the people play an important role in the planning process and for strategic planning to be effective, organizations must have the participation and support of leaders and employees who will implement the plan.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to carry out the research. It presents the research design, the target population, data collection procedures and instruments and data analysis.

3.2 Research Design

Research design refers to the research method to be used in carrying the study. The study adopted a descriptive research design. This was because the study aimed at determining the relationship among variables. Cooper (2000) states that a descriptive research is concerned with who, what, when, where and how of a topic. The purpose of descriptive research is to describe aspects of a situation as it naturally occurs. According to Kothari (1990), descriptive research studies are concerned with describing characteristics to particular individuals or groups.

3.3 Population of the Study

According to saunders et al, (2007), population is a well-defined or set of people, services elements groups, or things or households that are being investigated. This definition ensures that population of interest is homogeneous. The study population consisted of 18 Public Secondary Schools in Limuru District, Kiambu County. The study used census survey in which all the 18 public secondary schools were selected. Simple random sampling was then used to select the teachers who filled the questionnaire. In this method each teacher had an equal chance of being selected. The simple random sampling also enabled the researcher to get the information required to answer study questions. This research design also allowed for the selection of teachers

and principals randomly without bias. The list of the schools studied is attached in appendix iii.

3.4 Data Collection

The study used questionnaires to collect data. A questionnaire is a written instrument that presents respondents with a series of questions or statements to which they are to react by writing out their answers or selecting from among existing answers. Questionnaires were used to collect data about phenomena that are not directly observable such as inner experiences, values, opinions and interests. They were more convenient to use as compared to observation when used to collect data. The focus of the study was the principals/deputy principals in the 18 secondary schools and 54 teachers who are heads of departments, three from each school.

The study followed the correct research procedures and all sources of information were acknowledged as far as possible. The researcher sought consent first before administering the questionnaire. Procedures were put in place to protect the confidentiality of the information and the anonymity of the respondents in all research materials.

3.5 Data Analysis

According to Cooper and Schindler, (2003), analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a given subject of study. The study analyzed information in a systematic way in order to

come up with conclusions as well as recommendations. The data analysis was quantitative in nature. Before analysis, data was edited first to identify and eliminate any errors made by the respondents. The data was then taken through the statistical package for social sciences after being coded. The statistical package for social sciences (SPSS) was instrumental in establishing the data relations that eventually lead to conclusions on the objective of the study. The coded data was then analyzed using statistical measures such as measures of central tendency and standard deviation. The results were then presented using frequency tables, pie charts and bar graphs.

CHAPTER FOUR:DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the presentations, interpretations and discussion of the research findings. The general objective of this study was to determine the challenges of implementation of strategic plans in Public Secondary Schools in Limuru District, Kiambu County. This chapter also presents the analysis and discussion of the study findings. The study sample size was 72 where 65 respondents responded and returned the questionnaires. This constituted a 90% response rate. Mugenda and Mugenda (2003) indicate that for generalization purposes, a response rate of 50% is adequate, while that of 60% is good but a response rate of 70% as excellent. Therefore the response rate of 90% for this study was therefore excellent and acceptable.

4.2 General Information

The period in terms of years the respondents had been working in the school was sought. The findings were presented in a table 4.1 as shown below.

Table 4.1 Respondents working period

Duration in Business	Frequency	Percent
1 Year to 5 Years	27	42
5 Years to 10 Years	12	18
Over 10 Years	26	40
Total	65	100

From the findings in table 4.1 above, 42% of the respondents indicated that they had been working in the school for 1 to 5 years, 40% of the respondents had been working

in the school for over 10 years while 18% of the respondents had been working in the school for 6-10 years. This implied that most public secondary schools teachers had been working in schools for a longer period and had acquired adequate experience on the running school and therefore they had experienced different challenges affecting implementation of strategic plans in Public Secondary Schools.

The study also sought to know the level of education of the respondents. Table 4.2 below shows the responses that were given by the respondents during the study.

Table 4.2 Highest level of education

	Frequency	Percent
Diploma	27	42
Degree	30	46
Masters	8	12
Total	65	100

From the findings, majority 42% of the respondents indicated that they had attained diploma level of education, 46% had attained degree level of education while 12% of the respondents had masters level of education. This implied that majority of the respondents had high level of formal education which gave the researcher the confidence in collecting data from literate persons.

