DETERMINANTS OF EFFECTIVE INSTITUTIONAL STRATEGIC PLANNING IN PUBLIC SECONDARY SCHOOLS IN MERU-SOUTH DISTRICT, KENYA

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Planning

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DECLARATION

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

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E55/62445/2010

This research proposal has been submitted for defense with our approval as the University Supervisors.

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DEDICATION

This research project is dedicated to Doreen Gatakaa Mugambi my wife; Leone and Jayden my sons; and to my mum Mrs. Silveria C. Njeru.
ACKNOWLEDGEMENT

I wish to humbly appreciate God for his Grace, guidance and protection throughout the project development period. I also wish to sincerely express my appreciation to my supervisors Dr. Rose Obae and Dr. Loise Gichuhi for their great dedication, support and guidance during the development of the research problem and the research project. May God bless them greatly because without them this research project would not have been successful.

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<td>DEMA</td>
<td>Decentralized Educational Management Activity</td>
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<td>District Education Officer</td>
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<td>KEMACA</td>
<td>Kenya Education Management Capacity Assessment.</td>
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<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<td>MoE</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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ABSTRACT

Strategic planning as a planning tool is highly regarded in many institutions and organizations. In Kenyan public secondary schools, strategic planning gained popularity from the year 2008 when the Ministry of Education directed that all schools should run on a strategic plan to guide their planning. The purpose of this study was to investigate the determinants of effective institutional strategic planning in public secondary schools in Meru-South district, Kenya. Four research objectives were formulated to guide the study. The study used a descriptive survey design. The sample comprised of all the 41 principals of public secondary schools in the district. The study used the questionnaire as data collection instruments. Data was analysed by use of descriptive statistics. Findings revealed that financial constraints were a major planning challenge faced by the principals. Findings also revealed that majority (93%) of the principals had received training on strategic planning which assisted them in strategic planning. Findings also revealed that administrative experience had an influence on strategic planning. Lack of involvement of teachers and other members of staff was a hindrance to the strategic planning process in schools. Based on the findings of the study, it was concluded that the biggest impediment for effective institutional strategic planning process in secondary schools was the inadequacy of financial resources for formulation, implementation, monitoring and evaluation of institutional strategic plans. The study further concluded that strategic planning trainings were critical to the success of a strategic planning effort. At the same time, for any effective institutional strategic planning process, the manager must be well equipped with the relevant competence. The study recommended that the government through the Ministry of Education should ensure adequate financial resource allocation and prompt disbursement of the same so as to facilitate the implementation of the plans. Secondary school managers should be more sensitized on the benefits of strategic planning so as to enhance positive attitude towards the process. The Ministry of education should organize more strategic management training sessions for the principals, deputy principals, heads of departments and teachers as well as other stakeholders to enhance strategic thinking and achieve the expected goals of strategic planning. This would ensure they are able to articulate issues relevant to management of their respective schools and more in formulating and implementing strategic plans. The study suggested that a similar study should be conducted in other districts and findings be compared. A study on challenges facing implementation of institutional strategic plans in Meru South should be carried out so as to identify other barriers that may hinder realization of the goals of strategic planning. A study to identify other factors that determine effective institutional strategic planning in public secondary schools should also be conducted, to compare findings with those of the current study.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Strategic planning as an organization development tool as we know it nowadays started to be outlined in mid 1950s and for more than 30 years was mainly used in private business sector while the concept and performing culture of public administration was developing entirely on the basis of national constitutions and laws (Bryson, 2009). In ancient Greek, the word *strategos* meant the art of carrying out a military campaign. If we split the word, *stratos* means army” or “war” and *ago* would mean “to manage”. There are quite a few books written exploring the art of war management during the ancient and medieval times and researchers of today find a couple of similar principles in strategic planning nowadays and in earlier history.

Today, in one or another way all organizations in both, private and public sectors, are using strategic planning as a tool for performance and development. Although the expected outcome of purposeful strategic planning and strategic management theoretically seems to be mainly the same in public and private sectors, that is accepted strategic plan with clearly formulated vision and achievable goals binding employees of all levels of the organization, however the approaches and the usage of this tool differs in public and private sector (Backoff, Wechsler, & Crew, 2011). It is considered that private sector prevails over the public sector in efficiency and result oriented actions. Many organizations today are focusing on
becoming more competitive, by launching competitive strategies that give them an edge over others (Porter, 2006),

Strategic plans are often accompanied by parallel implementation plans, which outline responsibilities, timelines, resource requirements and organizational or operational changes required in order to deliver on the strategic plan initiatives. The term ‘strategic plan’ often is used as an umbrella term covering all these aspects, which is perfectly reasonable, as they are all critical to the success of a strategic planning effort, and are all very much the focus of any such work we do with our clients (Mintzberg, 2008).

Strategic planning has an important role in every organizational setting (Decker & Höppner 2006). Strategic planning as a reform tool in education became popular in the 1990s in the United States and gained popularity such that in some states like the Rhode Island, in the USA, strategic planning in school districts is protected by the state law (Ralph, 2012). Strategic planning became popular because the users felt that it would stimulate strategic thinking, help develop effective strategies, clarify future directions, establish priorities, improve school performance, build teamwork and expertise and deal effectively with a rapidly changing environment (United Nations Educational Social and Cultural Organisation [UNESCO], 2010). The various strategic objectives should be aligned with each other in a balanced way so that the strategic plan is able to build
bridge between the perceived present situation and the desired future position described by the vision (Johnson and Scholes, 2002).

Principal's attitude towards planning may in a great way influence effectiveness of strategic planning to institutional planning. The principal is the head of the institution and his perception toward the programme may greatly influence its implementation. This means rightful attitude once established has great powers to stay and ensure institutional development. It should be noted that the principal's attitude as a responder, manager and initiator contributes to teachers and staff morale either by fostering a rough atmosphere or by supporting them and collaborating with them. Okoth (2008) concurs with this by stating when a principal is at the centre of leadership, the test for his/her leadership skills is to be found in the perception they have in implementation of various institutional plans.

The effectiveness of the institutional strategic planning requires an advance program of action evolved within the parameters of the ends of the financial resources (Premchand, 2004). This framework, Premchand further states, should include the following; identification and enumeration of the implementation tasks, assessment of the suitability of the means of achieving the ends and prospects for the improvement of means if they are less than adequate. In schools, the financial resources are rendered operational through the school administrative process that comprises four major inter related phases of work namely; an allocation system under which expenditure is controlled by release of funds, supervision of the
acquisition of goods and services to ensure value for the money spent (Brigham, 2005). It also suggested an accounting system that records ministry transactions and provides a framework for an analysis of their implications. Another was a reporting system that permits a periodic appraisal of the actual implementation of policies (Ndiritu, 2007).

Hewlett (2004) asserts that effective institutional strategic planning requires appropriate management training in order to steer the education institution towards the right direction. For this, a principal requires the necessary professional knowledge, training and experience. However, Kimancia (2007) contradicts this by saying that there is no relationship between academic, experience and professional qualifications of the principals in relation to the effectiveness of strategic planning.

The Ministry of Education rolled out a capacity building programme at school level in 2008 in which education managers at school level were trained on strategic planning. The training was carried out by Decentralised Education Management Activity (DEMA). The objective, among others, was to train education managers on strategic planning as a reform tool in education at school levels and enhance performance based management ([USAID], 2013).

The introduction of strategic planning in public secondary schools in Kenya was meant to enable school planners at that level to develop strategies that would impact on strategic issues like access to education, equity and efficiency as well
as developing institutional capacities in line with the District and National Strategic Plans.

Educational institutions have started to get serious about strategic planning because they recognize the challenges they face today and also because they are now required by the government to carry out strategic planning (Government of Kenya ([GoK], 2006). Educational institutions that are essentially traditional in orientation must find new ways of dealing with the issues facing them (Lewa, Mutuku & Mutuku, 2009). It is therefore imperative that Strategic planning is one of the major steps the secondary schools can take to address the challenges they face in enhancing the quality of the education they offer.

1.2 Statement of the problem

To effectively implement strategic planning in schools, managers have been trained in ways to formulate and implement strategic plans in their schools. Despite the training of school managers on strategic planning and the requirement that all schools operate on strategic plans, developed at school level, data available in the Meru- South District Education officer’s (DEO’s) office indicate that complaints on misappropriation of school resources and non timely completion of project are common. These complaints are raised by parents, sponsors and politicians. Also, reports from the Quality Assurance Officers’ office in Meru South District show poor results in a majority of schools and non completion of syllabus in time, especially in schools in the lower zone of district.
Despite the introduction of strategic planning to address these planning issues at school level, the problem has been persistent in Meru-South District. It is noted that, no research has been done to establish what makes strategic planning effective in public secondary schools in Meru-South District. This study will seek to establish the various factors that determine the effectiveness of institutional strategic planning in Meru-South District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the determinants of effective institutional strategic planning in public secondary schools in Meru-South district, Kenya.

1.4 Objectives of the study

The study was designed to achieve the following objectives:

i. To determine the extent to which principal’s attitude to planning influence institutional strategic planning in public secondary schools in Meru-South district, Kenya.

ii. To establish the extent to which financial resources affect the effectiveness of institutional strategic planning in public secondary schools.

iii. To assess the extent to which level of training determine the effectiveness of institutional strategic planning in public secondary schools.
iv. To determine the extent to which principal's administrative experience influence effective institutional strategic planning in public secondary schools.

1.5 Research questions

This study was guided by the following research questions.

i. To what extent does principal's attitude towards planning enhance institutional strategic planning in public secondary schools in Meru-South district, Kenya?

ii. To what extent do financial resources determine the effectiveness of institutional strategic planning in public secondary schools?

iii. To what extent does level of training determine the effectiveness of strategic planning in public secondary schools?

iv. To what extent does principal's administrative experience affect effective institutional strategic planning in public secondary schools?

1.6 Significance of the study

Findings of this study may be used to make recommendations to the ministry of education and other policy makers on the way to make school planning more effective at the school level. The study may also be useful as an evaluation exercise for the gains attained by training school managers on strategic planning as an impetus for decentralized educational planning. This study will also be
useful to the managers of secondary schools since its findings may inform them on the significance of strategic planning tools in planning for school inputs, school processes and school outputs.

1.7 Limitations of the study

These are factors beyond control of the researcher which affected the study. The principals were required to give their views on their own performance on strategic planning. This affected their objectivity because they were giving information about themselves. This was however mitigated by requesting them to be objective as possible and informing them that the information they gave would be used for academic purpose only and would be kept confidential. The researcher also was not able to control attitudes of respondents which could have affected the research findings. This was however be mitigated by telling them that the research information would be kept confidential.

1.8 Delimitations of the study

This study was carried out in Meru-south District of Tharaka-Nithi County. There are 41 public secondary schools in the district, of various categories. For the purpose of this study, the schools were categorized as day, day and boarding and boarding schools. This study drew respondents from the population of all the 41 principals in public secondary schools in Meru-south district.
1.9 Assumptions of the study

For this study to be carried out successfully, the following assumptions were made.

i. That all respondents had some knowledge on strategic planning.

ii. That all the respondents would give honest and truthful responses during their interaction with the researcher and/or the research instruments.

1.10 Definitions of significant terms

Attitude to planning refers to the degree to which the principals believe that using strategic planning is more effective in leading school reforms compared to the preceding methods of institutional planning.

Effective strategic planning refers to the ability of the strategic planning programme to produce the intended results such as good allocation and use of resources and improved school academic performance.

Institutional planning refers to the process of drawing out programmes of development and school improvement by managers based on the needs and resources available or likely to be made available.

 Principals refer to the teachers appointed through merit or otherwise to head and manage public secondary schools.
School category refers to the types of schools grouped together in terms of common characteristics. For this study, schools are categorized as boarding, day and boarding and day schools.

School resources refer to both human capital and finances raised from school fees, income generating activities and grants.

Strategic plan refers to an outline of actions to be carried out systematically over a particular period of time, guided by the careful analysis of the internal and external factors that are likely to affect the school in terms of moving from the current state to the desired status.

1.11 Organization of the study

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of related literature review. The chapter also presents the theoretical framework and conceptual framework of the study. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four discusses analysis of the research findings from
the data analysis. Chapter five comprises of the summary of the findings, conclusions, recommendations and suggestions for further research studies.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to investigate the determinants of the effectiveness of strategic planning to institutional planning in the context of public secondary schools in Meru-South district. The chapter presents an overview of strategic planning, strategic planning in Kenyan secondary schools, strategic plan implementation, influence of principal’s attitude on effectiveness of institutional strategic planning, influence of financial resources on effectiveness of institutional strategic planning, influence of principal’s experience on effectiveness of institutional strategic planning and influence of training of education managers on effectiveness of institutional strategic planning. The chapter also presents the summary of literature review, theoretical framework and conceptual framework of the study.

2.2 An overview of strategic planning

Strategic planning is a management tool designed by planners for administrators to help an organization focus its energy, to ensure that members of the organization are working towards the same goals, to assess and adjust the organizations’ direction in response to a changing environment. It 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, with a focus on the future (Coopers, 2003).

A strategic planning process encompasses statement of the organizations' mission and objectives, environmental scanning, strategy formulation, implementation, control and evaluation. Mission and objectives serve to provide a clear direction for the organization. Environmental scanning enables the players to identify its strengths, weaknesses, opportunities and threats. Based on the mission and objectives, strategy formulation helps to map the way forward by matching the strengths to the opportunities and help to address the weaknesses and internal and external threats ([UNESCO], 2010). Strategy implementation involves organization of firms' resources and motivation of the staff to achieve objectives. Managers at this level have a great role of making sure that those who are involved in implementation process understand the purpose and support it. They must be made to feel part of and own the process (Coopers, 2003). Lastly, feedback is vital at all stages and forms a major component of the strategic planning process. Feedback is obtained from the exercise of evaluation and control and it enables the adjustment of the strategies or any other relevant part of the planning process ([UNESCO], 2010).

Interest in applying strategic planning as a reform tool in education became popular in the 1990s in the United States (USA) and gained popularity such that in some states like the Rhodes Island, strategic planning in school districts is
mandated by the state law (Ralph, 2012). This is because users felt that it would stimulate strategic thinking, help develop effective strategies, clarify future directions, establish priorities, improve school performance, build teamwork and expertise and deal effectively with a rapidly changing environment (Coopers, 2003).

Strategic planning and strategic management in public administration is closely related to the overall concept and culture of public administration, i.e., the government essentially serves the community and should follow the changes in society, its values and needs. According to a joint initiative of the Organisation for Economic Cooperation and Development (OECD) and the European Union (EU) the strategic planning system at central public administration level nowadays consists of two main components – management component and budget component([UNESCO], 2010). The strategic management component generally consists of mandate (statement of mission), vision, values, internal and external environment analysis, medium term priorities, directions of activities, monitoring, and evaluation, reporting, while the budget component consists of current situation analysis, objectives, results and performance indicators of the budget programs, funding programmes. A strategic plan of state institution is management and a budgetary planning document which assure medium term planning for central public administration institutions. It refers to the public policies under the competence of the institution and it offers a clear image of policies, commitments and measures that will be promoted at the institution level,
but it is not a public policy document itself. A strategic plan of state institution supports the shift from a resources oriented management to a results based management (Dinu, 2007).

2.3 Strategic planning in Kenyan secondary schools

Strategic planning in public secondary schools in Kenya was introduced in the year 2008. Earlier, public secondary schools in Kenya operated on development plans which were adapted from the Ministry of Education plans. A study carried out by the Ministry of Education under the funding of United States Agency for International Development (USAID) named Kenya Education Management Capacity Assessment (KEMACA), established that the plans in schools tended to be general and not sufficiently focused on outputs and outcomes (KEMACA, 2008). This was indicative of possible gaps in knowledge and skills in school planning by education managers. A study carried out by Ngware, Wamukuru and Odebero (2006) to determine the extent to which Total Quality Management (TQM) was being practiced in Kenyan secondary schools revealed that most public secondary schools did not have strategic plans. They also noted that the few schools that had the plans were weak in systematic follow-up to ascertain the implementation of the plans.