4.3 Strategic Plan in School

The study sought to investigate the extent to which schools had embraced strategic planning. Figure 4.1 below shows the results as given by the respondents.
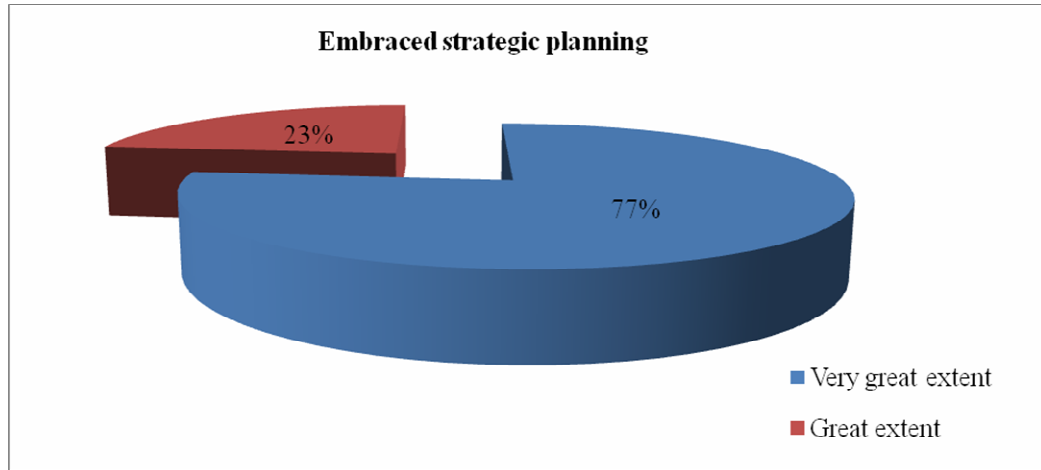
Figure 4. 1 Extent to which school embraced strategic planning

From the findings, majority 77% of the respondents indicated that school had embraced strategic planning to a very great extent while 23% of the respondents indicated that school had embraced strategic planning. Respondents explained that the school board members work with support and advice from its administration to set strategic directions together to a great extent. The respondents further stated that schools were in the process of formulating the strategic plan while all the schools with a plan had vision statements and mission statements. The respondents further stated that the strategic plans had been formulated within the last 5 years and there was wide consultation involving all the key stake holders. Despite challenges the plans were under implementation in most schools.

 This implied that schools often developed long-range plans to effectively create change for the greater good. The findings were in line with Alexander (1991) findings

who found that strategic plans are considered to be very important in the management and success of organizations and that organizations use strategy to determine goals and objectives identify necessary courses of action and allocation of resources necessary to achieve the set goals.

4.3.1 People involved in the formulation of the school's mission and vision

The study sought to know the people that were involved in the formulation of the school's mission and vision. From the findings, respondents concurrently stated that the vision and mission statements were formulated by administrators, teachers and students. Respondents stated that a group of representative staff members are assigned to work with school staff to identify areas of need and develop school's mission and vision which is the specific steps and tasks articulated to achieve the stated goals. The team typically consists of school chair, administrators, parents representatives and support staff member such as a secretary or an instructional assistant. This implies that the shaping of and responsibility for the formulation of the school's mission and vision must not rest in the hands of a select few. This is in line with Lewa, Mutuku and Mutuku (2009), who stated that public schools in Limuru have always adopted strategic plans as directed by the Ministry of Education but the schools continue experiencing low performance.