Ngware (2006) argues that there was no deliberate attempt by schools to do an evaluation internally to ascertain if the objectives are being met or not. Such failure, they say, denies the school an opportunity to reflect on the quality of
planning and inculcate a culture of quality assurance in schools. The findings of KEMACA prompted the establishment of Decentralized Education Management Activity (DEMA) whose objective, among others, was to train education managers on strategic planning. The training was rolled out in the year 2008, targeting all the principals, their deputies, BoM and PTA leaders in secondary schools in Kenya ([MOE],2008). The expectation was that the school managers will embrace the strategic planning tools to make school planning easier and focused and improve on the quality of educational inputs and outputs.

2.4 Strategic plan implementation

The choice of a method for strategic management implementation will depend upon situational factors such as size of the institution, complexity of programs, institutional culture, and the style of the management. In view of the complex characteristics of higher education institutions, the implementation approach should be based upon high participation. The cultural approach as described by Bell (2002) meets these requirements. In the cultural approach the president assumes the role of a coach and focuses upon defining and developing the new culture of the institution. In the cultural approach, the president's role is changed to that of a premise setter which has a distinctive influence on the attainment of organizational quality objectives. The Kenyan Education Sector has since the year 2003 embarked on plans to institute reform at all levels. The implementers of strategic plans ask questions like; where we are now, where do we want to go, and
how do we get there. In the face of changing circumstances, these are important questions to ask (Lewa, Mutuku & Mutuku, 2009). These questions ought to force them to evaluate the conditions in their operating environments, examine competitive pressures, carry out Strength, Weaknesses, Opportunities and Threats (SWOT) analysis and identify strategic issues. This requires development of a strategic orientation and execution of strategies capable of moving the universities and colleges to their desired future states. In short, the universities and colleges must engage in practical strategic planning. Strategic planning and thinking involves making choices and decisions about the long-term future of an organization (Thompson, & Strickland, 2009) the process results in strategic plans that require execution or implementation under the stewardship of strategic behaviour norms.

Finkelstein (2003), maps four circumstances in which strategic planning failure is most likely to occur: launching new ventures, promoting innovation and change, managing mergers and acquisitions and responding to new environmental pressures. So in this era of dramatic change, global alliances, and a variety of environmental pressures, the potential for failure is very real. While Mintzberg (1994) believes that the strategic planning models of the 1960s and 1970s ultimately failed because they did not distinguish between strategic planning and strategic thinking. Miller (1990) found in his research that the victories and strengths of companies can often be the cause of their future strategic failure.
Miller delineated four major causes of strategic failure: leadership traps, monolithic cultures and skills, power and politics, and structural memories. All of these causes emerge while an organization is experiencing success-especially in its strategic initiatives.

2.5 Influence of principal's attitude on effectiveness of institutional strategic planning

Institutional strategic decisions create a wave of management perception to planning on the effectiveness of strategic planning (Prajogo & McDermott, 2008). The principal’s attitude towards planning may in a great way influence effectiveness of strategic planning to institutional planning. This means rightful attitude once established has great powers to stay and ensure institutional development (Tabotrdip, 2005). It should be noted that the principal’s attitude as a responder, manager and initiator contributes to teachers and staff morale either by fostering a rough atmosphere or by supporting them and collaborating with them. Okoth (2008) concurs with this by saying when a principal is at the centre of leadership, the test for his/her leadership skills is to be found in the perception they have in implementation of various institutional plans.

Tabotrdip (2005) stated that principals undertake all routine activities to accomplish numerous administrative tasks as leadership towards achieving educational objectives for posterity. This means that the principal's job requires not only an understanding of the educational process at the classroom level, but
the skills to coordinate the efforts of a staff that includes teachers, other administrative personnel, and other school support staff.

The focus on schools, as opposed to school district heads or teachers, presupposes that school-level policy decisions matter. These decisions are, in large part, determined by school principals, who have an important influence on the composition of the school workforce and course content coverage, and who are responsible for monitoring the quality of instruction delivered by teachers. However, in contrast to the large literature on teacher quality (Buddin & Zamarro 2009), few studies have addressed how the principal's attitude influences the effective strategic planning in institutional planning.

Traditionally, educators seeking promotion to principal positions were required to serve time as teachers and deputy principals and accumulate the academic credits necessary to obtain the relevant certification. As discussed by Ballou and Podgursky (2000), this model occupies a middle ground between a system with even greater “professionalization” – in which, among other things, individuals trying to become principals might be required to obtain doctorates in education – and a system with much lower entry barriers, in which potential principals could be promoted from non-traditional backgrounds, without formal education credentials but with management training and, perhaps, private sector experience.

For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the qualities required of him so as to achieve secondary
school objectives and goals as stipulated in the National Education Policy (Federal Republic of Nigeria - FRN, 2004).

2.6 Influence of financial resources on effectiveness of institutional strategic planning

Hewlett (2004) suggests that effectiveness of strategic planning is highly determined by the financial resources during the time of their implementation. It is important, particularly at institutional level, to integrate non-financial measures such as market share or market growth in the budget, so that one can better assess the extent to which improved competitive strength is being achieved as well as the extent to which deviations are due to changes in the business attractiveness. Also, since most school budgets will be based on Ministry of Education guidelines, it is important to superimpose key non-dollar factors that would signal whether the strategic programs are proceeding on schedule. The concern for financial measurement accuracy in the budgets seems to have jeopardized the concern for relevance in most secondary schools' budgets.

The various program alternatives need to be economically evaluated in two respects. First, there are different ways to achieve a particular strategic implementation action and these alternatives should be compared. A cost/benefit analysis is needed, but unfortunately is done too often on narrow grounds. By only looking at the financial costs and benefits without taking a strategic risk-
assessment into account one might easily pursue the less favourable project or fail to search for less risky alternatives (Porter, 1985).

To assess risk in this strategic context three steps of analysis must be carried out: a specific assessment of which budgetary factors might significantly affect the strategic plan's success; an assessment of the degree of predictability of each factor; and an assessment of one's own potential for responding to a particular environmental development to ameliorate adverse effects or to take advantage of favorable developments. Thus, the choice of plan alternative should put major emphasis on maintaining strategic flexibility (Falkowski, Pedigo & Smith, 2008). Unfortunately, a too narrow financial analysis typically seems to take place which does not pay proper attention to maintaining strategic flexibility. The second aspect of the economic evaluation of the strategic planning activities relates to the aggregation of strategic programs into an overall "package" for the division. Many businesses do not take existing programs into account when choosing the overall "package" of strategic programs; thus, the continued relevance of existing strategic programs is not examined (Goodstein, 2001).

However, in most institutions there is a long tradition of allocating resources to capital investments through capital budgeting and for strategic expenditures through discretionary expenditure budgets. There is a problem when these traditional resource allocation procedures are not modified to be consistent with the resource allocation pattern implied by the strategic programme activities; the
new role for the traditional capital budgeting and strategic expenditure tools should be as fine-tuning and safety-checking devices for the strategic resource allocation pattern, and not as devices to frustrate the progress of strategic programs. Unfortunately the latter might easily become the case, particularly when different organizational staff groups are primarily responsible for the activities (Peng and Litteljohn, 2001).

2.7 Influence of principal’s experience on effectiveness of institutional strategic planning

Institutional strategic planning also requires vast experience and competence of the implementer for it to be successful. Cook (1995) states that institutions need to make decisions about the future before future either forces the decisions or renders any decisions irrelevant. Davis and Allison (2003) argue that, because of increasing external demands and uncertainty of events, principals have to possess adequate experience by being future oriented and strategically driven. They identify three characteristics of an experienced principals as having: an articulate vision for the future of the school based on values and beliefs to which the school community is committed; an ability to scan the environment for future trends and directions and to adapt or work with them to help develop the school’s internal purpose; and the capacity to manage the change process.

The Master plan on Education and Training (1997 – 2010) however states that many secondary school principals do not have adequate experience in
management and administration and are ineffective and lacking accountability. They should be advisors in strategic curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplores the poor terms and conditions of service that have led to poor morale. Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion into headship of teachers who do not possess adequate competence in institutional strategic planning. Such malpractices are likely to affect their morale, performance and commitment to institutional strategic planning since non-performers are rewarded.

Jones (2012) cites principals' experience as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in people and empower them to implement the vision. Evans (2007) observes that wise leaders tend to prefer simplicity and brevity to detail and breadth. They hold fast to core values but are ready to be flexible on how to fulfill this.

Ngware, Wamukuru & Odebero (2006) are of the opinion that the principals must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and Board of Governors working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support
continuous improvement in the learning process. According to Okumbe (1998) experience is the process of encouraging and helping others to work enthusiastically towards objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The school management should emphasize team work and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Governors in working towards achievement of strategic planning.

2.8 Influence of training of education managers on effectiveness of institutional strategic planning

In his unpublished study named "Strategic Planning: Is it Worth the Effort? The Superintendent’s Perspective" Ralph (2012) acknowledges that in order to have an effective strategic plan, there is need to enhance the managers’ capacity for effective implementation of strategic planning. This can be done through training. Countries in both developing and developed worlds are moving towards decentralization, which has led to a creation of a gap in capacity to plan and manage education at the local and institutional levels. However, there is some progress in the efforts by many countries to make institutional arrangement to train educational planners. For instance, in Nigeria training programmes for educational planners are organized by the National Institute for Educational
Planning and Administration (NIEPA) while in India, the National University of
Educational planning and Administration (NUEPA) does the training (UNESCO,
2010).

Most of training in the Kenyan education staff is conducted through organized
workshops and for the managers it is done by the Kenya Education Management
Institute (KEMI). Save for the training by the Decentralized Education
Management Activity (DEMA), educational managers in Kenya have not had a
comprehensive training in strategic planning since we have been heavily relying
on the central government educational plans ([DEMA],2008). The DEMA
training was meant to equip the managers with strategic planning skills to enable
them plan for the resources available in a more efficient and effective manner and
use the skills to lead reforms in the education sector.

Training on strategic planning is very important to the management and
development of strategic planning in the secondary schools. Strategic planning is
a continuous, systematic process that helps schools and districts to anticipate and
plan their annual and multi-year goals and activities by analyzing their system-
specific strengths, weaknesses, threats, and opportunities, as well as those of their
communities. Designed to increase organizational and staff capacity and resources
while facilitating outcomes, strategic planning involves ongoing activities
whereby schools and districts develop, implement, and evaluate programs and
activities designed to meet their mission, goals, and student-related outcomes as well as track their needs, plans, and progress over time (Cooker, 2010).

Teacher education curriculum in many universities and colleges provides for training on educational planning as a unit of study combined with economics. However, not much emphasis has been put on the area of strategic planning. Teachers, who rise in ranks to become principals of public secondary schools in Kenya, are exposed to managerial and planning skills through workshops and short courses carried out by the ministry of education. This may however not be adequate training to make them refined planners of these important public institutions and hence the need for enhanced levels of training for principals and their deputies, especially in the area of planning since it’s a technical field (UNESCO, 2010).

Since strategic planning requires the involvement of several stakeholder groups, it is important to build capacity for designing and implementing the plan. Capacity includes the knowledge, technical skills, and resources that the school, its staff, and stakeholders need in order to successfully engage in strategic planning. In Kenya, the KEMACA report of 2008 identified a gap of knowledge capacity on planning on the part of the school managers. This informed the establishment of the DEMA, which provided the necessary training to the school management teams and some identified teachers. The importance of training on
the part of the implementers of strategic plans cannot be ignored given the complexity of the process and the need to change the stake holder's perception to planning towards it.

2.9 Summary of literature review

The literature reviewed suggests that for institutional strategic planning to be effective, it may require leadership that possesses certain characteristics. Ngware, Wamukuru and Odebero (2006) have established that most public secondary schools did not have strategic plans. They also noted that the few schools that had the plans were weak in systematic follow-up to ascertain the implementation of the plans. Ngware et al (2006) argues that there was no deliberate attempt by schools to do an evaluation internally to ascertain if the objectives are being met or not. Finkelstein (2003), maps four circumstances in which strategic planning failure is most likely to occur: launching new ventures, promoting innovation and change, managing mergers and acquisitions and responding to new environmental pressures. Miller (1990) established that victories and strengths of companies can often be the cause of their future strategic failure. While Okoth (2008) concurs that when a principal is at the centre of leadership, the test for his/her leadership skills is to be found in the perception they have in implementation of various institutional plans. Jones (2012) cites principals' experience as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in

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people and empower them to implement the vision. These studies did not establish what may particularly influence effective institutional strategic planning in public secondary schools in Meru south district, Kenya. The study therefore sought to find out whether principals in public secondary schools in Meru South district actually possess these characteristics that would enable them to effectively lead the institutional strategic planning process in their schools.

2.10 Theoretical framework of the study

This study was based on Lozotte’s Effective School Model. Lozotte (1991) developed the model detailing the facets of effective schools based on effective research framework for school improvement. He asserts that the school improvement is a continuous process and came up with the correlates of effective schools which are seen to marry with elements of strategic planning. The extent to which the correlates are achieved depends on whether or not the schools prepare and implement strategic plans.

The perception to planning of the principals on the effectiveness of strategic planning to the institutional planning shall in a great way influence the use of the strategic planning for the purpose of school planning to attain proper learning for all in the school. Since strategic planning has been used in other institutions successfully, its success in public secondary schools depends on the degree to which the principals feel it is better than the existing planning methods. This theory is therefore relevant to the proposed study.
2.11 Conceptual framework of the study

The conceptual framework of the study is presented in Figure 2.1

**Figure 2.1: Interrelationship among variables in the determinant of effective institutional strategic planning in public secondary schools**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Process</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determinants of Effective Strategic planning</strong></td>
<td>Drawing, implementation and monitoring of strategic plans in schools</td>
<td><strong>Effective institutional planning</strong></td>
</tr>
<tr>
<td>- Principal’s attitude towards planning</td>
<td></td>
<td>- Timely completion of school projects</td>
</tr>
<tr>
<td>- Financial resources</td>
<td></td>
<td>- Timely and effective completion of syllabus</td>
</tr>
<tr>
<td>- Principal’s experience</td>
<td></td>
<td>- Improved academic performance</td>
</tr>
<tr>
<td>- Training on strategic planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The conceptual framework shows the relationship between the independent variables and the dependent variables. The framework is designed following the input, process and output model. The inputs in the framework are the principal’s attitude towards planning, financial resources, principal’s experience and training on strategic planning. The process is the drawing, implementation and monitoring of strategic plans in schools while the output is the effective institutional planning which is characterised by timely completion of school projects, timely and effective completion of syllabus and improved academic performance. These variables will be studied in order to establish their relationship with the effective strategic planning to institutional planning.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter presents research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data. The study used a descriptive survey design. According to Kerlinger (1973), descriptive survey is a research design that enables one to study large and small populations by selecting and studying a sample to discover the relative incidence, interaction and distribution. It is also the most preferred when one seeks to find out the opinions of the respondent (Orodho & Kombo, 2006).

3.3 Study target population

Orodho (2004) defines population as all the items or people under consideration. This study targeted all the 41 principals in public secondary schools in Meru-South District, Kenya. The principals were targeted for this study because they are the
government appointed administrators at the school level. Meru South District has eight boarding secondary schools; 12 day and boarding secondary schools and 21 day secondary schools totalling to 41 schools ([DEO’s Office], 2014).

3.4 **Sampling technique and Sample size**

This study used census as sampling technique. All the 38 principals of public secondary schools in the district were involved in the study. The researcher used the entire population of principals in the district. This is because the population of the principals is small and according to Gall, Borg and Gall (1996), when a target population has between 20 to 50 individuals, the entire population may be studied. However, three of the principals were involved in the pilot study.

3.5 **Data collection instruments**

The study used the questionnaire as data collection instruments. The questionnaire was chosen because it helps the researcher to collect large amount of data in large areas within a short time thus saving time for the study (Orodho, 2003). By reviewing and examining different questionnaires, questions were developed based on common guiding principles and based on the research questions and objectives of the study. The questionnaire comprised on five sections. Section A comprised of demographic information; Section B comprised items on principals perception to planning; Section C: had items on principal’s experience; Section D had items on financial resources and strategic planning while section E had items on training and strategic planning.
3.6 Validity of the research instruments

A research instrument is said to be valid if it measures what it is supposed to measure (Kombo & Tromp, 2006). In order to pre-test validity of the instruments and to perfect the questionnaire items, concept and wording, content validity of the instruments was used to measure the degree to which the items represented specific areas covered by the study. To validate the instruments, the researcher checked whether there were ambiguous, confusing and poorly prepared items, in consultation with the supervisors. The draft questionnaire was given to supervisors in the department of Education Administration and Planning of the University of Nairobi who are experts to appraise the items suitability in obtaining information according to the research objectives. These experts examined all the items and provide feedback on the questionnaire items that require to be corrected by the researcher in writing the final format of the questions.