4.3.2 Extent of the school's strategic plan implementation

The study sought to know the extent to which the schools had strategic plan implementation and the findings presented in figure 4.2 as indicated below.
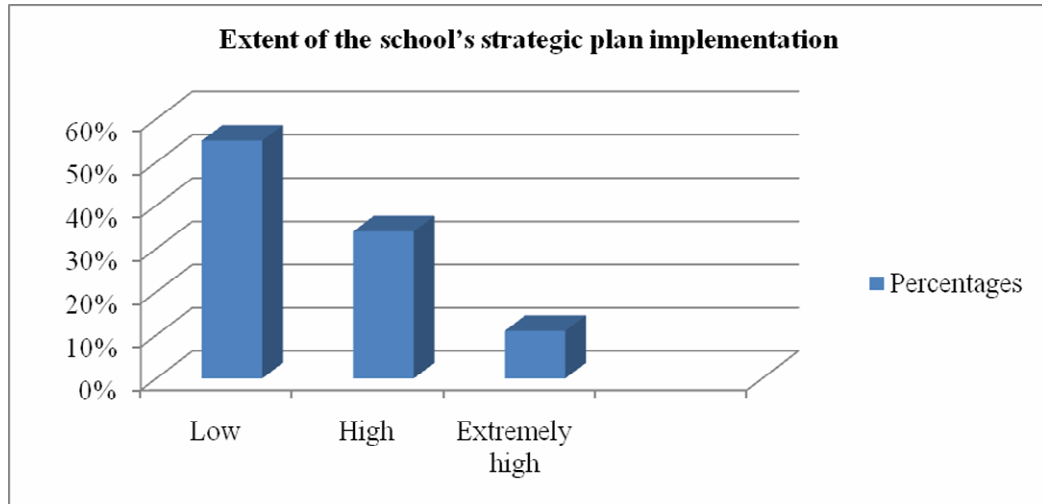
Figure 4. 2 Extent of the school's strategic plan implementation

From the findings majority 55% of the respondents indicated that the schools had low strategic plan implementation, 34% of the respondents indicated that the schools had high strategic plan implementation while 11% of the respondents indicated that schools had extremely high strategic plan implementation. This implies that strategic plan in various schools have not been effectively implemented. This is in line with Ngware and Kosimbei, (2006) who stated that most public schools fail to achieve their goals and objectives and this is reflected through poor academic performance attributed to challenges hindering implementation of strategic plans.

Table 4.3 Extent to which given factors causes the alteration of the school strategic plan

Statement	Moderate extent	Large extent	Very large extent	Mean	Standard deviation
Political changes	2	28	35	4.81	0.87
Economic changes	15	18	32	4.76	0.56
Physical environmental changes	15	23	27	4.64	0.63
Social Cultural factors	10	20	35	4.63	0.59
Competitors actions	13	18	34	4.30	0.45
Management policies	7	17	41	4.51	0.55

Table 4.3 indicates the results on the extent to which the given factors cause the alteration of the school strategic plan. The study found that political changes and economic changes cause the alteration of the school strategic plan to a very great extent as indicated by a mean of 4.81 and 4.76 with standard deviation of 0.87, 0.56, respectively. The study further found that Physical environmental changes, Social Cultural factors and Management policies cause the alteration of the school strategic plan to a great extent as indicated by 4.64, 4.63 and 4.51 standard deviation of 0.63, 0.59 and 0.55 respectively. Most of the respondents indicated that competitor's actions cause the alteration of the school strategic plan to a moderate extent as indicated by a mean of 4.30 with standard deviation of 0.45. Respondents furthers stated that coordination of implementation activities was not effective enough as the capabilities of employees were insufficient, training and instruction given to lower level employees were inadequate and leadership and direction provided by departmental manager were inadequate.

4.3.3 The extent to which the given factors affect the implementation of strategic plans

The study sought to investigate the extent to which the given factors related to strategic planning practices affect the implementation of strategic plans in the school. The findings were recorded as shown in Table 4.4.

Table 4.4 The extent to which the given factors affect the implementation of strategic plans

	Moderate extent	Large extent	Very large extent	Mean	Standard deviation
Resource allocation	13	23	29	4.50	0.49
Top management commitment	9	20	36	4.71	0.55
Communication	17	21	27	4.84	0.87
Leadership style	13	15	37	4.79	0.74
Resistance to change	10	26	29	4.69	0.51

From the findings majority of the respondents indicated that communication, leadership style and top management commitment affect the implementation of strategic plans in the school as indicated by a mean of 4.84, 4.79 and 4.71 with standard deviation of 0.87, 0.74 and 0.55. Most of the respondents indicated that resistance to change and resource allocation affect the implementation of strategic plans in the school as indicated a mean of 4.69 and 4.50 with standard deviation of 0.51 and 0.49 respectively. Respondents stated that there has been failure to adapt to Modern Information Communication Technologies and some resistance, which occurs whenever there is a departure from historical behavior, culture and power structure and multifaceted phenomenon which introduces delays, additional costs and instabilities into the process of change affect the strategy implementation. This

implies that lack of adequate resources namely funds, human capacity, skills and experience.