3.7 Reliability of the research instruments

Mugenda and Mugenda (2003) explained that reliability is a measure of degree to which a research instrument yields consistent results or data after an accepted number of repeated trials. The test-retest technique of measuring the reliability of the research instruments was used to eliminate biasness in order to fit within the target objectives. The questionnaire was administered twice to three principals, one from each category picked at random. The Pearson Product Moment
Correlation coefficient formula given below was used to calculate the correlation coefficient.

\[ \gamma = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}} \]

\(\gamma\) = Pearson’s correlation coefficient index

\(N\) = The number of respondents completing the questionnaire

\(x\) = The scores of administration of the questionnaire for the first round.

\(y\) = The scores of the second round administration of the questionnaire.

According to Orodho (2005), a coefficient correlation of 0.75 and above should be considered high enough to judge an instrument as reliable. It is against this scale the researcher determined the reliability of the instrument questionnaire. If the value is lower, then the instrument was reviewed to ensure reliability. For this study, the correlation coefficient was found to be 0.83 which indicated a high reliability level of the instruments.

3.8 Data collection procedures

The researcher first got an authorization letter from the University of Nairobi and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). With these documents, the researcher booked appointments with the principals and deputy principals of secondary schools targeted via their mobile telephone numbers which was followed by a visit to the
schools on the respective appointment dates. The questionnaires were then administered to the respondents. The researcher ensured punctuality on the appointment dates. This helped to save time for the researcher and there were no inconveniences, hence increasing the response rate.

3.9 Data analysis techniques

After the data had been collected cross-examination was done to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data were then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present data while descriptive statistics such as percentages and frequencies were used to present the quantitative data. Qualitative data was analyzed thematically according to the themes in the research objectives.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, findings, presentation, interpretation and discussion. The main purpose for this study was to establish the determinants of effective institutional strategic planning in secondary schools with focus on Meru South District. The chapter is organized into sections based on the objectives but including demographic information of the respondents, but first the questionnaire return rate is presented as shown below.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of questionnaires filled in and returned after their administration. The questionnaire return rate is presented in figure 4.1.

Figure 4.1: Questionnaire return rate
Data presented in Figure 4.1, shows that out of the 38 principals that were issued with questionnaires, 31 (81.5%) principals filled and returned. The return rate was deemed adequate for data analysis. Edward (2002) contends that, a response rate of below 60% is not sufficient while that of at least 60% suffices for a study.

4.3 Demographic Information

The demographic information for the respondents was important in seeking the characteristics of the respondents in the study. This section presents the demographic information of the principals. The demographic information of the principals was based on their age, gender and the highest level of education as well as the length of time the respondent has held their current position. The findings are presented in table 4.1.

Table 4.1: Age of the respondent

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 40 years</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>41 - 50 years</td>
<td>21</td>
<td>67.7</td>
</tr>
<tr>
<td>51 - 60 years</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.1, majority (67.7%) of the principals were aged between 41 - 50 years with 16.1% were over 50 years of age. Only 16.1% of the principals were
aged below 40 years. This implies that, most principals are at least 40 years of age. This indicates that since the age of the principals may reflect the level of experience in institutional stewardship, it would therefore imply that majority of principals in Meru South District are in a position to enhance implementation of institutional strategic plan. This suggests that they may have had a relatively long experience and hence are adequately informed on issues of strategic plans implementation in schools. The study also sought to establish the distribution of the principals by gender. The data is presented in table 4.2.

Table 4.2: Gender of the respondent

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>67.7</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>32.3</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data on the gender of the respondents indicated that majority (67.7%) of the principals who responded were male with the remaining 32.3% being female. This implies that majority of those in secondary schools headship and entrusted with effective institutional strategic planning are male. This also indicates that there one third policy of gender representation in leadership positions has been observed in the district.
The study sought to establish the highest level of education of the principals. The data is presented in table 4.3.

**Table 4.3: Highest level of education**

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree</td>
<td>20</td>
<td>64.5</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
<td>35.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regarding the highest level of education, majority (64.5%) of the principals had a first degree with the remaining 35.5% holding degree in masters. Level of education is important in effective institutional strategic planning as it would dictate the level of comprehension of the whole concept of strategic management. In Kenya, for one to ascend to secondary school headship, they must have attained at least a degree besides the other training programmes which enables them get equipped with the necessary leadership competency.

Principals were also asked to state the length of time they had held their current. The findings are shown in figure 4.2.
Data on the length of time they had held their current position revealed that 45.2% had 4 – 6 years of experience in secondary school headship while 32.3% had 6 – 10 years. Only 16.1% had less than 4 years while the remaining 6.5% had over 10 years. This indicates that, majority of the principals in Meru – South District have at least 4 years in their secondary school leadership position. This would be said to be an adequate duration to gain experience that would suffice for them to be entrusted in institutional strategic planning.

4.4 Effects of principal’s attitude towards institutional strategic planning

The study sought to establish how principal’s attitude towards institutional strategic planning affected institutional strategic planning. This section was based
on the major planning challenge that secondary schools in Meru-South District face in the planning process, respondents’ opinion on the various aspects determining institutional strategic planning and rating strategic planning as an alternative to the other methods of planning like indicative and directive planning. The findings are as presented in Table 4.4.

**Table 4.4: Principals’ challenge in strategic planning process**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial constraint</td>
<td>28.0</td>
<td>90.3</td>
</tr>
<tr>
<td>Inadequate planning skills</td>
<td>2.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Poor cooperation from the management team</td>
<td>1.0</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings in Table 4.4 indicates that, financial constraints were cited as the major planning challenge faced by the principals in school in planning process with lack of adequate planning skills and lack of corporation from the management team being a minor challenges with 6.5% and 3.2% respectively. This implies that the biggest impediment for an effective institutional strategic planning process in secondary schools, as perceived by the principals, was the inadequacy of finances for formulation, implementation, monitoring and evaluation of institutional strategic plans.
The above results are in line with assertions by Hewlett (2004) that effectiveness of strategic planning is highly determined by the financial resources during the time of their implementation. At the same time, the financial measurement inaccuracy in the institutions' budgets seems to have jeopardized the concern for relevance of the planning process in most secondary schools' budgets.

The principals were also asked to indicate their level of agreement on aspects of institutional strategic planning process. The data is presented in Table 4.5.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning is more effective than other planning methods</td>
<td></td>
<td>3.2</td>
<td>16.1</td>
<td>67.7</td>
<td>12.9</td>
<td>3.9</td>
<td>0.6</td>
</tr>
<tr>
<td>Although it is a good strategy, my school is not ready for strategic planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38.7</td>
<td>35.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Using strategic planning will increase productivity in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9.7</td>
<td>45.2</td>
<td>45.2</td>
</tr>
<tr>
<td>Principals need more training on strategic planning for them to be effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.5</td>
<td>32.3</td>
<td>61.3</td>
</tr>
<tr>
<td>Strategic planning has resulted in better academic performance in my school</td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td>12.9</td>
<td>41.9</td>
<td>41.9</td>
</tr>
<tr>
<td>As a principal, I fully understand</td>
<td></td>
<td></td>
<td></td>
<td>12.9</td>
<td>16.1</td>
<td>58.1</td>
<td>12.9</td>
</tr>
</tbody>
</table>

42
the principles of strategic planning and how to draw it.

Table 4.5 indicates the principals’ level of agreement on some aspects of institutional strategic planning process. Mean and standard deviations were used to rank the factors analyzed with mean ranging from 1 (strongly disagreeing) to 5 (strongly agreeing). From the findings, the principals expressed that they need more training on strategic planning for them to be effective (mean = 4.5; standard deviation = 0.6). They also noted that, using strategic planning will increase productivity in schools (mean = 4.4; standard deviation = 0.6). The respondents did not give any indication that their respective schools were not ready for strategic planning (mean = 2.1; standard deviation = 1.1).

Training on strategic planning is very important to the management and development of strategic planning in the secondary schools. Strategic planning is a continuous, systematic process that helps schools and districts to anticipate and plan their annual and multi-year goals and activities by analyzing their system-specific strengths, weaknesses, threats, and opportunities, as well as those of their communities.

The respondents were also asked to rate institutional strategic planning process as an alternative to the other methods of planning like indicative and directive planning. The data is presented in Figure 43.
Data presented in figure 4.3 revealed that the principals rated institutional strategic planning process as an alternative to the other methods of planning like indicative and directive planning as good (51.6%) and very good (25.8%). Only 6.5 rate the process as a very poor alternative. This indicates that institutional strategic planning process is the preferred alternative to the other methods of school planning.

The reason for this is most probably that, strategic plans are often accompanied by parallel implementation plans, which outline responsibilities, timelines, resource requirements and organizational or operational changes required in order to deliver on the strategic plan initiatives. At the same time, a strategic planning
process encompasses statement of the organizations’ mission and objectives, environmental scanning, strategy formulation, implementation, control and evaluation. The data implies that institutional strategic planning process had an effect on the schools strategic planning process.

4.5 Effects of financial resources on institutional strategic planning

This section was based on the principals’ responses on how often some financial aspects determined institutional strategic planning process. A 5-point Likert Scale was used with ‘Never’; ‘Seldom’; ‘Occasionally’; ‘Frequently’ and ‘Always’ were coded as 1 to 5 in the respective order. The items that the principals were supposed to rate were budget amount for strategic is adequate; finances are released on time by the government; there is no competition between the amounts allocated and school projects; strategic planning in schools highly depends on the financial resources as well as the channel of financial disbursement channel is convenient. The data is presented in Table 4.6.
Table 4.6: Principals’ opinion on the frequency to which financial aspects determine institutional strategic planning process

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Always</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget amount for strategic is adequate</td>
<td>25.8</td>
<td>32.3</td>
<td>9.7</td>
<td>3.2</td>
<td>25.8</td>
<td>2.7</td>
<td>1.6</td>
</tr>
<tr>
<td>Finances are released on time by government</td>
<td>29.0</td>
<td>29.0</td>
<td>25.8</td>
<td>6.5</td>
<td>9.7</td>
<td>2.4</td>
<td>1.2</td>
</tr>
<tr>
<td>There is no competition between the amount allocated and school projects</td>
<td>6.5</td>
<td>16.1</td>
<td>25.8</td>
<td>16.1</td>
<td>25.8</td>
<td>3.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Strategic planning in schools highly depends on the financial resources</td>
<td>6.5</td>
<td>3.2</td>
<td>16.1</td>
<td>16.1</td>
<td>48.4</td>
<td>4.1</td>
<td>1.2</td>
</tr>
<tr>
<td>The channel of financial disbursement channel is convenient</td>
<td>29.0</td>
<td>16.1</td>
<td>16.1</td>
<td>19.4</td>
<td>16.1</td>
<td>2.8</td>
<td>1.5</td>
</tr>
</tbody>
</table>
As indicated in table 4.6, strategic planning in schools highly depends on the financial resources (mean = 4.1; standard deviation = 1.2). The respondents however asserted that seldom are the finances released on time (mean = 2.4; standard deviation = 1.2) and the budget amount for strategic is adequate (mean = 2.7; standard deviation = 1.6). Over and above, the channel of financial disbursement channel is rarely convenient (mean = 2.8; standard deviation = 1.5) the results implies that though institutional strategic planning is a noble process, it is seldom supported by financial since the budget is never adequate and there are always delay in their disbursement.

Given the findings of this study, it is important, particularly at institutional level, to integrate non-financial measures such as market share or market growth in the budget, so that one can better assess the extent to which improved competitive strength is being achieved as well as the extent to which deviations are due to changes in the business attractiveness. Also, since most school budgets will be based on Ministry of Education guidelines, it is important to superimpose key non-dollar factors that would signal whether the strategic programs are proceeding on schedule. The concern for financial measurement accuracy in the budgets seems to have jeopardized the concern for relevance in most secondary schools' budgets.
4.6 Influence of training on institutional strategic planning

This study also sought to establish the influence of levels of training on institutional strategic planning. The objective was based on whether the principals received any training on strategic planning and how they acquired the training, whether their respective institutions had strategic plan, if teachers other than the principal and the deputy principal have been trained on strategic planning in their respective schools and their opinions on whether strategic planning skills have improved the delivery of service in their schools.

Figure 4.4 presents data on whether the principals had received any training on strategic planning

Figure 4.5: Principals responses on training on strategic planning
As indicated in figure 4.4, a vast majority (93%) of all the principals interviewed had received training on strategic planning with only 7% never receiving such trainings. This implies that secondary school principals in Meru South District are equipped with skills on institutional strategic planning process. Cooker (2010) maintains that training on strategic planning is very important to the management and development of strategic planning in the secondary schools. Strategic planning is a continuous, systematic process that helps schools and districts to anticipate and plan their annual and multi-year goals and activities by analyzing their system-specific strengths, weaknesses, threats, and opportunities, as well as those of their communities.

Designed to increase organizational and staff capacity and resources while facilitating outcomes, strategic planning involves ongoing activities whereby schools and districts develop, implement, and evaluate programs and activities designed to meet their mission, goals, and student-related outcomes as well as track their needs, plans, and progress over time.

The principals were also asked to indicate ways that were used to train them on strategic planning. The data is presented in Table 4.7.
Table 4.7 Ways used to train principals on strategic planning

<table>
<thead>
<tr>
<th>Mode of training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a unit in college</td>
<td>9</td>
<td>31.0</td>
</tr>
<tr>
<td>Attending workshop by the Ministry of Education</td>
<td>20</td>
<td>65.5</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates how the principals acquired the training on institutional strategic planning. Majority (65.5%) of those who had received training attended workshop by the Ministry of Education, while 31% acquired the skills as a unit in college. The remaining 3.4% did not respond. This implies that the Ministry of Education organized workshop for school managers on institutional strategic planning. The data shows that training that the principals received had in influence on strategic planning process. As a unit of study in teacher training colleges, more effort is needed to include strategic planning among the skills imparted in teachers during their training.

The study also sought to establish whether the respondent’s school had a strategic plan. The data is presented in figure 4.5.
Figure 4.6 Whether the respondent’s school have a strategic plan

Data on whether the respondents respective schools has a strategic plan, an overwhelming majority (97%) confirmed that their schools had the plan while the remaining 3% said such a plan was not there. Findings endorse that strategic plans are critical to the success of a strategic planning effort, and are all very much the focus of any such work we do with our clients.

The principals were also asked to indicate the period of the strategic plan. Figure 4.8 presents the responses.
Table 4.8 Period of the strategic plan (duration in years)

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>4 years</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>5 years</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>6 years</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data on the duration of the strategic plan, majority (70%) of secondary schools in Meru South District revealed that their institutions had 5 years strategic plan. The shortest duration noted from the study was 3 years with only 6.7% of the schools adopting it. The duration of strategic planning process is important since successful strategic planning process requires a feasible process which at optimum is 5 years.

The research also sought to establish from the principals, the number of teachers trained on strategic planning. Data is presented in figure 4.6.
Figure 4.7 Number of teachers trained on strategic planning

Data on the number of teachers trained on strategic planning in the schools other than the principal and the deputy principal indicated that 41.9% of schools had only one teacher trained while a significant portion (38.7%) had none of the teacher trained. Only 3.2% of secondary schools in Meru South District had over 4 teachers trained on strategic planning. This indicates that effort need to be made to train teachers on strategic planning as part of the future succession plan in the schools.

Cooker (2010) asserts that training on strategic planning is very important to the management and development of strategic planning in the secondary schools. Strategic planning is a continuous, systematic process that helps schools and districts to anticipate and plan their annual and multi-year goals and activities by
analyzing their system-specific strengths, weaknesses, threats, and opportunities, as well as those of their communities.