4.4 Strategic planning and Performance

The study sought to know the extent to which the respondents agreed with the statements in Table 4.5 concerning effects of strategic planning on performance of public Secondary Schools.

Table 4.5 Effects of strategic planning of performance of public schools

Strategic planning and Performance	Neutral	Agree	Strongest agree	Mean	Std deviation
Through strategic planning the school is able to cope with changes in the environment	8	23	34	4.62	0.73
Through strategic planning the school hires highly qualified teachers	11	20	34	4.21	0.44
The public school acquires technology through strategic planning	12	24	29	4.53	0.41
Through strategic planning the school is able to allocate teaching time equally for effective teaching	9	15	41	4.85	0.73
Strategic planning influence completion of syllabus in schools	2	28	35	4.48	0.46
The thorough adoption of strategic planning reduces Politics in schools	10	18	37	4.88	0.72
The strategic plan adopted by public enable it gain competitive edge over other organization	8	25	32	4.67	0.61

From the findings, majority of the respondents strongly agreed that thorough adoption of strategic planning reduces politics in schools; schools are able to allocate teaching time equally for effective teaching gaining competitive edge as indicated by a mean of 4.88, 4.85 and 4.67 with standard deviation of 0.72, 0.73 and 0.61. Most of the respondents strongly agreed that through strategic planning the schools are able to cope with changes in the environment and acquires technology to a very great extent as indicated by a mean of 4.62 and 4.53 with standard deviation of 0.73 and 0.41. Most of the respondents agreed that strategic planning influence completion of syllabus in schools and that it's through strategic planning the school hires highly qualified teachers to a great extent as indicated by a mean of 4.48 and 4.21 with standard deviation of 0.46 and 0.44. This implies that adoption of proper or appropriate policies can be quite useful. Equally important is the adoption of an effective control system during strategy implementation.

4. 5 Discussion of Results

From the findings majority of the respondents indicated that the schools had low strategic plan implementation compared to the percentage that had embraced strategic planning which was at 11%. This implied that strategic plans in various schools have not been successfully implemented. This is in line with Ngware & Kosimbei, (2006) who stated that most public schools fail to achieve their goals and objectives which is often reflected through poor performance in academics. This in turn was attributed to the challenges that affect implementation of strategic plans in these schools. Standard deviation was used to measures the strength of the relationship between the dependent variable that is implementation of school strategic plans and independent variables that is, resource allocation, top management commitment, communication leadership style and resistance to change.

The researcher wanted to test the strength of the relationship between the dependent and independent variables so as to provide useful information to school management for planning purposes. The respondents indicated that communication, leadership style and top management commitment affect the implementation of strategic plans in the school as indicated by a mean of 4.84, 4.79 and 4.71 with standard deviation of 0.87, 0.74 and 0.55. Most of the respondents indicated that resistance to change and resource allocation affect the implementation of strategic plans in the school as indicated a mean of 4.69 and 4.50 with standard deviation of 0.51 and 0.49 respectively. Respondents stated that there has been failure to adapt to Modern Information Communication Technologies and some resistance, which occurs whenever there is a departure from historical behavior, culture and power structure and multifaceted phenomenon which introduces delays, additional costs and instabilities into the process of change affect the strategy implementation.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of major findings, discussions, conclusions and recommendations. The purpose of this study was to determine the challenges of implementation of strategic plans in Public Secondary Schools in Limuru District, Kiambu County. The summary of major findings, discussions, conclusions and recommendations were based on research objective.

5.2 Summary of the Findings

The study established that Public Secondary Schools in Limuru District, Kiambu County had embraced strategic planning to a very great extent as the school board members work with support and advice from its administration to set strategic directions together. The study established that various Public Secondary Schools in Limuru District, Kiambu County were in the process of formulating the strategic plan while all the schools with a plan had vision statements and mission statements. This was evidenced by how strategic plans had been formulated within the last 5 years and the wide consultation involving all the key stake holders.