This implies that most secondary schools did not consider teachers training as important for effective strategic planning. Teachers are key in the strategic planning process in the school since they drive the primary role of a school, which is imparting knowledge to learners. Lack of their involvement would hinder the process. Hewlett (2004) asserts that effective institutional strategic planning requires appropriate management and teachers training in order to steer the education institution towards the right direction.

The research also sought to establish the principals' opinion on whether strategic planning improved skills service delivery. The findings are presented in Table 4.9.

Table 4.9 Principals opinion on whether strategic planning improved skills service delivery

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>96.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Regarding the principals' opinion on whether strategic planning skills improved service delivery, majority (96.8%) acknowledged the improvement while the
remaining 3.2% did not agree that strategic planning skills improved service delivery. The data shows that strategic planning was important in the schools. These findings are in line with Cooker (2010) asserts that strategic planning involves ongoing activities whereby schools and districts develop, implement, and evaluate programs and activities designed to meet their mission, goals, and student-related outcomes as well as track their needs, plans, and progress over time.

The Master plan on Education and Training (1997 – 2010) however states that many secondary school principals do not have adequate experience in management and administration and are ineffective and lacking accountability. They should be advisors in strategic curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplores the poor terms and conditions of service that have led to poor morale. Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion into headship of teachers who do not possess adequate competence in institutional strategic planning. Such malpractices are likely to affect their morale, performance and commitment to institutional strategic planning since non-performers are rewarded.
4.7 Influence of principal’s administrative experience on institutional strategic planning

This section was based on the length of time the respondent has served as a teacher, length of time the respondent has served as a secondary school principal, whether the respondents have been involved in strategic planning before, whether principals involve other members of staff in planning for school resources as well as whether principal’s experience is important in implementation of institutional plans.

The principals were asked to indicate the duration they had served as teachers. The data is presented in Table 4.10.

Table 4.10: Length of time the respondent has served as a teacher

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9 years</td>
<td>1.0</td>
<td>3.2</td>
</tr>
<tr>
<td>10-14 years</td>
<td>10.0</td>
<td>32.3</td>
</tr>
<tr>
<td>15 years and above</td>
<td>20.0</td>
<td>64.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings revealed that majority of the principals interviewed had served as teachers for at least 15 years with only 3.2% serving as teachers for less than 10 years. This implies that most secondary school managers in Meru South District had been teachers for over 10 years. The duration to which one has served as a teacher is important because in a normal situation, the higher the experience in
teaching, the more the individual articulates the what, why, how, when and for whom institutional strategic plans are implemented.

The respondents were also asked to indicate the length of time they had served as a secondary school principal. Their responses are presented in figure 4.7.

**Figure 4.8: Length of time the respondent has served as a secondary school principal**

![Bar Chart]

Regarding the length of time respondent has served as a secondary school principal, 48.4% had 5-9 years and 19.4% had 10-14 years while 6.5% had been principals for 15 years and above. This implies that majority of the secondary school managers in Meru South District have been in school headship for at least 5 years.
It is notable that the Ministry of Education through the Teachers Service Commission ascends one to school headship after attaining a teaching experience of at least 4 years. At the same time, for any effective institutional strategic planning process, the manager must be well equipped with the relevant competence. The Master plan on Education and Training (1997 – 2010) however states that many secondary school principals do not have adequate experience in management and administration and are ineffective and lacking accountability.

Davis and Allison (2003) argue that, because of increasing external demands and uncertainty of events, principals have to possess adequate experience by being future oriented and strategically driven. They identify three characteristics of an experienced principals as having: an articulate vision for the future of the school based on values and beliefs to which the school community is committed; an ability to scan the environment for future trends and directions and to adapt or work with them to help develop the school’s internal purpose; and the capacity to manage the change process.

The study also sought to establish whether the principals had been involved in strategic planning before. The data is presented in Table 4.11.
Table 4.11: Whether the respondents have been involved in strategic planning before

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>83.9</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regarding whether the principals have been involved in strategic planning before, a vast majority (83.9%) said they had with only 16.1% being not involved in strategic planning before. Jones (2012) cites principals’ experience as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in people and empower them to implement the vision.

The principals were also asked to indicate whether they involve other members of staff in planning for school resources in their schools. The data is presented in figure 4.8.
On whether principals involve other members of staff in planning for school resources, majority (87%) of the respondents said they do involve other staff members while the remaining 13% do not. Since strategic planning requires the involvement of several stakeholders, it is important to build capacity for designing and implementing the plan.

The principals were also asked to indicate whether they deemed their training important in the implementation of institutional strategic plans. The data is presented in table 4.12.
Table 4.12: Principals administrative experience and implementation of institutional plans

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Fairly important</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>Greatly important</td>
<td>19</td>
<td>61.3</td>
</tr>
<tr>
<td>Very greatly important</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher also sought to establish whether principal's experience is important in implementation of institutional plans. From the findings, majority (61.3%) of principals affirmed that the experience is greatly important with only 3.2% alleging that principal's experience is not at all important in implementation of institutional plans. These findings confirm the importance of the principals' experience in school institutional strategic planning process. Evans (2007) observes that wise and experienced leaders tend to prefer simplicity and brevity to detail and breadth. They hold fast to core values but are ready to be flexible on how to fulfill strategic planning process. However, Kimancia (2007) contradicts this by saying that there is no relationship between academic, experience and professional qualifications of the principals in relation to the effectiveness of strategic planning.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study was to investigate the determinants of effective institutional strategic planning in public secondary schools in Meru-South district, Kenya. Four research objectives were formulated to guide the study. The objectives sought to; determine the extent to which principal’s attitude to planning influence institutional strategic planning in public secondary schools in Meru-South district, Kenya; establish the extent to which financial resources affect the effectiveness of institutional strategic planning in public secondary schools; assess the extent to which level of training determine the effectiveness of institutional strategic planning in public secondary schools and lastly determine the extent to which principal’s administrative experience influence effective institutional strategic planning in public secondary schools. The study used a descriptive survey design. This study targeted all the 41 principals in public secondary schools in Meru-South District, Kenya. The study used the
questionnaire as data collection instrument. Data was analysed by use of descriptive statistics.

5.3 Summary of findings

5.3.1 Influence of principal's attitude towards institutional strategic planning

Findings indicates that principals attitude towards institutional strategic planning affected its implementation. The principals expressed that they need more training on strategic planning for them to be more effective (mean = 4.5; standard deviation = 0.6). The principals rated as good (51.6%) and very good (25.8%) of the institutional strategic planning process as an alternative to the other methods of planning like indicative and directive planning.

5.3.2 Effects of financial resources on institutional strategic planning

Strategic planning success in public secondary schools highly depends on the financial resources (mean = 4.1; standard deviation = 1.2). The respondents however asserted that seldom are the finances released on time (mean = 2.4; standard deviation = 1.2) and the budget amount for strategic planning is adequate (mean = 2.7; standard deviation = 1.6). Over and above, the channel of financial disbursement is rarely convenient (mean = 2.8; standard deviation = 1.5).
5.3.3 Influence of training on institutional strategic planning

A vast majority (93%) of all the principals interviewed had received training on strategic planning with only 7% never receiving such trainings. A good number (65.5%) of those who had received training attended workshop by the Ministry of Education while 31% acquired skills as a unit in college. On whether the respondents respective schools had a strategic plan, an overwhelming majority (97%) confirmed that their schools had the plan while the remaining 3% said such a plan was not there.

Concerning the duration of the strategic plan, majority (70%) of secondary schools in Meru South District revealed that their institutions had 5 years strategic plan. The shortest duration noted from the study was 3 years with only 6.7% of the schools adopting it. Regarding the principals’ opinion on whether strategic planning improved service delivery, majority (96.8%) acknowledged the improvement while the remaining 3.2% negated that strategic planning improved skills improved service delivery.

5.3.4 Influence of principal’s administrative experience on institutional strategic planning

Findings revealed that 64.5% of the principals interviewed had served as teachers for at least 15 years with only 3.2% serving as teachers for less than 10 years. This implies that most secondary school managers in Meru South District had been teachers for over 10 years. Regarding the length of time respondent has
served as a secondary school principal, 48.4% had 5-9 years and 19.4% had 10-14 years while 6.5% had been principals for 15 years and above. On whether the principals have been involved in strategic planning before, a vast majority (83.9%) said they had, with only 16.1% being not involved in strategic planning before. Concerning whether principals involve other members of staff in planning for school resources, majority (87%) of the respondents said they do involve other staff members while the remaining 13% did not.