The study established that schools often developed long-range plans to effectively create change for the greater good. It was revealed that strategic plans are considered to be very important in the management and success of organizations and that Public Secondary Schools in Limuru District, Kiambu County used strategy to determine goals and objectives to identify necessary courses of action and allocation of resources necessary to achieve the set goals.

The study established that the vision and mission statements were formulated by administrators, teachers and students. School chair, administrators, parents' representatives and support staff member such as a secretary or an instructional assistant identify areas of need and develop school's mission and vision which is the specific steps and tasks articulated to achieve the stated goals.

The study established that despite the embraced strategic planning there the plans under implementation in most schools encountered various challenges as Public Secondary Schools in Limuru District, Kiambu County had low strategic plan implementation. The study found that political changes and economic changes physical environmental changes, social cultural factors, management policies and competitor's actions cause the alteration of the school strategic plan. The study established that communication, leadership style, top management commitment and resistance to change and resource allocation affect the implementation of strategic plans in the school. From the findings, thorough adoption of strategic planning reduces politics in schools; schools are able to allocate teaching time equally for effective teaching gaining competitive edge. It was revealed that through strategic planning the schools are able to cope with changes in the environment and acquires technology, influence completion of syllabus in schools and school hires highly qualified teachers.

5.3 Conclusion of the Study

The study sought to understand the challenges of implementation of strategic plans. Based on the research findings, it is concluded that strategic planning is a management tool that helps an organization to focus its energy, to ensure that members of the organization are working towards the same goals, to assess and adjust

the organization's direction in response to a changing environment. In successful schools there are representatives assigned to work with school staff to identify areas of need and develop action plans, which are the specific steps and tasks articulated to achieve the stated goals. The study concludes that strategic plan in various schools have not been effectively implemented thus public schools fail to achieve their goals and objectives and this is reflected through poor academic performance attributed to challenges hindering implementation of strategic plans.

The study concludes that involving potential teacher leaders in the development of the strategic plans. The positions should be highly sought after to offer opportunities for professional growth. Schools were in the process of formulating the strategic plan while all the schools with a plan had vision statements and mission statements. Strategic plans had been formulated within the last 5 years and there was wide consultation involving all the key stake holders.

The study concludes that shaping of and responsibility for the formulation of the school's mission and vision must not rest in the hands of a select few. And that Public schools in Limuru have always adopted strategic plans as directed by the Ministry of Education but the schools continue experiencing low performance.

5.4 Recommendation of the Study

The study recommends that Principals / Deputies should be equipment with the necessary managerial skills to help them successfully implement strategic plans in their respective schools. Schools should embrace institutional policies which they should enforce strictly to ensure they help in the successful implementation of the school's strategic plans.

Schools should have resources allocation policies / budgets which they should enforce strictly to ensure they help in the successful implementation of the school's strategic plans. Schools should have reward / incentive schemes which can help in the successful implementation of the school's strategic plans

5.5 Areas Suggested for further Study

The study determined the challenges of implementation of strategic plans in Public Secondary Schools in Limuru District, Kiambu County. The study was only based on Public Secondary Schools in Limuru District, Kiambu County; thus the study recommends that a further study should be carried out to cover a wider scope to enhance generalization.

5.6 Implications on Policy Theory and Practice

This study has policy implications as there has not been a standard benchmark on the secondary Schools implementation of strategic plan as it is for Universities in the east Africa region. There is need for public secondary schools to form strategic alliances with development partners so as to enhance their performance and there is also need to form strategic collaborations which will enhance strategic plan implementation. Future research should also focus on both public and private secondary schools in Kenya in order to find out the relationship between strategic planning and their performance

Currently several universities are now participating in the Inter-University Council for East Africa (IUCEA) common quality assurance system, which aims at harmonizing higher education standards in East Africa thereby promoting comparability of academic programs among universities, based on regional benchmark standards. This makes this study therefore a critical part of the link

between theory and practice within the confines of strategic education management in East Africa and therefore there is need for the Kenya Government to review the education policies that are related to quality management and strategic planning and management in the Secondary schools sooner.

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APPENDICES
APPENDIX I: LETTER OF INTRODUCTION

September 2014

Dear respondent,

I am a master of business administration (MBA) student at the University of Nairobi. I am required to submit as part of my course work assessment a research project on challenges of implementation of strategic plans in public secondary schools in Limuru District, Kiambu County. I am kindly requesting you to assist me in this study by filling the attached questionnaire to the best of your ability as it applies to your institution.

Please be assured that the information you provide will be used solely for academic purposes and all responses shall remain confidential.

Thank you very much for your time

Gladys B. Kefa

Student researcher

APPENDIX II: QUESTIONNAIRE

This questionnaire is designed for academic purposes only and the information given in response will be treated with utmost confidentiality. Kindly answer the questions as objectively as possible.

SECTION A: Background of Respondent

Please Tick Where Applicable

1. Position in the school_____

2. How long have you worked in the school?

1 Year to 5 Years   [ ]

5 Years to 10 Years   [ ]

Over 10 Years   [ ]

4. Highest level of education

 i.   O-level/A-level   [ ]

 ii.   Diploma   [ ]

 iii. degree   [ ]

 iv.   masters   [ ]

 v.   Any other, specify…………………………………………………………

PART B: STRATEGIC PLAN IN SCHOOL

5. Has your school embraced strategic planning? …………………………………

i. Yes   [   ]

ii No   [   ]

6. If Yes in (5) above, please indicate the people that were involved in the formulation of the school's mission and vision. …………………………………

7. With a scale of 1 to 4 where 4 is equivalent to Extremely high, 3 High, 2 Low and 1 Extremely low, how do you describe the extent of the school's strategic plan implementation?

Extremely High   [   ]

High   [   ]

Low   [   ]

Extremely Low   [   ]

8. To what extent do the following factors cause the alteration of the school strategic plan? Use a scale of 1 to 5 where: 1 = No extent at all; 2 = small extent; 3 — Moderate extent; 4 =Large extent; 5 - A very large extent

Statement	1	2	3	4	5
Political changes					
Economic changes					
Physical environmental changes					
Social Cultural factors					
Competitors actions					
Management policies					
Other (Please specify)					

9. Kindly indicate by ticking the extent to which the following factors affect the implementation of strategic plans in your school.

i. Resource allocation

No extent   [   ]

Small extent   [   ]

Moderate extent   [   ]

Large extent   [   ]

Very large extent   [   ]

ii. Top management commitment

No extent   [   ]

Small extent   [   ]

Moderate extent   [   ]

Large extent   [   ]

Very large extent   [   ]

iii. Communication

No extent   [   ]

Small extent   [   ]

Moderate extent   [   ]

Large extent   [   ]

Very large extent   [   ]

iv. Leadership style

No extent   [   ]

Small extent   [   ]

Moderate extent   [   ]

Large extent   [   ]

Very large extent   [   ]

Resistance to change

No extent   [   ]

Small extent   [   ]

Moderate extent   [   ]

Large extent   [   ]

Very large extent   [   ]

Section C: Strategic planning and Performance

10. To what extent do you agree with the following statement concerning effects of strategic planning on the performance of public secondary schools?

Strategic planning and Performance	1	2	3	4	5
Through strategic planning the school is able to cope with changes in the environment					
Through strategic planning the school hires highly qualified teachers					
The public school acquires technology through strategic planning					

Through strategic planning the school is able to allocate teaching time equally for effective teaching					
Strategic planning influence completion of syllabus in schools					
The thorough adoption of strategic planning reduces Politics in schools					
The strategic plan adopted by public enable it gain competitive edge over other organization					

APPENDIX III: LIST OF PUBLIC SECONDARY SCHOOLS IN LIMURU DISTRICT, KIAMBU COUNTY

1. Tigoni Secondary School

2. Thigio High School

3. St. Mary's Girls Thigio Secondary School

4. Ngecha Secondary School

5. Ngenia High School

6. Ngarariga Secondary School

7. Kinyogori Secondary School

8. Loreto Convent Limuru

9. Limuru Girls High School

10. Manguo Secondary School,Limuru

11. Kamirithu Secondary School,Kwambira

12. Rironi Secondary School

13. Nguirubi Secondary

14. Makutano Secondary School

15. Ndung'u Njenga Boys Secondary School

16. Biberioni Secondary School

17. Ndungu Girls Secondary School

18. Kamandura Girls Secondary School

Source:http//www.advance-africa.com/secondaryschools-in-KiambuCounty.html