5.4 Conclusions

Based on the findings of the study, it was concluded that the biggest impediment for effective institutional strategic planning process in secondary schools was the inadequacy of financial resources for formulation, implementation, monitoring and evaluation of institutional strategic plans. The study concluded that though institutional strategic planning is a noble process, it was seldom supported by financial allocation since the budget is never adequate and there are always delay in their disbursement. At the same time constant training was essential for effective institutional strategic planning and development of strategic planning in the secondary schools. Strategic planning is a continuous, systematic process that helps schools and districts to anticipate and plan their annual and multi-year goals and activities by analyzing their system-specific strengths, weaknesses, threats, and opportunities, as well as those of their communities.
The study also concluded that, secondary school principals were equipped with skills on institutional strategic planning process. This implies that the Ministry of Education organized for the workshop for school managers on institutional strategic planning. The study further concluded that strategic planning trainings were critical to the success of a strategic planning effort. At the same time, for any effective institutional strategic planning process, the manager must be well equipped with the relevant competence.

5.5 Recommendations

Given the findings of this study, the following were the recommendations:

The government through the Ministry of Education should ensure adequate financial resource allocation and prompt disbursement of the same so as to facilitate the implementation of the plans.

Secondary school managers should be more sensitized on the benefits of strategic planning so as to enhance positive attitude towards the process. This will ensure that the process of strategic planning takes the right direction from its onset to the monitoring and evaluation stage.

The Ministry of education should organize more strategic management training sessions for the principals, deputy principals, heads of departments and teachers as well as other stakeholders to enhance strategic thinking and achieve the expected goals of strategic planning.
Teachers and principals should ensure they enhance their level of experience through attending workshops and leadership courses. This would ensure they are able to articulate issues relevant to management of their respective schools and more in formulating and implementing strategic plans.

Further, strategic planning should be incorporated as a core unit in teacher training colleges and universities to ensure that all students aspiring to be teachers get skills on strategic planning.

5.6 Suggestions for further research

The researcher suggests the following areas for further studies:

Since the study was carried out in one administrative district, a similar study should be conducted in other districts and findings be compared with the findings of this study.

A study on challenges facing implementation of institutional strategic plans in Meru South should be carried out so as to identify other barriers that may hinder realization of the goals of strategic planning.

A study to identify other factors that determine effective institutional strategic planning in public secondary schools.

A similar study using more categories of respondents is necessary to compare the outcomes.
REFERENCES


APPENDICES

APPENDIX I:

LETTER OF TRANSMITTAL

James Mugambi Francis
P.O. Box 43844-00100
Nairobi
Tel.0721478507
Date: 17 – 06 – 2014
The Principal ..................................................

Dear Sir/Madam,

RE: ACADEMIC RESEARCH.

I am a student of the University of Nairobi pursuing a Master of Education in Educational Planning. I am conducting an academic research on the “determinants of effective institutional strategic planning in public secondary schools in Meru-South District, Kenya”.

I am kindly requesting for your assistance in responding honestly to the questions.

I further wish to assure you that all information you give will be treated confidentially and for academic purpose only.

I look forward for your cooperation on the study.

Thank you.

Yours faithfully,

JAMES M. FRANCIS

E55/62445/2010
APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

Instructions

Please tick ( √ ) or fill in the spaces provided.

All information provided in this questionnaire will be treated with confidentiality and for academic purpose only. Please DO NOT write your name anywhere in this questionnaire.

SECTION A: Profile Information

1. What is your age?

   30-40 years
   [ ]

   41-50 years
   [ ]

   51-60 years
   [ ]

2. What is your gender?

   Male [ ]

   Female [ ]

3. What is the highest level of education have you attained?

   a) Diploma
   [ ]

   b) Degree
   [ ]
c) Masters

d) Postgraduate diploma

e) Doctor of philosophy

4. For how long have you held the position of a principal/deputy principal of a school?

0-3 years

4-6 years

6-10 years

Over ten years

5. How many years have you been a principal in your current station? .......... (years)

Section B: Principals attitude towards planning

6. What is the major planning challenge that your school face in the planning process? (Tick appropriate)

Financial constraint

Lack of adequate planning skills
Interference from the national government

Lack of corporation from the management team

Others (specify) ............................................................. ...

7. In your opinion, please indicate the extent to which you agree or disagree
   with the following statements. (Where SD= strongly disagree; D=disagree;
   N= neutral; A=agree; SA=strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning is more effective than other planning methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although it is a good strategy, my school is not ready for strategic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using strategic planning will increase productivity is schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals need more training on strategic planning for them to be</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effective</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic planning has resulted in better academic performance in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a principal, I fully understand the principles of strategic planning and how to draw it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How do you rate strategic planning as an alternative to the other methods of planning like indicative and directive planning? (Tick your opinion on a scale of 1-4, where 1=very good, 2=good, 3=poor, 4=very poor)

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Section C: Principal's Experience

9. How long have you served as a teacher?
   Less than 5 years [ ]
   5 – 9 years [ ]
   10 – 14 years [ ]
   15 years and above [ ]

10. How long have you served as secondary school principal?
    Less than 5 years [ ]
    5 – 9 years [ ]
    10 – 14 years [ ]
    15 years and above [ ]

11. i) Have you ever been involved in strategic planning before?
    Yes [ ] No [ ]

    ii) If yes in (i) do you involve other members of staff in planning for school resources?
    Yes [ ] No [ ]

    iii) If yes in (ii) at what point in planning do you involve them? (Give a short explanation)
    [ ]
    [ ]
    [ ]
12. In your opinion, do think principal’s experience is important in implementation of institutional strategic planning?

Not at all [ ]
Less important [ ]
Fairly important [ ]
Greatly important [ ]
Very greatly important [ ]

Section D: Financial Resources and Strategic Planning

13. Indicate the extent to which the following factors are considered in the implementation of strategic plan: Kindly tick where appropriate using the following 5 – point Likert scales

Never _ 1; Seldom _ 2; Occasionally _ 3; Frequently _ 4; Always _ 5

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Budget amount for strategic is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Finances are released on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) There is no competition between the amount allocated and school projects</td>
<td></td>
<td></td>
<td></td>
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<td>(d) Strategic planning in schools highly depends on the financial resources</td>
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<td>(e) The channel of financial disbursement channel is convenient</td>
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Section E: Training and Strategic Planning

14. Have you got any training on strategic planning? Yes No

If yes, how did you acquire the training?

a) As a unit in college

b) Attending workshop by the ministry of education

c) Others (specify) ..............................................

15. Does your school have a strategic plan? Yes No

If yes, for what period is your strategic plan?

(Give duration in years).........................

16. How many teachers other than the principal and the deputy principal have been trained on strategic planning in your school? (Specify number)..............

17. Where did your teachers get the training on strategic planning from?

a) School organized training

b) Ministry of education

c) As a unit of study in college

18. In your opinion, do you think strategic planning skills have improved the delivery of service in your school? Yes No

If yes above, cite two areas of such improvement

a) ................................................................................

b) ................................................................................

Thank you for participating in this study
APPENDIX III

LETTER OF AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
7th Floor, Uhuru House
Uhuru Highway
P.O. Box 30123-00100
NAIROBI, KENYA

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.co.ke
Website: www.nacosti.go.ke
When replying please quote:

Ref: No.

Date: 25th June, 2014

NACOSTI/P/14/0544/1751

James Mugumbi Francis
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of effective institutional strategic planning in Meru-South District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Tharaka-Nithi County for a period ending 31st July, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Tharaka Nithi County 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. RUGUTI, PhD, FSC
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Tharaka Nithi County.

APPENDIX IV

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. JAMES MUGAMBI FRANCIS
of UNIVERSITY OF NAIROBI, 0-100
NAIROBI, has been permitted to conduct
research in Tharaka-Nithi County

on the topic: EFFECTIVE INSTITUTIONAL STRATEGIC
PLANNING IN MERU-SOUTH
DISTRICT, KENYA

for the period ending:
31st July, 2014

Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation